# Kitchen Skills Assessment Rubric

**FOD 10, 20, 30 and CKS**

1 credit = 20 hours of logged kitchen work

<table>
<thead>
<tr>
<th>Foods Curriculum Outcomes</th>
<th>Level of Excellence</th>
<th>Above Average</th>
<th>Basic</th>
<th>Needs to Improve</th>
<th>Level of Excellence</th>
</tr>
</thead>
</table>
| **Health, Safety and Sanitation**  
- Personal Hygiene  
- Sanitization of workspace and equipment  
- Workspace safety  
- Safe equipment use | Student has developed exceptional cleaning skills, which are consistently applied. Student actively seeks to improve the kitchen environment. Student serves as a role model for others in the development of general cleaning skills. | Student has developed excellent cleaning skills, which are routinely applied. Student attempts to improve the kitchen environment. Student attempts to serve as a role model for others in the development of general cleaning skills. | Student makes ongoing efforts to meet the basic requirements of this outcome. Student occasionally needs to be reminded to clean and/or work safely. | Student makes little effort and has difficulty meeting the basic requirements of this outcome. Student needs constant reminders to clean and/or work safely. | Student does not work safely. Student demonstrates limited ability to maintain a clean and sanitary workspace. Student is not allowed to work in kitchen. |
| **Demonstrates Basic Competencies**  
- Communication  
- Numeracy  
- Positive Behaviours  
- Work Safely  
- Teamwork | Student has developed exceptional leadership skills in relation to this outcome which are consistently applied. Student serves as a role model for others. | Student has developed excellent leadership skills which are routinely applied. Student attempts to improve the kitchen environment. Student attempts to serve as a role model for others. | Student makes ongoing efforts to meet the basic requirements of this outcome. Student occasionally needs to be reminded to stay on task. | Student makes little effort and has difficulty meeting the basic requirements of this outcome. Student needs constant reminders to stay on task. | Student does not stay on task. Student demonstrates a limited ability to maintain a clean and sanitary workspace. Student is not allowed to work in kitchen. |
| **Displays Knowledge and skills in the planning and preparation of recipes**  
- Five recipes  
- Demonstrate knowledge of the role of ingredients  
- Understand cost benefit | Student has developed exceptional cooking skills in planning and preparing recipes which are consistently applied. Student serves as a role model for others. | Student has developed excellent cooking skills in planning and preparing recipes which are routinely applied. Student attempts to serve as a role model for others. | Student makes ongoing efforts to meet the basic requirements of cooking. Student occasionally requires assistance to complete projects. | Student makes little effort and has difficulty meeting the basic requirements of this outcome. Student needs constant reminders to complete projects. | Student does not attempt to complete projects. Student demonstrates no ability to maintain a clean and sanitary workspace. Student is not allowed to work in kitchen. |
| **Makes Personal Connections to Inform Career Pathways**  
- Make personal inventory of interests, values, and beliefs  
- Identifies connections between personal inventory and occupational choices | Student has developed exceptional personal skills in relation to this outcome which are consistently demonstrated. Student plans to work in the food industry. Student serves as a role model for others. | Student has developed excellent personal skills in relation to this outcome which are routinely applied. Student shows interest in working in the food industry. Student attempts to serve as a role model for others. | Student makes ongoing efforts to meet the basic requirements of this outcome. Student needs assistance in making personal connections to class work. | Student makes little effort and has difficulty meeting the basic requirements of this outcome. Student rarely considers career options. | Student does not consider career options. Student demonstrates a limited ability to make any personal connections to course work. |