



**Career
Essentials:
Assessments**

Career Essentials: Assessments

Teacher Preparation Guide For Use with the Career Essentials: Assessments

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

CULINARY ARTS 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™ 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

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

The Employability Assessment is *not* intended to familiarize students with the Culinary Arts 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 Culinary Arts Assessment covers 12 major technical competency areas (unit areas). In the online assessment, these 12 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 Culinary Arts

Competency	Percentage of Area Assessment
Demonstrate knowledge of the 7 principles of Hazard Analysis Critical Control Points (HACCP) in a food preparation setting	10%
Demonstrate knowledge of basic safety and sanitation policies, procedures, and practices in a food preparation setting	15%
Hold, store, and prepare food at proper temperature	18%
Demonstrate understanding of recipe terms and procedures and follow recipes properly	14%
Demonstrate the traits of a good recipe	8%
Demonstrate math skills to determine appropriate proportions and ratios for preparing recipes	6%
Demonstrate basic knowledge of human nutrition	2%
Demonstrate knowledge of proper ingredients and procedures for preparing basic soups, stocks and sauces	8%

Demonstrate an understanding of moist heat methods, including steaming and submersion cooking, braising, and stewing 6%

Demonstrate an understanding of dry heat methods, including sautéing, pan-frying, deep-frying, and stir-frying 6%

Demonstrate basic knife skills and usage 4%

Demonstrate ability to assess plate presentation and evaluate visual appeal and flavor profile 4%

Committee Identified Academic Skills

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the culinary arts training program and assessment:

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Use scientific notation
- Solve practical problems involving percents
- Solve single variable algebraic expressions
- Solve problems using proportions, formulas and functions

Science Skills

- Use knowledge of cell theory
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of carbon, water and nitrogen cycles
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases

- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color)
- Use knowledge of chemical properties (acidity, basicity, combustibility and reactivity)

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
- Demonstrate use of nonverbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use test structures to aid comprehension
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information of 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
- Demonstrate narrative writing
- Demonstrate expository writing
- Demonstrate information writing
- 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 operations
- Algebra
- Geometry
- Measurement

- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: www.nctm.org/standards/content.aspx?id=16909.

Science Standards

- Understands the structure and function of cells and organisms
- Understands relationships among organisms and their physical environment
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- 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 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 adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- 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 the 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 <http://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.

Student Tools:

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 <http://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:

Culinary Arts Blueprint and Competency Area Knowledge Checksheets

The next section provides the assessment blueprint and detailed topics within each competency area covered within the Culinary Arts 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 Culinary Arts 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.

Culinary Arts Blueprint

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

Note: To fully prepare for **Culinary Arts** 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 the 7 principles of Hazard Analysis Critical Control Points (HACCP) in a food preparation setting



- ∞ Identify potential hazards (conduct hazard analysis).
- ∞ Identify and use Critical Control Points (CCP).
- ∞ Demonstrate knowledge of minimum or maximum critical limits
- ∞ Adhere to established monitoring procedures.
- ∞ Identify and follow corrective actions; verify completion of corrective actions.
- ∞ Assist in completion of monitoring charts, reports, and logs. Keep current with changes in established procedures for recordkeeping and documentation.

Demonstrate knowledge of basic safety and sanitation policies, procedures, and practices in a food preparation setting



- ∞ Wash hands according to proper procedures
- ∞ Ensure that tools and equipment are used and transported safely.
- ∞ Demonstrate proper care and storage of food and equipment.
- ∞ Ensure that temperature of food and storage containers is within guidelines
- ∞ Follow proper procedures to clean and sanitize equipment and tools after every use
- ∞ Store tools, equipment, and cleaning supplies properly.
- ∞ Check that personal attire meets safety standards (i.e., covered hair); maintain personal hygiene and compliance with dress code
- ∞ Ensure that spills and other safety problems are addressed immediately
- ∞ Ensure that material safety data sheets are reviewed and used properly

Hold, store, and prepare food at proper temperature



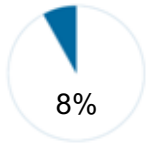
- ∞ Show that food products are labeled, dated, and rotated in a timely manner
- ∞ Utilize thermometer correctly, showing that it is calibrated. Use thermometer to verify proper temperature requirements.
- ∞ Demonstrate that temperatures are checked and logged regularly
- ∞ Verify that potentially hazardous foods have reached safe temperatures.
- ∞ Ensure that food is stored at proper temperature.
- ∞ Ensure that food is prepared at proper temperature.
- ∞ Verify that holding time and temperatures comply with standard policies

Demonstrate understanding of recipe terms and procedures and follow recipes properly. Identify ingredients.



