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| Name: | Areas: | | | |
| Assessment Task | | | | |
| Expectations  A3. process the data received using evaluation, compilation, organization, analysis, interpretation and synthesis methods.  A4. communicate the results of their research and investigation.  B2. apply nutrition recommendations from Canada’s Food Guide and advice from various organizations to promote good health.  C1. explain various food and nutrition issues at different stages of life.  B3. analyse various factors that influence the nutritional status of individuals and groups.  E2. apply practices to ensure food safety in the kitchen.  E3. perform food preparation techniques. | | | | |
| **Categories** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding** | | | | |
| *(KU1)* ***Knowledge of content***   * Of the role of macronutrients and micronutrients * Of hygiene and safety measures in the kitchen | Demonstrates limited knowledge of content | Demonstrates some knowledge of content | Demonstrates considerable knowledge of content | Demonstrates thorough knowledge of content |
| *(KU2)* ***Understanding of content***   * Of the nutrients needed to maintain good health (at least three) | Demonstrates limited understanding of content | Demonstrates some understanding of content | Demonstrates considerable understanding of content | Demonstrates thorough understanding of content |
| **Thinking** | | | | |
| *(T1)* ***Use of planning skills***   * Organizes the steps according to the fabrication process and the allotted time (longest step first) * Completes all components of the report in the allotted time | Uses planning skills with limited effectiveness | Uses planning skills with some effectiveness | Uses planning skills with considerable effectiveness | Uses planning skills with a high degree of effectiveness |
| *(T2)* ***Use of processing skills***   * Analyzes their results to find the appropriate characteristics of the meal (appearance, texture, flavour and smell) * Presents accurate, relevant and convincing proof to support their opinions | Uses processing skills with limited effectiveness | Uses processing skills with some effectiveness | Uses processing skills with considerable effectiveness | Uses processing skills with a high degree of effectiveness |
| *(T3)* ***Use of critical/creative thinking processes***   * Identifies and explains strengths * Personal * Of the brigade * Identifies and explains areas for improvement * Personal * Of the brigade * Relevance and precision of the elements tied to planning, preparation and the position * Balance of presentation (assembly, finishing, decoration) | Uses critical/creative thinking processes with limited logic | Uses critical/creative thinking processes with some logic | Uses critical/creative thinking processes with considerable logic | Uses critical/creative thinking processes with a high degree of logic |
| **Communication** | | | | |
| *(OC1)* ***Expression and organization of ideas and information*** | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness |
| *(OC2)* ***Expression and organization of ideas and information in oral, visual, and written forms and for different audiences and purposes***   * Respects the requested format (recipe, planning, analysis, self-evaluation, nutritional value) * Appropriate communication, attitude and behaviour with the hierarchy and the brigade | Communicates for different audiences and purposes with limited effectiveness | Communicates for different audiences and purposes with some effectiveness | Communicates for different audiences and purposes with considerable effectiveness | Communicates for different audiences and purposes with a high degree of effectiveness |
| *(OC3)* ***Use of conventions, vocabulary, and terminology***   * Uses field vocabulary * Uses the tools at their disposal to produce a quality paper. * Uses a personal pronoun (I or we) for their self-evaluation | Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | Uses conventions, vocabulary, and terminology of the discipline with some effectiveness | Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| **Application** | | | | |
| *(A1)* ***Application of knowledge and skills in familiar contexts***   * Applies personal hygiene and safety principles * Hand washing * Clothing safety (hair - hands - apron) * Applies environmental and material hygiene and safety principles * Remaining at their station * Handling raw materials * Maintaining a clean and orderly work area * Tool hygiene (washing - disposal) * Equitable distribution of tasks in the brigade * Doing their share of the work * Time consistency * Appropriate attitude and behaviour * Listening * Team player * Sense of observation * Motivation, enthusiasm, initiative * Asking for advice, curiosity | Applies knowledge and skills in familiar contexts with limited effectiveness | Applies knowledge and skills in familiar contexts with some effectiveness | Applies knowledge and skills in familiar contexts with considerable effectiveness | Applies knowledge and skills in familiar contexts with a high degree effectiveness |
| *(A2)* ***Transfer of knowledge and skills to new contexts***   * Applies food preparation techniques * Prepares raw materials * Uses proper tools with dexterity and ease * Rational use of equipment * Rational use of raw materials (no waste) | Transfers knowledge and skills to new contexts with limited effectiveness | Transfers knowledge and skills to new contexts with some effectiveness | Transfers knowledge and skills to new contexts with considerable effectiveness | Transfers knowledge and skills to new contexts with a high degree of effectiveness |
| *(A3)* ***Making connections within and between various contexts***   * Makes connections between the techniques used and the finished product (action required to improve: flavours, texture, appearance) * Makes a connection between transformation techniques, health and safety | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness |