

|  |  |   |  |   |    |
|--|--|---|--|---|----|
| <b>Cutting and portion size</b>              | The stated ingredients cuts are correct. Portion sizes are correct and in proportion to each other.  | The stated ingredients cuts are adequate, but not outstanding. Portion sizes are 75% satisfactory, but not perfectly balanced.  | The stated cuts need improvement. The portion sizes are not correct.   | There is no specific cut.   | 5  |
| <b>Time Management</b>                       | Used time efficiently. Stayed focused on the task. Did not sit down until kitchen was spotless. Students stayed on task, quiet, safe.  | Group was a little disorganized but got the job in time. Students were on task for majority of the lab.   | Group did not use time efficiently and barely got done in time. Students were frequently off task with redirection needed.   | Objection for the day was not met in time. Students were off task majority of the task and frequent redirections needed.  | 75 |
| <b>Food Presentation &amp; Final Product</b> | Clean cuts in relation to make food appealing. Food placed neatly on plates. Food has the appropriate look, taste and texture. Final product is plated appropriately for evaluation.   | Food is very close to having the appropriate look, taste and texture. Final product is plated appropriately for evaluation with assistance.   | Food did not have the appropriate look, taste and texture. Final product is plated for evaluation.   | Food could not be eaten. Final product is not plated for evaluation or presentation appears sloppy and/or unfinished.   | 7  |
| <b>Clean Up</b>                              | Dishes are washed and dried using the dish rack and drain board. All items are put back where they belong. Floors, counters, and sinks are clean and dry. Table is cleaned after serving. If done early, stayed quiet/ seated at tables.<br>Table, counter, stove, sink, chiller, freezer and oven are cleaned. Kitchen is swept and trash removed.<br>Dirty towels placed in appropriate place. | Had to be reminded to clean up. Cleaned everything well. Table, counter, stove, sink, chiller, freezer and oven are cleaned after reminder. Kitchen is swept and trash removed after reminder.<br>Dirty towels placed in appropriate place.   | Did not use the dish rack and drain board. Did not put equipment back where belonged. Had to go back to kitchen after kitchen inspection.<br>Table, counter, stove, sink, chiller, freezer and oven are cleaned after multiple reminders.<br>Kitchen is swept and trash removed after multiple reminders. Dirty towels placed in appropriate place after reminder. | Clean up was poor. Items were put away dirty or wet. Kitchen was not spotless. Members argued about clean up duties.<br>Table, counter, stove, sink, chiller, freezer and oven are not cleaned after multiple reminders.<br>Kitchen is not swept and no trash is not removed after multiple reminders.<br>Dirty towels are not placed in appropriate place after reminders. |    |
| <b>Professionalism &amp; Participation</b>   | All group members actively participate in all activities. All group members clean and sanitize work station. All group members try final product. All group members listen to directions and announcements. All group members are prepared.  | All group members actively participate in all activities with reminder. All group members clean and sanitize work station with reminder. All group members try final product. All group members listen to directions and announcements with reminder. All group members are prepared. | All group members actively participate in all activities with repeated reminders. All group members clean and sanitize work station with multiple reminders. All group members try final product. All group members listen to directions and announcements with multiple reminders. All group members are minimally prepared.                                      | All group members do not actively participate in all activities with repeated reminders. All group members do not clean and sanitize work station. All group members do not try final product. All group members do not listen to directions and announcements. All group members are not prepared.   |    |
| <b>Total Marks</b>                           |  |   |  |   |    |

Evaluated by:

