

Teacher Assessment Blueprint

Commercial Foods



General Assessment Information

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Test Type: The Commercial Foods assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from subject matter experts representing the following states: Connecticut, Idaho, Indiana, Kansas, Michigan, New York, and Pennsylvania.



12.0508- Institutional
Food Workers



Career Cluster 9-
Hospitality and Tourism



35-2014.00- Cooks,
Restaurant



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division
baccalaureate/associate degree
category, 3 semester hours in
Commercial Food Service
Preparation

Written Assessment

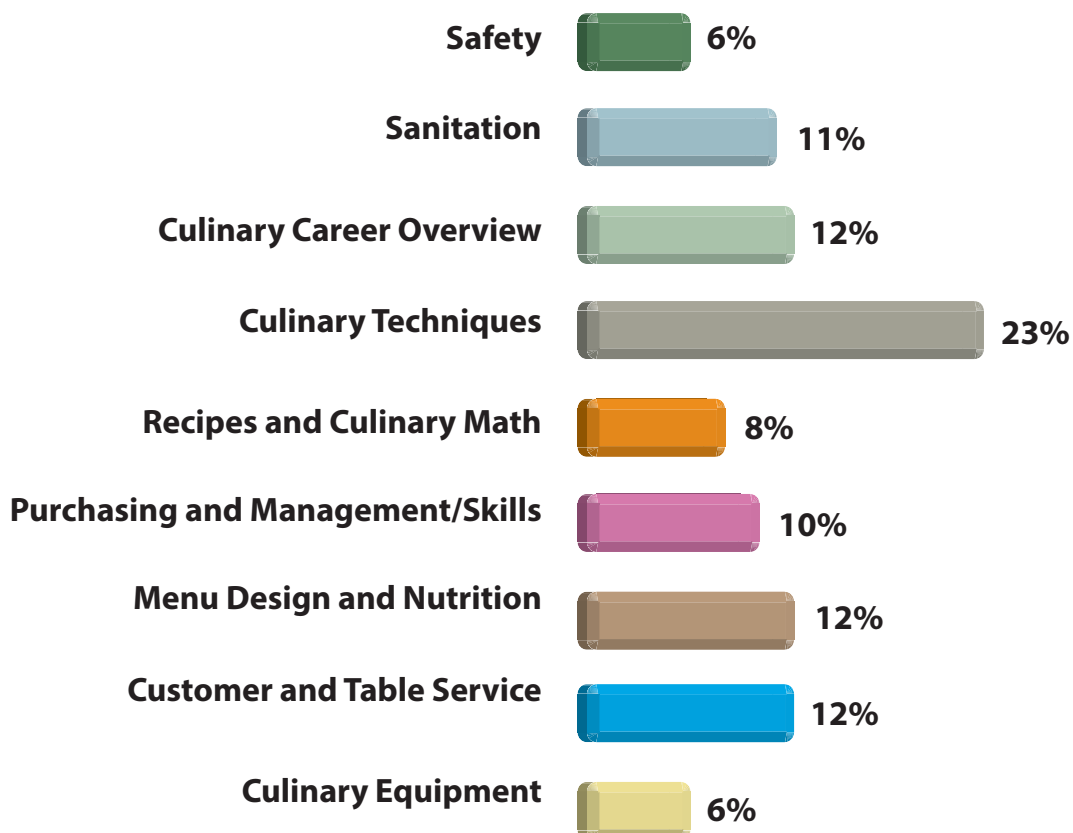
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 180

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Safety

- Demonstrate understanding of accident prevention and fire safety
- Recognize and describe proper first-aid procedures, including the Heimlich maneuver, CPR, and location and appropriate uses of AED (Automated External Defibrillator)

Sanitation

- Identify sources of food contamination and methods of prevention
- Apply appropriate personal hygiene in the workplace, including handwashing
- Identify microorganisms and other pathogens that cause contamination
- Apply appropriate time and temperature food preparation and storage standards, including HACCP principles and procedures
- Apply current food safety principles and practices supported by the National Restaurant Association Educational Foundation and other accredited food safety certification entities

Culinary Career Overview

- Describe the culinary career ladder, opportunities, and clusters
- Identify professional organizations and regulatory governmental agencies
- Identify current industry practices as they relate to culinary careers
- Demonstrate understanding of modern kitchen organization (brigade)
- Apply professionalism and adhere to industry standards
- Identify and define general culinary terms

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Specific Standards and Competencies (continued)

