

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 24.0 Research career and advancement opportunities in professional cooking and baking.

Benchmark: 24.01 Examine advancement opportunities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to identifying and examining advancement opportunities in the food service industry. An examination may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus should examine advancement opportunities in the food service industry.

Stimulus may use charts, graphs, tables, or diagrams to explore advancement opportunities in the food service industry.

Stimulus may identify occupations in the food service industry.

Stimulus may reflect the wages and benefits of occupations in the food service industry.

Stimulus may describe the required schooling and certifications needed for various occupations in the food industry.

Response Attributes:

Responses may include names of occupations in the food service industry.

Responses may include salaries of food industry occupations.

Responses may include data derived from charts, graphs, tables, or diagrams to explore advancement opportunities in the food service industry.

Responses may include methods or procedures describing the certification/schooling process needed for advanced opportunities in the food industry.

Responses may include positive management traits and/or work habits.

Sample Item:

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Item Specifications

Stimulus: What skills and traits are needed to advance from a line employee position to a management position? Write 1–2 paragraphs describing the skills and traits. Include characteristics such as dependability, certifications, team player, good communication skills, positive attitude, motivator, continuing education, self-starter, flexible and knowledgeable. Use details and examples in your description.

Rubric:

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| 4 Points | The student answer shows a thorough understanding of the skills and traits needed to advance from a line employee position to a management position. Answer may include all of the following: dependability, certifications, team player, good communication skills, positive attitude, motivator, continuing education, self-starter, flexible and knowledgeable. Response clearly and accurately explains multiple traits. Response provide numerous and correct examples and details. Response is clear and virtually error free. |
| 3 Points | The student answer shows an understanding of the skills and traits needed to advance from a line employee position to a management position. Answer may address some of the following skills: dependability, certifications, team player, good communication skills, positive attitude, motivator, continuing education, self-starter, flexible and knowledgeable. Response accurately explains the traits and provides some examples and details. Response is mostly clear but may include a few errors. |
| 2 Points | The student answer shows a minimal understanding of the skills and traits needed to advance from a line employee position to a management position. Answer may address few of the following skills: dependability, certifications, team player, good communication skills, positive attitude, motivator, continuing education, self-starter, flexible and knowledgeable. Response explains the traits, but with some inaccuracy. Response provides few examples and details. Response is somewhat unclear and may include errors. |
| 1 Point | The student answer shows a poor understanding of the skills and traits needed to advance from a line employee position to a management position. Answer may address little to none of the following skills: dependability, certifications, team player, good communication skills, positive attitude, motivator, continuing education, self-starter, flexible and knowledgeable. Response includes minimal explanation and examples or details. Response is mostly inaccurate. Response is generally unclear and may include many errors. |

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Item Specifications

Standard: 24.0 Research career and advancement opportunities in professional cooking and baking.

Benchmark: 24.02 Develop a personal career plan.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to personal career plans in the context of the food service/hospitality industry. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus should address career choices that examine the professional skill needed, degree requirements, certification requirements, locations, wages, benefits, travel requirements, and years of experience needed for making plans in creating a personal career plan.

Stimulus may include a scenario describing an individual's skills, interests, degrees, and other criteria as applicable.

Stimulus may include instructions for creating a personal career plan.

Response Attributes:

Responses may include a career plan in the form of a portfolio or other written document.

Responses may include elements of career choices in the food industry that reflect the professional skill needed, degree requirements, certification requirements, locations, wages, benefits, travel requirements, and years of experience needed for making plans in creating a personal career plan.

Responses may use graphs, charts, tables, or diagrams.

Sample Item:

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Stimulus: Research career choices in the food industry that reflect the professional skill needed, degree requirements, certification requirements, locations, wages, benefits, travel requirements, and years of experience. Synthesize the options you have found. Based on your personal interests and goals, select a career path you would like to pursue. Then, write a plan for how you will pursue this career. Include in your plan the steps you will take and an associated timeline to advance your career.

Rubric:

- 4 Points Response is a thorough and detailed career plan. The student identifies the career path/he she would like to pursue. The career path is aligned with his/her personal goals and interests. The plan accurately describes realistic steps the student can take to advance in his/her career. The plan takes into account the professional skill needed, degree requirements, certification requirements, locations, wages, benefits, travel requirements, and years of experience. The plan is clear and may contain few minor grammatical errors.
- 3 Points Response is a career plan with some detail. The student identifies the career path he/she would like to pursue. The career path is aligned with his/her personal goals and interests. The plan describes realistic steps the student can take to advance in his/her career. The plan takes into account the professional skill needed, degree requirements, certification requirements, locations, wages, benefits, travel requirements, and years of experience. The plan may include some inaccuracies. Response is mostly clear and may include some grammatical errors.
- 2 Points Response is a partial career plan. Plan includes few details. The student identifies the career path he/she would like to pursue, however it may or may not be aligned with his/her personal goals and interests. The plan describes some realistic steps the student can take to advance in his/her career. The plan takes into account some of the following: the professional skill needed, degree requirements, certification requirements, locations, wages, benefits, travel requirements, and years of experience. The plan may include inaccuracies. The response is somewhat unclear and may include many grammatical errors.
- 1 Point Response is a poor career plan. Plan includes minimal details. The student identifies the career path he/she would like to pursue, but it doesn't align with his/her personal goals and interests. The plan describes few steps that are realistic, or describes unrealistic steps the student can take to advance in his/her career. The plan fails to take into account the professional skill needed, degree requirements, certification requirements, locations, wages, benefits, travel requirements, and years of experience. The plan includes many inaccuracies. Response is generally unclear and has significant errors.

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Item Specifications

Standard: 24.0 Research career and advancement opportunities in professional cooking and baking.

Benchmark: 24.03 Demonstrate an understanding of entrepreneurship.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to an understanding of entrepreneurship in the food service/hospitality industry. A demonstration may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus must address the needed skills for entrepreneurs in the food service industry.

Stimulus may describe characteristics of entrepreneurs.

Stimulus may include graphs, charts, tables, or diagrams.

Stimulus may include a scenario related to the skills or characteristics of an entrepreneur.

Response Attributes:

Responses may include the skills and knowledge that define the responsibilities and activities of entrepreneurs.

Responses may include characteristics of entrepreneurs.

Responses may include data from the charts, graphs, tables, and diagrams provided in the stimulus.

Responses may include examples of entrepreneurs.

Sample Item:

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Stimulus: What is an entrepreneur? Write a paragraph describing the skills and characteristics that make a good entrepreneur. Provide examples.

Rubric:

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| 4 Points | The student answer shows a thorough understanding of the skills and characteristics of a good entrepreneur. Student provides multiple accurate examples. Response includes relevant details and may include few minor errors. Response is clear and comprehensive. |
| 3 Points | The student answer shows an understanding of the skills and characteristics of a good entrepreneur. Student provides some accurate examples. Response includes some details and may include some errors. Response is mostly clear. |
| 2 Points | The student answer shows a partial understanding of the skills and characteristics of a good entrepreneur. Student provides few accurate example. Response includes minimal detail and many errors. Response is somewhat unclear. |
| 1 Point | The student answer shows a poor understanding of the skills and characteristics of a good entrepreneur. Student provides few or no accurate examples or details. Response has many errors. Response is generally unclear. |

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Item Specifications

Standard: 24.0 Research career and advancement opportunities in professional cooking and baking.

Benchmark: 24.04 Identify food and hospitality-related enterprises and their impact on the industry.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to food-related or hospitality-related enterprises and their impact on the industry. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe or identify food-related or hospitality-related enterprises.

Stimulus may identify the impact of enterprises that have influenced food/hospitality industry.

Stimulus may address the characteristics of enterprises that have impacted the food/hospitality industry.

Stimulus may include charts, graphs, tables, or diagrams that related to the food/hospitality enterprises.

Response Attributes:

Responses may include names of food-related or hospitality-related enterprises.

Responses may identify the characteristics of food/hospitality-related enterprises.

Responses may discuss compare and/or contrast the impact of food/hospitality-related enterprises on the industry.

Sample Item:

How has the growth and success of major fast food establishments caused changes in the Food Service Industry?

