



**Career
Essentials:
Assessments**

Career Essentials: Assessments

Teacher Preparation Guide For Use with the Career Essentials: Assessments

*Discover, Develop and Validate Students'
Knowledge and Skill*

COMMERCIAL BAKING ASSESSMENT

Introduction to the Career Essentials: Assessments

The Career Essentials: Assessments can help both students and teachers discover students' occupational strengths. By implementing the Career Essentials: Assessments, students and teachers can collaboratively develop a life-long learning plan to validate and enhance students' skills and knowledge. Assessment data results are beneficial for students, teachers and administrators in validating student learning, and improving programs and their accountability.

This teacher preparation guide is a tool developed for instructors to help students capitalize on their unique strengths, which can improve individual student performance and provide a clear way forward for student success.

The Career Essentials: Assessments Teacher Preparation Guide provides an easy-to-follow road map to implement the Career Essentials: Assessments. The guide is not meant to be curriculum nor should it replace that which already exists. It provides specific information regarding the Career Essentials: Assessments so teachers can identify existing curriculum areas that may need additional emphasis.

The guide ultimately helps teachers provide students with learning opportunities. Its goal is for students to become comfortable and successful with the Career Essentials: Assessments.

Inside the guide, teachers will find:

- Major content areas of the assessment
- A blueprint of the assessment competency areas
- A checklist of the various competency areas within the assessment
- Access to a trade- or technical-specific online 10-question demo assessment
- Resources used for the assessment development
- Access to an employability skills based, online 10-question practice assessment to help students navigate the assessment system

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What are Career Essentials: Assessments?

Career Essentials: Assessments are online assessments that evaluate technical and employability skills and knowledge. They are the way ahead for the next generation of our American workforce, and they help candidates validate their technical skills and knowledge to potential employers. They also help local instructors demonstrate the value of their programs, while supporting local industries with a pool of potential employees that has been tested by a system they can trust.

Each assessment was developed by a panel of industry, high school and college/postsecondary subject matter experts (SMEs) using national technical standards. Career Essentials: Assessments were created by industry to ensure relevance to entry-level skills, meet Perkins IV accountability requirements and provide certificates to students who achieve industry-defined scores. They ensure your students are workforce ready.

Career Essentials: Assessments incorporate photographs, videos, animations and illustrations to ensure clarity for each technical question. Drag-and-drop and multiple-choice questions appeal to visual and kinesthetic learners and test content knowledge rather than test-taking abilities. Even simple multiple-choice questions are brought to life through pictures and animations.

Assessments are available in more than 40 trade, industrial and technical areas. A rigorous and educationally sound process captures critical competencies, standards and criteria as defined by industry.

Academic core and critical skill areas also exist in each assessment. State-level academic curriculum specialists identified connections to national academic standards.

Each one-hour assessment includes 50 questions. Under the supervision of a proctor, the integrity of each test is ensured by offering multiple unique versions of the assessment, which

For complete information regarding the Career Essentials: Assessments and to see all assessment areas, please visit the website at:

www.careeressentials.org/assessments

measure the same core and critical competencies. Even within the same version, questions and answers are displayed in varying orders to prevent test takers from copying others. The Career Essentials: Assessments are designed to be user-friendly and intuitive for students.

Using the Career Essentials: Assessments

Every classroom is unique. You can use the Career Essentials: Assessments in a way that best suits your program and students. The following directions are SkillsUSA's suggested and preferred method to implement the assessments so that your students gain the most from the results.

The most important step in the Career Essentials: Assessments process is to select the correct assessment for your students. You are key to the selection process. Without your involvement, the wrong assessment may be selected. Assessment titles do not provide enough information for proper selection. Review the various assessment categories that best correspond to your program.

Next, look at each of the assessment titles within the category and the corresponding blueprint. The blueprint will tell you which competencies and subjects are addressed in the assessment.

Cross-walk the various blueprints with your classroom curriculum. The assessment blueprint will show what's emphasized and how competencies are weighed. Please remember the Career Essentials: Assessments are based on national industry standards, so the assessment may not perfectly align with the existing curriculum. Content may need to be added or emphasized to better prepare students for the Career Essentials: Assessments.

Once you have selected the assessment that best fits your program, administer that Career Essentials: Assessments at the beginning of your students' final program year. This could be considered a pre-test.

Assessment results are available as soon as your student completes the assessment. The report provides you with a gap analysis to identify your students' learning needs according to each competency area within the assessment. Dynamic reports compare your students' performance to the current state and national averages. Reports also enable you to track a student's progress on an individual basis. The assessment pre-testing results provide you with a benchmark for your students and identify student learning gaps. This data may help you adjust your own curriculum and identify areas that may need more or less emphasis. The data can be shared with students so everyone can focus on learning areas that need improvement during the school year.

Then, at the end of the school year or program semester, administer your specific Career Essentials: Assessments a second time as a post-test.

Use post-test data to improve or adjust curriculum once again for your next program year. This way, curriculum adjustments are made using the student testing data rather than arbitrarily making adjustments.

This pre- and post-test process is a "win-win" situation for the teacher and especially the student! To ensure a quality process, SkillsUSA is ready to help at any time.

Preparing Students for the Career Essentials: Assessments

Provide each student with a copy of their trade- or technical-specific Career Essentials: Assessments Blueprint. Do this at the beginning of your course. Review and discuss the blueprint with your class, providing insight on the assessment weighting and what is emphasized.

Have students discuss how they can assist each other to prepare for the assessment.

Place the Career Essentials: Assessments Blueprint on the classroom wall. The blueprint will help students focus on the appropriate course content areas that align with the assessment. It will also help everyone to be aware of the program's goals and expectations.

The Career Essentials: Assessments at a Glance

- **Select the correct assessment title. *Do not* have someone select the assessment for you, as there may be several titles that may relate to your program**
- **Review the assessment blueprint that best aligns with your existing curriculum**
- **Identify gaps in your curriculum, and use additional resources to enhance or align the curriculum**
- **Share the assessment blueprint with the students so everyone is aware of the expectation**
- **Have your students take the assessment at the beginning of their final program year as a pre-test**
- **Use pre-test data to identify learning gaps or strengths of individual students or the class**
- **Remediate the students using the data analysis from pre-test to enhance, emphasize and adjust learning objectives**
- **Have your students take the assessment a second time (as a post-test) at the end of the program year to determine learning gains/gaps**
- **Use post-test data to improve or adjust curriculum for your next program year**

Administer the Career Essentials: Assessments as a pre-test to identify student gaps. If possible, pre-test your students at the beginning of their final program year to identify learning gaps both individually and as a class. The data will provide an excellent “road map” to prepare students to take the assessment again (post-test) at the end of the program. Using the data, tailor the instruction to better prepare your students.

Use the Career Essentials: Assessments competency areas checksheets included in this guide to encourage class discussion and help students identify strengths and weaknesses.

Use the pre-test data to ascertain problematic learning areas. Have students identify discussion topics based on the various competency areas and their pre-test data results. Exercises, demonstrations and even questions can be developed by the students using their textbooks or other resources listed in this guide.

Assign homework that aligns to the assessment blueprint. Focus on a competency area within the assessment. Using the checksheets in this guide, have students develop questions and potential answers using the resources identified when developing the assessment. Use the questions for class discussion or “quiz bowl” activities.

Have students take the Career Essentials: Assessments trade- or technical-specific online 10-question demo assessment. This could be a homework assignment or done in class 30 days prior to taking the assessment the second time (as a post-test). This not only will provide students with specific sample questions and potential answers, but it will also allow students to experience the online system again and become more familiar with the types of questions they may encounter when taking the actual assessment.

Following the demo assessment, discuss the experience students had. What question(s) did they not understand? Did they have difficulty

navigating the online system? This experience will help students be more comfortable and confident when taking the final assessment.

Discuss as a class or individually with students which question(s) were difficult. Facilitate a discussion to glean more information regarding why certain answers were wrong. Offer techniques students can use to better determine correct answers.

Workplace-Ready Skills

Through the Career Essentials: Assessments, you have the option for your students take an Employability Assessment. This assessments tests a student’s workplace-ready skills such as communication, teamwork, time management and more. It can be used for any student in any occupational area as a practice test or a separate assessment.

If you use the Employability Assessment as a practice test have students take it in class. Not only can the Employability Assessment help students become familiar with the navigational tools of the assessment system, but it can also measure and make your students aware of another important skill set. It may also help them become comfortable in the testing environment.

See the Career Essentials: Assessments website for more information: www.careeressentials.org/assessments

The Employability Assessment is *not* intended to familiarize students with the Commercial Baking assessment content.

Please note: For all Career Essentials: Assessments to be valid, instructors cannot be present in the room where their students will be taking the test. A proctor is required. Proctors can be other instructors, a school administrator or school counselor.

Assessment Competency Areas

Career Essentials: Assessments Commercial Baking Assessment covers seven major technical competency areas (unit areas). In the online assessment, these seven competencies are tested with 50 interactive, multiple-choice items. Each competency area has a different number of items. The chart lists the major technical competency areas and the percentage of the assessment in each one.

Technical Competency Areas for Commercial Baking

Competency	Percentage of Area Assessment
Demonstrate knowledge of basic baking fundamentals	18%
Prepare six baked good made from scratch and/or from a fresh or frozen dough and one iced and decorated cake in a bakery setting to RBA industry standards	42%
Demonstrate knowledge of commonly accepted OSHA safety standards in a bakery including lifting techniques and safety management	4%
Demonstrate appropriate, commonly accepted OSHA sanitation practices in a bakery	10%
Demonstrate production efficiency practices in a bakery	10%
Use commonly used equipment in a bakery according to manufacturer’s specifications	10%
Demonstrate appropriate, commonly accepted OSHA personal hygiene and grooming practices in a bakery	6%

Academic Core and Critical Skill Areas

Academic core and critical skill areas also exist in each assessment. The SkillsUSA national technical committee identified that the following academic skills are embedded in the Commercial Baking training program and assessment:

Committee Identified Academic Skills

The SkillsUSA National Technical Committee has identified that the following academic skills are embedded in the commercial baking training program and assessment.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Solve practical problems involving percents
- Use of weights and measures

Science Skills

- Describe and recognize solids, liquids and gases
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Describe and identify physical changes to matter
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use

- in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to National Academic Standards:

Math Standards

- Numbers and operation
- Measurement
- Geometry
- Data
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: <http://standards.nctm.org/document/index.htm> Select “Standards for Grades 9–12” from menu.

Science Standards

- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry

Source: McREL compendium of National Science Standards. To view and search the compendium, visit: www2.mcrel.org/compendium

Language Arts Standards

- Students read a wide range of print and non-print texts to build an understanding of themselves and of the cultures of the United States and the world; to acquire new infor-

- mation; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.

Student Tools:

Access Directions for the Trade- or Technical-Specific Online 10-Item Demo Assessment

Have your students copy and paste this link www.careeressentials.org/assessments/demo-our-assessments into their browser. The sample programmatic questions will give you and your students an idea of the types of questions on the assessment and how the questions are generally written.

Test-Taking Reminders

Encourage your students to have good study habits. Below are basic reminders to better prepare students for life-long learning and workplace success. You may want to have this discussion at the beginning of the year to encourage students to incorporate these strategies.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own

- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so they can make accommodations.

Student Testing Tips

The most important tip for your students is to be prepared mentally and physically for the testing session. Make sure to tell them to get plenty of rest and eat healthy. Suggest they wear comfortable and appropriate clothing to the testing session. If they are able to bring items to the testing session, such as a non-programmable calculator, make sure they have the items ready the night before. Have students check our website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized they are before the testing period, the more relaxed they will be during the actual testing session.

Encourage your students to be relaxed and positive. If they begin to panic during the testing, suggest they take some deep breaths to relax and think positive thoughts.

Do not rush through the questions. Instruct your students to read the question and potential answers thoroughly. Tell them to make sure they know exactly what the question is asking before answering. Let them know that if they are unsure, they can mark the question and return to it. Other questions may have clues to the correct answer.

Use process of elimination. If your students are not sure of the correct answer, tell them to study the potential answers and eliminate the ones that they know are not correct.

If all else fails, tell students to *guess*. After they have exhausted all options, tell them to take

their best guess at the correct answer. If they have studied the content area, they may intuitively know the correct answer. The Career Essentials: Assessments system does not penalize students for guessing and they may guess correctly!

Student Tools:

Commercial Baking Blueprint and Competency Area Knowledge Checksheets

The next section provides the assessment blueprint and detailed topics within each competency area covered within the Commercial Baking assessment. Photocopy and share the following blueprints and checksheets with your students so they can better prepare for each of the competency areas within the Commercial Baking assessment.

Summary and Quick Glance Testing Reminders

The Career Essentials: Assessments process is designed for program and curriculum improvement. This is a continuous improvement process to better meet the educational needs of your students by strategically using data results.

Advanced planning and preparation is a key component in implementing this process. Below we have attempted to summarize the steps in the suggested Career Essentials: Assessments implementation pre- and post-test process.

- Identify the correct assessment for your program
- Share the selected assessment blueprint with your students, parents, advisory board members and others. Place the blueprint on the classroom wall
- Pre-test your students at the beginning of their final programmatic year
- Use the data results to identify “learning gaps”
- Share the pre-test data with the student(s)
- Tailor learning experiences to meet student

needs and supplement current curriculum

- Develop homework assignments around the competency knowledge checksheets located in this guide
- Have students take the demo 10-question practice test 30 days prior to the post-test
- For students that need more time in the actual testing environment, use the Employability Assessment to review navigational tools and to make students more comfortable in the testing lab
- Finally, review the blueprint and knowledge checksheets in totality before taking the post-test to ensure students are aware of the expectation

Using the above steps, you and your students should see improvement in the post-test assessment score report and a percentage of knowledge gained.

Commercial Baking Blueprint

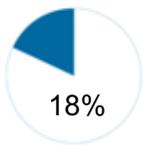
This Blueprint contains the subject matter content of this Career Essentials Assessment.

Note: To fully prepare for **Commercial Baking** SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help in accessing this benefit, contact the SkillsUSA Membership Office at 1-800-355-8422.

Standards and Competencies

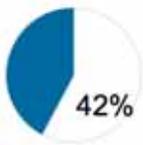
Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

Demonstrate knowledge of basic baking fundamentals



- ∞ Weights, measures and general baking math
- ∞ Classifications and properties of ingredients
- ∞ Handling and storage of ingredients
- ∞ Safety and handling
- ∞ Yeast raised dough products
- ∞ Doughnut-cake and yeast raised
- ∞ Cake decorating
- ∞ Cakes
- ∞ Production/scheduling/planning
- ∞ Laminated dough's
- ∞ Cookies, pies, and pastries
- ∞ Customer service and merchandising of products

Prepare six baked goods made from scratch and/or from a fresh or frozen dough, and one iced and decorated cake in a bakery setting to RBA industry standards.



- ∞ Read and understand standard bakery formulas
- ∞ Select correct ingredients given the provided formula
- ∞ Weigh and measure ingredients accurately given the provided formula
- ∞ Assemble ingredients in the correct sequence given the provided formula
- ∞ Apply appropriate preparation procedure given the provided formula
- ∞ Apply (i.e., blend, fold, mix) the appropriate mixing procedure given the provided formula according to RBA industry standard
- ∞ Correctly leaven and bake product to RBA industry standard
- ∞ Correctly finish baked product (i.e. glaze, ice, or fill) to RBA industry standard
- ∞ Prepare one product from each of the following categories to RBA industry standard

Category 1 Yeast bread & rolls – straight dough formula

- ∞ Soft rolls such as Parker House, cloverleaf and button rolls
- ∞ Whole wheat breads and rolls
- ∞ French or Italian dough hard rolls, French bread, Vienna bread, Kaiser rolls, club rolls, baguettes and breadsticks
- ∞ Pan breads

Category 2 Quick breads (no yeast) – baked

- ∞ Loaf types – such as cranberry, date nut, lemon, poppy seed and cinnamon apple
- ∞ Muffins – such as bran, cornmeal, blueberry and oat bran
- ∞ Biscuits – baking powder or shortcake biscuits
- ∞ Corn bread – for muffins or sheet pans
- ∞ Scones, sweet or savory

Category 3 Sweet dough products

- ∞ Coffee rolls and cinnamon buns
- ∞ Pecan roll and rings
- ∞ Meltaways, crumb buns or cinnamon sticks
- ∞ Filled rings and clusters

Category 4 Cookies

- ∞ Cut and roll out – sugar, molasses and plus filled cookies
- ∞ Drop cookies – oatmeal, chocolate and coconut macaroon
- ∞ Bagged out – such as spritz, butter and tea cookie

(*2 products from the following categories)

Category 5* Danish pastry (laminated and yeast dough)

- ∞ Round, sticks, figure-eight and pockets
- ∞ Large filled rights and horseshoe
- ∞ Miniature assortment
- ∞ Cheese, prune and apricot tri-corners

Category 6* Puff pastry (laminated dough)

- ∞ Turnovers
- ∞ Cream horns

Category 7* Paste a Choux product

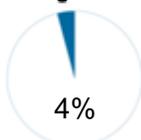
- ∞ Éclairs and cream puffs

Category 8* Pie and pastry crust pastry

- ∞ Regular two crust fruit filled pies
- ∞ Rim crust for one crust of soft pies – such as squash and custard, pecan
- ∞ Blind baked pie shell

Category 9 Prepare one iced and decorated cake to the customer's specifications as per written order

Demonstrate knowledge of commonly accepted OSHA safety standards in a bakery including lifting techniques and safety management.



- ∞ Use appropriate lifting techniques
- ∞ Keep work area well-organized and free of hazards
- ∞ Follow safety requirements for operating equipment
- ∞ Work with a regard for safety of self and others

Demonstrate appropriate, commonly accepted OSHA sanitation practices in a bakery.



- ∞ Wash hands sufficiently and at appropriate times during baking process
- ∞ Inspect tools and equipment before using and correctly clean items
- ∞ Use a clean side towel and replace as needed during the day
- ∞ Avoid actions that can potentially contaminate food
- ∞ Wear gloves when working with RTE's

Demonstrate production efficiency practices in a bakery.



- ∞ Use procedures to accurately measure ingredients
- ∞ Use most or all raw ingredients where little or no wasted ingredients remain
- ∞ Use most of all mixed ingredients where little or no wasted raw dough remains
- ∞ Bake and finish product to produce the maximum salable product
- ∞ Model time-management

Utilize commonly used equipment in a bakery according to manufacturer's specifications.



- ∞ Use equipment according to manufacturer's specifications
- ∞ Select appropriate tools and equipment for baking function or product
- ∞ Use mixer according to manufacturer's specifications
- ∞ Use small wares and tools (thermometer, spoons, measures, etc) appropriately

Demonstrate appropriate, commonly accepted OSHA personal hygiene and grooming practices in a bakery.



- ∞ Dress in a commonly-accepted professional manner
- ∞ Maintain a clean uniform (shirt, pants, skirts, shoes, hat, towel, etc.)
- ∞ Wear head gear or other covering at all times
- ∞ Maintain clean hands at all times

Committee Identified Academic Skills

The SkillsUSA National Technical Committee has identified that the following academic skills are embedded in the commercial baking training program and assessment.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Solve practical problems involving percents
- Use of weights and measures

Science Skills

- Describe and recognize solids, liquids and gases
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Describe and identify physical changes to matter
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to National Academic Standards:

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- Numbers and operation
- Measurement
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- Problem solving
- Communication
- Connections
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Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: <http://standards.nctm.org/document/index.htm> Select “[Standards for Grades 9–12](#)” from menu.

Science Standards

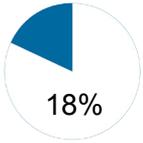
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry

Source: McREL compendium of National Science Standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks.

Language Arts Standards

- Students read a wide range of print and non-print texts to build an understanding of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.



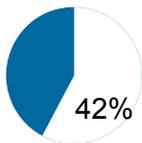
Review Dates:

Competency Area 1: Demonstrate knowledge of basic baking fundamentals

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Weigh, measure and apply general baking math?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Classify and identify properties of ingredients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Handle and store ingredients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply safety and handling principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Yeast-raise dough products?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Doughnut-cake and yeast raised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Decorate a cake?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Bake cakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Appropriately plan, schedule and produce products?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Laminate doughs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Bake cookies, pies and pastries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provide customer service and merchandise of products?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Competency Area 2: Prepare six baked goods made from scratch and/or from a fresh or frozen dough and one iced and decorated cake in a bakery setting to RBA Industry standards

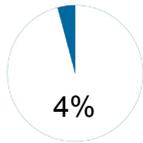
Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Read and understand standard bakery formulas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Select correct ingredients given the provided formula?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Weigh and measure ingredients accurately given the provided formula?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assemble ingredients in the correct sequence given the provided formula?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply appropriate preparation procedure given the provided formula?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Apply (i.e., blend, fold, mix) the appropriate mixing procedure given the provided formula according to RBA industry standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Correctly leaven and bake product to RBA industry standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Correctly finish baked product (i.e. glaze, ice, or fill) to RBA industry standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Prepare one product from each of the following categories to RBA industry standard:			
Category 1: Yeast bread and rolls – straight dough formula			
• Soft rolls such as Parker House, cloverleaf and button rolls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Whole wheat breads and rolls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• French or Italian dough hard rolls, French bread, Vienna bread, Kaiser rolls, club rolls, baguettes and breadsticks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pan breads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Area 2: Prepare six baked goods made from scratch and/or from a fresh or frozen dough and one iced and decorated cake in a bakery setting to RBA Industry standards (continued)

	Very Well	Somewhat Well	Not Well
Category 2: Quick breads (no yeast) – baked			
• Loaf types – such as cranberry, date nut, lemon, poppy seed and cinnamon apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Muffins – such as bran, cornmeal, blueberry and oat bran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Biscuits – baking powder or shortcake biscuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Corn bread – for muffins or sheet pans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Scones, sweet or savory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Category 3: Sweet dough products			
• Coffee rolls and cinnamon buns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pecan roll and rings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Meltaways, crumb buns or cinnamon sticks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Filled rings and clusters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Category 4: Cookies			
• Cut and roll out – sugar, molasses and plus filled cookies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Drop cookie – oatmeal, chocolate and coconut macaroon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Bagged out – such as spritz, butter and tea cookie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(*2 products from the following categories)</i>			
Category 5*: Danish pastry (laminated and yeast dough)			
• Round, sticks, figure-eight and pockets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Large filled rights and horseshoe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Miniature assortment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Cheese, prune and apricot tri-corners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Category 6*: Puff pastry (laminated dough)			
• Turnovers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Cream horns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Category 7*: Paste a Choux product			
• Eclairs and cream puffs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Category 8*: Pie and pastry crust pastry			
• Regular two crust fruit filled pies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Rim crust for one crust of soft pies – such as squash and custard, pecan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Blind baked pie shell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Category 9*: Prepare one iced and decorated cake to the customers specifications as per written order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 3: Demonstrate knowledge of commonly accepted OSHA safety standards in a bakery including lifting techniques and safety management

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Use appropriate lifting techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Keep work area well-organized and free of hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follow safety requirements for operating equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Work with a regard for safety of self and others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

**Competency Area 4: Demonstrate appropriate commonly accepted
OSHA sanitation practices in a bakery**

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Wash hands sufficiently and at appropriate times during the baking process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Inspect tools and equipment before using and correctly clean items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use a clean side towel and replace as needed during the day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Avoid actions that can potentially contaminate food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Wear gloves when working with RTE's ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 5: Demonstrate production efficiency practices in a bakery

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Use procedures to accurately measure ingredient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use most or all raw ingredients where little or no wasted ingredients remain?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use most of all mixed ingredients where little or no wasted raw dough remains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bake and finish product to produce the maximum salable product?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Model time management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 6: Utilize commonly used equipment in a bakery according to manufacturer’s specifications

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Use equipment according to manufacturer’s specifications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Select appropriate tools and equipment for baking function or product?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use mixer according to manufacturer’s specifications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use small wares and tools (thermometer, spoons, measures, etc.) appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 7: Demonstrate appropriate, commonly accepted OSHA personal hygiene and grooming practices in a bakery

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Dress in a commonly accepted professional manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain a clean uniform (shirt, pants, skirts, shoes, hat, towel, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Wear head gear or other covering at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain clean hands at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:

Helpful Tips and Reminders for Students

Access Directions to the Trade- or Technical-Specific Online 10-question Demo Assessment

Access the Web link www.careeressentials.org/assessments/demo-our-assessments with your browser. The sample programmatic questions will help give you an idea of the types of questions on the assessment and how they are generally written.

Test-Taking Reminders

Implementing good study habits is essential for any test or class. Below are basic reminders to better prepare you for life-long learning and workplace success. Incorporate these strategies into your everyday habits.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so he or she can make accommodations

Student Testing Tips

The most important tip for you is to be prepared mentally and physically for the testing session. Make sure to get plenty of rest and eat healthy. Wear comfortable and appropriate clothing to the testing session. Find out if you can bring items to the testing session, such as a non-programmable calculator, and make sure you have the items ready the night before. Check the website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized you are before the testing period, the more relaxed you will be during the actual testing session.

Be relaxed and positive. If you begin to panic during the testing, take some deep breaths to relax, and think positive thoughts.

Do not rush through the questions. Read the question and potential answers thoroughly. Make sure you know exactly what the question is asking before answering. If you are unsure, note the question and return to it. Other questions may have clues to the correct answer. Use process of elimination. If you are not sure of the correct answer, study the potential answers and eliminate the ones that you know are not correct.

If all else fails – *guess*. After you have exhausted all options, take your best guess at the correct answer. If you have studied the content area, you may intuitively know the correct answer. The Career Essentials: Assessments does not penalize you for guessing, and you may guess correctly!

Sample Assessment Questions

Sample Questions

The following questions are examples of the types of questions you may see within the assessment test. The questions could be in the form of a video clip, drop and drag, sequential or a typical multiple choice.

Commercial Baking Test Questions

1) Biscotti are:



- A) "bar" cookies.
- B) "hand-cut" or "rolled" cookies.
- C) "sheet" cookies.
- D) "spritz" cookies.

Answer: B

2) Which of the following cookie problems would be resolved by mixing the dough properly and making sure the pan is clean?

- A) Cookies are too tough.
- B) Cookies are too large in diameter and lack volume.
- C) Cookies stick to pan.
- D) Cookies are dry.

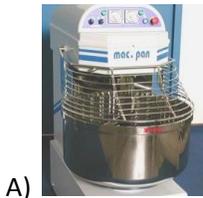
Answer: C

3) Chlorine (e.g. bleach) is the MOST widely used sanitizer due to its effectiveness against a variety of bacteria. A disadvantage to using chlorine is:

- A) It is expensive.
- B) Its effectiveness decreases in the presence of protein.
- C) Its effectiveness decreases at lower pH.
- D) It is affected by hard water salts.

Answer: C

4) Which of the following images depicts a vertical mixer?



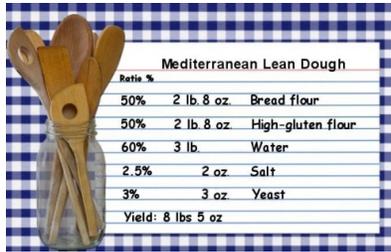
Answer: B

5) To produce 10 two-crust pies that require 10 oz of dough per crust, how much dough would you require?

- A) 4 lbs 4 oz
- B) 6 lbs 2.5 oz
- C) 12 lbs 5 oz
- D) 12 lbs 8 oz

Answer: D

6) Using the Mediterranean Lean Dough recipe shown, how many 1 oz rolls would this formula yield?



Mediterranean Lean Dough		
Ratio %		
50%	2 lb. 8 oz.	Bread flour
50%	2 lb. 8 oz.	High-gluten flour
60%	3 lb.	Water
2.5%	2 oz.	Salt
3%	3 oz.	Yeast
Yield: 8 lbs 5 oz		

- A) 118 rolls
- B) 120 rolls
- C) 133 rolls
- D) 138 rolls

Answer: C

7) Frozen fruit usually comes in ratios of 4:1, 5:1, 6:1 and 7:1. What does this ratio mean?

- A) The ratio of fruit to added sugar
- B) The ratio of added sugar to added water
- C) The ratio of fruit to starch to set the gel
- D) The ratio of water to fruit

Answer: A

Resources

Additional Resources

Below are resources that will be helpful in preparing for the Assessments which were created based on industry standards nationwide. Use the Career Essentials: Assessments Blueprint as a guideline for competencies tested. Use the resources below to find curriculum or additional study guides for industry standards.

Commercial Baking Resources:

www.careeressentials.org/assessments/assessment-resources