

NM Public Education Department

CULINARY ARTS

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Family and Consumer Science: Culinary Arts I

The Family and Consumer Science Culinary Arts I End-of-Course Exam is designed to measure student proficiency of the Family and Consumer Science National Standards. This course-level exam is provided to all students who have completed Culinary Arts I.

This exam can be given for the following STARS course code:

0508 - Culinary Arts I

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.

Standards Alignment

The standards identified on this blueprint align to the Family and Consumer Science National Standards (3.0) found at: <http://www.nasafacs.org/national-standards-and-competencies.html>

Sample Questions

New Mexico Public Education Department has released sample questions (prior exam questions in the test bank). Sample questions are located at the end of the blueprint. For some performance competencies, questions in the test bank are limited and, therefore, only a limited number of sample questions are made available. All sample questions identify:

- the Depth of Knowledge (DOK) level;
- the correct answer, marked by an asterisk (*); and
- the alignment to the Standards and Competencies in the Consumer Science National Standards.

Blueprint Table—FCS Culinary 1

REPORTING CATEGORY	STANDARD	COMPETENCIES
CAREER PATHWAYS	8.1.1	<p>Analyze career paths within the food production and food services industries. Explain the roles, duties, and functions of individuals engaged in food production and services careers.</p>
	8.1.2	Analyze opportunities for employment and entrepreneurial endeavors.
	8.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities.
SAFETY	8.2.1	<p>Demonstrate food safety and sanitation procedures. Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.</p>
	8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.
	8.2.5	Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
	8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
	8.2.11	Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
SANITATION	8.3.1	<p>Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment. Operate tools and equipment following safety procedures and OSHA requirements.</p>

REPORTING CATEGORY	STANDARD	COMPETENCIES
	8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.
	8.3.3	Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
STANDARDIZED RECIPES	8.4.2	Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. Apply menu-planning principles to develop and modify menus.
	8.4.3	Analyze food, equipment, and supplies needed for menus.
	8.4.7	Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.
	8.5.2	Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
	8.5.3	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
	8.5.6	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
	8.5.14	Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
FOOD SERVICE MANAGEMENT	8.6.2	Demonstrate implementation of food service management and leadership functions. Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
	8.6.4	Examine the areas of risk management and legal liability within the food service industry.
	8.6.10	Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.

REPORTING CATEGORY	STANDARD	COMPETENCIES
FOOD PRODUCTION AND SERVICES	8.7	Demonstrate the concept of internal and external customer service.
	8.7.1	Analyze the role of quality service as a strategic component of exceptional performance

Culinary Arts I Reporting Category Alignment Framework					
Reporting Category	Standard	DOK (Count by DOK)			Grand Total
		1	2	3	
Career Pathways	8.1.1	2			2
	8.1.2		1		1
	8.1.5	1	1		2
Safety	8.2.1	2			2
	8.2.4	2	1		3
	8.2.7	1		1	2
	8.2.11	1			1
	8.3.1	1			1
Sanitation	8.2.5		1		1
	8.3.3	2	1		3
Standardized Recipes	8.4.2		2		2
	8.4.3			2	2
	8.4.7		3	1	4
	8.5.2		2		2
	8.5.3	1			1
	8.5.6		1		1
	8.5.14		1		1
Customer Service	8.6.2	1		1	2
	8.6.4			1	1
	8.6.10	1			1
	8.7.1	1	1		2
	8.7.5	1			1
Grand Total		17	15	6	38

Culinary Arts I Sample Questions

8.2.1

Competency: Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

If an employee comes to work complaining of a fever and upset stomach, what should the manager do?

- A. Send the employee home. *
- B. Let the employee do the prep work.
- C. Have the employee work the register.
- D. Give the employee an aspirin and send him back to work

DOK 1

This item was released from the NMPED 2015-16 operational form

8.4.7

Competency: Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.

Before you can prepare and cook food, you must gather and organize supplies. Which of the following terms mean to? “put in place”?

- A. *Garde Manger*
- B. Work simplification
- C. *Mise en place* *
- D. Assemble

DOK 1

This item was released from the NMPED 2015-16 operational form

Culinary Arts I Sample Questions Continued

8.5.2

Competency: Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

If Emily is selecting a cooking vessel for sautéing two chicken breasts, what would be the most appropriate choice?

- A. frying pan *
- B. Dutch oven
- C. griddle
- D. pot

DOK 2

This item was released from the NMPED 2015-16 operational form

8.5.3

Competency: Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

If your class is conducting a yield test on 8 carrots, 7 apples, 2 bunches of celery, 3 bananas and 1 coconut, what is the first step in a yield test?

- A. calculate portions
- B. weigh food *
- C. trim foods
- D. calculate yield weight

DOK 1

This item was released from the NMPED 2015-16 operational form

Culinary Arts I Sample Questions Continued

8.7.1

Competency: Analyze the role of quality service as a strategic component of exceptional performance

If you are preparing fifty (50) two-ounce portions of salsa, which restaurant grade equipment would be the safest and most time efficient?

- A. chef's knives & cutting boards for four (4) prep cooks
- B. two (2) quart countertop blender
- C. immersion blender with a one-gallon bowl
- D. four (4) quart food processor *

DOK 3

This item was released from the NMPED 2015-16 operational form