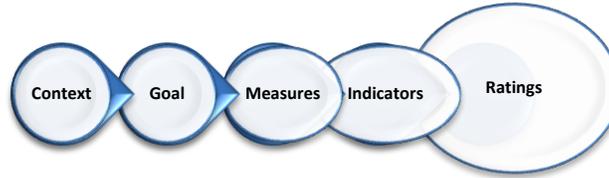


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context					
1a. Name	Thomas W. Jones	1b. School	Harris Technology Academy	1c. District	Harris School District
1d. Class/ Course Title	Culinary Arts	1e. Grade Level	11	1f. Total # of Students	20
1g. Typical Class Size	20	1h. Class Frequency	Daily	1i. Typical Class Duration	45 minutes

2. SLO Goal	
2a. Goal Statement	Demonstrate proficiency in the Culinary Arts areas including (a) following safety procedures; (b) following sanitation procedures; (c) demonstrating use and care of cutting tools and utensils; (d) following standardized recipes; (e) preparing vegetables and fruits; (f) preparing pasta and rice; (g) adding seasoning to foods; (h) preparing poultry; and, (i) demonstrating skills in basic baking practices.
2b. PA Standards	<p>POS Institutional Food Worker Competencies CIP 12.0508</p> <p><u>101</u>: Wear appropriate apparel in the food preparation area.</p> <p><u>102</u>: Demonstrate safe use of cutting tools.</p> <p><u>103</u>: Demonstrate procedures for safe lifting and carrying of heavy objects.</p> <p><u>104</u>: Clean and dry wet surfaces caused by spills of liquids on floors and work surfaces.</p> <p><u>106</u>: Follow appropriate emergency procedures for kitchen and dining room injuries.</p> <p><u>110</u>: Solve problems related to food service safety practices.</p> <p><u>111</u>: Solve problems related to waste disposal and recycling.</p> <p><u>201</u>: Demonstrate good personal hygiene and health practices that must be followed in the food service area.</p> <p><u>202</u>: Maintain a clean and sanitary work environment.</p> <p><u>203</u>: Describe current types of cleaners and sanitizers and their proper use.</p> <p><u>208</u>: Demonstrate proper cleaning of painted, stainless steel and wood surfaces.</p> <p><u>601</u>: Identify and demonstrate use and care of kitchen cutting tools and utensils.</p> <p><u>602</u>: Carve, cut, slice, and trim all meat, seafood, and poultry.</p> <p><u>603</u>: Demonstrate classical cuts.</p> <p><u>801</u>: Demonstrate how to read and follow a recipe.</p> <p><u>802</u>: Prepare standardized recipes for menu production.</p> <p><u>1201</u>: Identify and prepare market forms of vegetables and fruits.</p> <p><u>1202</u>: Prepare vegetables by boiling, simmering, steaming, baking, sautéing and blanching.</p>

	<u>1205</u> : Prepare various vegetables using different techniques. <u>1206</u> : Prepare various market forms of vegetables. <u>1307</u> : Prepare and serve rice using various methods of cooking. <u>1605</u> : Test foods for proper seasoning by taste, smell, texture, and sight. <u>2002</u> : Cook poultry using all dry and moist heat cooking methods. <u>2003</u> : Demonstrate poultry fabrication. <u>2208</u> : Identify and prepare a variety of pies and tarts. <u>2209</u> : Identify and prepare a variety of fillings and toppings for pastries and baked goods. <u>2232</u> : Identify, prepare and evaluate a variety of custards and puddings.
2c. Rationale	Developing culinary arts skills will prepare students for entry level jobs in the Culinary Industry or post-secondary enrollment.

