

Assessment Blueprint

ACF Retail Commercial Baking Certification



Test Code: 2500 and 2550 Version: 01

General Assessment Information

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Test Type: The Retail Commercial Baking Certification assessment is a customized assessment for the American Culinary Federation. This assessment measures technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. This assessment offers both a written and performance component and can be used at the secondary level. This assessment can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Idaho, Michigan, New Jersey, and Pennsylvania.



12.0501 - Baking and Pastry
Arts/Baker/Pastry/Chef



Career Cluster 1 - Agriculture, Food
and Natural Resources



51-3011.00 - Bakers



The American Culinary Federation's Education Foundations Accrediting Commission (ACFEF AC), the largest group of professional culinarians in America, believes that the confirmation of knowledge is one of the major building blocks in beginning a career in the world of culinary arts. Students who understand the importance of substantiating their knowledge of common culinary terms, techniques, equipment, and real-world scenarios will have a great advantage over their competitors. The ACFEF AC validates this assessment as a proper display of student's comprehension of standards and curriculum in the culinary industry.



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!



The lower division baccalaureate/associate degree category, 3 semester hours in Culinary Arts or Commercial Baking.

Written Assessment

This written assessment consists of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 197

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

Areas Covered



Specific Competencies and Skills Tested in this Assessment

Safety and Sanitation

- Identify causes and prevention of kitchen accidents, including burns, fires, and slips
- Demonstrate safe and sanitary procedures for operating and maintaining large equipment, hand tools, and small wares
- Exhibit familiarity with laws and rules, pertaining to the food service industry, of regulatory agencies such as OSHA
- Identify Critical Control Points during all food handling processes, including demonstrating proper personal hygiene, as a method for minimizing the risk of food-borne illnesses (HACCP system)
- Identify causes and signs of biological, physical, and chemical contamination
- Describe use, storage, and disposal of types of cleaners and sanitizers, and their proper use (MSDS)
- Identify proper methods of waste disposal and recycling
- Identify and describe microorganisms related to food spoilage and food-borne illness, including growth environments

Business and Math Skills

- Perform basic mathematical operations pertaining to the food service industry (addition, subtraction, multiplication, division)
- Weigh and measure accurately
- Calculate preparation temperatures based on known variables (friction factor, altitude)



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Specific Competencies and Skills (continued)

Identification, Classification, and Properties of Ingredients

- Identify, compare, and contrast ingredients and their sources
- Explain the strengthening or weakening effect of ingredients in the production of doughs and batters
- Select specific ingredients and/or substitutions appropriate to method and desired product outcome
- Identify and describe physical, chemical, and biological leaveners

Baking Preparation (Mise en Place)

- Demonstrate mise en place by planning assignment inventory of ingredients, equipment, and tools
- Break down assignments into tasks
- Utilize convenience products if and when necessary, preparing a sequenced and prioritized timeline
- Demonstrate a variety of cooking methods; baking, frying, boiling, blanching, poaching, and steaming
- Identify and use herbs, spices, and flavor extracts
- Display understanding of basic bakery production and planning principles, including the importance of planning to the overall operation of a baking facility



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Specific Competencies and Skills (continued)

Basic Baking

- Read and prepare standardized recipes/formulas, and menus
- Define terms related to baking methods, processes, and techniques
- Describe, compare, and contrast yeast and laminate dough types and related methods and processes
- Describe, compare, and contrast quick breads, including muffin and biscuit dough types and related methods and processes
- Describe, compare, and contrast pie dough types and related methods and processes
- Describe, compare, and contrast fruit pie filling methods
- Describe, compare, and contrast creaming and two-stage methods as they relate to cakes, cookies, quick breads, brownies, and short dough
- Describe, compare, and contrast egg foam method as it relates to sponge, génoise, angel food, chiffon, meringues, mousse, and soufflés
- Describe, compare, and contrast frosting, icing, and glaze types and methods
- Describe Pâte à Choux and products derived from it
- Describe, compare, and contrast custard types and related methods
- Describe proper gluten development in relationship to product outcomes
- Relate cooking times and temperatures to methods, products, and ingredients
- Indicate order for adding ingredients given various methods



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Specific Competencies and Skills (continued)

Product Merchandising

- Determine methods of promoting baked goods, including seasonal merchandising strategies
- Create menu item descriptions for bakery goods
- Demonstrate food presentation techniques

