

ARTICLE OR AUDIO-VISUAL REVIEW

FODAVR

Student Name: _____

Title: _____

Module: _____

Teacher: _____

Class: _____

Date: _____

Overall Purpose (Teacher Defined)	Student Expectations	Actual Observations
	What do you expect to learn?	What did you actually learn (Theme)?
Specific knowledge gained:		
State how reviewing this material has influenced your impression concerning this topic.		

CAREER PROFILE GUIDE

FODCPG

Standard: Three career profiles, all sections completed for each profile.

Area of Career Exploration: _____

For Module: _____

JOB TITLE	JOB TITLE	JOB TITLE
Description (duties, working conditions)	Description (duties, working conditions)	Description (duties, working conditions)
Education qualifications	Education qualifications	Education qualifications
Employment opportunities	Employment opportunities	Employment opportunities
Advancement potential	Advancement potential	Advancement potential
Salary range and benefits	Salary range and benefits	Salary range and benefits
Would you enjoy this type of work? Explain why/why not?	Would you enjoy this type of work? Explain why/why not?	Would you enjoy this type of work? Explain why/why not?
Reference used (book, interview, etc.)	Reference used (book, interview, etc.)	Reference used (book, interview, etc.)

CAREER RESEARCH: Introductory Level

FODCAR-1

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
TOTAL						

STANDARD IS 1 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 goals and follow instructions accurately
- adhere to established timelines
- respond to directed questions and follow necessary steps to find answers
- use time effectively

Information Gathering and Processing

- access basic in-school/community information sources
- use one or more information-gathering techniques
- interpret and organize information into a logical sequence
- record information accurately using correct technical terms
- distinguish between fact and fiction/opinion/theory
- respond to feedback when current approach is not working

Content

- describe one or more career clusters within the industry; e.g.:
 - labour-based
 - technical
 - professional

Content (continued)

- identify and describe occupations relevant to one or more career clusters; e.g.:
 - nature of the occupation
 - duties of the worker
- provide a survey of current employment statistics relevant to one or more career clusters; e.g.:
 - types of occupations
 - number of workers
- identify entry requirements and training programs relevant to one or more career clusters; e.g.:
 - entrance requirements and competencies
 - type of training programs
- assess current and future employment opportunities and trends; e.g.:
 - local and national needs
 - opportunities for advancement

Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members

Information Sharing

- demonstrate effective use of one or more communication media:
e.g., written, oral, audio-visual
- communicate information in a logical sequence
- use correct grammatical/technical conventions
- cite basic information sources

COMMENTS

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
TOTAL						

STANDARD IS 2 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.

<p>CRITERIA</p> <p><i>The student is able to:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> set goals and establish steps to achieve them <input type="checkbox"/> create and adhere to useful timelines <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> plan and use time effectively <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> <input type="checkbox"/> access a range of relevant in-school/community resources <input type="checkbox"/> use a range of information-gathering techniques <input type="checkbox"/> interpret, organize and combine information into a logical sequence <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> determine accuracy/currency/reliability of information sources <input type="checkbox"/> gather and respond to feedback regarding approach to the task <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe one or more career clusters within the industry; e.g.: <ul style="list-style-type: none"> - labour-based - technical - professional <input type="checkbox"/> identify and describe occupations relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> - nature of the occupation 	<p>Content (continued)</p> <ul style="list-style-type: none"> - duties of the worker - workplace conditions <input type="checkbox"/> provide a survey of current employment statistics relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> - types of occupations - number of workers - employment trends <input type="checkbox"/> identify entry requirements and training programs relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> - entrance requirements and competencies - type and extent of training programs <input type="checkbox"/> assess current and future employment opportunities and trends; e.g.: <ul style="list-style-type: none"> - local, national and international needs - opportunities for advancement and/or career change <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members <input type="checkbox"/> negotiate solutions to problems <p>Information Sharing</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate effective use of one or more communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate ideas in a logical sequence with sufficient supporting detail <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> cite relevant information sources
<p>COMMENTS</p>	

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
TOTAL						

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.