3. Performance Measures (PM)

3a. Name	PM #1: <u>Steamed Green Vegetables Preparation</u> PM #2: <u>Rice Pilaf Preparation</u> PM #3: <u>Chicken Florentine Preparation</u> PM #4: <u>Apple Crostata Preparation</u>	3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input checked="" type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____	
3c. Purpose	<ul style="list-style-type: none"> • PM #1: See <u>Steamed Green Vegetables Preparation</u> Performance Task Framework • PM #2: See <u>Rice Pilaf Preparation</u> Performance Task Framework • PM #3: See <u>Chicken Florentine Preparation</u> Performance Task Framework • PM #4: See <u>Apple Crostata Preparation</u> Performance Task Framework 	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input checked="" type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery	
3e. Administration Frequency	<ul style="list-style-type: none"> • PM #1: <u>Steamed Green Vegetables Preparation</u> 1st -9 week grading period 2nd -9 week grading period • PM #2: <u>Rice Pilaf Preparation</u> 1st -9 week grading period 2nd -9 week grading period • PM #3: <u>Chicken Florentine Preparation</u> 2nd -9 week grading period 4th -9 week grading period • PM #4: <u>Apple Crostata Preparation</u> 2nd -9 week grading period 4th -9 week grading period 	3f. Adaptations/ Accommodations	<input checked="" type="checkbox"/> IEP <input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> Gifted IEP <input checked="" type="checkbox"/> Other
			All accommodations will be followed based on district policy.	

<p>3g. Resources/ Equipment</p>	<ul style="list-style-type: none"> • PM #1: <u>Steamed Green Vegetables Preparation</u> Industry-related tools and equipment; recipe ingredients • PM #2: <u>Rice Pilaf Preparation</u> Industry-related tools and equipment; recipe ingredients • PM #3: <u>Chicken Florentine Preparation</u> Industry-related tools and equipment; recipe ingredients • PM #4: <u>Apple Crostata Preparation</u> Industry-related tools and equipment; recipe ingredients 	<p>3h. Scoring Tools</p>	<ul style="list-style-type: none"> • PM #1: <u>Steamed Green Vegetables Preparation</u> Rubric • PM #2: <u>Rice Pilaf Preparation</u> Rubric • PM #3: <u>Chicken Florentine Preparation</u> Rubric • PM #4: <u>Apple Crostata Preparation</u> Rubric
<p>3i. Administration & Scoring Personnel</p>	<ul style="list-style-type: none"> • PM #1: <u>Steamed Green Vegetables Preparation</u> An industry professional (or equivalent) will administer and score the performance measures. • PM #2: <u>Rice Pilaf Preparation</u> An industry professional (or equivalent) will administer and score the performance measures. • PM #3: <u>Chicken Florentine Preparation</u> An industry professional (or equivalent) will administer and score the performance measures. • PM #4: <u>Apple Crostata Preparation</u> An industry professional (or equivalent) will administer and score the performance measures. 	<p>3j. Performance Reporting</p>	<ul style="list-style-type: none"> • PM #1: <u>Steamed Green Vegetables Preparation</u> Summary report of students who meet the individual performance indicators. • PM #2: <u>Rice Pilaf Preparation</u> Summary report of students who meet the individual performance indicators. • PM #3: <u>Chicken Florentine Preparation</u> Summary report of students who meet the individual performance indicators. • PM #4: <u>Apple Crostata Preparation</u> Summary report of students who meet the individual performance indicators.

4. Performance Indicators (PI)

<p>4a. PI Targets: All Student Group</p>	<ul style="list-style-type: none"> • PI Target #1 Achieve <i>Advanced</i> or <i>Proficient</i> on all seven dimensions of the <u>Steamed Green Vegetables Preparation</u> rubric. • PI Target #2 Achieve <i>Advanced</i> or <i>Proficient</i> on all seven dimensions of the <u>Rice Pilaf Preparation</u> rubric. • PI Target #3 Achieve <i>Advanced</i> or <i>Proficient</i> on all seven dimensions of the <u>Chicken Florentine Preparation</u> rubric. • PI Target #4 Achieve <i>Advanced</i> or <i>Proficient</i> on all seven dimensions of the <u>Apple Crostata Preparation</u> rubric.
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4b. PI Targets: Focused Student Group (optional)																	
4c. PI Linked (optional)		4d. PI Weighting (optional)	<table border="1"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td></td> </tr> <tr> <td>#2</td> <td></td> </tr> <tr> <td>#3</td> <td></td> </tr> <tr> <td>#4</td> <td></td> </tr> <tr> <td>#5</td> <td></td> </tr> </tbody> </table>	PI	Weight	#1		#2		#3		#4		#5			
PI	Weight																
#1																	
#2																	
#3																	
#4																	
#5																	