- A. It has caused people to move away from fast foods and towards fine dining.
- * B. It has opened the door for more establishments to provide quick, inexpensive meals.
- C. It has caused the industry to begin raising prices in order to make better profits.
- D. It has allowed fine dining establishments to raise prices higher than originally priced.

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Item Specifications

Standard: 24.0 Research career and advancement opportunities in professional cooking and baking.

Benchmark: 24.05 Explain the benefits of membership in professional associations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to common food service/hospitality industry professional associations and the benefits of membership within the organizations. An explanation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe professional associations in the food service industry.

Stimulus may describe the benefits of being in a professional association.

Stimulus may include graphs, charts, tables, or diagrams.

Stimulus may provide scenarios that incorporate the benefits of membership in professional organizations.

Response Attributes:

Responses may describe the benefits of membership in professional organizations.

Responses may include data from charts, graphs, tables and diagrams.

Responses may reflect names and descriptions of professional organizations.

Sample Item:

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Stimulus: Write a persuasive essay that will convince a new career professional to join a professional association. Discuss the various benefits of being part of the professional association and why being part of the organization is important. Provide examples.

Rubric:

- 4 Points The student answer shows a thorough understanding of the benefits of joining a professional organization. Response includes references to numerous benefits, for example: exclusive online resources, networking opportunities, education, free or discounted publications, free subscription to the organization's magazine, conferences and seminars, support system, political clout and participation in civic leadership activities. Response accurately explains why it is important to be a part of a professional association. Response is supported with relevant details and examples. Response is clear and may contain few minor errors.
- 3 Points The student answer shows a partial understanding of the benefits of joining a professional organization. Response includes references to some benefits, for example: exclusive online resources, networking opportunities, education, free or discounted publications, free subscription to the organization's magazine, conferences and seminars, support system, political clout and participation in civic leadership activities. Response explains why it is important to be a part of a professional association. Response includes some details and examples. Response is mostly clear and may contain some grammatical errors.
- 2 Points The student answer shows a minimal understanding of the benefits of joining a professional organization. Response includes references to few benefits, for example: exclusive online resources, networking opportunities, education, free or discounted publications, free subscription to the organization's magazine, conferences and seminars, support system, political clout and participation in civic leadership activities. Response briefly addresses why it is important to be a part of a professional association. Explanation may include some inaccuracies. Response includes minimal details and examples. Response is somewhat unclear and may contain grammatical errors.
- 1 Point The student answer shows a poor understanding of the benefits of joining a professional organization. Response includes references to or few or no benefits, for example: exclusive online resources, networking opportunities, education, free or discounted publications, free subscription to the organization's magazine, conferences and seminars, support system, political clout and participation in civic leadership activities. Response may not address why it is important to be a part of a professional association. Response includes few or no details and is generally unclear. Response includes many errors.

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Item Specifications

Standard: 25.0 Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines.

Benchmark: 25.01 Identify basic food items.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items are limited to basic food items in the food service/hospitality industry.

Stimulus Attributes:

Stimulus may include names of basic food items.

Stimulus may include descriptions of basic food items.

Stimulus may include nutritional information of basic food items.

Stimulus may include images of basic food items.

Response Attributes:

Responses may include the names of food items.

Responses may include nutritional information about food items.

Responses may include images of basic food items.

Sample Item:

Which picture shows zucchini?



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Item Specifications

Standard: 25.0 Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines.

Benchmark: 25.02 Select basic food items according to standard qualities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to basic food items in the context of their nutritional value and industry quality standards. Items may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include grade levels of meat, dairy, produce, or poultry.

Stimulus may include cost differences.

Stimulus may include charts, graphs, tables, and diagrams.

Stimulus may include descriptions, pictures, or characteristics of basic food items.

Stimulus may include scenarios related to standard qualities.

Response Attributes:

Responses may include names, images, or descriptions of food items.

Responses may include statements about standard qualities.

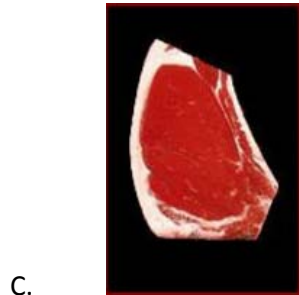
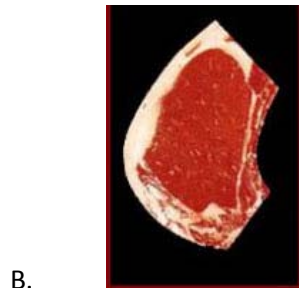
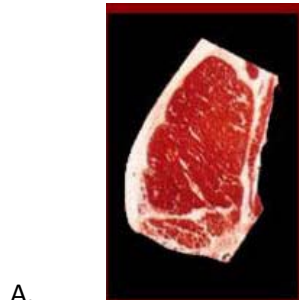
Responses may include grade levels of meat, dairy, produce, or poultry.

Responses may include cost differences of food.

Sample Item:

Item Specifications

Look at the following USDA marbling photos. Which cut of beef would be the most expensive and the highest quality?



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Item Specifications

Standard: 25.0 Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines.

Benchmark: 25.03 Practice portion control and utilize costing procedures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to portion control as it applies to costing procedures. Practice may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a real world scenario related to costing procedures in the food service industry.

Stimulus may address the appropriate procedures in calculating item pricing.

Stimulus may include charts, graphs, tables, or diagrams.

Stimulus must include terminology appropriate to pricing and portion control.

Response Attributes:

Responses may reflect menu costs after appropriate pricing procedures have been applied.

Responses may include data interpreted from charts, graphs, tables, or diagrams.

Responses may include terms or definitions of terms appropriate to pricing and portion control.

Sample Item:

Maddie is creating a menu that includes Filet Mignon Dinner. The meat costs \$6.00 per portion and the sides (potato, vegetable, salad and bread) cost \$2.50. Use costing procedures, what is the cost of dinner Maddie should list on the menu to make minimum profit at a 35% food cost.

- A. \$8.50
- B. \$17.14
- * C. \$24.29
- D. \$34.99

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Item Specifications

Standard: 26.0 Practice advanced cooking and baking techniques.

Benchmark: 26.01 Recognize standards of quality as well as prepare and creatively present: advanced bake station items; advanced pantry station items; advanced fry station items; advanced hot station items; beverage items.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to recognizing standards of quality in cooking and baking as presented in advanced bake, pantry, fry, hot station items and beverage items. Items may require written expression of ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios that permit creative and effective food station presentations.

Stimulus may include images or diagrams.

Stimulus may include strategies for preparation and presentation of a variety of food station items.

Response Attributes:

Responses may include combinations, explanations, enhancements or balance of appropriate food items presented in stations.

Responses may include diagrams.


Responses should include student interpretations of creative presentations.

Responses may include names of strategies that reflect creative food presentations.

Responses may include photographs or other evidence of food presentations.

Sample Item:

Item Specifications

Constructed Response	
<p>Stimulus</p>	<p>The presentation in the picture is an example of a cold hors d'oeuvres station. In a written paragraph, name 2 presentation strategies you would use to enhance the food station presented in the picture. For each strategy, explain how it addresses balance, color, shapes, textures, flavor, and temperature.</p> 

Rubric:

- 4 Points The student answer shows a thorough understanding of presentation strategies. Answer identifies at least 2 presentation strategies, and accurately addresses balance, color, shapes, textures, flavor, and temperature in the suggestions for modifications. Response is clear and may contain few minor errors.
- 3 Points The student answer shows a partial understanding of presentation strategies. Answer identifies at least 2 presentation strategies, and accurately addresses some of the following: balance, color, shapes, textures, flavor, and temperature in the suggestions for modifications. Response is mostly clear and may have some errors.
- 2 Points The student answer shows a minimal understanding of presentation strategies. Answer identifies one correct presentation strategy, and accurately addresses few of the following: balance, color, shapes, textures, flavor, and temperature in the suggestions for modifications. Response is somewhat clear and may include many errors.
- 1 Point The student answer shows a poor understanding of presentation strategies. Answer correctly identifies 0 or 1 presentation strategies, and accurately addresses only few or none of the following: balance, color, shapes, textures, flavor, and temperature in the suggestions for modifications. Response is generally unclear and includes many errors.