<p>CRITERIA</p> <p><i>The student is able to:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> set clear goals and establish steps to achieve them <input type="checkbox"/> create and adhere to detailed timelines <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> <input type="checkbox"/> access a range of relevant information sources and recognize when additional information is required <input type="checkbox"/> demonstrate resourcefulness in collecting data <input type="checkbox"/> interpret, organize and combine information in creative and thoughtful ways <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> recognize underlying bias/assumptions/values in information sources <input type="checkbox"/> assess and refine approach to the task and project status based on feedback and reflection <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe one or more career clusters within the industry; e.g.: <ul style="list-style-type: none"> - labour-based - technical - professional <input type="checkbox"/> identify and describe occupations relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> - nature of the occupation - duties of the worker - workplace conditions - salary/wages and employee benefits 	<p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide a survey of current employment statistics relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> - types of occupations - number of workers - employment trends <input type="checkbox"/> identify entry requirements and training programs relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> - entrance requirements and competencies - type and extent of training programs - post-secondary institutions <input type="checkbox"/> assess current and future employment opportunities and trends; e.g.: <ul style="list-style-type: none"> - local, national and international needs - opportunities for advancement and/or career change - opportunities for self-employment and entrepreneurship <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members <input type="checkbox"/> negotiate solutions to problems <input type="checkbox"/> display effective communication and leadership skills <p>Information Sharing</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> give evidence of adequate information gathering by citing relevant information sources
<p>COMMENTS</p>	

EVALUATION OF ORAL PRESENTATION OR DEMONSTRATION

FODPRES

Name: _____

Module: _____

Teacher: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Introduction	4	3	2	1	0	N/A
Body	4	3	2	1	0	N/A
Personal Presentation	4	3	2	1	0	N/A
Close	4	3	2	1	0	N/A
TOTAL						

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

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- 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:

Introduction

- introduce self (name, course and module)
- announce topic and purpose
- indicate topic scope and sequence
- state preference for questions (interrupt or at the end)

Body

- show evidence of knowledge or research
- show evidence of preparation
- natural flow and sequence is evident
- presented facts are true
- graphics are well presented and displayed
- demonstrate familiarity of AV equipment (rehearsed)
- proper tools are used correctly and with safety in mind
- show awareness of time and its management
- use appropriate language and terminology

Personal Presentation

- project and modulate the voice
- wear proper attire
- project proper posture, smile and maintain eye contact
- avoid distracting mannerisms (e.g., “er” and “um”)

Close

- conclude by summarizing main points
- solicit questions
- satisfy question or offer suggestions where one might find answer
- express appreciation to audience

COMMENTS

FIELD TRIP ASSESSMENT

FODFTA

Student Name: _____ Class: _____
 Module: _____ Date: _____

Destination: _____

Contact Person: _____

Tour Guide: _____

Title or Position of Tour Guide: _____

Purpose of Trip (Teacher Defined)	Student Expectations		Actual Observations
	What do you expect to observe?		What did you actually observe?
Observed Careers	①	②	③
TITLE: Duties: Education Requirements: Salary Range: Benefits: Pros: Cons:	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
<p>List three reasons that any of the observed careers would/would not appeal to you and state a reason why/why not.</p>			

INTAKE ANALYSIS

FODFIA

Student Name: _____

Class: _____

Teacher: _____

MEALS	NUMBER OF SERVINGS				STRATEGY FOR IMPROVEMENT			
	GP★	VF★	MP★	MA★	GP	VF	MP	MA
Breakfast _____ _____ _____ _____								
Lunch _____ _____ _____ _____								
Supper _____ _____ _____ _____								
Snacks _____ _____ _____ _____								
TOTAL								
CHANGE REQUIRED								

- STANDARD: 5 – 12 ★ GP – Grain Products
 5 – 10 ★ VF – Vegetable and Fruit
 3 – 4 ★ MP – Milk Products
 2 – 3 ★ MA – Meat and Alternatives

JOB SHADOW ASSESSMENT

FODJS

Student Name: _____ Class: _____
 Module: _____ Date: _____

Destination: _____

Contact Person: _____

Tour Guide: _____

Title or Position of Contact Person: _____

Area of Career Exploration	Student Expectations	Actual Observations
Describe:	What do you expect to observe?	What did you actually observe?
Observed Careers		
TITLE: Duties: Education Requirements: Salary Range Benefits Pros: Cons: Employment Possibilities:	_____ _____ _____ _____ _____ _____ _____	
<p>List three reasons that any of the observed careers would/would not appeal to you and explain why or why not.</p> 		

