

FOOD LABEL ANALYSIS

FOD2010-1

Name: _____

Date: _____

Teacher: _____

Class: _____

Use two food labels to fill in the chart.

	Label #1	Label #2
Common name of food		
Quantity		
Name and address of manufacturer or distributor		
List of ingredients in descending order		
Grade, if applicable		
Values per serving of: energy protein fat carbohydrate		
% of Recommended Dietary Intake: energy protein fat carbohydrate		

Do they make any nutritional claims? _____

If so, what are they? _____

TRAINING DIET ASSESSMENT/PRECOMPETITION MEAL ASSESSMENT

FOD2020-1

Name: _____

Date: _____

Teacher: _____

Class: _____

TRAINING DIET				PRE-COMPETITION MEAL		
	DAY 1	DAY 2	DAY 3		“at home”	“on the road”
High CHO: 55–65%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate fluid	<input type="checkbox"/>	<input type="checkbox"/>
Low fat intake 25–30%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High carbohydrate	<input type="checkbox"/>	<input type="checkbox"/>
Adequate protein 10–15%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low in sugar	<input type="checkbox"/>	<input type="checkbox"/>
Variety of foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low in fibre	<input type="checkbox"/>	<input type="checkbox"/>
Adequate fluids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low in fat	<input type="checkbox"/>	<input type="checkbox"/>
				High quality protein in moderation	<input type="checkbox"/>	<input type="checkbox"/>
				Low salt	<input type="checkbox"/>	<input type="checkbox"/>
				Low caffeine	<input type="checkbox"/>	<input type="checkbox"/>

PRODUCT STANDARD SCORECARD: NUTRITION & THE ATHLETE

FOD2020-2

Student Name: _____

Date: _____

Teacher: _____ Class: _____

PRODUCT						
Product Standards	High Carbohydrate	Adequate Protein	Pre-event	During Event	Post Event	On the Road
Cooking Method Appropriate for athletic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients Appropriate for athletic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture Suitability to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	<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"/> <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"/>
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	<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"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE						
AT STANDARD	7	7	7	7	7	7
COMMENTS						

RESEARCH: FOOD DECISIONS & HEALTH (Revised)

FOD2030-1

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 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.

CRITERIA

The student is able to:

Preparation and Planning

- set goals and establish steps to achieve them
- create and adhere to useful timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively

Information Gathering and Processing

- access a range of relevant in-school/community resources
- use a range of information-gathering techniques
- interpret, organize and combine information into a logical sequence
- record information accurately with appropriate supporting detail and using correct technical terms
- determine accuracy/currency/reliability of information sources
- gather and respond to feedback regarding approach to the task
- analyze three eating disorders in terms of:
 - factors that influence body image
 - healthy versus unhealthy body composition

Content

- complete a three-day food and activity self-analysis, comparing own actions to suggestions from Canada's Food Guide to Healthy Eating and Canada's Physical Activity Guide to Healthy Active Living, and demonstrate understanding of:
 - realistic goals for appearance, based on genetic predisposition
 - effect of energy input and output on energy balance equation and metabolism
 - variables for energy input and energy output
 - effect of energy balance equation on body weight/composition and realistic goals for weight management
 - ability to make modifications to achieve recommendations in the guides

Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems

Information Sharing

- demonstrate effective use of one or more communication media:
e.g., written, oral, audio-visual
- communicate ideas in a logical sequence with sufficient supporting detail
- maintain acceptable grammatical and technical standards
- cite relevant information sources

COMMENTS

Student Name(s): _____

Standard: collects and evaluates a minimum of one print advertisement or television commercial, and completes all sections below, as appropriate

Print Advertisement

Television Commercial

Name magazine, newspaper, etc.
Identify target market.
State the objective of the advertisement.
Comments and influences on body image and self-esteem.
Comment on the overall message of the advertisement.

Type of medium and station: (radio or television)
List time slot and length: (when and where)
Identify target audience.
Explain objective and buying motive.
Identify type of commercial. (testimonial, announcement, etc.)
Comments and influences on body image and self-esteem.
Comment on the message of the presentation.