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Item Specifications

Standard: 27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 27.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to communication concepts and strategies related to situations in the food service/hospitality industry. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include real-world scenarios that require effective communication.
Stimulus should address appropriate common communication concepts and strategies.
Stimulus may include written documents related to the food service industry such as work place memos, email and other written communications.

Response Attributes:

Responses may include effective and ineffective methods of communication.
Responses may include written communications related to the food service industry.
Responses may use communication concepts and strategies.

Sample Item:

Jessie works at a restaurant as a food server but would like to begin working in the kitchen. What would be the most effective way to tell his boss that he would like the chance to begin working in the kitchen with the chef?

- A. send his boss an email to tell him about his desire to work in the kitchen
- B. write his boss a note or letter explaining why he would do a good job in the kitchen
- C. cook some food at home and bring it to work so his boss will know that he can cook
- * D. ask to meet with his boss after work and explain his desire to work in the kitchen

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Item Specifications

Sample Item 2:

Scenario: You are a restaurant manager and you want to ensure that your servers are sending a consistent message to each guest. Because the experience of the guest is of highest importance to you, you want each guest to be greeted pleasantly and gain a complete understanding of the menu highlights and the daily specials from the server. In an effort to improve the experience of the guests, you decide to create a script for servers when they first meet the guest and introduce the menu. Write your script below. Your script should demonstrate appropriate customer relations skills and include specific instructions for the servers on what they should say and do.

Rubric:

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| 4 Points | Student writes an exemplary script. It is positive, friendly, and natural-sounding. It provides detailed and accurate instructions for the servers on what they should say and what they should do when first meeting the guest and introducing the menu. |
| 3 Points | Student writes a good script. It is positive and friendly, but is slightly awkward sounding. It provides somewhat clear instructions for servers on what they should say and what they should do when first meeting the guest and introducing the menu. |
| 2 Points | Student writes a satisfactory script. It is mostly positive, but it sounds awkward. It provides instructions for the servers on what they should say, but it may not describe what they should do. Script may either address how to meet the guest or how to introduce the menu. |
| 1 Point | Student provides a poor script. It is minimal and vague. It is not positive and includes many inappropriate things. It may only greet the guest or only show the menu. |

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Item Specifications

Standard: 27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 27.02 Locate, organize, and reference written communication concepts and strategies to enhance oral and written communication in the workplace.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to communication concepts and strategies which enhance oral and written communication in the food service/hospitality industry. Items may require selection of appropriate ideas or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios that require references to written communication concepts and strategies.

Stimulus may include real world scenarios related to communication in the workplace.

Stimulus may include a variety of written communication.

Response Attributes:

Responses should address locating, organizing, and/or referencing written communication to enhance oral and written communication in the food service/hospitality industry.

Responses may include employee evaluations and incident reports.

Responses may include references to written communication concepts and strategies.

Responses may utilize effective communication skills.

Sample Item:

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Item Specifications

Task: Pretend you are conducting an employee evaluation. The employee you are evaluating has poor work performance. You told this employee that she needs to work on her attitude because others have been complaining. The employee responds by denying these allegations and she says you have no proof. Role-play how you would respond to this situation. Be professional in your response.

Rubric:

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| 4 Points | Student does an exemplary job role playing an evaluation of an employee with poor work performance. Student responds professionally throughout the entire conversation, and provides appropriate responses to the employee's concerns. Student references and utilizes the employee file and incident reports to support his/her evaluation of the employee's performance. |
| 3 Points | Student does a good job role playing an evaluation of an employee with poor work performance. Student responds professionally throughout most of the conversation. Student references and utilizes the employee file and incident reports to support the statement that this employee has poor work performance. |
| 2 Points | Student does a satisfactory job role playing an evaluation of an employee with poor work performance. Student responds somewhat professionally. Student may reference the employee file and incident reports but does not use them to support the statement that this employee has poor work performance. |
| 1 Points | Student does a poor job role playing an evaluation of an employee with poor work performance. Student responds unprofessionally throughout. Student does not reference or use the written documentation to support the statement that this employee has poor work performance. |

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Item Specifications

Standard: 27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 27.03 Design, develop, and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to presentations related to concepts covered in Culinary 3. Media utilized should be common (for example: PowerPoint, Videos, Prezi, Glogster). Items may require creation of materials for presentation and or creation and delivery of presentations.

Stimulus Attributes:

Stimulus may include instructions or procedures for designing, developing, and delivering a presentation with media.

Stimulus should reflect the design and development of presentations using appropriate media.

Stimulus may require the display of formal and informal presentations using appropriate media to engage and inform diverse audiences.

Response Attributes:

Responses may include descriptions of design elements for the various media used to deliver presentations.

Responses should be appropriate for diverse audiences.

Responses may include formal or informal presentations.

Responses may include procedures to design or develop a formal or informal presentation.

Responses must include use of media.

Sample Item:

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Item Specifications

Task: Create an engaging multimedia presentation for your classmates that describes the role of food in a culture of your choice. Be sure to give background on the culture, and give examples supported with visuals.

Rubric:

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| 4 Points | The student presentation demonstrate a thorough understanding of the culture and the role food plays in that culture. Presentation is well-designed and engaging. Presentation includes many relevant details. Presentation uses appropriate multimedia. Presentation is delivered clearly and may include few minor errors. |
| 3 Points | The student presentation demonstrates a partial understanding of the culture and the role food plays in that culture. Presentation is well-designed and engaging. Presentation uses some details. Presentation uses appropriate multimedia. Presentation is generally clear, but may include some inaccuracies. Presentation is generally clear, but may include some inaccuracies. |
| 2 Points | The student presentation demonstrates a minimal understanding of the culture and the role food plays in that culture. Presentation shows some design faults presentation uses for details. Presentation uses multimedia and is somewhat engaging. Response is somewhat unclear and may include many errors. |
| 1 Point | The student presentation demonstrates a poor understanding of the culture and the role food plays in that culture. Presentation shows many design faults. Presentation includes few minimal or no details. Presentation is generally unclear. |

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Course Number: 8800530

Item Specifications

Standard: 27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 27.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to social interactions related to the food service industry. Items may include selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios that include verbal and/or descriptions of nonverbal cues.

Stimulus may include cues that can be conveyed through gestures, engagement, posture, clothing and hygiene.

Stimulus may include descriptions of sending and receiving messages from another person.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses may include interpretations of verbal and nonverbal cues.

Responses may include the names of verbal/nonverbal cues.

Responses may identify verbal or nonverbal cues.

Sample Item:

Jack, a restaurant manager loudly left his office, slamming his door. He holds a last minute staff meeting, and stands in front of the group with a grimace on his face and his arms crossed. He taps his foot while he waits for his staff to gather. How would you interpret Jack's feelings, based on his body language?

- * A. Jack feels irritated.
- B. Jack feels relieved.
- C. Jack feels anxious.
- D. Jack feels worried.

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Item Specifications

Standard: 27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 27.05 Apply active listening skills to obtain and clarify information.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to situations related to the food service industry. An application may include the selection of appropriate ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include real world scenarios related to the food service industry.

Stimulus may permit student to role play active listening skills given scenarios.

Stimulus may address proper responses to situations that require active listening skills given scenarios.

Stimulus might include an audio recording or video clip.

Response Attributes:

Responses may provide names of active listening skills.

Responses may provide reactions addressing active listening skills to situations.

Responses may include student role playing.

Sample Item:

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Item Specifications

Task: Participate in a classroom discussion about how to run a successful restaurant. Use active listening skills to gather and clarify information. You will be evaluated on your body language, use of paraphrasing, clarifying questions, summarizing, and deferring judgment.