Purchasing, Receiving, Inventory, and Storage

- Describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods
- Examine various inventory systems (FIFO)
- Discuss ethical issues as they relate to purchasing
- Order food requisitions from appropriate/reliable sources

Nutrition

- Discuss various diets (e.g., food allergies, alternative dieting), and dietary guidelines
- Interpret food labels in terms of the portion size, ingredients, and nutritional value

Human Relations and Career Skills

- Demonstrate effective communication skills, employment skills, personal traits, and interpersonal skills
- Identify career opportunities in the baking industry
- Identify professional organizations and explain their purposes and benefits to the industry

Sample Questions

After touching hands, face, or body, bakery workers must

- A. wash hands properly
- B. put new gloves on
- C. use hand sanitizer
- D. change the apron

Whole-wheat flour contains which of these three parts of the wheat kernel?

- A. endosperm, pectin, and starch
- B. bran, endosperm, and germ
- C. germ, seed, and gluten
- D. starch, protein, and chalazae

The mixing of shortening with sugar is called

- A. kneading
- B. whipping
- C. blending
- D. creaming

The straight dough method consists of

- A. combining the liquid, yeast, and part of the flour
- B. combining all the ingredients and mixing
- C. creaming fat and sugars
- D. blending flour, fat, and sugar

Sugars are classified as

- A. carbohydrates
- B. proteins
- C. fats
- D. minerals

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Sample Questions (continued)

Eggs and dairy products should be kept below

- A. 35 degrees Fahrenheit
- B. 41 degrees Fahrenheit
- C. 45 degrees Fahrenheit
- D. 51 degrees Fahrenheit

To prepare a cake pan for baking, it should be greased and

- A. sugared
- B. floured
- C. powdered
- D. egg washed

What is the correct order of ingredients when making a génoise sponge cake?

- A. Whip the eggs and cake flour, add baking powder, then butter.
- B. Cream the butter and sugar, add eggs, and fold in flour and baking powder.
- C. Whip the eggs and sugar, fold in flour and baking powder, and then fold in melted butter.
- D. All ingredients should be carefully blended together at room temperature.

Giving away samples of pumpkin pie in late October is an example of

- A. word of mouth
- B. seasonal merchandising
- C. upselling a trend
- D. promoting nutritional baking

An example of body language that conveys interest in what a speaker is saying is

- A. repeatedly gazing over the speaker's shoulder
- B. crossing your arms
- C. stifling a yawn
- D. leaning forward slightly

Performance Assessment

This performance assessment allows individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 4 hours and 45 minutes

Number of Jobs: 4

Areas Covered:

18% Soft Dinner Roll Dough

Participants will scale dough portions, mold or shape rolls correctly, proof the dough, and egg wash, bake, and finish the rolls.

28% Cake Decorating

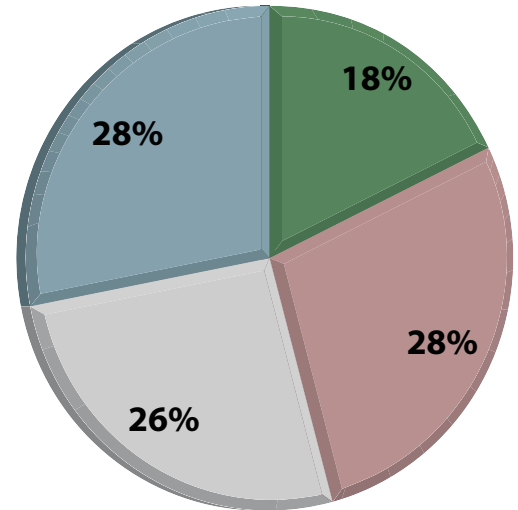
Participants will slice the cake in half, assemble the cake, ice the cake, decorate the cake with writing and borders and flowers, and display the cake

26% Fruit Pie

Participants will scale ingredients, mix ingredients, refrigerate dough, roll and trim the dough, and bake the pie to taste.

28% Pâte à Choux

Participants will scale ingredients, cook paste, mix ingredients, pipe with a pastry bag, and bake the product to taste.



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Sample Job

Soft Dinner Roll Dough

Maximum Time: 1 hour

Participant Activity: The participant will follow the formula/recipe provided and prepare the soft dinner roll dough.