5. Elective Rating				
5a. Level	<p align="center"><u>Failing</u> 0% to 69% of students will meet the PI targets.</p>	<p align="center"><u>Needs Improvement</u> 70% to 80% of students will meet the PI targets.</p>	<p align="center"><u>Proficient</u> 81% to 94% of students will meet the PI targets.</p>	<p align="center"><u>Distinguished</u> 95% to 100% of students will meet the PI targets.</p>

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Steamed Green Vegetables Preparation		
SLO Alignment				
b.	Class/Course Title	Culinary Arts	c.	Grade(s)/ Level
d.	PA Standards	POS Institutional Food Worker Competencies CIP 12.0508 <u>101</u> : Wear appropriate apparel in the food preparation area. <u>102</u> : Demonstrate safe use of cutting tools. <u>103</u> : Demonstrate procedures for safe lifting and carrying of heavy objects. <u>104</u> : Clean and dry wet surfaces caused by spills of liquids on floors and work surfaces. <u>106</u> : Follow appropriate emergency procedures for kitchen and dining room injuries. <u>110</u> : Solve problems related to food service safety practices. <u>111</u> : Solve problems related to waste disposal and recycling. <u>201</u> : Demonstrate good personal hygiene and health practices that must be followed in the food service area. <u>202</u> : Maintain a clean and sanitary work environment. <u>203</u> : Describe current types of cleaners and sanitizers and their proper use. <u>208</u> : Demonstrate proper cleaning of painted, stainless steel and wood surfaces. <u>601</u> : Identify and demonstrate use and care of kitchen cutting tools and utensils. <u>603</u> : Demonstrate classical cuts. <u>801</u> : Demonstrate how to read and follow a recipe. <u>802</u> : Prepare standardized recipes for menu production. <u>1201</u> : Identify and prepare market forms of vegetables and fruits. <u>1202</u> : Prepare vegetables by boiling, simmering, steaming, baking, sautéing and blanching. <u>1205</u> : Prepare various vegetables using different techniques. <u>1206</u> : Prepare various market forms of vegetables. <u>1605</u> : Test foods for proper seasoning by taste, smell, texture, and sight.		
e.	Performance Measure Purpose	The Steamed Green Vegetables performance task is designed to evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills and care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality and taste.		
1. Administration (Teacher)				
1a.	Administration Frequency	1 st -9week grading period and 2 nd -9 week grading period.		
1b.	Unique Task Adaptations/ Accommodations	All accommodations will be followed based on district policy.		

1c.	Resources/ Equipment	Industry-related tools and equipment; recipe ingredients
2. Process (Student)		
2a.	Task Scenarios	Students will prepare Steamed Green Vegetables to demonstrate their proficiency in the following competencies: (a) Following a recipe/recipe conversion; (b) Knife skills/knife care; (c) Large and small equipment recognition and utilization; (d) Sanitation and safety; (e) Final product presentation; and, (f) Product quality and taste.
2b.	Process Steps	Students prepare steamed vegetables by ensuring that the exterior and interior color is correct and the texture is appropriate. Students present the finished product using appropriate and attractive plate presentation. Test administrator observes the process and final product and uses the rubric to score each student's work.
2c.	Requirements	Students must accurately select and use correct ingredients and appropriate equipment.
2d.	Products	Steamed Green Vegetables

3. Scoring (Teacher)

3a.	Scoring Tools	The Steamed Green Vegetables Preparation Rubric is subdivided into four performance categories (<i>Advanced, Proficient, Basic, and Below Basic</i>) and measures the key competencies: recipe directions, large and small equipment recognition and use, knife skills/knife care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality and taste. A performance category is assigned to each competency.
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Steamed Green Vegetables Rubric