WEIGHT LOSS PROGRAM ANALYSIS

FOD2030-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

Name of Weight Loss Program: _____ Description of Weight Loss Program: _____ _____ _____				
CRITERIA	YES/NO/UNKNOWN			EVIDENCE/COMMENTS
Recommends talking to doctor before beginning	Y	N	?	
Registered dietitian consultation available	Y	N	?	
Based on <i>Canada's Guide to Healthy Eating</i>	Y	N	?	
Provides at least 5000 kj per day/women and 6500 kj per day for men	Y	N	?	
Recommends loss of less than 1 kg per week	Y	N	?	
Allows for personal eating patterns	Y	N	?	
Encourages physical activity	Y	N	?	
Does not depend on special foods, products or supplements	Y	N	?	
No strong pressure to buy something	Y	N	?	
Uses Body Mass Index (BMI) to set realistic goals	Y	N	?	
Is this a healthy weight loss program? Explain. _____ _____ _____				

PRODUCT STANDARD SCORECARD: FOOD DECISIONS & HEALTH

FOD2030-3

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT					
Product Standards	Snack	Food 2	Food 3	Food 4	Food 5
Cooking Method Appropriate for weight loss/gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients Appropriate for weight loss/gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture Suitability to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	<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"/>
Colour Appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	<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"/>
SCORE					
AT STANDARD	7	7	7	7	7
COMMENTS					

PRODUCT STANDARD SCORECARD: CAKE

FOD2040-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:		PRODUCT:		PRODUCT:		PRODUCT:	
Two-Stage Cake Standards		Foam Cake Standards		Filling/Frosting/Icing Standards		Decorated Cake	
<input type="checkbox"/>	Exterior Uniform shape with slightly rounded top. No peaks or cracks.	<input type="checkbox"/>	Exterior Uniform shape; level top	<input type="checkbox"/>	Texture Correct consistency, neither too thick nor too thin	<input type="checkbox"/>	Frosting Meets previous standards.
<input type="checkbox"/>	Uniform size. Light in weight in proportion to size.	<input type="checkbox"/>	Uniform size; volume appropriate to type.	<input type="checkbox"/>	Smooth, free of lumps.	<input type="checkbox"/>	Application Evenly applied, free of crumbs.
<input type="checkbox"/>	Uniform golden brown colour.	<input type="checkbox"/>	Uniform colour.	<input type="checkbox"/>	Flavor Compliments type of cake.	<input type="checkbox"/>	Decorative Treatments Writing uniform, legible.
<input type="checkbox"/>	Tender, smooth crust.	<input type="checkbox"/>	Smooth crust.	<input type="checkbox"/>	Pleasing, well blended, characteristic of kind of frosting/filling.	<input type="checkbox"/>	Floral and other decorations appropriate.
<input type="checkbox"/>	Interior Uniform colour, characteristic of type of cake.	<input type="checkbox"/>	Interior Uniform colour; characteristic of type of cake.	<input type="checkbox"/>	Appearance Even colour, characteristic of type of filling/frosting.	<input type="checkbox"/>	Border and finishing treatments are appropriate.
<input type="checkbox"/>	Fine, even grain, free of tunnels.	<input type="checkbox"/>	Fine, even grain, free of tunnels.	<input type="checkbox"/>	Shiny, glossy or matte.	<input type="checkbox"/>	Presentation Neat and attractive.
<input type="checkbox"/>	Velvety, moist and tender texture.	<input type="checkbox"/>	Resilient to touch.	<input type="checkbox"/>	Application Evenly applied, uniformly filled.		
<input type="checkbox"/>	Pleasing flavour, well blended and characteristic of kind of cake.	<input type="checkbox"/>	Velvety, moist, tender texture. Pleasing flavor, well blended and characteristic of kind of cake.	<input type="checkbox"/>	Smooth, free of crumbs.		
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Pleasing appearance and finish.		
	SCORE		SCORE		SCORE		SCORE
5	AT STANDARD	5	AT STANDARD	5	AT STANDARD	5	AT STANDARD
COMMENTS							

