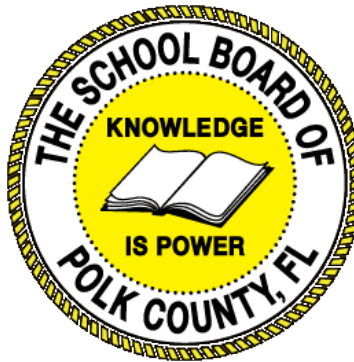


Individual Test Item Specifications

8809200- Fundamentals of Culinary Careers

2015



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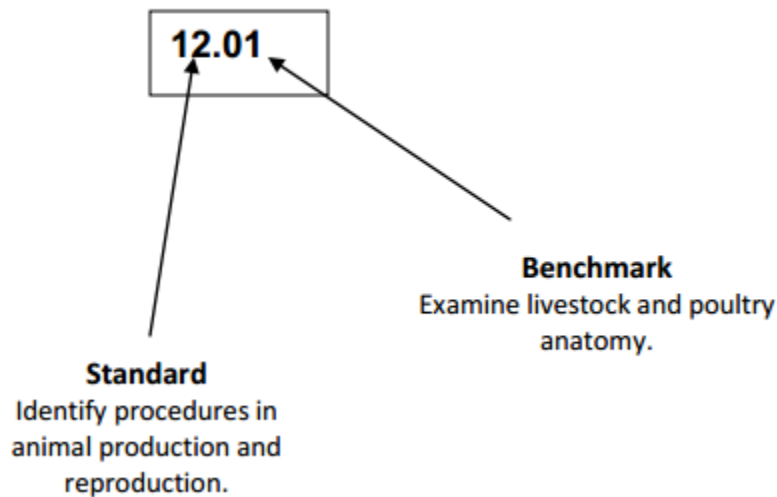
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

- Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.

An example, from Agritechnology 1:



The image above describes the components of a Career and Technical Education Standard and Benchmark classification system.

Each MAFS benchmark is labeled with a system of letters and numbers.

- The four letters in the *first position* of the label identify the **Subject**.
- The number(s) in the *second position* represents the **Grade Level**.
- The letter(s) in the *third position* represents the **Category**.
- The number in the fourth position shows the **Domain**.
- The number in the *fifth position* identifies the **Cluster**.
- The number in the last position identifies the specific **Benchmark**.



The image above describes the components of a Florida Standard and Benchmark classification system.

Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for the Florida Department of Education Career and Technical Education item banks. For each benchmark assessed, the following information is provided.

Reporting Category	is a grouping of related benchmarks that can be used to summarize and report achievement.
Standard	refers to the standard statement presented in the Florida Standards.
Benchmark	refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark.
Item Types	are used to assess the benchmark or group of benchmark.
Cognitive Complexity	ideal level at which item should be assessed.
Benchmark Clarifications	explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.
Content Limits	define the range of content knowledge and that should be assessed in the items for the benchmark.
Stimulus Attributes	define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content.
Response Attributes	define the characteristics of the answers that a student must choose or provide.
Content Focus	defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each type of question assessed. The correct answer for all sample items is provided.

II. Individual Benchmark Specifications

Standard	01.0 Demonstrate leadership skills.
Benchmark	01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical students organizations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand the different roles within leadership of an organization and why these roles are essential for organizational function.
Content Focus	Community service, career, technical, organizations, president, vice president, secretary, treasurer
Content Limits	The content should focus on leadership within professional and student organizations. There should also be emphasis on why these leadership roles are essential to an organization
Stimulus Attributes	The items may include common leadership roles and responsibilities for organizations in general. They could also focus on student organizations such as FCCLA.
Response Attributes	The selected response should contain one correct answer and three distractors. Content should show general leadership qualities and characteristics.
Sample Item	In the general set up of an organization, which leadership role has the responsibility to handle all money and track the income and expenses of the organization? A. president B. secretary C. treasurer D. vice president Answer: C