- ∞ Identify appropriate equipment, utilizing the correct tool for the task.
- ∞ Utilize serving and holding tools correctly.
- ∞ Demonstrate use of proper weights and measurements.
- ∞ Verify that recipe is followed consistently and flavor profile requirements are met.
- ∞ Identify that cooking and serving times are consistent with recipes.

Demonstrate the traits of a good employee.



- ∞ Follow appropriate chain of command.
- ∞ Exhibit and model appropriate standard of behavior when in the presence of customers.
- ∞ Demonstrate understanding of the principles underlying guest service.
- ∞ Verify that work area is visually scanned on a regular basis for safety and security problems.
- ∞ Report and document incidents in a timely manner.
- ∞ Review company safety and security policies frequently.

Demonstrate math skills to determine appropriate proportions and ratios for preparing recipes.



- ∞ Calculate the conversion of a recipe from a larger quantity to a smaller and vice versa.
- ∞ Determine the cost of a recipe based on basic cost of food (including as purchased price and edible portion control).
- ∞ Calculate conversions of measurements.

Demonstrate basic knowledge of human nutrition.



- ∞ Understand the food pyramid.
- ∞ Identify appropriate substitutions based on nutritional needs of different populations.

Demonstrate knowledge of proper ingredients and procedures for preparing basic soups, stocks, and sauces.



- ∞ Differentiate between the main types of stocks: identification, preparation, and usage (white stock, brown stock, fish stock, field stock, chicken stock)
- ∞ Differentiate between the main types of sauces: identification, preparation, and usage (espagnol/brown sauce, bechamel sauce, veloute sauce, egg-based sauces)
- ∞ Differentiate between the main types of soups: identification, preparation, and usage (clear soup (consommé), cream soup, veloutes, purees)
- ∞ Differentiate between the main types of thickening agents: identification, preparation and usage (roux, arrowroot (which gives you a clearer sauce), corn starch, liaison, slurry)
- ∞ Differentiate between the types of roux: white, blonde, brown
- ∞ Demonstrate proper technique and usage of a reduction.

Demonstrate an understanding of moist heat methods, including steaming and submersion cooking, braising, and stewing.



- ∞ Steaming
- ∞ Braising and Stewing
- ∞ Poaching
- ∞ Simmering

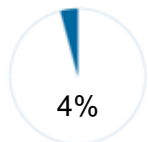
Demonstrate an understanding of dry heat methods, including sautéing, pan-frying, deep-frying, and stir-frying.



- ∞ Sautéing and stir-frying
- ∞ Deep-frying
- ∞ Roasting
- ∞ Pan-frying

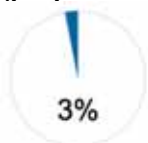
- ∞ Smoking and curing

Demonstrate basic knife skills and usage.



- ∞ Basic Knife Cuts
- ∞ Importance of Uniform Cuts
- ∞ Identification of Knives and their Uses

Demonstrate ability to assess plate presentation and evaluate visual appeal and flavor profile. (proper understanding of proper method of flavor testing).



- ∞ Demonstrate understanding of good presentation, based on appearance, aroma, flavor, texture, and plate balance.
- ∞ Demonstrate understanding of proper method of flavor testing (consistency in flavor profile).