# Rubric For Food Evaluation

**E Durkheim**



## **Rubric For Food Evaluation:**

**Rubric Assessment Goes to College** Mary J. Goggins Selke, 2013-01-25 On campuses across the United States and beyond schools of business education law liberal arts management medical professions pharmacy and physical or social sciences are beginning to use assessment rubrics for purposes of formative and summative evaluation A concise yet comprehensive guide to rubric usage this book is an essential tool for university professional school college community college and upper level secondary school faculty members It contains one stop rubric shopping for key considerations common problems specific design steps implementation samples standards alignment and grade focused applications Effective college level rubrics that are the right tools for objective comprehensive assessment can be constructed almost as easily as an ice cream sundae Welcome aboard as Rubric Assessment Goes to College *Assessment of Student Achievement* Gavin T. L. Brown, 2017-07-20 Assessment is a concept familiar across the field of education and is inherent to the work of professors administrators teachers researchers journalists and scholars A multifaceted and politically charged topic assessment ranges from informal interactions with learners in classrooms to systematic high stakes testing and examination Written by a leading expert on assessment this book situates the topic within the broader context of educational psychology research and theory and brings it to a wider audience With chapters on the fundamentals of assessment explanations of its uses and advice for best application this concise volume is designed for any education course that includes assessment in the curriculum It will be indispensable for student researchers and both pre and in service teachers alike

Rubrics - a tool for feedback and assessment viewed from different perspectives Ivo de Boer, Femmie de Vegt, Helma Pluk, Mieke Latijnhouwers, 2021-11-17 This IAMSE Manual describes how to use rubrics in higher education especially in the highly specialized health sciences education setting The book provides a conceptual framework practices and a series of checklists that lecturers can use to design their own rubrics for a variety of situations and content It highlights varying perspectives from teachers students educational advisors and curriculum managers while providing practical tips for developing and using rubrics The objectives of the manual include guiding health sciences educators in Providing useful actionable and efficient feedback to students on assignments using a structured format i e using rubrics Implementing a learning culture where giving rich feedback is standard practice Using rubrics to increase quality of assessment of assignments validity reliability transparency Incorporating in the instructional setting latest insights in the appropriate use of rubrics in the health sciences education setting Evaluation Materials for Food Service Instructional Programs in Pennsylvania, 1979 *Classroom Assessment for Student Learning* Richard J. Stiggins, Judith A. Arter, Jan Chappuis, 2004 DVD includes video segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover From Standards to Rubrics in Six Steps Kay Burke, 2010-10-18 Featuring a comprehensive six step process for moving from standards to rubrics this updated bestseller helps teachers build

tasks checklists and rubrics differentiate for special needs and more

### **How to Create and Use Rubrics for Formative**

**Assessment and Grading** Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

**Teaching and Learning Strategies** Diana Whitton, 2015-09-17 Teaching and Learning Strategies is a practical guide for pre service teachers who know and understand the content of the curriculum and are looking for additional tools to teach it effectively This book will help students to develop a comprehensive knowledge of teaching and learning strategies which is essential in ensuring lessons are effective and lead to successful outcomes The text outlines a variety of teaching strategies that can be used to facilitate classroom learning and engagement Strategies and methods covered include discovery learning experiments demonstrations the use of questioning the facilitation of discussion and the effective provision of feedback Teachers will be able to integrate the strategies in this book with any content area and any age group or activity level Teaching and Learning Strategies is a useful resource for teachers during the practicum component of their course and throughout their teaching career

Review of the Administration's Proposals to Reform the Food Stamp and Commodity Distribution Programs United States. Congress. House. Committee on Agriculture. Subcommittee on Department Operations, Nutrition, and Foreign Agriculture, 1995

**Activities, Games, and Assessment Strategies for the Foreign Language Classroom** Amy Buttner, 2007 This book provides easy to use resources to help you write fun lesson plans With over 100

activities and games this book also includes rubrics spreadsheets materials lists and templates

**Scaling up Assessment for Learning in Higher Education** David Carless, Susan M. Bridges, Cecilia Ka Yuk Chan, Rick Glofcheski, 2016-12-29 A

critical issue in higher education is the effective implementation of assessment with the core purpose of promoting

productive student learning This edited collection provides a state of the art discussion of recent cutting edge work into assessment for learning in higher education It introduces a new theme of scaling up which will be welcomed by theorists researchers curriculum leaders and university teachers and showcases the work of leading figures from Australia England continental Europe and Hong Kong The work illuminates four key elements 1 Enabling assessment change 2 Assessment for learning strategies and implementation 3 Feedback for learning 4 Using technology to facilitate assessment for learning Solidly research based and carrying important implications for enhanced practice in assessment for learning at the university level it is a must read for academic developers researchers university teachers academic leaders and all those interested in assessment matters