PRODUCT STANDARD SCORECARD: PASTRY

FOD2040–2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:		PRODUCT:		PRODUCT:		PRODUCT:	
Short, Crust Pastry Standards		Puff Pastry Standards		Choux Pastry Standards			
<input type="checkbox"/> Appearance <input type="checkbox"/> Golden brown colour. <input type="checkbox"/> Attractive edge. <input type="checkbox"/> Minimal shrinkage. <input type="checkbox"/> Blistered surface, no large bubbles. <input type="checkbox"/> Texture <input type="checkbox"/> Flaky, crisp. <input type="checkbox"/> Tender. <input type="checkbox"/> Flavour <input type="checkbox"/> Pleasing, well blended. <input type="checkbox"/> Filling <input type="checkbox"/> Is appropriate and compliments the pastry.	<input type="checkbox"/> Appearance <input type="checkbox"/> Golden brown. <input type="checkbox"/> Uniform shape; well risen. <input type="checkbox"/> Texture <input type="checkbox"/> Crisp, flaky. <input type="checkbox"/> Tender. <input type="checkbox"/> Flavour <input type="checkbox"/> Pleasing, well blended. <input type="checkbox"/> Filling <input type="checkbox"/> Is appropriate and compliments the pastry.	<input type="checkbox"/> Appearance <input type="checkbox"/> Uniform shape <input type="checkbox"/> Shape appropriate to product. <input type="checkbox"/> Pleasing colour. <input type="checkbox"/> Well risen. <input type="checkbox"/> Texture <input type="checkbox"/> Crisp exterior, soft moist interior. <input type="checkbox"/> Tender. <input type="checkbox"/> Flavour <input type="checkbox"/> Pleasing, slightly “eggy” flavour. <input type="checkbox"/> Filling <input type="checkbox"/> Is appropriate and compliments the pastry.					
	SCORE		SCORE		SCORE		
6	AT STANDARD	4	AT STANDARD	5	AT STANDARD		
COMMENTS							

PRODUCT STANDARD SCORECARD: YEAST BREADS & ROLLS

FOD2050-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT				
Product Standards	Bread	Rolls	Sweet Dough	Other
Appearance Well risen. Correct shape and proportion. Colour appropriate to product. Attractive surface treatment.	<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"/>
Texture Interior: – moist, resilient – tender – fine, even grain. Exterior – crisp, tender crust.	<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"/>
Flavour Pleasing, mild “yeasty” taste. Absence of off flavours.	<input type="checkbox"/> <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
COMMENTS				

PRODUCT STANDARD SCORECARD: MILK PRODUCTS & EGGS

FOD2060-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:			Egg Variations					
Product Standards	Cooked Milk	Cooked Cheese	(1)	(2)	(3)	Cooked Egg	Omelette or Frittata	
Texture Correct consistency, neither too thick nor too thin Not separated or curdled Free of grease Tender	<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"/>	<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"/>
Flavour Well seasoned Flavour characteristic of foods used Flavour compatible with foods served Free of scorched flavour	<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"/>	<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"/>
Colour Characteristic of foods used 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"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Product presented in a pleasing manner	<input type="checkbox"/>	<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	7
COMMENTS								

PRODUCT STANDARD SCORECARD: STOCKS, SOUPS & SAUCES

FOD2070-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:							
Product Standards	Stock	Clear Soup	Cream Soup	Self-thickened Soup	Sauce #1	Sauce #2	Sauce #3
Texture Correct consistency, neither too thick nor too thin Free of lumps Not separated or curdled Free of grease Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Well seasoned Flavour characteristic foods used Flavour compatible with foods served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour Characteristic of foods used Pleasing, acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

PRODUCT STANDARD SCORECARD: VEGETABLES/FRUITS/GRAINS

FOD2080-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:							
Product Standards	Moist Heat Method	Dry Heat Method #1	Dry Heat Method #2	Microwave	Rice Dish	Pasta Dish	Ethnic Dish
Texture							
Holds shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct consistency (al denté, mashed, individual grains)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour							
Appropriately seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour characteristic of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If served with other foods must be complimentary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour							
Characteristic of foods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing, acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance							
Consistent and appropriate shape and size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

PRODUCT STANDARD SCORECARD: CREATIVE COLD FOODS

FOD2090-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:								
Product Standards	Salad	Salad	Dressing	Dressing	Dry Sandwich Filling	Moist Sand. Filling	Decorative Platter	Decorative Platter
Texture Suitability to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	<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"/> <input type="checkbox"/> <input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	<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"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE								
AT STANDARD	6	6	6	6	6	6	6	6
COMMENTS								

PRODUCT STANDARD SCORECARD: BASIC MEAT COOKERY

FOD2100-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

Product Standards	Dry Heat #1	Dry Heat #2	Moist Heat #1	Moist Heat #2	Chemical Tenderizing	Mechanical Tenderizing
Appearance						
Colour appropriate to cooking method or recipe	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Texture						
Appropriate degree of doneness	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Moist, juicy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour						
Characteristic of meat used	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Overall palatability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Presentation						
Product presented attractively	<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"/>
Sauce (Where Applicable)						
Acceptable colour	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Pleasing, well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE						
AT STANDARD	10	10	10	10	10	10
COMMENTS						

PRODUCT STANDARD SCORECARD: FISH & POULTRY

FOD2110-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:	Poultry	Poultry	Fish/Seafood	Fish/Seafood	Fish/Seafood/Poultry
Product Standards	Dry Heat	Moist Heat	Dry Heat	Moist Heat	Coated, Battered, Breaded
Appearance Colour appropriate to product Uniform size, shape, form	<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"/>
Texture Appropriate degree of doneness Tender; moist; juicy Holds shape well; batter or coating adheres well to meat (flesh)	<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"/>
Flavour Well seasoned Pleasing aroma	<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"/>
Overall Presentation Attractive presentation; pleasing Garnished appropriately	<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"/>
Sauce (Where Applicable) Acceptable colour Appropriate consistency and texture Pleasing, 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"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE					
AT STANDARD	9	9	9	9	9
COMMENTS					

ANALYSIS: ADAPTING MEAL PLANNING TO LIFESTYLE

FOD2120-1

Student Name: _____

Date: _____

Teacher: _____ Class: _____

SCENARIO	INTERNAL FACTORS (Values, Goals, Culture, Life Cycle)	EXTERNAL FACTORS (Media, Market Place, Availability of Food)	IMPACT
1.			
2.			
3.			

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.

RESEARCH: ADAPTING MEAL PLANNING TO LIFESTYLE

FOD2120-2

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

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.

CRITERIA

The student is able to:

Preparation and Planning

- set goals and establish steps to achieve them
- create and adhere to useful timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively

Information Gathering and Processing

- access a range of relevant in-school/community resources
- use a range of information-gathering techniques
- interpret, organize and combine information into a logical sequence
- record information accurately with appropriate supporting detail and using correct technical terms
- determine accuracy/currency/reliability of information sources
- gather and respond to feedback regarding approach to the task

Content

- identify the factors for planning satisfying meals:
 - colour
 - shape and size of food

Content (continued)

- temperature
- texture
- flavour
- develop healthy menus for one week for a family with a selected constraint:
 - limited budget
 - limited time
 - staggered family schedules
 - eating away from home
 - limited cooking facilities

Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems

Information Sharing

- demonstrate effective use of one or more communication media:
 - e.g., written, oral, audio-visual*
- communicate ideas in a logical sequence with sufficient supporting detail
- maintain acceptable grammatical and technical standards
- cite relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: ADAPTING MEAL PLANNING 2

FOD2120-3

Student Name: _____

Date: _____

Teacher: _____

Class: _____

MEAL:				
LIMITATION/SCENARIO:				
Product Standards				
Healthy Meal 3-4 groups represented from <i>Canada's Food Guide to Healthy Eating</i> low fat and/or sugar	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Resources within budget within time allotment	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Meal Appeal flavour colour texture temperature size and shape	<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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Meets set criteria as outlined by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE				
AT STANDARD	7	7	7	7
COMMENTS				

ANALYSIS: VEGETARIAN CUISINE

FOD2130-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

MEAL:			Protein	Calories	Vitamin B12	Iron	Calcium
Day 1	Day 2	Day 3					
Breakfast	Breakfast	Breakfast	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
_____	_____	_____					
Lunch	Lunch	Lunch	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
_____	_____	_____					
Supper	Supper	Supper	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
_____	_____	_____					
Snack	Snack	Snack	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
_____	_____	_____					
TOTAL							
Daily Average (÷ 3)							
Daily Requirement							

PRODUCT STANDARD SCORECARD: VEGETARIAN CUISINE

FOD2130-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:							
Product Standards	Tofu	Main Course Legumes	Appetizer Legumes	Lacto Dish	Ovo Dish	“Portable” Vegetable Food	Soy Product
Nutrition Meets lab nutritional criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance Colour appropriate to product Pleasing 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"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Presentation Attractive presentation Garnished appropriately	<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"/>
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

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 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.