Standard	03.0 Demonstrate effective communication skills.
Benchmark	03.02 Distinguish between non-assertive, assertive and aggressive communication.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand the different communication types and how to recognize each type of communication.
Content Focus	Assertive, non-assertive, aggressive, tone, word choice
Content Limits	The item should show different types of communication and allow students to distinguish between different appropriate responses.
Stimulus Attributes	The selected response items should include identifying the importance of word choice. The short answer prompts may have students formulate an appropriate response in a given interaction.
Response Attributes	The response should require students to understand the different types of communication and different levels of communication.
Sample Item	The football workout after school today was easy. Which word could be used in place of the underlined word to show an aggressive tone? A. brutal B. hard C. long D. tiring Answer: A

Standard	03.0 Demonstrate effective communication skills.
Benchmark	03.05 Utilize conflict resolution skills.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will understand effective ways to resolve conflict with people of all ages. The student will demonstrate different skills based on the variables in the given situation.
Content Focus	Conflict resolution, respect, authority, I-statements
Content Limits	The item should require the student to demonstrate how conflict resolution changes depending on the situation.
Stimulus Attributes	The stimulus should deal with different types of conflict with different levels of authority. The extended response may have a student describe the steps of conflict resolution.
Response Attributes	The responses should require students to demonstrate a high level of understanding of conflict resolution.
Sample Item	You are faced with a conflict with your best friend. Explain how you would go about correctly resolving the conflict. Rubric: 2 points: The response correctly identifies all necessary steps. 1 point: The response correctly identifies all but two steps. 0 points: The conflict resolution steps are not followed correctly.

Standard	04.0 Analyze careers in the culinary industry.
Benchmark	04.01 Describe careers in the culinary and hospitality industry.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand different careers within the culinary and hospitality industry.
Content Focus	Tourism, hospitality
Content Limits	The item should focus on the most common culinary and hospitality careers.
Stimulus Attributes	The short response could focus on a difference between two similar careers.
Response Attributes	The responses should require a student to understand multiple careers within the industry and what makes each career unique.
Sample Item	What is the career title of the chief cook of a large kitchen staff? A. executive chef B. line cook C. maître d' D. waitress Answer: A

Standard	04.0 Analyze careers in the culinary industry.
Benchmark	4.02 Classify careers from entry level to professional level.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand what it means to be a professional and the steps needed to become a professional in the culinary industry.
Content Focus	Prep cook, line cook, chef, caterer, executive chef
Content Limits	The item should show the hierarchy of careers within the culinary industry.
Stimulus Attributes	The selected response items may have the student identify entry level versus professional level careers.
Response Attributes	The responses should contain one correct answer and three distractors. The student should show understanding of the vocabulary and careers learned.
Sample Item	Which of the following careers is not considered a professional position? A. caterer B. executive chef C. line cook D. pastry chef Answer: C

Standard	05.0 Practice safety, sanitation, and storage procedures in food preparation.
Benchmark	05.01 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will recognize proper safety and sanitation procedures and be able to demonstrate each procedure.
Content Focus	Oven mitt, hot pad, cutting surface, cutting board
Content Limits	The item should focus on safety procedures such as handling sharp or hot items. The item should not focus on cross-contamination or foodborne illness.
Stimulus Attributes	The performance and extended response tasks should require students to show a firm understanding of proper safety procedures.
Response Attributes	The responses to short and extended response items should have students describe procedures or steps in food safety. The performance task response may be observed as part of a lab or demonstration.
Sample Item	Avery is making chocolate chip cookies. The recipe calls for 3 cups of flour. How should he measure the flour? A. Dig the measuring cup into the flour bag. B. Pour the flour from the bag into the measuring cup until it is full. C. Spoon the flour into the measuring cup and level each cup with the spoon. D. Use the back of a spoon to press as much flour as possible into the measuring cup. Answer: C