Competency	Advanced	Proficient	Basic	Below Basic
Following Recipe	Followed recipe perfectly	Made one error in recipe directions	Made two errors in recipe directions	Made more than two errors in recipe directions
Large and Small Equipment Recognition & Use	Equipment and/or tools used perfectly	Imperfect but satisfactory use of equipment/tool	Unsatisfactory use of equipment/tool or wrong tool selected for the job	Use of equipment and/or tool causes unsafe conditions
Knife Skills/ Knife Care	Proper use and care of knife	Imperfect but satisfactory use and care of knife	Unsatisfactory use and care of knife	Use and/or care of knife causes unsafe conditions
Mise En Place	All ingredients and tools are perfectly in place before production	All ingredients and tools except one item are in place before production	All ingredients and tools except two items are in place before production	More than two ingredients and/or tools are missing from production set up
Safety & Sanitation	Product completed with no sanitation or safety violations	Product completed with one sanitation or safety violation	Product completed with two sanitation or safety violations	Product completed with more than two sanitation or safety violations
Final Product Presentation	Product is plated, arranged, and decorated to enhance its aesthetic appeal	Product is plated and arranged for serving	Product plating is not appealing for serving	Product is not plated
Product Quality and Taste	Product appearance, texture, and flavor are acceptable	Product appearance and texture are acceptable, flavor is unacceptable	Product appearance is acceptable, texture and flavor are unacceptable	Product appearance, texture, and flavor are unacceptable

3b.	Scoring Guidelines	The certified professional will use the rubric to score each student's response.
3c.	Score/Performance Reporting	Scores for all students will be reported as a summary report.

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Rice Pilaf Preparation		
SLO Alignment				
b.	Class/Course Title	Culinary Arts	c.	Grade(s)/ Level
d.	PA Standards	Institutional Food Worker Competencies CIP 12.0508 <u>101</u> : Wear appropriate apparel in the food preparation area. <u>102</u> : Demonstrate safe use of cutting tools. <u>103</u> : Demonstrate procedures for safe lifting and carrying of heavy objects. <u>104</u> : Clean and dry wet surfaces caused by spills of liquids on floors and work surfaces. <u>106</u> : Follow appropriate emergency procedures for kitchen and dining room injuries. <u>110</u> : Solve problems related to food service safety practices. <u>111</u> : Solve problems related to waste disposal and recycling. <u>201</u> : Demonstrate good personal hygiene and health practices that must be followed in the food service area. <u>202</u> : Maintain a clean and sanitary work environment. <u>203</u> : Describe current types of cleaners and sanitizers and their proper use. <u>208</u> : Demonstrate proper cleaning of painted, stainless steel and wood surfaces. <u>601</u> : Identify and demonstrate use and care of kitchen cutting tools and utensils. <u>603</u> : Demonstrate classical cuts. <u>801</u> : Demonstrate how to read and follow a recipe. <u>802</u> : Prepare standardized recipes for menu production. <u>1307</u> : Prepare and serve rice using various methods of cooking. <u>1605</u> : Test foods for proper seasoning by taste, smell, texture, and sight.		
e.	Performance Measure Purpose	The Rice Pilaf performance task is designed to evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills and care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality and taste.		

1. Administration (Teacher)		
1a.	Administration Frequency	1 st -9week grading period and 2 nd -9 week grading period.
1b.	Unique Task Adaptations/ Accommodations	All accommodations will be followed based on district policy.
1c.	Resources/ Equipment	Industry-related tools and equipment; recipe ingredients
2. Process (Student)		

2a.	Task Scenarios	Students will prepare Rice Pilaf to demonstrate their proficiency in the following competencies: (a) Following a recipe/recipe conversion; (b) Knife skills/knife care; (c) Large and small equipment recognition and utilization; (d) Sanitation and safety; (e) Final product presentation; and, (f) Product quality and taste.
2b.	Process Steps	<ol style="list-style-type: none"> Students prepare Rice Pilaf ensuring the exterior and interior color is correct and the texture is appropriate. Students present the finished product using appropriate and attractive plate presentation. Test administrator observes the process and final product and uses the rubric to score each student's work.
2c.	Requirements	Students must accurately select and use correct ingredients and appropriate equipment.
2d.	Products	Rice Pilaf

