

# RESEARCH: LIFE CYCLE MENU DEVELOPMENT (Revised)

FOD3010-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE AREA

### Rating Scale (*italics* are optional)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

### CRITERIA

*The student is able to:*

#### Preparation and Planning

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively, prioritizing tasks on a consistent basis

#### Information Gathering and Processing

- access a range of relevant information sources and recognize when additional information is required
- demonstrate resourcefulness in collecting data
- interpret, organize and combine information in creative and thoughtful ways
- record information accurately with appropriate supporting detail and using correct technical terms
- recognize underlying bias/assumptions/values in information sources
- assess and refine approach to the task and project status based on feedback and reflection

#### Content

- reflect the following:
  - meet minimum requirements of *Canada's Food Guide to Healthy Eating*
  - age appropriate

#### Content (continued)

- meet special nutritional requirements
- menu varied in colour, texture and flavour
- research and plan a two-day menu for an adolescent and a one-day menu for a minimum of one of the following:
  - infant
  - toddler
  - adult
  - pregnant woman
  - senior

#### Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems
- display effective communication and leadership skills

#### Information Sharing

- demonstrate effective use of a variety of communication media:
  - e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

### COMMENTS

# RESEARCH: COMMUNITY NUTRITION PROGRAM ANALYSIS

FOD3010-2

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

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### CRITERIA

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#### Preparation and Planning

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- use personal initiative to formulate questions and find answers
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#### Information Gathering and Processing

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- demonstrate resourcefulness in collecting data
- interpret, organize and combine information in creative and thoughtful ways
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- assess and refine approach to the task and project status based on feedback and reflection

#### Content

- analyze:
  - target group
  - program rationale
  - delivery strategies
  - program effectiveness

#### Content (continued)

- plan meals for a minimum of two days, which achieve the guidelines for carbohydrate, fat and protein intake described in the *Nutrition Recommendations for Canadians*
- plan meals for a minimum of one day within the constraints of a selected diet-related disease
- interpret nutrition labels from a minimum of three foods representative of three food groups
- evaluate a current nutrition controversy or food practice

#### Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems
- display effective communication and leadership skills

#### Information Sharing

- demonstrate effective use of a variety of communication media:  
*e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

### COMMENTS

# RESEARCH: NUTRITION AND DIGESTION

FOD3020-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE AREA

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### CRITERIA

*The student is able to:*

#### Preparation and Planning

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
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#### Information Gathering and Processing

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- demonstrate resourcefulness in collecting data
- interpret, organize and combine information in creative and thoughtful ways
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- recognize underlying bias/assumptions/values in information sources
- assess and refine approach to the task and project status based on feedback and reflection

### Content

- assess menu:
  - meet *Canada's Food Guide to Healthy Eating*
  - meet restricted diet requirements
- evaluate the chosen controversy, using reputable nutrition information

### Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems
- display effective communication and leadership skills

### Information Sharing

- demonstrate effective use of a variety of communication media:
  - e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources.