Standard	05.0 Practice safety, sanitation and storage procedures in food preparation.
Benchmark	05.02 List common foodborne illnesses and their causes.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will know the top five foodborne illnesses and their causes.
Content Focus	Listeria, E. coli, salmonella, staphylococcus bacteria, hepatitis A
Content Limits	The item should focus on the illness and cause. It should not focus on preventing the spread of foodborne illness.
Stimulus Attributes	The stimulus should focus on identifying the different foodborne illnesses by their symptoms and causes.
Response Attributes	The short response questions could require a student to identify a foodborne illness and its causes.
Sample Item	Which foodborne illness is most often spread due to food service workers not washing their hands properly after using the restroom? A. e-coli B. hepatitis A C. listeria D. salmonella Answer: B

Standard	05.0 Practice safety, sanitation, and storage procedures in food preparation.
Benchmark	05.04 Identify and practice food service safety and sanitation procedures.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand and demonstrate food service safety and sanitation steps.
Content Focus	Food-borne illness, sanitize, disinfectant, cross-contamination
Content Limits	The content should focus on sanitation and food handling procedures to prevent cross-contamination.
Stimulus Attributes	The stimulus could contain pictures, charts or graphs as needed.
Response Attributes	The short response questions should require a student to explain procedures and safe handling of food. The performance task should require students to demonstrate sanitation procedures. This could be done as part of a lab if available.
Sample Item	<p>Dylan is dicing uncooked chicken while preparing a meal. Explain the steps he will need to take to ensure he prevents foodborne illness and cross contamination within his kitchen.</p> <p>Rubric:</p> <p>4 points: The response accurately explains all steps to prevent foodborne illness and cross contamination.</p> <p>3 points: The response explains most steps to prevent foodborne illness and cross contamination or does so with one error.</p> <p>2 points: The response mostly explains two steps to prevent foodborne illness and cross contamination.</p> <p>1 point: The response explains only one step to prevent foodborne illness and cross contamination.</p> <p>0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	o6.o Identify and demonstrate proper use of culinary equipment and tools.
Benchmark	o6.o1 Identify and demonstrate measuring utensils for the appropriate ingredient.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will recognize proper measuring procedures and be able to demonstrate each procedure.
Content Focus	Dry ingredients, wet ingredients
Content Limits	The item should show how measurements of wet and dry ingredients differ and how the techniques used to measure each type of ingredient are due to these differences.
Stimulus Attributes	The items should focus on the different measuring techniques for dry and wet ingredients and understanding why they are measured differently.
Response Attributes	Performance task could be evaluated with a cooking lab or just with demonstration of measuring techniques with given ingredients.
Sample Item	Avery is making chocolate chip cookies. The recipe calls for 3 cups of flour. How should he measure the flour? A. Dig the measuring cup into the flour bag. B. Pour the flour from the bag into the measuring cup until it is full. C. Spoon the flour into the measuring cup and level each cup with the spoon. D. Use the back of a spoon to press as much flour as possible into the measuring cup. Answer: C

Standard	07.0 Read and interpret a recipe accurately.
Benchmark	07.01 Define and demonstrate common culinary terms used in recipes.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will be able to read and interpret common culinary terms found in recipes.
Content Focus	Combine, stir, beat, bake, broil, saute, boil, simmer
Content Limits	The performance task may have the student create a dish from a recipe to demonstrate understanding of the terms used in the recipe.
Stimulus Attributes	The stimulus may contain pictures, charts or graphs as needed. Sample recipes may be interpreted.
Response Attributes	The performance task may be evaluated with a cooking lab. The selected response may focus on the definitions of the terminology.
Sample Item	Which culinary term is defined as "fried quickly in a little hot fat"? A. blanché B. fold C. sauté D. scald Answer: C

Standard	07.0 Read and interpret a recipe accurately.
Benchmark	07.03 Demonstrate recipe conversions.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will be able to understand how to convert measurements as needed for a recipe.
Content Focus	Double, half, teaspoon, tablespoon, cup, ounce
Content Limits	The conversions should include doubling or halving a recipe. The items may also include conversions from one standard of measure to another.
Stimulus Attributes	The extended response may require a recipe to be accurately doubled or halved. The elected response may focus on conversions from one standard of measure to another.
Response Attributes	The selected response choices should contain distractor answers that could occur with common mistakes made when converting measurements.
Sample Item	<p>Jermaine wants to double his mom's sugar cookie recipe. The original recipe calls for $1\frac{3}{4}$ c. of flour. How much flour should Jermaine use based on the original recipe?</p> <p>A. $2\frac{1}{2}$ c. B. $2\frac{3}{4}$ c. C. $3\frac{1}{2}$ c. D. $3\frac{3}{4}$ c. Answer: C</p>

