

## Kitchen Skills Assessment Rubric

FOD 10, 20, 30 and CKS

1 credit = 20 hours of logged kitchen work

Foods Curriculum Outcomes	Level of Excellence 5	Above Average 4	Basic 3	Needs to Improve 2	Level of Excellence 1
<p><i>Health, Safety and Sanitation</i></p> <ul style="list-style-type: none"> <li>- <i>Personal Hygiene</i></li> <li>- <i>Sanitization of workspace and equipment</i></li> <li>- <i>Workspace safety</i></li> <li>- <i>Safe equipment use</i></li> </ul>	Student has developed <b>exceptional cleaning skills</b> , which are <b>consistently</b> applied. Student <b>actively seeks</b> to improve the kitchen environment. Student serves as a <b>role model for others</b> in the development of general cleaning skills.	Student has developed <b>excellent cleaning skills</b> , which are <b>routinely</b> applied. Student <b>attempts</b> to improve the kitchen environment. Student attempts to serve as a <b>role model for others</b> in the development of general cleaning skills.	Student makes <b>ongoing efforts</b> to meet the basic requirements of this outcome. Student occasionally <b>needs to be reminded</b> to clean and/or work safely.	Student makes <b>little effort</b> and has <b>difficulty meeting the basic requirements</b> of this outcome. Student needs <b>constant reminders</b> to clean and/or work safely.	Student <b>does not work safely</b> . Student demonstrates <b>limited ability</b> to maintain a clean and sanitary workspace. Student is <b>not allowed to work in kitchen</b> .
<p><i>Demonstrates Basic Competencies</i></p> <ul style="list-style-type: none"> <li>- <i>Communication</i></li> <li>- <i>Numeracy</i></li> <li>- <i>Positive Behaviours</i></li> <li>- <i>Work Safely</i></li> <li>- <i>Teamwork</i></li> </ul>	Student has developed <b>exceptional leadership skills</b> in relation to this outcome which are <b>consistently</b> applied. Student serves as a <b>role model for others</b> .	Student has developed <b>excellent leadership skills</b> which are <b>routinely</b> applied. Student <b>attempts</b> to improve the kitchen environment. Student attempts to serve as a <b>role model for others</b> .	Student makes <b>ongoing efforts</b> to meet the basic requirements of this outcome. Student occasionally <b>needs to be reminded</b> to stay on task.	Student makes <b>little effort</b> and has <b>difficulty meeting</b> the basic requirements of this outcome. Student needs <b>constant reminders</b> to stay on task.	Student <b>does not stay on task</b> . Student demonstrates a <b>limited ability</b> to maintain a clean and sanitary workspace. Students is <b>not allowed to work in kitchen</b> .
<p><i>Displays Knowledge and skills in the planning and preparation of recipes</i></p> <ul style="list-style-type: none"> <li>- <i>Five recipes</i></li> <li>- <i>Demonstrate knowledge of the role of ingredients</i></li> <li>- <i>Understand cost benefit</i></li> </ul>	Student has developed <b>exceptional cooking skills</b> in planning and preparing recipes which are <b>consistently</b> applied. Student serves as a <b>role model for others</b> .	Student has developed <b>excellent cooking skills</b> in planning and preparing recipes which are <b>routinely</b> applied. Student attempts to serve as a <b>role model for others</b> .	Student makes ongoing efforts to meet the <b>basic requirements of cooking</b> . Student occasionally <b>requires assistance</b> to complete projects.	Student makes <b>little effort</b> and has <b>difficulty meeting</b> the basic requirements of this outcome. Student needs <b>constant reminders</b> to complete projects.	Student <b>does not attempt to complete projects</b> . Student demonstrates <b>no ability</b> to maintain a clean and sanitary workspace. Student is <b>not allowed to work in kitchen</b> .
<p><i>Makes Personal Connections to Inform Career Pathways</i></p> <ul style="list-style-type: none"> <li>- <i>Make personal inventory of interests, values, and beliefs</i></li> <li>- <i>Identifies connections between personal inventory and occupational choices</i></li> </ul>	Student has developed <b>exceptional personal skills</b> in relation to this outcome which are <b>consistently</b> demonstrated. Student has plans to work in the food industry. Student serves as a <b>role model for others</b> .	Student has developed <b>excellent personal skills</b> in relation to this outcome which are <b>routinely</b> applied. Student <b>shows interest</b> in working in the food industry. Student attempts to serve as a <b>role model for others</b> .	Student <b>makes ongoing efforts</b> to meet the basic requirements of this outcome. <b>Student needs assistance</b> in making personal connections to class work.	Student makes <b>little effort</b> and has <b>difficulty meeting</b> the basic requirements of this outcome. Student <b>rarely considers</b> career options.	Student <b>does not consider career options</b> . Student demonstrates a <b>limited ability</b> to make any personal connections to course work.