### COMMENTS

**PRODUCT STANDARD SCORECARD: CREATIVE BAKING**

**FOD3030-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Specialty Cake:		Specialty Pastry:		Advanced Yeast:		Specialty Dessert:	
<input type="checkbox"/>	<b>Cake Standards</b> Meets previous cake standards.	<input type="checkbox"/>	<b>Pastry Standards</b> Meets previous pastry standards.	<input type="checkbox"/>	<b>Exterior</b> Well-proportioned, even shape, smooth rounded top	<input type="checkbox"/>	<b>Appearance</b> Colour appropriate to product.
<input type="checkbox"/>	<b>Frosting/Icing</b> Filling appropriate to product.	<input type="checkbox"/>	Appropriate colour.	<input type="checkbox"/>	Good proportion to weight.	<input type="checkbox"/>	Size/shape/form is appropriate to product.
<input type="checkbox"/>	Texture and consistency appropriate to product.	<input type="checkbox"/>	Shape is appropriate to product.	<input type="checkbox"/>	Golden brown colour.	<input type="checkbox"/>	<b>Texture</b> Appropriate to product.
<input type="checkbox"/>	Flavour compliments cake.	<input type="checkbox"/>	Texture is appropriate to product.	<input type="checkbox"/>	Tender, crisp crust, even thickness	<input type="checkbox"/>	<b>Flavour</b> Pleasing.
<input type="checkbox"/>	<b>Decorative Treatments</b> Applied evenly.	<input type="checkbox"/>	Palatability.	<input type="checkbox"/>	<b>Interior</b> Even colour, free of streaks.	<input type="checkbox"/>	Compliments ingredients/foods used.
<input type="checkbox"/>	Appropriate border and finishing treatments.	<input type="checkbox"/>	<b>Filling</b> Is appropriate and compliments the pastry.	<input type="checkbox"/>	Tender, crisp crust; even thickness.	<input type="checkbox"/>	<b>Assembly</b> Balance and proportion achieved.
<input type="checkbox"/>	Balance and proportion achieved.	<input type="checkbox"/>	<b>Assembly</b> Balance and proportion achieved.	<input type="checkbox"/>	Fine, even grain.	<input type="checkbox"/>	Balance and proportion achieved.
<input type="checkbox"/>	<b>Overall Presentation</b> Creativity, flair.	<input type="checkbox"/>	Finishing techniques appropriate.	<input type="checkbox"/>	Slightly moist, tender texture.	<input type="checkbox"/>	Finishing techniques appropriate.
<input type="checkbox"/>	Artistry.	<input type="checkbox"/>	<b>Overall Presentation</b> Creativity, flair.	<input type="checkbox"/>	Well flavoured.	<input type="checkbox"/>	<b>Overall Presentation</b> Creativity, flair.
<input type="checkbox"/>		<input type="checkbox"/>	Artistry.	<input type="checkbox"/>	<b>Overall Presentation</b> Creativity, flair.	<input type="checkbox"/>	Artistry.
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	SCORE		SCORE		SCORE		SCORE
8	STANDARD	8	AT STANDARD	9	AT STANDARD	8	AT STANDARD
COMMENTS							

# RESEARCH: ADVANCED YEAST PRODUCTS

FOD3040-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE AREA

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#### Content

- identify the typical yeast products for a particular culture

#### Content (continued)

- describe:
  - ingredients
  - stages in production
  - preparation techniques
  - cultural role of the product

#### Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems
- display effective communication and leadership skills

#### Information Sharing

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  - e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

### COMMENTS

**PRODUCT STANDARD SCORECARD: ADVANCED YEAST PRODUCTS**

**FOD3040-2**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Product Standards	Sweet Dough	Braid	Whole Grain	Rolled-in	Deep-fried	Cultural Yeast #1	Cultural Yeast #2
<b>Exterior</b>							
Well-proportioned, even shape, smooth rounded top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good proportion to weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golden brown colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tender, crisp crust, even thickness, not cracked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior</b>							
Creamy white, free of streaks (unless using whole wheat flour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tender, crisp crust, even thickness, not cracked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evenly distributed, fine, thin walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slightly moist, soft, tender texture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweet, nutty flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>							
<b>AT STANDARD</b>	6	6	6	6	6	6	6
<b>COMMENTS</b>							

**PRODUCT STANDARD SCORECARD: CLASSIC AND NOUVEAU SOUPS**

**FOD3050-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Product Standards	Consommé	Chowder	Cold	Specialty/ Ethnic	Health Conscious	Soup/Sauce
<b>Texture</b>						
Correct consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lump free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not separated/curdled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fat free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate doneness of various components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Flavour</b>						
Characteristic of foods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rich/well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appearance</b>						
Pleasing colour, characteristics for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnishes/vegetable attractively cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing overall impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>						
<b>AT STANDARD</b>	9	9	9	9	9	9
<b>COMMENTS</b>						

**PRODUCT STANDARD SCORECARD: CLASSIC AND NOUVEAU SAUCES**

**FOD3050-2**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Product Standards	Béchamel Derivative	Velouté Derivative	Brown Sauce/ Demiglaze Derivative	Tomato Derivative	Emulsified Sauce	Emulsified Derivative
<b>Texture</b>						
Correct consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lump free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not separated/curdled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fat free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Flavour</b>						
Characteristics of foods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rich/well-seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compatible with foods served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appearance</b>						
Pleasing colour, characteristic for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnishes/vegetables attractively cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gloss/sheen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing overall impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>						
<b>AT STANDARD</b>	9	9	9	9	9	9
<b>COMMENTS</b>						