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p>Management</p> <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • carry out instructions accurately • use time effectively • meet standard in clean-up <p>Teamwork</p> <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members <p>Safety and Sanitation</p> <ul style="list-style-type: none"> • demonstrate acceptable personal hygiene • handle food safely and hygienically • handle equipment and tools safely <p>Preparation Techniques</p> <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure accurately • follow recipe • understand and apply cookery terms 	<p>Management</p> <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively • meet standard in clean-up • adhere to routine procedures <p>Teamwork</p> <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate solutions to problems <p>Safety and Sanitation</p> <ul style="list-style-type: none"> • take responsibility for personal hygiene • handle food safely and hygienically • handle equipment and tools safely <p>Preparation Techniques</p> <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure accurately • follow and adapt recipes • understand and apply cookery terms and preparation techniques 	<p>Management</p> <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively and in a logical sequence • meet standard in clean-up • display leadership in adhering to routine procedures • minimize waste of food/ingredients <p>Teamwork</p> <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate with sensitivity solutions to problems • display effective communication skills <p>Safety and Sanitation</p> <ul style="list-style-type: none"> • model appropriate personal hygiene • handle and store food safely and hygienically • demonstrate concern for self and others in the safe handling of tools and equipment <p>Preparation Techniques</p> <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure with accuracy and efficiency • demonstrate flexibility and adaptability in following written and verbal instructions • understand and apply cookery terms, preparation techniques and food preparation principles and methods

LAB ASSESSMENT: Introductory Level

FODLAB-1

Student Name: _____

Module: _____

Teacher: _____

Class: _____

Level: Introductory

PROJECT: DATE:						
Management <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • carry out instructions accurately • use time effectively • meet standard in clean-up 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Teamwork <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Safety and Sanitation <ul style="list-style-type: none"> • demonstrate acceptable personal hygiene • handle food safely and hygienically • handle equipment and tools safely 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Preparation Techniques <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure accurately • follow recipe • understand and apply cookery term 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

STANDARD IS 1 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.

LAB ASSESSMENT: Intermediate Level

FODLAB-2

Student Name: _____

Module: _____

Teacher: _____

Class: _____

Level: Intermediate

PROJECT: DATE:						
Management <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively • meet standard in clean-up • adhere to routine procedures 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Teamwork <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate solutions to problems 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Safety and Sanitation <ul style="list-style-type: none"> • take responsibility for personal hygiene • handle food safely and hygienically • handle equipment and tools safely 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Preparation Techniques <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure accurately • follow and adapt recipes • understand and apply cookery terms and preparation techniques 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

STANDARD IS 2 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.

LAB ASSESSMENT: Advanced Level

FODLAB-3

Student Name: _____

Module: _____

Teacher: _____

Class: _____

Level: Advanced

PROJECT: DATE:					
Management <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively and in a logical sequence • meet standard in clean-up • display leadership in adhering to routine procedures • minimize waste of food/ingredients 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Teamwork <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate with sensitivity solutions to problems • display effective communication skills 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Safety and Sanitation <ul style="list-style-type: none"> • model appropriate personal hygiene • handle and store food safely and hygienically • demonstrate concern for self and others in the safe handling of tools and equipment 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0
Preparation Techniques <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure with accuracy and efficiency • demonstrate flexibility and adaptability in following written and verbal instructions • understand and apply cookery terms, preparation techniques and food preparation principles and methods 	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0

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.

NUTRITION INFORMATION ANALYSIS

FODNIA

Student Name: _____

Module: _____

Teacher: _____

Class: _____

Level: _____

		YES	NO	UNKNOWN
1.	Author			
	– degree from an approved institution			
	– affiliated with a recognized nutritional association			
2.	Information			
	– tested by research			
	– credible publisher			
	– claims too good to be true			
	– scare tactics			
	– personal testimonials			
	– appeals to emotions			

Is this a reliable source of nutritional information which you would recommend to your friends? Explain.

PRODUCT ANALYSIS: SPECIAL NEEDS

FODPAS

Student Name: _____

Special Need: _____

Date: _____

Product/Menu: _____

Class: _____

Food Groups	Key Nutrient(s)	Nutritional Comments
How did the product/menu meet the special need?		
Do your product(s) meet acceptable standards? Explain.		
Reflection: What worked well and why?	What preparation techniques/skills/methods were used and how well?	