3. Scoring (Teacher)

3a.	Scoring Tools	The Rice Pilaf Preparation Rubric is subdivided into four performance categories (<i>Advanced, Proficient, Basic, and Below Basic</i>) and measures the following key competencies: recipe directions, large and small equipment recognition and use, knife skills/knife care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality and taste. A performance category is assigned to each competency.
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Rice Pilaf Rubric

Competency	Advanced	Proficient	Basic	Below Basic
Following Recipe	Followed recipe perfectly	Made one error in recipe directions	Made two errors in recipe directions	Made more than two errors in recipe directions
Large and Small Equipment Recognition & Use	Equipment and/or hand tools used perfectly	Imperfect but satisfactory use of equipment/tool	Unsatisfactory use of equipment/tool or wrong tool selected for the job	Use of equipment and/or hand tool causes unsafe conditions
Knife Skills/ Knife Care	Proper use and care of knife	Imperfect but satisfactory use and care of knife	Unsatisfactory use and care of knife	Use and/or care of knife causes unsafe conditions
<i>Mise En Place</i>	All ingredients and tools are perfectly in place before production	All ingredients and tools except one item are in place before production	All ingredients and tools except two items are in place before production	More than two ingredients and/or tools are missing from production set up
Safety & Sanitation	Product completed with no sanitation or safety violations	Product completed with one sanitation or safety violation	Product completed with two sanitation or safety violations	Product completed with more than two sanitation or safety violations
Final Product Presentation	Product is plated, arranged, and decorated to enhance its aesthetic appeal	Product is plated and arranged for serving	Product plating is not appealing for serving	Product is not plated
Product Quality and Taste	Product appearance, texture, and flavor are acceptable	Product appearance and texture are acceptable, flavor is unacceptable	Product appearance is acceptable, texture and flavor are unacceptable	Product appearance, texture, and flavor are unacceptable

3b.	Scoring Guidelines	The certified professional will use the rubric to score each student's response.
3c.	Score/Performance Reporting	Scores for all students will be reported as a summary report.

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Chicken Florentine Preparation		
SLO Alignment				
b.	Class/Course Title	Culinary Arts	c.	Grade(s)/ Level
				11
d.	PA Standards	<p>Institutional Food Worker Competencies CIP 12.0508</p> <p><u>101</u>: Wear appropriate apparel in the food preparation area.</p> <p><u>102</u>: Demonstrate safe use of cutting tools.</p> <p><u>104</u>: Clean and dry wet surfaces caused by spills of liquids on floors and work surfaces.</p> <p><u>106</u>: Follow appropriate emergency procedures for kitchen and dining room injuries.</p> <p><u>110</u>: Solve problems related to food service safety practices.</p> <p><u>111</u>: Solve problems related to waste disposal and recycling.</p> <p><u>201</u>: Demonstrate good personal hygiene and health practices that must be followed in the food service area.</p> <p><u>202</u>: Maintain a clean and sanitary work environment.</p> <p><u>208</u>: Demonstrate proper cleaning of painted, stainless steel and wood surfaces.</p> <p><u>601</u>: Identify and demonstrate use and care of kitchen cutting tools and utensils.</p> <p><u>602</u>: Carve, cut, slice, and trim all meat, seafood, and poultry.</p> <p><u>603</u>: Demonstrate classical cuts.</p> <p><u>801</u>: Demonstrate how to read and follow a recipe.</p> <p><u>802</u>: Prepare standardized recipes for menu production.</p> <p><u>1201</u>: Identify and prepare market forms of vegetables and fruits.</p> <p><u>1202</u>: Prepare vegetables by boiling, simmering, steaming, baking, sautéing and blanching.</p> <p><u>1205</u>: Prepare various vegetables using different techniques.</p> <p><u>1206</u>: Prepare various market forms of vegetables.</p> <p><u>1605</u>: Test foods for proper seasoning by taste, smell, texture, and sight.</p> <p><u>2002</u>: Cook poultry using all dry and moist heat cooking methods.</p> <p><u>2003</u>: Demonstrate poultry fabrication.</p>		
e.	Performance Measure Purpose	The Chicken Florentine performance task is designed to evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills and care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality and taste.		