Committee Identified Academic Skills

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the culinary arts training program and assessment:

Math Skills

- ∞ Use fractions to solve practical problems
- ∞ Use proportions and ratios to solve practical problems
- ∞ Simplify numerical expressions
- ∞ Use scientific notation
- ∞ Solve practical problems involving percents
- ∞ Solve single variable algebraic expressions
- ∞ Solve problems using proportions, formulas and functions

Science Skills

- ∞ Use knowledge of cell theory
- ∞ Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- ∞ Describe basic needs of organisms
- ∞ Classify living organisms
- ∞ Use knowledge of carbon, water and nitrogen cycles
- ∞ Describe and recognize elements, compounds, mixtures, acids, bases and salts
- ∞ Describe and recognize solids, liquids and gases
- ∞ Describe characteristics of types of matter based on physical and chemical properties
- ∞ Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color)
- ∞ Use knowledge of chemical properties (acidity, basicity, combustibility and reactivity)

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
- ∞ Demonstrate use of nonverbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information
- ∞ Demonstrate comprehension of a variety of informational texts
- ∞ Use test structures to aid comprehension
- ∞ Understand source, viewpoint and purpose of texts
- ∞ Organize and synthesize information of 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
- ∞ Demonstrate narrative writing
- ∞ Demonstrate expository writing
- ∞ Demonstrate information writing
- ∞ 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 operations
- Algebra
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- Problem solving
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- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: <http://www.nctm.org/standards/content.aspx?id=16909>.

Science Standards

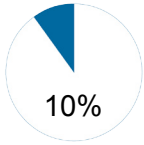
- Understands the structure and function of cells and organisms
- Understands relationships among organisms and their physical environment
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- 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 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 adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- ∞ Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- ∞ Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- ∞ 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 the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.



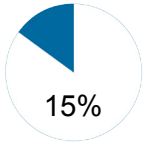
Review Dates:

Competency Area 1: Demonstrate knowledge of the 7 principles of Hazard Analysis Critical Control Points (HACCP) in a food preparation setting

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Identify potential hazards (conduct hazard analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and use Critical Control Points (CCP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate knowledge of minimum or maximum critical limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adhere to established monitoring procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify and follow corrective actions; verify completion of corrective actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist in completion of monitoring charts, reports and logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Keep current with changes in established procedures for recordkeeping and documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



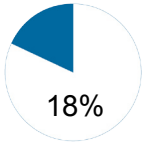
Review Dates

Competency Area 2: Demonstrate knowledge of basic safety and sanitation policies, procedures, and practices in a food preparation setting

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Wash hand according to proper procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ensure that tools and equipment are used and transported safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate proper care and storage of food and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ensure that temperature of food and storage containers is within guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follow proper procedures to clean and sanitize equipment and tools after every use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Store tools, equipment, and cleaning supplies properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Check that personal attire meets safety standards (i.e., covered hair); maintain personal hygiene and compliance with dress code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ensure that spills and other safety problems are addressed immediately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ensure that material safety data sheets are reviewed and used properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



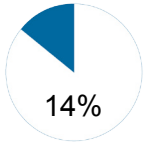
Review Dates:

Competency Area 3: Hold, store and prepare food at proper temperature

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Show that food products are labeled, dated, and rotated in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use thermometer correctly, showing that it is calibrated. Use thermometer to verify proper temperature requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate that temperatures are checked and logged regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Verify that potentially hazardous foods have reached safe temperatures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ensure that food is stored at proper temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ensure that food is prepared at proper temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Verify that holding time and temperatures comply with standard policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



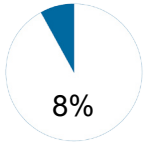
Review Dates:

Competency Area 4: Demonstrate understanding of recipe terms and procedures and follow recipes properly. Identify ingredients.

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Identify appropriate equipment, using the correct tool for the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use serving and holding tools correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate use of proper weights and measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Verify that recipe is followed consistently and flavor profile requirements are met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify that cooking and serving times are consistent with recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



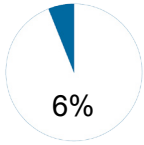
Review Dates:

Competency Area 5: Demonstrate the traits of a good employee

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Follow appropriate chain of command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exhibit and model appropriate standard of behavior when in the presence of customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate understanding of the principles underlying guest service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Verify that work area is visually scanned on a regular basis for safety and security problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Report and document incidents in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Review company safety and security policies frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



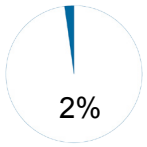
Review Dates:

Competency Area 6: Demonstrate math skills to determine appropriate proportions and ratios for preparing recipes

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Calculate the conversion of a recipe from a larger quantity to a smaller and vice versa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Determine the cost of a recipe based on basic cost of food (including as purchased price and edible portion control)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Calculate conversions of measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 7: Demonstrate basic knowledge of human nutrition