PRODUCT COMPARISON: Introductory, Intermediate and Advanced Levels

FODCOM

Student Name: _____

Class: _____

Date: _____

Teacher: _____

Module FOD: _____

Criteria	Product 1 (_____)	Product 2 (_____)
Nutrition		
Appearance		
Flavour		
Texture		
Price per unit		
Skill required		
Availability		
Preparation time		
Storage		

State your preference and give reasons why:

REFLECTION LOG: Introductory Level

FODREF-1

Student Name: _____

Module: _____

Teacher: _____ Class: _____

Level: _____

COMPLETE THESE STATEMENTS:

Some discoveries that I made _____

My work in this module was made easier because I _____

In this module I had difficulty with _____

One thing I would do differently is _____

I wonder when I will be able to _____

I would like to learn more about _____

I found that I was really good at _____

SUMMARIZE WHAT YOU LEARNED ABOUT YOURSELF FROM YOUR REFLECTIONS ON YOUR WORK IN THIS MODULE

I REALIZE THAT THROUGH THE WORK DONE IN THIS MODULE

My interests that fit this module are: _____

I had success at _____

I have developed these skills _____

Important knowledge that I have gained _____

Now consider how these skills you have learned and what you have learned about yourself may help you make career choices.

Signed by teacher _____

REFLECTION LOG: Intermediate Level

FODREF-2

Student Name: _____

Module: _____

Teacher: _____ Class: _____

Level: _____

<p>What did you learn in this module about these areas?</p> <ul style="list-style-type: none">• Nutrition _____ _____• Consumerism _____ _____• Preparation _____ _____
<p>How would you use this knowledge and skills in your personal life?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>List three careers where this knowledge is required. Choose one of these careers and give a brief description of the job duties.</p> <p>_____</p> <p>_____</p> <p>_____</p>

REFLECTION RECORD ASSESSMENT

FODREF

Student Name: _____

Title: _____

Module: _____

Teacher: _____

Class: _____

Date: _____

When you finish a module, it is time to think about how you have grown from having done this work. Complete these statements.

Before I began this module I . . .

Some discoveries that I made . . .

My work in this module was made easier because I . . .

In this module I had difficulty with . . . because I . . .

I wonder if I will ever be able to . . .

One thing I would do differently next time . . .

The part of this module that was most worthwhile to me was . . .

I would like to learn more about . . .

I found that I was quite good at . . .

Now that I can . . . I will be able to . . .

SAFETY AND SANITATION CHECKLIST

FODSSC

Student Name: _____

Module: _____

Teacher: _____

Class: _____

Level: _____

<p>Personal Cleanliness</p> <ul style="list-style-type: none"> • hair clean, controlled <input type="checkbox"/> N/A • nails short, clean, no polish <input type="checkbox"/> N/A • no jewellery, perfumes <input type="checkbox"/> N/A • uniform clean, tidy <input type="checkbox"/> N/A 	<p>Sanitation</p> <ul style="list-style-type: none"> • prompt cleaning and sanitation of: <ul style="list-style-type: none"> – tools/equipment <input type="checkbox"/> N/A – work areas <input type="checkbox"/> N/A – perform regularly scheduled cleaning <input type="checkbox"/> N/A
<p>Personal Hygiene</p> <ul style="list-style-type: none"> • wash hands before start <input type="checkbox"/> N/A • wash hands as necessary (after sneezing, handling money, etc.) <input type="checkbox"/> N/A • wear gloves when necessary (open cuts, sores, etc.) <input type="checkbox"/> N/A 	<p>Hazardous Materials (WHMIS)</p> <ul style="list-style-type: none"> • observe necessary precautions in the handling and use of hazardous materials (detergents, corrosive materials, poisons, etc.) <input type="checkbox"/> N/A
<p>Food Safety</p> <ul style="list-style-type: none"> • keep food out of danger zone <input type="checkbox"/> N/A • observe necessary precautions when: <ul style="list-style-type: none"> – handling and storing foods <input type="checkbox"/> N/A – preparation of food <input type="checkbox"/> N/A – cooking <input type="checkbox"/> N/A – serving <input type="checkbox"/> N/A – seafood/poultry <input type="checkbox"/> N/A 	<p>COMMENTS</p>