1. Administration (Teacher)

1a.	Administration Frequency	2 nd -9 week grading period and 4 th -9 week grading period.
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1b.	Unique Task Adaptations/ Accommodations	All accommodations will be followed based on district policy.
1c.	Resources/ Equipment	Industry-related tools and equipment; recipe ingredients

2. Process (Student)

2a.	Task Scenarios	Students will prepare Chicken Florentine with Tomato Concasse to demonstrate their proficiency in the following competencies: (a) Following a recipe/recipe conversion; (b) Knife skills/knife care; (c) Large and small equipment recognition and utilization; (d) Sanitation and safety; (e) Final product presentation; and, (f) Product quality and taste.
2b.	Process Steps	Students prepare Chicken Florentine with Tomato Concasse. Students present the finished product using appropriate and attractive plate presentation. Test administrator observes the process and final product and uses the rubric to score student's work.
2c.	Requirements	Students must accurately select and use correct ingredients and appropriate equipment.
2d.	Products	Chicken Florentine with Tomato Concasse

3. Scoring (Teacher)

3a.	Scoring Tools	The Chicken Florentine Preparation Rubric is subdivided into four performance categories and measures the key competencies: recipe directions, equipment recognition and use, knife skills/knife care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality and taste. A performance category is assigned to each competency.
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Chicken Florentine Rubric

Competency	Advanced	Proficient	Basic	Below Basic
Following Recipe	Followed recipe perfectly	Made one error in recipe directions	Made two errors in recipe directions	Made more than two errors in recipe directions
Large and Small Equipment Recognition & Use	Equipment and/or hand tools are used perfectly	Imperfect but satisfactory use of equipment/tool	Unsatisfactory use of equipment/tool or wrong tool selected for the job	Use of equipment and/or hand tool causes unsafe conditions
Knife Skills/ Knife Care	Proper use and care of knife	Imperfect but satisfactory use and care of knife	Unsatisfactory use and care of knife	Use and/or care of knife causes unsafe conditions
Mise En Place	All ingredients and tools are perfectly in place before production	All ingredients and tools except one item are in place before production	All ingredients and tools except two items are in place before production	More than two ingredients and/or tools are missing from production set up
Safety & Sanitation	Product completed with no sanitation or safety violations	Product completed with one sanitation or safety violation	Product completed with two sanitation or safety violations	Product completed with more than two sanitation or safety violations
Final Product Presentation	Product is plated, arranged, and decorated to enhance its aesthetic appeal	Product is plated and arranged for serving	Product plating is not appealing for serving	Product is not plated
Product Quality – Taste	Product appearance, texture, and taste are acceptable	Product appearance and texture are acceptable, flavor is unacceptable	Product appearance is acceptable, texture and flavor are unacceptable	Product appearance, texture, and flavor are unacceptable

3b.	Scoring Guidelines	The certified professional will use the rubric to score each student's response.
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3c.	Score/Performance Reporting	Scores for all students will be reported as a summary report.
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**PERFORMANCE MEASURE
TASK FRAMEWORK TEMPLATE**