**PRODUCT STANDARD SCORECARD: FOOD PRESENTATION**

**FOD3060-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Product Standards	Tray 1	Tray 2	Soups/Salads	Hors d'oeuvres	Hot Meats or Vegetables	Pasta/Sauces	Desserts
<b>Arrangement</b>							
Neat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visually appealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Colour</b>							
Variety of colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contrast is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Proportion</b>							
Size of food is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shape of food is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Balance</b>							
Is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Harmony</b>							
Is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Creativity</b>							
Artistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	7	7	7	7	7	7	7
COMMENTS							

**PRODUCT STANDARD SCORECARD: SHORT ORDER COOKING**

**FOD3070-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Product Standards	Sandwich	Breakfast Food	Meat Item	Fish Seafood	Poultry	Pot/Vegetable	Cultural
<b>Appearance</b>							
Colour appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour appropriate to cooking method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Texture</b>							
Appropriate to product and cooking method employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Flavour</b>							
Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Presentation</b>							
Attractive presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnished appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

Cooking Methods:	Boil/BBQ	Poach/Steam	Grill/Griddle	Microwave/ Bake	Fry/Sauté	Deep-fry	Toast

**PRODUCT STANDARD SCORECARD: ADVANCED MEAT COOKERY**

**FOD3080-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

MEAT PRODUCT:					
Product Standards	Dry Heat #1	Dry Heat #2	Moist Heat #1	Moist Heat #2	Ethnic Meat Dish
<b>Appearance</b>					
Colour appropriate to cooking method or recipe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uniform size, shape; portion compliments product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Texture</b>					
Appropriate degree of doneness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tenderness retained or developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moist, juicy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Flavour</b>					
Characteristic of meat used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall palatability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Presentation</b>					
Product presented attractively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnished appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sauce (Where Applicable)</b>					
Acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate consistency and texture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing, well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>					
AT STANDARD	10	10	10	10	10
<b>COMMENTS</b>					

**PRODUCT STANDARD SCORECARD: BASIC MEAT CUTTING**

**FOD3090-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Wholesale Cut	Beef Carcass/ Wholesale Cut 1	Beef Carcass/ Wholesale Cut 2	Pork Carcass/ Wholesale Cut 3	Lamb Carcass/ Wholesale Cut 4	Veal/Other Carcass/ Wholesale Cut 5
Retail Meat Product Standards					
<b>Carcass/Cut Breakdown</b>					
Correctness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy/neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Boneless and Tied Roasts</b>					
Appropriate shape and size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knotting technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Market Forms (Portion Cuts)</b>					
Appropriateness for retail product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uniform size/thickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portion size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specified grind and fat content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>					
AT STANDARD: 70% of applicable criteria (criteria will vary according to cut and market form; e.g., most criteria will not apply in the case of ground meats).					
<b>COMMENTS</b>					

# FRAMEWORK FOR ASSESSING A PROJECT PLAN: ENTERTAINING WITH FOOD

FOD3100–1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE AREA

### Rating Scale (*italics* are optional)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

### CRITERIA

*The student is able to:*

#### Preparation and Planning

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively, prioritizing tasks on a consistent basis

#### Research Components

- define the task
- seek and gather various sources of information
- organize information in a logical manner
- analyze information
- extract the appropriate information from identified resources/materials to produce new information
- communicate the process involved in preparing the plan
- predict the probability that the suggested outcomes or consequences of the plan were to occur
- make a judgement on the feasibility of the venture plan

#### Technical Components

Produce a project plan that is:

- legible
- free of spelling/proofreading errors
- correct grammar/communication style
- professional appearance/appropriate format

#### Technical Components (continued)

- appropriate use of white space
- page headings
- line spacing
- document free of smudges and wrinkles