Culinary Techniques

- Define and demonstrate various cooking methods
- Identify methods of flavor development, including herbs and spices
- Identify and prepare produce (including starches, legumes, and grains)
- Identify and prepare stocks, soups, and sauces
- Identify and prepare cold foods (including desserts, appetizers, salads, and salad dressings)
- Identify and prepare meats, poultry, and seafood
- Identify and prepare breakfast foods and dairy products (including eggs and batter foods)
- Prepare desserts, pastry items, and baked goods
- Demonstrate knife skills
- Exhibit knowledge of appropriate portion control

Recipes and Culinary Math

- Read, convert, and prepare standardized recipes using correct equipment and tools
- Calculate food costs for recipes
- Demonstrate an understanding of weights, measures, and equivalencies

Purchasing and Management Skills

- Demonstrate understanding of purchasing, receiving, and storage of perishable and non-perishable items
- Perform food and menu cost analysis
- Display familiarity with basic computer and inventory management systems
- Identify and describe basic management documents (requisitions, schedules, invoices, etc.)

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Specific Standards and Competencies (continued)

Menu Design and Nutrition

- Plan and design various types of menus, considering nutrition, cost, and diet requirements
- Demonstrate understanding of the food guide pyramid
- Display familiarity with the “truth in menu” guideline
- Develop specialized menus (local, regional, ethnic, organic, restrictive diet, etc.)

Customer and Table Service

- Describe the principles of providing good customer relations, including greeting and appropriate service, and basic sales techniques
- Define “front of the house” terminology
- Demonstrate proper table setup based on various menu and service types
- Identify and prepare various beverages
- Perform guest check, cash register operations, and POS (point of service)

Culinary Equipment

- Identify small hand tools, utensils, and small and large equipment
- Exhibit appropriate selection, use, and care of small hand tools and utensils
- Exhibit appropriate operation, care, and maintenance of small and large equipment



Sample Questions

Shelf stock tags from live clams must be kept on file for

- A. 30 days
- B. 60 days
- C. 90 days
- D. 120 days

A _____ is a bundle of fresh herbs and aromatic ingredients tied together with a string and used to flavor sauces and soups.

- A. brochette
- B. bouquet garni
- C. chaud froid
- D. sachet

To make flaky pie dough,

- A. blend the shortening into the flour until smooth
- B. cut the shortening into the flour until particles are about the size of peas
- C. cut the shortening into the flour until the mixture resembles cornmeal
- D. roll the shortening into the dough, then fold over three times

A recipe for marinara sauce calls for 7-1/2 quarts of crushed tomatoes. If each #10 can of crushed tomatoes contains 103.7 fluid ounces, how many cans are needed to prepare a triple batch of sauce?

- A. 5
- B. 6
- C. 7
- D. 8

A local restaurant advertises that, "We serve the best beef available." What USDA grade do they indicate serving?

- A. cutter
- B. choice
- C. select
- D. prime

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 3 hours and 30 minutes

Number of Jobs: 3

Areas Covered:

13% Identification of Hand Tools, Herbs, Spices, and Flavorings

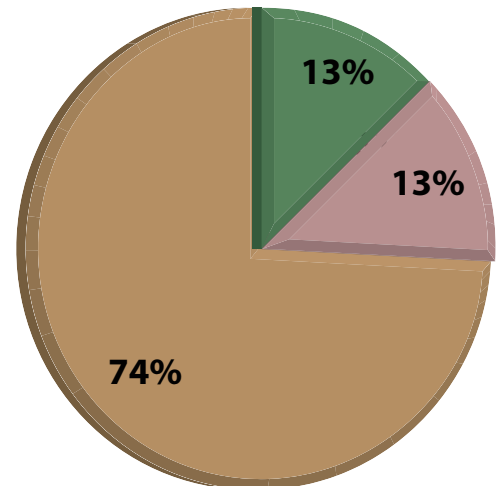
Hand tool identification, herb, spice, and flavoring identification, and time to complete job.

13% Knife Skills

Knife safety, equipment sanitation, vegetable preparation, and time to complete job.

74% Cooking Skills

Rice washed appropriately, rice cooked to correct doneness, oil heated appropriately, pan selection, stir-fried ingredients in proper sequence, equipment sanitation, prepared herb butter, chicken appropriately fabricated for roasting, sanitation, chicken preparation, velouté prepared correctly, equipment selection, emulsified vinaigrette, baked croutons, mixed green salad, equipment sanitation, measuring and mixing, texture and appearance, equipment sanitation, plate presentation, flavor and taste, professional attire throughout test, and time to complete job.



Sample Job

Identification of Hand Tools, Herbs, Spices, and Flavorings

Maximum Time: 30 minutes

Participant Activity: The participant is to identify items by writing the correct name of the item on the corresponding numbered line.