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Apple Crostata Preparation		
SLO Alignment				
b.	Class/Course Title	Culinary Arts	c. Grade(s)/ Level	11
d.	PA Standards	Institutional Food Worker Competencies CIP 12.0508 <u>101</u> : Wear appropriate apparel in the food preparation area. <u>102</u> : Demonstrate safe use of cutting tools. <u>104</u> : Clean and dry wet surfaces caused by spills of liquids on floors and work surfaces. <u>106</u> : Follow appropriate emergency procedures for kitchen and dining room injuries. <u>110</u> : Solve problems related to food service safety practices. <u>111</u> : Solve problems related to waste disposal and recycling. <u>201</u> : Demonstrate good personal hygiene and health practices that must be followed in the food service area. <u>202</u> : Maintain a clean and sanitary work environment. <u>208</u> : Demonstrate proper cleaning of painted, stainless steel and wood surfaces. <u>601</u> : Identify and demonstrate use and care of kitchen cutting tools and utensils. <u>603</u> : Demonstrate classical cuts. <u>801</u> : Demonstrate how to read and follow a recipe. <u>802</u> : Prepare standardized recipes for menu production. <u>1201</u> : Identify and prepare market forms of vegetables and fruits. <u>1605</u> : Test foods for proper seasoning by taste, smell, texture, and sight. <u>2208</u> : Identify and prepare a variety of pies and tarts. <u>2209</u> : Identify and prepare a variety of fillings and toppings for pastries and baked goods. <u>2232</u> : Identify, prepare and evaluate a variety of custards and puddings.		
e.	Performance Measure Purpose	The Apple Crostata performance task is designed to evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills and care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality and taste.		

1. Administration (Teacher)

1a.	Administration Frequency	2 nd -9 week grading period and 4 th -9 week grading period.
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1b. Unique Task Adaptations/ Accommodations	All accommodations will be followed based on district policy.
1c. Resources/ Equipment	Industry-related tools and equipment; recipe ingredients

2. Process (Student)

2a. Task Scenarios	Students will prepare Apple Crostata with Crème Anglaise, to demonstrate their proficiency in the following competencies: (a) Following a recipe/recipe conversion; (b) Knife skills/knife care; (c) Large and small equipment recognition and utilization; (d) Sanitation and safety; (e) Final product presentation; and, (f) Product quality and taste.
2b. Process Steps	Students prepare Apple Crostata with Crème Anglaise ensuring the exterior of the crostata is browned, the interior is soft and cooked throughout and crème anglaise is smooth (no lumps) and correctly tempered. Students present the finished product using appropriate and attractive plate presentation. Test administrator observes the process and final product and uses the rubric to score student's work.
2c. Requirements	Students must accurately select and use correct ingredients and appropriate equipment.
2d. Products	Apple Crostata with Crème Anglaise

3. Scoring (Teacher)

3a. Scoring Tools	The Apple Crostata Preparation Rubric is subdivided into four performance categories (<i>Advanced, Proficient, Basic, and Below Basic</i>) and measures the following key competencies: recipe directions, large and small equipment recognition and use, knife skills/knife care, <i>mise en place</i> , safety and sanitation, final product presentation, and product quality-taste. A performance category is assigned to each competency.
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Apple Crostata Rubric

Competency	Advanced	Proficient	Basic	Below Basic
Following Recipe	Followed recipe perfectly	Made one error in recipe directions	Made two errors in recipe directions	Made more than two errors in recipe directions
Large and Small Equipment Recognition & Use	Equipment and/or hand tools used perfectly	Imperfect but satisfactory use of equipment/tool	Unsatisfactory use of equipment/tool or wrong tool selected for the job	Use of equipment and/or hand tool causes unsafe conditions
Knife Skills/ Knife Care	Proper use and care of knife	Imperfect but satisfactory use and care of knife	Unsatisfactory use and care of the knife	Use and care of the knife causes unsafe conditions
Mise En Place	All ingredients and tools perfectly in place before production	All ingredients and tools except one item are in place before production	All ingredients and tools except two items are in place before production	More than two ingredients and/or tools are missing from production set up
Safety & Sanitation	Product completed with no sanitation or safety violations	Product completed with one sanitation or safety violation	Product completed with two sanitation or safety violations	Product completed with more than two sanitation or safety violations
Final Product Presentation	Product is plated, arranged, and decorated to enhance its aesthetic appeal	Product is plated and arranged for serving	Product plating is not appealing for serving	Product is not plated
Product Quality – Taste	Product appearance, texture, and flavor are acceptable	Product appearance and texture are acceptable, flavor is unacceptable	Product appearance is acceptable, texture and flavor are unacceptable	Product appearance, texture, and flavor are unacceptable

3b.	Scoring Guidelines	The certified professional will use the rubric to score each student's response.
3c.	Score/Performance Reporting	Scores for all students will be reported as a summary report.