#### Content

- identify parameters for the event
- incorporate a theme into the event
- develop a budget
- test foods/recipes for appropriateness for the event
- plan a menu
- develop a management plan
- decorate for the event
- prepare food for the event
- host the event
- clean up following the event
- evaluate the success of the event

#### Information Sharing

- demonstrate effective use of a variety of communication media:  
*e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

### COMMENTS

**PRODUCT STANDARD SCORECARD: ENTERTAINING WITH FOOD**

**FOD3100-2**

Student Name: \_\_\_\_\_

Module: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Level: \_\_\_\_\_

PRODUCT:						
Product Standards	Menu Item #1	Menu Item #2	Menu Item #3	Menu Item #4	Menu Item #5	Meal/Event
<b>Flavour</b>						
Pleasing flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice of food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Texture/Colour</b>						
Appropriate to food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Preparation Technique</b>						
Characteristic of cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presentation</b>						
Neatness is observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product is displayed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proportion is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>						
<b>STANDARD</b>	8	8	8	8	8	8
<b>COMMENTS</b>						

# FRAMEWORK FOR ASSESSING A PROJECT PLAN: FOOD PROCESSING

FOD3110-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE AREA

### Rating Scale (*italics* are optional)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

### CRITERIA

*The student is able to:*

#### Preparation and Planning

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively, prioritizing tasks on a consistent basis

#### Research Components

- define the task
- seek and gather various sources of information
- organize information in a logical manner
- analyze information
- extract the appropriate information from identified resources/materials to produce new information
- communicate the process involved in preparing the plan
- predict the probability that the suggested outcomes or consequences of the plan were to occur
- make a judgement on the feasibility of the venture plan

#### Technical Components

Produce a project plan that is:

- legible
- free of spelling/proofreading errors
- correct grammar/communication style
- professional appearance/appropriate format

#### Technical Components (continued)

- appropriate use of white space
- page headings
- line spacing
- document free of smudges and wrinkles

#### Content

- describe micro-organisms
- prevent food-borne illness
- maintain food quality through processing and during storage
- describe the function of ingredients, methods and rationale for freezing, canning, pickling, drying, jam- or jelly-making
  - the effect of processing on the nutrient value of foods
  - the role of food additives
  - technological developments and their impact on food supply

#### Information Sharing

- demonstrate effective use of a variety of communication media:
  - e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

### COMMENTS

**PRODUCT STANDARD SCORECARD: FOOD PROCESSING**

**FOD3110-2**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

PRODUCT:						
Product Standards	Canning	Freezing	Drying	Pickling	Jam-making	Jelly-making
<b>Appearance</b>						
Colour appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Texture</b>						
Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Flavour</b>						
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Presentation</b>						
Processed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labelled appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>						
AT STANDARD	5	5	5	5	5	5
<b>COMMENTS</b>						

**PRODUCT STANDARD SCORECARD: FOOD EVOLUTION/INNOVATION**

**FOD3120-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Product Standards	Comparison ★						
	Hunted or Gathered Food	Processed Food	Historical Food	Cultural Food	Canadian Food	Technological Advanced Food	Future Food
Demonstrates the criteria of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appearance</b>							
Colour appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Texture</b>							
Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Flavour</b>							
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Presentation</b>							
Attractive presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnished appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

★Use tool FODCOM to compare products.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

**STANDARD IS 3 IN EACH APPLICABLE AREA**

**Rating Scale** (*italics are optional*)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.**
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**CRITERIA**

*The student is able to:*

**Preparation and Planning**

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively, prioritizing tasks on a consistent basis

**Information Gathering and Processing**

- access a range of relevant information sources and recognize when additional information is required
- exhibit resourcefulness in collecting data
- interpret, organize and combine information in creative and thoughtful ways
- record information accurately with appropriate supporting detail and using correct technical terms
- recognize underlying bias/assumptions/values in information sources
- assess and refine approach to the task and project status based on feedback and reflection

**Information Sharing**

- demonstrate effective use of a variety of communication media:  
*e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing five relevant information sources

**Content**

- describe trends in food and eating patterns
- describe influences on and acceptance of food trends
- describe food ventures in the community
- describe regulations and procedures for ensuring food safety and for labelling and sale of foods