Rubric:

- | | |
|----------|--|
| 4 Points | Student displays exemplary active listening skills. Student faces the speaker and maintains eye contact with him/her. The student's posture is open and inviting. Student paraphrases and summarizes what the speaker is saying, using phrases like, "What I'm hearing is...." Student asks clarifying questions as appropriate, and lets the speaker finish before responding. |
| 3 Points | Student displays good active listening skills. Student for the most part faces the speaker and maintains eye contact with him/her. The student's posture is open and inviting. Student sometimes paraphrases and summarizes what the speaker is saying, using phrases like, "What I'm hearing is...." Student asks clarifying questions as appropriate, and lets the speaker finish before responding in most cases. |
| 2 Points | Student displays satisfactory active listening skills. Student sometimes turns away from the speaker and loses eye contact. The student's posture is somewhat open and inviting, but student may share or cross his/her arms. Student sometimes paraphrases and summarizes what the speaker is saying. Student may not use phrases like, "What I'm hearing is...." Student may ask clarifying questions as appropriate, and interrupts the speaker occasionally. |
| 1 Point | Student displays poor active listening skills. Student does not make eye contact, nor does he/she have an open and inviting posture. Student interrupts the speaker and does not summarize, paraphrase, or ask clarifying questions. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 27.06 Develop and interpret tables and charts to support written and oral communications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include data, tables, charts, graphs, etc. that relate to the food service industry. Items may require selection of appropriate idea or written expression of ideas.

Stimulus Attributes:

Stimulus should contain graphs, charts, tables, and/or diagrams.

Stimulus should contain data gleaned from graphs, charts, tables, and/or diagrams.

Stimulus may include scenarios related to the food service industry that require the use or gathering of data.

Stimulus may include oral and/or written communications.

Response Attributes:

Responses may include graphs, charts, tables, and/or diagrams.

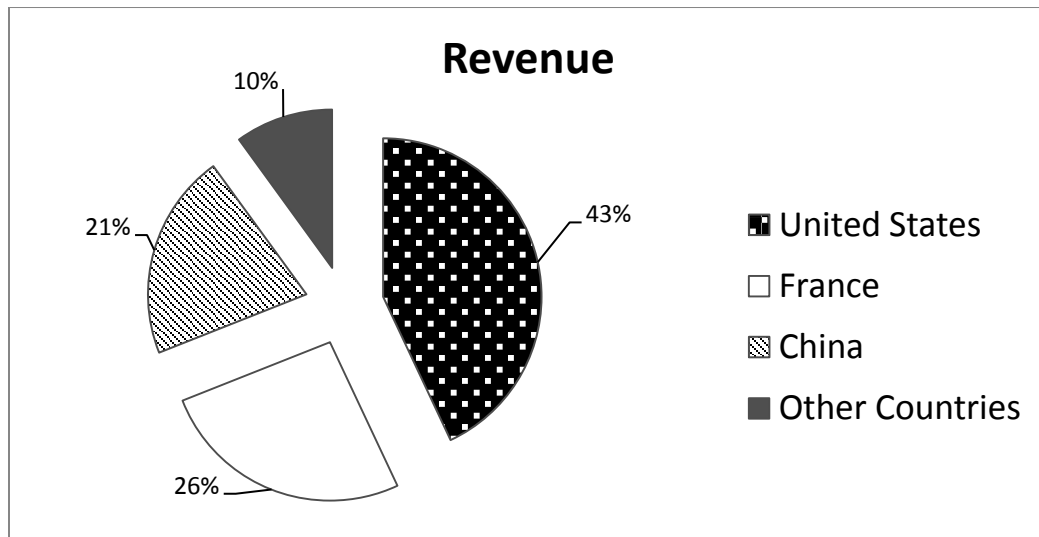
Responses may include data gleaned from graphs, charts, tables, and/or diagrams.

Responses may include interpretations of tables and/or charts.

Sample Item:

Item Specifications

An international restaurant chain tracks its revenue sources. Based on this chart, from which country does **MOST** of the revenue come?



- *
A. United States
B. France
C. China
D. Other Countries

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 27.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 27.07 Exhibit public relations skills that aid in achieving customer satisfaction.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to public relation skills that aid in achieving customer satisfaction in the food service industry. A performance may include the selection of appropriate behaviors or the demonstration of appropriate behaviors.

Stimulus Attributes:

- Stimulus may include a public relations scenario related to the food service industry.
- Stimulus may include scenarios which include customer interactions with food service staff.
- Stimulus may include descriptions of public relations skills.
- Stimulus may include graphs, tables, diagrams, or charts.
- Stimulus may include examples of public relations materials.

Response Attributes:

- Responses may include data from charts, graphs, tables, or diagrams.
- Responses may include descriptions or demonstrations of public relation skills.
- Responses may include student documentation of public relation skills.
- Responses may include students in role play using public relation skills.

Sample Item:

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

In a recent survey of restaurant managers, many reasons were noted for project failure, as shown in the chart below.

Top 5 Reasons for Project Failure

1. Lack of Resources – 41%
2. Communication – 24%
3. Time Management – 20%
4. Personnel – 8%
5. Other – 7%

Which **public relations skill** was perceived to be the cause of failure?

- * A. Communication
- B. Lack of Resources
- C. Personnel
- D. Time Management

Sample Item 2:

Task: Your class is catering an executive event. This is a really special occasion, and many influential people will be at this event. It is imperative that you be on your best behavior and exhibit exemplary public relations skills. You will be observed and graded on your interactions with the event attendees.

Rubric:

4 Points	Student displays exemplary public relations skills. Student has a positive attitude throughout the event. Student is friendly towards the event attendees and speaks highly of the company. Student responds professionally and appropriately to event attendees. Student may receive specific compliments from some attendees.
3 Points	Student displays good public relations skills. Student has a mostly positive attitude throughout the event. Student may be observed demonstrating a lapse in positive attitude. Student is friendly for the most part, and responds to the attendees in mostly appropriate ways.
2 Points	Student displays satisfactory public relations skills. Student does not always respond to attendees in the most appropriate ways. Student may say or do something rude. Student may spend some time avoiding interactions. Student may make some inappropriate comments. Student struggles with maintaining a positive attitude.
1 Point	Student displays poor public relations skills. Student has a negative attitude and makes inappropriate comments. Student receives complaints from attendees.

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 28.0 Apply scientific principles in cooking and baking.

Benchmark: 28.01 Identify the physical and chemical change in foods that result from the application of heat or cold.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited physical and chemical changes in foods that result from the application of heat or cold. An identification may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe or identify physical and chemical changes in foods.

Stimulus may include scenarios in which heat or cold is applied to food.

Stimulus may include tables, charts, graphs, diagrams, graphics, or video clips.

Response Attributes:

Responses may identify physical and chemical changes in food.

Responses may identify the cause of the physical or chemical change.

Responses may include graphics, images, drawings, or diagrams.

Sample Item:

When searing meat, what is the chemical change that occurs as a result of heating proteins?

- A. Caramelization
- * B. Malliard Reaction
- C. Oxidization
- D. Gelatinization

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 28.0 Apply scientific principles in cooking and baking.

Benchmark: 28.02 Identify the effect of various levels of moisture on food.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the effect of various levels of moisture on food. An identification may include the selection of ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address the methods of measuring moisture in foods.

Stimulus may describe the effect of various levels of moisture on food.

Stimulus may include graphs, charts, tables, and diagrams.

Stimulus may include scenarios related to cooking with ingredients whose moisture level is important.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses may describe the effects of various levels of moisture on food.

Responses may include the effect of moisture content in foods in various ways that includes legal, economic, and microbial status.

Sample Item:

When tempered chocolate is refrigerated and later removed to come to room temperature, what is the effect called that causes dark chocolate to form a white coloration?

- * A. Bloom
- B. Blossom
- C. Bubble
- D. Bud

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 29.0 Prepare and present food products to meet creativity aspects as well as quality standards.

Benchmark: 29.01 Develop artistic talents in the creation of centerpieces from a variety of mediums (cooked sugar, chocolate, marzipan, and fruits and vegetables.)

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to artistic talents in the creation of centerpieces from a variety of mediums (cooked sugar, chocolate, marzipan, and fruits and vegetables. Items may require written expression of ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus should address the development of artistic talents in the creation of centerpieces.

Stimulus may include graphics or diagrams.

Stimulus may address design elements in 3D.

Stimulus may include a scenario that requires the creation of a centerpiece in a medium such as cooked sugar, chocolate, marzipan, fruits, or vegetables.

Response Attributes:

Response may include student products that depict the development of their artistic talents in creating centerpieces.

Responses may include design elements in 3D.

Responses may include photographs of centerpieces.

Responses may include descriptions of a centerpiece and/or the steps needed to create the centerpiece.