**Food: Nutrition & Invention Gr. 4-6** , Assessing Student Understanding in Science Sandra K. Enger, Robert E. Yager, 2009-10-01 In this second edition Enger and Yager expand their previous work by suggesting new assessments and more clearly connecting their assessments with the National Science Education Standards For classroom teachers this book offers a range of suggestions that can enhance instruction For science teacher educators this book is an invaluable and handy resource in working with beginning new or experienced science teachers Julie A Luft Professor of Science Education Arizona State University Create and customize assessments to determine student understanding in six domains of science Carefully designed assessments can give teachers the information they need to improve instruction and help students meet educational goals and objectives This updated resource offers a multifaceted approach to measure what students know and can do as a result of their learning experiences Assessing Student Understanding in Science provides educators with essential methods to best assess student proficiency and performance in science The authors provide an extensive collection of strategies and examples for elementary middle and high school classrooms Aligned with national science standards the book includes Criteria to measure student progress in six critical domains of science concepts processes applications attitude creativity and the nature of science Strategies to evaluate your teaching practice such as action research video recordings and journaling Information about using formative assessments to inform teaching Methods for assessing student work using portfolios self evaluations and rubrics An introduction to using science notebooks as assessment tools With the proven frameworks in this book teachers can build customized assessments to meet instructional needs and prepare students to succeed in science

**Assessment of Gifted and High-Ability Learners** Joan L. Green, 2021-09-03 Assessment of Gifted and High Ability Learners equips readers with the knowledge and skills to evaluate and document student progress using a cyclical systematic process This book A Collection of Performance Tasks and Rubrics Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company *The World Food Programme and Global Food Security* Great Britain. Parliament. House of Commons. International Development Committee, 2008-07-23 The World Food Programme s WFP pipeline of emergency food has never been more important WFP does crucial work at the frontline of humanitarian emergencies and in building the resilience of communities to deal with

long term hunger      **Assessing Student Learning** Linda Suskie, 2018-01-05 Assessing Student Learning is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves      **Assessment in Science** D.P. Shepardson, 2011-06-27 Assessment in Science combines professional development and classroom practice in a single volume The pragmatic nature of the book makes it a valuable resource for administrators and staff developers interested in designing professional development programs and for science teachers looking for techniques and examples of classroom based assessments Unique features of Assessment in Science include 1 practical strategies and tools for implementing successful professional development programs in science assessment 2 teacher stories and case studies about classroom based assessment practice and how these teachers changed their assessment practice 3 examples of classroom based assessments and scoring guides 4 samples of student work with teacher commentary and 5 examples of how the national reform documents in science education served as tools in professional development programs and in designing classroom based assessments Assessment in Science expands the existing literature on science assessment by sharing a model for professional development and examples of teacher developed assessments with accompanying student work and teacher commentary Chapters written by science teachers tell how they assess students and how they have changed their assessment practice as well as how changing assessment practice has resulted in a change in their science instruction Assessment in Science is targeted at practising professionals in science education administrators staff developers science teachers and university science educators Assessment in Science has applicability to graduate level courses in science education and in service courses for science teachers The teacher chapters are also appropriate for use in undergraduate science methods courses to illustrate classroom based assessments      **108-2 Hearings: Agriculture, Rural Development, Food And Drug Administration, and Related Agencies Appropriations For 2005, Part 3, March 11, 2004, \***, 2004      **Food Allergens** Tong-Jen Fu, Lauren S. Jackson, Kathiravan Krishnamurthy, Wendy Bedale, 2017-11-16 This volume identifies gaps in the assessment management and communication of food allergen risks Chapters showcase best practices in managing allergen risks at various stages of the food chain including during food manufacture processing during food preparation in food service retail food establishments and in the home and at the point of consumption The authors

highlight key legislative initiatives that are in various stages of development and implementation at the federal state and community levels Finally the volume includes recommendations for ways to build and strengthen education and outreach efforts at the food industry government institutional and community levels Chapters come from an array of experts including researchers and key stakeholders from government the food industry retail food service groups and consumer groups The information presented will facilitate the development of educational materials and allergen management training programs for food production and service staff extension specialists and government inspectors Consumers and other food safety professionals will also benefit from information on food allergen control measures that have been put in place across the food chain

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