**COMMENTS**

# FRAMEWORK FOR ASSESSING A PROJECT PLAN: THE FOOD ENTREPRENEUR

FOD3130–2

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE AREA

### Rating Scale (*italics* are optional)

*The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

### CRITERIA

*The student is able to:*

#### Preparation and Planning

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively, prioritizing tasks on a consistent basis

#### Research Components

- define the task
- seek and gather various sources of information
- organize information in a logical manner
- analyze information
- extract the appropriate information from identified resources/materials to produce new information
- communicate the process involved in preparing the plan
- predict the probability that the suggested outcomes or consequences of the plan were to occur
- make a judgement on the feasibility of the venture plan

#### Technical Components

Produce a project plan that is:

- legible
- free of spelling/proofreading errors
- correct grammar/communication style
- professional appearance/appropriate format

#### Technical Components (continued)

- appropriate use of white space
- page headings
- line spacing
- document free of smudges and wrinkles

#### Content

- describe product/service
- describe customer and target market
- marketing plan
- food testing
- suppliers
- pricing strategy
- appropriate packing
- production plan
- sales projection
- quality control procedures
- external opportunities and threats
- revisions to the marketing plan based on the strengths and weaknesses of the ongoing marketing strategy after implementation of the venture

#### Information Sharing

- demonstrate effective use of a variety of communication media:  
*e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

### COMMENTS

**PRODUCT STANDARD SCORECARD: THE FOOD ENTREPRENEUR**

**FOD3130-3**

Student Name: \_\_\_\_\_

Module: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Level: \_\_\_\_\_

<b>PRODUCT:</b>				
Product Standards				
<b>Flavour</b> Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Texture</b> Appropriate to food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Colour</b> Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Production</b> Suitable for quantity sales Appropriate quality control Appropriate packaging Consistent proportions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>SCORE</b>				
<b>STANDARD</b>	8	8	8	8
<b>COMMENTS</b>				

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

**STANDARD IS 3 IN EACH APPLICABLE AREA**

**Rating Scale** (*italics* are optional)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.**
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**CRITERIA**

*The student is able to:*

**Preparation and Planning**

- set clear goals and establish steps to achieve them
- create and adhere to detailed timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively, prioritizing tasks on a consistent basis

**Information Gathering and Processing**

- access a range of relevant information sources and recognize when additional information is required
- demonstrate resourcefulness in collecting data
- interpret, organize and combine information in creative and thoughtful ways
- record information accurately with appropriate supporting detail and using correct technical terms
- recognize underlying bias/assumptions/values in information sources
- assess and refine approach to the task and project status based on feedback and reflection

**Content**

Produce a project that includes:

- availability of foods including climate, geography, economy, infrastructure, technology, staple foods, regionalization of foods

**Content** (continued)

- acceptability of foods, including social structure, values, religion, beliefs, history, ethnicity
- role of food in culture, including symbolism, traditions, manners, meal patterns, celebrations, gender roles
- food presentation including food planning principles, seasonings, food and flavour combinations, presentation
- nutritional role of foods

**Collaboration and Teamwork**

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems
- display effective communication and leadership skills

**Information Sharing**

- demonstrate effective use of a variety of communication media:  
*e.g., written, oral, audio-visual*
- communicate thoughts/feelings/ideas clearly to justify or challenge a position
- maintain acceptable grammatical and technical standards
- give evidence of adequate information gathering by citing relevant information sources

**COMMENTS**

**PRODUCT STANDARD SCORECARD: INTERNATIONAL CUISINE 2**

**FOD3140-2**

Student Name: \_\_\_\_\_

Module: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Level: \_\_\_\_\_

PRODUCT:						
Product Standards	Technique #1	Technique #2	Food Group #1	Food Group #2	Food Group #3	Meal/Event
<b>Flavour</b>						
Pleasing flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice of food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Texture/Colour</b>						
Appropriate to food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Preparation Technique</b>						
Characteristic of cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presentation</b>						
Neatness is observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product is displayed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proportion is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCORE</b>						
<b>STANDARD</b>	8	8	8	8	8	8
<b>COMMENTS</b>						