Sample Item:

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Task: Create a portfolio with pictures of centerpieces that you've created which use a variety of mediums. The centerpieces should reflect your creativity and skills. For each photo, include a description of the centerpiece which describes the materials and techniques you used and the event for which the centerpiece was created.

Rubric:

- | | |
|----------|---|
| 4 Points | The student portfolio demonstrates a thorough understanding and mastery of a variety of mediums. Centerpieces reflect creativity and exceptional skill. All centerpieces are of high quality. Each centerpiece includes an associated description. |
| 3 Points | The student portfolio demonstrates a partial understanding and mastery of a variety of mediums. Centerpieces reflect creativity and a high level of skill. All centerpieces are of good quality. Each centerpiece includes an associated description. |
| 2 Points | The student portfolio demonstrates a minimal understanding and mastery of a variety of mediums. Centerpieces reflect some creativity and skill. A few of the centerpieces are of good quality. Some centerpieces include associated descriptions. |
| 1 Point | The student portfolio demonstrates a poor understanding and mastery of a variety of mediums. Centerpieces reflect little creativity and skill. Some or no centerpieces include an associated description. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 29.0 Prepare and present food products to meet creativity aspects as well as quality standards.

Benchmark: 29.02 Prepare and creatively present: appetizers; salads; vegetables; fruits; pasta/rice/cereals; soups/stocks/sauces/gravies; meats; poultry; fish/shellfish; yeast breads; pies and pastries; cakes and icing; specialty desserts; breakfast foods; quick breads; sandwiches; hors d'oeuvres; garnishes; edible centerpieces.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to the preparation and presentation of the following: appetizers; salads; vegetables; fruits; pasta/rice/cereals; soups/stocks/sauces/gravies; meats; poultry; fish/shellfish; yeast breads; pies and pastries; cakes and icing; specialty desserts; breakfast foods; quick breads; sandwiches; hors d'oeuvres; garnishes; edible centerpieces. A single test item should not require the preparation of a food item in each category. A test item may include the preparation of no more than 3 categories at one time. A test item that requires the preparation of food in one category should not require the preparation of more than 5 items in that category. Items may require written expression of ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios which require the creation of, or describe any one of the following: appetizers; salads; vegetables; fruits; pasta/rice/cereals; soups/stocks/sauces/gravies; meats; poultry; fish/shellfish; yeast breads; pies and pastries; cakes and icing; specialty desserts; breakfast foods; quick breads; sandwiches; hors d'oeuvres; garnishes; edible centerpieces. Stimulus may include instructions for the creation of a food presentation. Stimulus may include graphics, images, charts, graphs, tables or diagrams.

Response Attributes:

Responses may include student products that depict the development of their artistic talents in creating centerpieces.
Responses may include design elements in 3D.
Responses may include photographs of presentations.
Responses may include descriptions of food presentations or steps to create a food personation.

Sample Item:

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Task: Your aunt is having a baby and your mother is throwing her a baby shower. She has put you in charge of the appetizers. Prepare and present a selection of appetizers (no more than 5) that are appropriate for this occasion.

Rubric:

- | | |
|----------|---|
| 4 Points | The student prepares a variety of appetizers. All the appetizers are appropriate for the occasion, and are presented in a creative and appealing way. |
| 3 Points | The student prepares a variety of appetizers. Most of the appetizers are appropriate for the occasion and are presented in a creative and appealing way. |
| 2 Points | The student prepares some variety of appetizers. Few of the appetizers are appropriate for the occasion. The appetizers may not be presented in an appealing way. |
| 1 Point | The student prepares only one appetizer. The appetizer may not be appropriate for the occasion and has been presented poorly. The appetizer presentation does not follow standards for food presentation. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 30.0 Demonstrate management skills.

Benchmark: 30.01 Identify characteristics of an effective manager.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the characteristics of an effective manager in the food service industry. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions or characteristics of an effective or ineffective manager.

Stimulus may use charts, graphs, tables, or diagrams.

Stimulus may include video clips of interactions at a restaurant that include the manager or would require a managerial action.

Stimulus may present scenarios related to management at a restaurant.

Stimulus may describe management styles.

Response Attributes:

Responses may include descriptions or characteristics of an effective or ineffective manager.

Responses may include data interpreted from charts, graphs, tables and diagrams.

Responses describe best practices of effective managers.

Responses may describe actions taken by an effective manager.

Sample Item:

Which quality should effective managers possess?

- * A. They should communicate clearly and consistently with all employees.
- B. They should be friendly and relate to some employees on a personal level.
- C. They should be able to cook well, so they can give clear instructions to the kitchen staff.
- D. They should have good writing skills to write internal memos about employee performance.

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 30.0 Demonstrate management skills.

Benchmark: 30.02 Examine management skills.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to management skills needed in the food service industry. An examination may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may present scenarios related to management in the food service industry.

Stimulus may describe various management skills.

Stimulus may use charts, graphs, tables, or diagrams.

Stimulus may include video clips of situations in the food service industry related to management.

Stimulus may require examples of management skills, including communication, leadership, organization, technical, mentor/training ability, business and financial skills.

Response Attributes:

Responses may represent any of the management skills.

Responses may include data interpreted from charts, graphs, tables and/or diagrams.

Responses may describe management skills.

Sample Item:

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Stimulus: Write a short essay about why managers must have good technical skills. Include at least three examples of technical skills and how having these skills would benefit a manager.

Rubric:

- | | |
|----------|---|
| 4 Points | The student answer shows a thorough understanding of why a manager must have good technical skills. Answer provides at least 3 accurate examples. Response is clear and cohesive. Response may contain few errors. |
| 3 Points | The student answer shows a partial understanding of why a manager must have good technical skills. Answer provides 2 accurate examples. Response is mostly clear and cohesive. There may be a few errors. |
| 2 Points | The student answer shows a minimal understanding of why a manager must have good technical skills. Answer provides only 1 accurate example. Response is somewhat clear, but has breaks in logic. Errors may impede comprehensibility. |
| 1 Point | The student answer shows a poor understanding of why a manager must have good technical skills. Answer provides no accurate examples. Response is minimal and vague. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 30.0 Demonstrate management skills.

Benchmark: 30.03 Demonstrate effective communications skills.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to effective communications in the food service industry. Items may include a demonstration of appropriate behaviors or selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may include a real world situation related to the food service industry that requires a response.

Stimulus may describe demonstrations of effective communications skills.

Stimulus may address the components of effective communication skills.

Stimulus may use graphs, charts, tables, or diagrams.

Stimulus may request student to demonstrate appropriate effective communication skills given a situation.

Stimulus may include a scenario related to the food service industry, which shows two or more individuals communicating.

Response Attributes:

Responses may include demonstrations of effective and ineffective communication.

Responses may include descriptions of effective communication skills.

Responses may use graphs, charts, tables, or diagrams.

Responses may present student products.

Sample Item:

Wanda just received a promotion in the company where she worked for 10 years. She worked her way up the chain, and is now in a leadership role. She must interview a young college graduate for her expanding team. During the interview, Wanda reads the resume and looks at the ceiling often while her voice trails as she thinks about what to say next. Based on this scenario, how would you suggest Wanda improve?

- * A. Maintain eye contact throughout.
- B. Develop better questioning skills.
- C. Speak clearly, and do not mumble.
- D. Go back to school for an advanced degree.

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 30.0 Demonstrate management skills.

Benchmark: 30.04 Use positive reinforcement techniques to increase productivity.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to situations related to the food service industry. Items may include the written expression of appropriate techniques or the selection of appropriate techniques.

Stimulus Attributes:

Stimulus may include scenarios related to productivity (or lack thereof).

Stimulus may describe positive reinforcement techniques.

Stimulus may request student to demonstrate positive reinforcement techniques given a situation.

Stimulus may include video clips of workplace situations.

Response Attributes:

Responses may include demonstrations of positive reinforcement techniques.

Responses may use graphs, charts, tables, or diagrams.

Responses may include statements of positive reinforcement.

Responses may include descriptions of how positive reinforcement techniques increase productivity.

Sample Item:

What is the **BEST** way to motivate a server to increase sales productivity?