Knowledge Check

How well do you know how to:

1. Understand the food pyramid

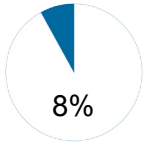
Very Well

Somewhat Well

Not Well

2. Identify appropriate substitutions based on nutritional needs of different populations

Areas I Need To Review:



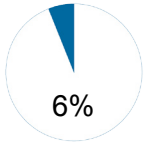
Review Dates:

Competency Area 8: Demonstrate knowledge of proper ingredients and procedures for preparing basic soups, stocks and sauces

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Differentiate between the main types of stocks: identification, preparation, and usage (white stock, brown stock, fish stock, field stock, chicken stock)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Differentiate between the main types of sauces: identification, preparation, and usage (espagnol/brown sauce, béchamel sauce, veloute sauce, egg-based sauces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Differentiate between the main types of soups: identification, preparation, and usage (clear soup (consomme'), cream soup, veloutes, purees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Differentiate between the main types of thickening agents: identification, preparation and usage (roux, arrowroot (which gives you a clearer sauce), corn starch, liaison, slurry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Differentiate between the types of roux: white, blonde, brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate proper technique and use of a reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

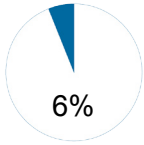
Competency Area 9: Demonstrate an understanding of moist heat methods, including steaming and submersion cooking, braising, and stewing

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Steaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Braising and Stewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Poaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Simmering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

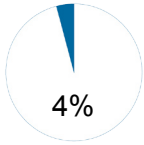
Competency Area 10: Demonstrate an understanding of dry heat methods, including sautéing, pan-frying, deep-frying, and stir-frying

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Sautéing and stir-frying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Deep-frying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Roasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pan-frying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Smoking and curing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 11: Demonstrate basic knife skills and usage

Knowledge Check

How well do you know how to:

1. Demonstrate Basic Knife Cuts

Very Well

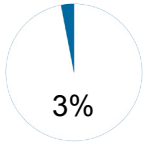
Somewhat Well

Not Well

2. Acknowledge the importance of uniform cuts

3. Identify the various types of knives and their uses

Areas I Need To Review:



Review Dates:

Competency Area 12: Demonstrate ability to assess plate presentation and evaluate visual appeal and flavor profile (proper understanding of proper method of flavor testing)

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate understanding of good presentation, based on appearance, aroma, flavor, texture, and plate balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate understanding of proper method of flavor testing (consistency in flavor profile)	<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 <http://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 <http://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.

Culinary Test Questions

- 1) Why is it important for knife cuts to be uniform?
 - A. To ensure even cooking
 - B. To have less waste
 - C. To more easily weigh the food product
 - D. To ensure proper color on the plate

Answer: A

- 2) One of the biggest causes of foodborne illnesses is:
 - A. Poor personal hygiene.
 - B. Use of plastic storage containers.
 - C. Toothpick use.
 - D. Employees smoking.

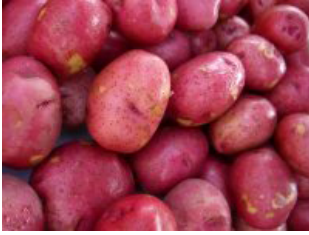
Answer: A

- 3) The letters FIFO stand for:
 - A. First in, first out.
 - B. First in, first over.
 - C. First in, final out.
 - D. Fresh in, fresh out

Answer: A

4) Which of the following is a starchy potato?

A. Red-skinned



B. Russet



C. Yukon Gold



D. Fingerling



Answer: B

5) What is the correct temperature to which chicken should be cooked?

A. 155 degrees

B. 160 degrees

C. 165 degrees

D. 170 degrees

Answer: C

6) You have been asked to prepare a roast to be carved on the buffet line. The recipe states "Roast 12 minutes per pound at 350 degrees F." The roast you use weighs 13.5 pounds. The buffet line must be ready at 6pm. When should the roast be put in the oven?



A.



B.



C.



D.

Answer: B

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.

Culinary Arts Resources:

<http://www.careeressentials.org/assessments/assessment-resources/>