CRITERIA

The student is able to:

Preparation and Planning

- set goals and establish steps to achieve them
- create and adhere to useful timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively

Information Gathering and Processing

- access a range of relevant in-school/community resources
- use a range of information-gathering techniques
- interpret, organize and combine information into a logical sequence
- record information accurately with appropriate supporting detail and using correct technical terms
- determine accuracy/currency/reliability of information sources
- gather and respond to feedback regarding approach to the task

Content

- compare two differing scenarios in terms of:
 - effect of lifestyle on eating patterns and nutritional status
 - use of resources in provision of food
 - factors influencing use of prepared and convenience foods

Content (continued)

- evaluate three different prepared or convenience foods in terms of:
 - availability
 - nutritional value
 - resource use
 - palatability
- evaluate equipment and appliances that enhance the ease and speed of food preparation:
- comparison with conventional
 - function
 - time and energy saving
 - cost
 - versatility
 - skills and knowledge for operation

Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems

Information Sharing

- demonstrate effective use of one or more communication media:
 - e.g., written, oral, audio-visual*
- communicate ideas in a logical sequence with sufficient supporting detail
- maintain acceptable grammatical and technical standards
- cite relevant information sources

COMMENTS

COMPARISON: TIME-SAVING TECHNIQUES/ADAPTATIONS

FOD2140-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

	Time-Saving Techniques			Adaptations		
	1	2	3	1	2	3
Product Description						
Amount of Time to Prepare Product (minutes)						
Amount of cooking skills needed N = None S = Some L = Lots						
Amount of Cooking Time						
Amount of Clean-up						
Cost of Product						
Cost per Serving						
Serving Size S = Small M = Medium L = Large						
Flavour – pleasing flavor – well seasoned						
Texture – appropriate – not too soft or hard						
Colour – appropriate for product – pleasing						
Comments Ranking (1st, 2nd, 3rd etc.)						

PRODUCT STANDARD SCORECARD: RUSH HOUR CUISINE

FOD2140-3

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:						
	Incorporating Convenience Foods			Use of Time Saving Appliance		
Product Standards	Lab 1:	Lab 2:	Lab 3:	Lab 4:	Lab 5:	Lab 6:
Flavour 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"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or hard	<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"/>
Colour 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"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Creativity	<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"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE						
AT STANDARD	6	6	6	6	6	6
COMMENTS						

FRAMEWORK FOR ASSESSING A PROJECT PLAN: FOOD VENTURE

FOD2160-1

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 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.

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

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
- food and/or menu plans
- suppliers
- initial and operating costs
- sales projection
- management systems and standards
- financial analyses
- revisions to the plan based on the strengths and weaknesses identified after implementation of the venture

Information Sharing

- demonstrate effective use of one or more communication media:
e.g., written, oral, audio-visual
- communicate ideas in a logical sequence with sufficient supporting detail
- maintain acceptable grammatical and technical standards
- cite relevant information sources

COMMENTS

PRODUCT TESTING SCORECARD: FOOD VENTURE

FOD2160-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:				
Product Standards				
Flavour 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"/>
Texture Appropriate to food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour 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"/>
Production 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"/>
SCORE				
STANDARD	7	7	7	7
COMMENTS				

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 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.

CRITERIA

The student is able to:

Preparation and Planning

- set goals and establish steps to achieve them
- create and adhere to useful timelines
- use personal initiative to formulate questions and find answers
- plan and use time effectively

Information Gathering and Processing

- access a range of relevant in-school/community resources
- use a range of information-gathering techniques
- interpret, organize and combine information into a logical sequence
- record information accurately with appropriate supporting detail and using correct technical terms
- determine accuracy/currency/reliability of information sources
- gather and respond to feedback regarding approach to the task

Content

- examine and compare a minimum of two international cuisines in terms of:
 - availability of foods
 - acceptability of foods
 - role of food in transmitting culture
 - food sensibilities
 - nutritional role of foods by comparing the manner in which two or more cuisines satisfy nutritional needs, considering energy requirements, carbohydrates, protein, fat and two vitamins or minerals

Collaboration and Teamwork

- cooperate with group members
- share work appropriately among group members
- negotiate solutions to problems

Information Sharing

- demonstrate effective use of one or more communication media: *e.g., written, oral, audio-visual*
- communicate ideas in a logical sequence with sufficient supporting detail
- maintain acceptable grammatical and technical standards
- cite relevant information sources

COMMENTS

PRODUCT STANDARD SCORECARD: INTERNATIONAL CUISINE

FOD2170-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

Product							
Product Standards	Technique Cuisine #1	Technique Cuisine #2	Food Group #1	Food Group #2	Common Food #1	Common Food #2	Symbolic Food
Flavour 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"/>	<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"/>
Texture Appropriate to food used Not too soft, mushy or tough	<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"/>
Colour 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"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<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"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							