- A. take away shifts if sales don't increase
- * B. train server in suggestive selling and show benefits
- C. fire the server if sales do not improve in 2 weeks
- D. demote the server to a greater position if no improvement is made

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 31.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 31.01 Evaluate and justify decisions based on ethical reasoning.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to decisions related to the food service industry. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address the characteristics of ethical behavior.

Stimulus may present situations which require an appropriate ethical reaction.

Response Attributes:

Responses may list the characteristics of ethical behavior.

Responses may be descriptions of reactions to situations requiring ethical behavior.

Responses may be evaluations of decisions.

Responses may be justifications of decisions.

Sample Item:

A server made a lewd comment towards a customer and then proceeded to ask her for her phone number. The customer became very upset and has threatened taking legal action. As a manager, evaluate this employee's actions and decide which action to take.

- A. You should provide more training in customer service for this employee.
- * B. You should suspend the employee pending an investigation of the incident.
- C. You should give a verbal warning because this was the first time it happened.
- D. You should fire the employee and make him an example for others who act similarly.

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 31.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 31.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to situations that may occur in the workplace in the food service industry. Item may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address the characteristics of ethical, professional and legal behavior.

Stimulus may present situations which require an appropriate ethical reaction.

Stimulus may include topics discussed in orientation.

Stimulus may include video clips.

Stimulus may include examples of employer policies.

Response Attributes:

Responses may list the characteristics of ethical, professional and legal behavior.

Responses may be descriptions of reactions to situations requiring ethical behavior.

Responses may be evaluations of alternative responses to workplace situations.

Sample Item:

You just turned 17, and started a job working as a server at a local steakhouse. A customer who appears to be in her 30s orders a glass of red wine with her dinner.

It is your legal responsibility to:

- * A. tell the bartender the order and ask the manager to serve the beverage for you
- B. ask to see her identification, and have someone over 18 pour and serve it
- D. tell the customer you can't serve her the wine, but you'll get someone who can
- C. ask to see her identification, and have someone over 21 pour and serve it

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 31.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 31.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors at the workplace.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited unethical or illegal behaviors that may occur in the food service industry, and their associated consequences. An explanation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of long term and/or personal consequences to unethical or illegal behaviors in the workplace.

Stimulus may describe situations which require an appropriate ethical reaction.

Stimulus may include videos or scenarios where unethical or illegal activity occurs.

Stimulus may include video clips.

Response Attributes:

Responses may include descriptions of appropriate ethical reactions.

Responses may describe consequences of unethical or illegal behaviors in the workplace.

Sample Item:

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Stimulus: Employees at a restaurant often take small amounts of food as they walk through the kitchen. The behavior is ignored by the manager. Write 2-3 paragraphs explaining some of the long term consequences of this behavior.

Rubric:

- | | |
|----------|--|
| 4 Points | Response provides a thorough and accurate explanation of the long term consequences of employees often taking small amounts of food as they walk through the kitchen. Response includes relevant details and examples such as increased costs, loss of inventory, sanitation practices, and potential shortages. Response is clear and may include few minor errors. |
| 3 Points | Response provides a mostly accurate explanation of the long term consequences of employees often taking small amounts of food as they walk through the kitchen. Response includes some relevant details and examples. Response may include some of the following: increased costs, loss of inventory, sanitation practices, and potential shortages. Response is generally clear and may include some errors. |
| 2 Points | Response provides a partially accurate explanation of the long term consequences of employees often taking small amounts of food as they walk through the kitchen. Response includes limited relevant details and examples. Response may include few of the following: increased costs, loss of inventory, sanitation practices, and potential shortages. Response is somewhat unclear and may include errors. |
| 1 Point | Response provides a poor and mostly inaccurate explanation of the long term consequences of employees often taking small amounts of food as they walk through the kitchen. Response is vague and minimal. Response may address one or none of the following: increased costs, loss of inventory, sanitation practices, and potential shortages. Response is generally unclear and may include many errors. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 31.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 31.04 Interpret and explain written organizational policies and procedures.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to common written organizational policies and procedures in the food service industry. Items may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include an example of an organization's policies and procedures.

Stimulus may include a scenario which includes individuals following or not following written organizational policies.

Stimulus may include graphs, charts, tables, or diagrams.

Stimulus may include organizational diagrams.

Response Attributes:

Responses should include interpretations or explanations of organizational policies.

Responses may include data from charts, graphs, tables, or diagrams.

Responses may include graphics.

Sample Item:

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Stimulus: Sam has just started working as a server in your restaurant. You have handed him the employee manual, with the following dress code policy:

Dining Room Dress Code

Shoes – Shoes must be close toed and have non-skid soles.

Appearance – Your hair must appear clean and well groomed. Long hair should be pulled back off the shoulder. Hands should be well groomed: fingernails should be short and polished. Facial hair should be neat and well-trimmed.

Uniform: Our restaurant does not have a set uniform. We are a fairly casual establishment; however tee shirts and hats are not acceptable. We ask you to be judicious in your choice of blouses, shirts, dresses, pants and accessories. All clothes should be in good condition. If you think anything might be questionable, pass it through one of the managers before wearing it to work.

Dinner shift appearance – Dinner is more formal but still a long way from coat and tie. As such, you are required to wear a nice shirt and a bistro apron. Jeans are acceptable, but must be clean and well laundered.

Sam doesn't understand the policy. Summarize this policy for Sam. Imagine you need to explain it to him verbally. Write down what you would say to him. Provide examples in your explanation to help Sam understand.

Rubric:

4 Points	The student response shows a thorough and accurate understanding of the restaurant's dress code policy. Response accurately addresses appropriate footwear, physical appearance/grooming, and clothing for all shifts. Response includes specific examples to help Sam understand. Explanation is clear and detailed.
3 Points	The student response shows a partial understanding of the restaurant's dress code policy. Response of the following categories: appropriate footwear, physical appearance/grooming, and clothing for all shifts. Response is mostly accurate but may include some slight misinterpreted of the policy. Explanation is mostly clear and includes some examples.
2 Points	The student response shows a minimal understanding of restaurant's dress code policy. Response accurately addresses some of the following categories: appropriate footwear, physical appearance/grooming, and clothing for all shifts. Explanation is partially clear and includes few examples.
1 Point	The student response shows a poor understanding of restaurant's dress code policy. Response may address the following categories, but includes many inaccuracies:

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Item Specifications

appropriate footwear, physical appearance/grooming, and clothing for all shifts.
Explanation is not clear and includes minimal or inappropriate examples.

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Item Specifications

Standard: 32.0 Comply with laws and regulations specific to the food service and hospitality industry.

Benchmark: 32.01 Identify food service and hospitality laws and regulations to include OSHA, American's with Disability Act (ADA).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to food service and hospitality laws and regulations including OSHA, American's with Disability Act (ADA). Items should not include local or regional laws. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of food service and hospitality laws and regulations to include OSHA, Americans with Disabilities Act (ADA).

Stimulus may include names of food service and hospitality laws.

Stimulus may include real world scenarios which relate to the food service and hospitality laws.

Stimulus may include graphs, charts, tables, or diagrams.

Response Attributes:

Responses may include regulatory information for food service and hospitality laws and regulations.

Responses may include names of food service and hospitality laws.

Responses may include descriptions of food service and hospitality laws and regulations.

Responses may include graphs, charts, tables, or diagrams.

Sample Item:

What does OSHA regulate in food preparation?

- A. pest control
- * B. appropriate hand protection
- C. hand washing practices
- D. wiring methods and equipment

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 32.0 Comply with laws and regulations specific to the food service and Hospitality industry.

Benchmark: 32.02 Identify laws related to the handling of alcohol.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to common laws related to the handling of alcohol. Laws should not be city-specific. Items may require selection of appropriate orders of written expression of ideas.

Stimulus Attributes:

Stimulus may describe laws related to the handling of alcohol.

Stimulus may explain laws related to the handling of alcohol.

Stimulus may include scenarios related to the handling of alcohol.

Response Attributes:

Responses may include regulatory information for laws related to the handling of alcohol.

Responses may include names of laws related to the handling of alcohol.

Sample Item:

What is the legal drinking age in the United States to consume alcohol in a public restaurant?

- A. 18 years of age
- B. 19 years of age
- * C. 21 years of age
- D. 23 years of age

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 32.0 Comply with laws and regulations specific to the food service and Hospitality industry.

Benchmark: 32.03 Demonstrate knowledge of food safety manager training/certification programs that are accredited in Florida.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited food safety manager training/certification programs that are accredited in Florida. Items may require selection of appropriate ideas or oral/written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of food safety manager training/certification programs that are accredited in Florida.

Stimulus may include names of food safety manager training/certification programs that are accredited in Florida.

Response Attributes:

Responses may include names of food safety manager training/certification programs that are accredited in Florida.

Responses may include topics covered in food safety manager training/certification programs that are accredited in Florida.

Sample Item:

Which industry professional organization is **NOT** included in the accredited examinations accepted by the state of Florida?

- * A. National Food Service Professionals
- B. SafeStaff Food handler Training Program
- C. National Registry of Food Safety Professionals (FSP Certificate)
- D. National Restaurant Association Educational Foundation, ServSafe Program

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 33.0 Develop a business plan.

Benchmark: 33.01 Identify the elements of a business plan to include vision, goals, strategies, and action plans.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to identifying the elements of a business plan which may include vision, goals, strategies, and action plans. Business plans must be related to the food service industry. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include an example of a business plan.

Stimulus may describe the elements of a business plan.

Stimulus may include examples from or descriptions of the various elements of a business plan

Stimulus may include graphs, charts, tables, or diagrams.

Response Attributes:

Responses may identify elements of a business plan.

Responses may include descriptions of the elements of a business plan.

Responses may include graphs, charts, tables, or diagrams.

Sample Item:

A business plan includes which of the following elements?

- A. uniforms, dress code, draperies, tools
- * B. vision, goals, strategies, and action plans
- C. background checks, fingerprinting, referrals
- D. employee compensation, tip policies, procedures

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 33.0 Develop a business plan.

Benchmark: 33.02 Identify basic economic and marketing strategies.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to identifying basic economic and marketing strategies related to the food service industry. Items may include a selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may describe or identify basic economic and marketing strategies.

Stimulus may include graphs, charts, tables, or diagrams.

Stimulus may include scenarios which utilizes basic economic or marketing strategies.

Response Attributes:

Responses may describe or identify basic economic and marketing strategies.

Responses may include graphs, charts, tables, or diagrams.

Sample Item:

To be successful at restaurant marketing, what is the **BEST** strategy to use?

- A. copy another successful restaurant
- B. be focused at all times on the operations
- * C. define market segment and demographics
- D. market the same foods so your customers know what to expect

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 33.0 Develop a business plan.

Benchmark: 33.03 Analyze trends in the food service and hospitality industry.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to trends in the food service and hospitality industry. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions or examples of trends in the food service and hospitality industry.

Stimulus may include charts, graphs, tables, or diagrams.

Stimulus may include scenarios related to industry trends.

Response Attributes:

Responses may describe and/or analyze trends in the food service and hospitality industry.

Responses may include charts, graphs, tables, or diagrams.

Responses may include applications of trends in the food service and hospitality industry.

Sample Item:

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Stimulus: In the past few years, there has been a raised awareness among consumers about disease and illness caused from unhealthy eating. There has been legislation proposed that requires calorie counts be on display at some establishments. There have also been numerous books and documentaries released that discuss the importance of healthy eating. Analyze these factors and write an essay discussing how these societal changes have affected the food service industry.

Rubric:

- | | |
|----------|---|
| 4 Points | Response provides a thorough analysis of societal trends that affect the food service industry. Response accurately identifies at least three ways that societal changes have affected the food service industry. The response provides clear and accurate examples of the effects on the food service industry. Student clearly connects the change in the food service industry to the societal change. Response includes relevant details to support the analysis. |
| 3 Points | Response provides an analysis of societal trends that affect the food service industry. Response accurately identifies three ways that societal changes have affected the food service industry. The response provides some accurate examples of the effects on the food service industry, and makes some loose connections between the changes in the food service industry to the societal change. Response includes some details to support the analysis. |
| 2 Points | Response provides a partial analysis of societal trends that affect the food service industry. Response accurately identifies two ways that societal changes have affected the food service industry. The response provides some accurate examples of the effects on the food service industry, and makes some loose connections between the changes in the food service industry to the societal change. Response includes limited details to support the analysis. |
| 1 Point | Response provides a poor analysis of the societal trends that affect the food service industry. Response accurately identifies one way that societal changes have affected the food service industry. The response may provide an accurate example of the effects on the food service industry but does not make connections between the changes in the food service industry to the societal change. Response is minimal and vague. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 33.0 Develop a business plan.

Benchmark: 33.04 FCCLA Hospitality Competition (as a project or competition).

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to the participation in the FCCLA Hospitality Competition (as a project or competition). Items may require the creation of a project and participation in the competition.

Stimulus Attributes:

Stimulus may describe a project or instructions for a project in the FCCLA Hospitality Competition.

Response Attributes:

Response may indicate participation in FCCLA Hospitality Competition.
Response may include student work that is to be presented at a mock or real FCCLA Hospitality competition.

Sample Item:

Task: Prepare for the FCCLA Hospitality Competition. Begin by creating the first required component of the competition, the portfolio. Your portfolio should be a collection of the materials used to document and illustrate work on the project. Portfolio must follow specifications outlined in the FCCLA STAR Events Manual.

You will create a hardcopy portfolio. Your portfolio must include the following components:

Portfolio Components:

1. Project Identification Page
2. FCCLA planning process summary page
3. Project Focus Area
4. Focus Area Career Summary
5. Background Research
6. Business Mission Statement
7. Target Client Profile
8. Business Website
9. Customer Services Strategy
10. Works Cited/Bibliography

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Rubric:

- | | |
|----------|---|
| 4 Points | Student creates an exemplary portfolio. Student provides each of the ten components. Each component is done following standards of quality defined by the FCCLA STAR Events Manual. Each component is completed thoroughly, with many details. |
| 3 Points | Student creates a good portfolio. Student provides each of the ten components; however, some components were not completed in their entirety. For example, the background research may only include two examples of high quality hospitality businesses, or the businesses may not be similar to the project's focus. Each component contains some details, but lacks some clarity. |
| 2 Points | Student creates a satisfactory portfolio. Student may include fewer than ten components, but more than five components. Student portfolio may not be focused. Student portfolio lacks completeness in each component and components contain minimal details. Student portfolio contains many errors. |
| 1 Point | Student creates a poor portfolio. Student includes fewer than 5 components of the portfolio. The portfolio is sloppy, and shows minimal effort. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 34.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Benchmark: 34.01 Describe the nature and types of business organizations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to business organizations in the food service industry. A description may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may identify types of business organizations.

Stimulus may describe business organizations.

Response Attributes:

Responses may describe the nature and type of business organizations.

Responses may include names of business organizations.

Sample Item:

Two or more people can form a general partnership through an oral or legal agreement. Which is a condition that is included in a partnership?

- A. dress code of partners
- * B. how the profits or losses will be divided
- C. who will file the taxes
- D. who will make the bank deposits

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Sample Item 2:

Stimulus: Compare and contrast a business partnership and a corporation. Write three paragraphs. In the first paragraph, describe a business partnership. Include at least three important aspects that make a business a partnership. In the second paragraph, describe a corporation. Include at least three aspects that make a business a corporation. In the third paragraph, describe the differences between a partnership and a corporation. You should identify at least one major difference between a partnership and a corporation.

Rubric:

- | | |
|----------|---|
| 4 Points | Response shows a thorough understanding of a partnership and corporation and how they are different. Response includes relevant details and examples. Response includes 3 accurate aspects of a partnership, 3 accurate aspects of a corporation, and identifies one accurate difference between a partnership and a corporation. |
| 3 Points | Response shows understanding of a partnership and corporation and how they are different. Response includes some details and examples. Response accurately describes aspects of a partnership, 2 aspects of a corporation, and accurately identifies one difference between a partnership and corporation. |
| 2 Points | Response shows a partial understanding of a partnership and corporation and how they are different. Response includes limited details and examples. Response accurately describes 1 aspect of a partnership, 1 aspect of a corporation, and accurately identifies one difference between a partnership and a corporation. |
| 1 Point | Response shows a poor understanding of a partnership and corporation and how they are different. Response is minimal and vague. Response accurately describes only one aspect of either a partnership or corporation. Response may not identify a difference between a partnership and a corporation. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 34.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Benchmark: 34.02 Explain the effect of key organizational systems on performance and quality.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to key organizational systems in the food service industry. An explanation may include a selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may describe key organizational systems.

Stimulus may include explanations or descriptions of organizational systems.

Stimulus may include graphs, charts, tables, or diagrams.

Response Attributes:

Responses may be explanations of the effect of key organizational systems on performance and quality.

Responses may describe change in performance and quality.

Responses may include graphs, charts, tables, or diagrams.

Sample Item:

Centralized organizational structures, typically used by small business, rely on one individual to make decisions and provide direction for the company. How might this organizational structure affect performance and quality of a small business?

- A. It is not efficient, so time would be lost.
- B. It lacks control, and therefore the business would be disorganized.
- C. There is less personnel, so fewer products would be created.
- * D. There is a lack of feedback, which may make change challenging.

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 34.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Benchmark: 34.03 List and describe quality control systems and/or practices common to the workplace.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to quality control systems and/or practices common to the food service industry. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include names of quality control systems and/or practices.

Stimulus may describe quality control systems.

Response Attributes:

Responses may describe quality control systems and or practices.

Responses may include names of quality control systems and/or practices.

Responses may include graphs, charts, tables, or diagrams.

Sample Item:

Quality control is a process by which entities review the quality of all factors involved in production and places an emphasis on many aspects, one of which is:

- * A. a HACCP Plan
- B. staff appearance
- C. accounting
- D. quarterly tax payments

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Sample Item 2:

Stimulus: Summarize HACCP-based Standard Operating Procedures (SOP) for cooking potentially hazardous foods. In your summary, include all the required steps. Your description should also include key words such as: cross-contamination, temperatures, cooking. Additionally, include how the SOP will be monitored.

Rubric:

- | | |
|----------|--|
| 4 Points | Student provides a thorough and accurate explanation of HACCP-based Standard Operating Procedures for cooking potentially hazardous foods. Response includes all of the required steps, and the steps are clear and detailed. The response includes the key words: cross contamination, temperatures, cooking. Response includes a detailed summary of how the SOP will be monitored. |
| 3 Points | Student provides a mostly accurate explanation of HACCP-based Standard Operating Procedures for cooking potentially hazardous foods. Response includes most of the required steps, and the steps are mostly clear. The response includes the key words: cross contamination, temperatures, cooking. Response includes a short summary of how the SOP will be monitored. |
| 2 Points | Student provides a partially accurate explanation of HACCP-based Standard Operating Procedures for cooking potentially hazardous foods. Response includes some of the required steps, but the response may skip steps or the steps may be unclear. The response doesn't include all of the key words: cross contamination, temperatures, cooking. Response may not include a summary of how the SOP will be monitored or summary may be minimal and vague. |
| 1 Point | Student provides a poor explanation of HACCP-based Standard Operating Procedures for cooking potentially hazardous foods. Response is minimal and vague. Response includes many inaccuracies. Response is generally unclear and includes many errors. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 34.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment

Benchmark: 34.04 Explain the impact of the global economy on business organizations.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to business organizations related to the food service industry. An explanation may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include real world scenarios related to the impact of the global economy.
Stimulus should address the impact of the global economy on business organizations.
Stimulus may include charts, graphs, tables, or diagrams.

Response Attributes:

Responses address the impact of the global economy on business organizations.
Responses may include charts, graphs, tables, or diagrams.

Sample Item:

In what way does the global economy **BEST** impact business organizations?

- * A. Distribution of the production of goods and services is enhanced through reduction of barriers to international trade such as tariffs, export fees, and import quotas.
- B. Globalization has decreased the expansion of trade between countries.
- C. A reduction in cultural practice exists that include traditional music, cuisine or fashion has been evidenced.
- D. Factories in developing countries have substantially increased pollution and impact on water resources.

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 35.0 Use information technology tools

Benchmark: 35.01 Use personal information management (PIM) applications to increase workplace efficiency.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to personal information management (PIM) applications used in the food service industry. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios which require the use of a PIM application.

Stimulus may describe various PIM applications.

Stimulus may include instructions for how to use a PIM application.

Stimulus may include names of PIM applications.

Stimulus may include charts, graphs, tables, or diagrams.

Response Attributes:

Responses may include a demonstration of using a PIM application.

Responses may include explanations of how PIMs increase workplace efficiency.

Responses may include names of PIM applications.

Responses may include charts, graphs, tables, or diagrams.

Sample Item:

One personal information manager does not:

- A. enable point-in-time updating between different computers.
- B. synchronize data with another PIM tool over a computer network.
- C. facilitate the recording, tracking, and management of certain types of information.
- * D. permit more humans to interact with each other, government entities, and the media.

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Sample Item 2:

Stimulus: Explain how a PIM application increases workplace efficiency. Write 1-2 paragraphs. Provide details and examples.

Rubric:

- | | |
|----------|---|
| 4 Points | Response provides a thorough and accurate explanation of how a PIM application increases workplace efficiency. Response includes relevant details and examples. Response is clear and may include few minor errors. |
| 3 Points | Response provides a mostly accurate explanation of how a PIM application increases workplace efficiency. Response includes some details and examples. Response is generally clear and may include some errors. |
| 2 Points | Response provides a partial explanation of how a PIM application increases workplace efficiency. Response includes limited details and examples. Response is somewhat unclear and may include many errors. |
| 1 Point | Response provides a poor explanation of how a PIM application increases workplace efficiency. Response is minimal or vague. Response includes many inaccuracies, generally unclear and has many errors. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 35.0 Use information technology tools.

Benchmark: 35.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to employing technological tools which may be used in the food service industry. Items may require selection of appropriate behavior or demonstration of appropriate behavior.

Stimulus Attributes:

Stimulus may include a scenario which requires the use of technological tools.

Stimulus may include descriptions of various technological tools.

Stimulus may include examples of technological tools.

Stimulus may include instructions for using a technological tool to expedite workflow.

Stimulus may include charts, graphs, tables, and diagrams.

Response Attributes:

Responses may include charts, graphs, tables, and diagrams, multimedia presentations, reports, spreadsheets, emails, contact lists, etc.

Responses may include demonstrations of using various technological tools.

Responses may include correct and incorrect ways of using technological tools.

Responses may describe the uses and purposes of various technological tools.

Sample Item:

Which computer software includes a tool with a primary function to allow the user to create charts?

- A. database
- * B. spreadsheet
- C. word processor
- D. multimedia presentation

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Sample Item 2:

Task: You recently participated in the FCCLA competition. While at the competition, you were able to interact with potential future employers. You want to keep track of all of the individuals you met. Using the "Contacts" feature of your email application, input the contact information for the 5 individuals you met.

Rubric:

- | | |
|----------|--|
| 4 Points | Student shows thorough understanding of how to input contact data into the "contacts" section of the email application. Student correctly inputs 5 contacts. |
| 3 Points | Student shows understanding of how to input contact data into the "contacts" section of the email application. Student inputs 4 contacts correctly. |
| 2 Points | Student shows partial understanding of how to input contact data into the "contacts" section of the email application. Student inputs 3 contacts correctly. |
| 1 Point | Student shows partial understanding of how to input contact data into the "contacts" section of the email application. Student inputs 2 or fewer contacts correctly. |

Course Name: Culinary Arts 3

Course Number: 8800530

Item Specifications

Standard: 35.0 Use information technology tools.

Benchmark: 35.03 Employ computer operations applications to access, create, manage, integrate, and store information.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to computer operations utilized in the food service industry. Items may require selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus should address computer operations applications to access, create, manage, integrate, and store information.

Stimulus may include graphs, tables, charts, and diagrams.

Stimulus may include scenarios related to the food service industry which would require use of a computer operation.

Response Attributes:

Responses should address computer operations applications to access, create, manage, integrate, and store information.

Responses may include graphs, tables, charts, and diagrams, or other products resulting from using a computer.

Sample Item:

Which type of computer application is most effective to store information?

- * A. database
- B. presentation software
- C. graphic editor
- D. word processors