Standard	o8.o Relate the principles of nutrition to menu development.
Benchmark	o8.o2 Describe the food groups on the MyPlate food guide and the nutrients contained within each group.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand how to use the MyPlate tool and how it should guide food choices for individuals.
Content Focus	MyPlate, protein, vegetables, fruit, carbohydrates, fat
Content Limits	The item should focus on understanding the nutrition reasoning behind the MyPlate guidelines and how food intake is vital for nutrient balance.
Stimulus Attributes	The stimulus should focus on the nutrients within each food group and adequate intake of each food group. Could contain pictures, graphs or charts as needed.
Response Attributes	The responses should indicate an understanding of nutrition and how MyPlate guides nutrition choices.
Sample Item	Bianca needs to increase her consumption of fruit. Which of the following is the best choice for fruit? A. canned fruit B. dried fruit C. fruit juice D. whole fruit Answer: D

Standard	09.0 Analyze factors that affect menu development.
Benchmark	09.03 Develop menus using various dietary guidelines.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will evaluate and develop a menu based on given dietary guidelines.
Content Focus	Diet, guidelines, protein, carbohydrate, sugar, fat, nutrients
Content Limits	The item should evaluate understanding of how dietary restrictions affect food choices.
Stimulus Attributes	The stimulus may give a menu and have students identify dietary guidelines illustrated by the menu.
Response Attributes	The performance tasks may require the student to develop a daily menu based on given guidelines. The short response may require students to identify what is nutritionally missing from a menu.
Sample Item	Duane, a 16-year-old, is deciding what to make for dinner. He knows he needs to include one more serving of protein in order to meet his nutritional requirement for the day. Which of the following foods contains the protein he needs? A. broccoli B. pear C. rice D. steak Answer: D

Standard	11.0 Exhibit efficient operation of the back-of-the-house.
Benchmark	11.02 Identify the back-of-the-house preparation stations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	L
Benchmark Clarification	The student will recognize the different stations needed in the back-of-the-house within a restaurant.
Content Focus	Saute station, grill station, salad station, dessert station, fry station, wait station, kitchen line
Content Limits	The item should focus on what tasks go on at each preparation station and how efficiency is gained through the use of stations.
Stimulus Attributes	The item may use pictures, charts or graphs as needed. The item should focus on identification and general function of stations.
Response Attributes	The responses should show identification of the stations in the back-of-the-house.
Sample Item	Which back-of-the-house station is responsible for making chicken strips? A. fry station B. salad station C. sauté station D. wait station Answer: A

Standard	12.0 Exhibit efficient operation of the front-of-the-house.
Benchmark	12.02 Identify and demonstrate the culinary duties and responsibilities of the front-of-the-house staff, i.e. table set up, accurately recording customer requests, practice appropriate serving techniques and collecting money.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify duties and responsibilities and be able to accurately demonstrate these responsibilities in a given situation.
Content Focus	Table set up, serving techniques, money handling, accuracy, customer service
Content Limits	The item should require students to identify and demonstrate the tasks completed by the front-of-the-house staff in a restaurant.
Stimulus Attributes	The performance tasks may allow students to demonstrate the tasks and responsibilities of the front-of-the-house. The students may describe a restaurant experience with front-of-the-house operations.
Response Attributes	The responses for selected response items should focus on identification of responsibilities in the front-of-the-house.
Sample Item	When serving a meal at a table, what is the appropriate way to serve a plate to a customer? A. from the left B. from the right C. from across the table D. by having another customer pass the plate Answer: A

Standard	13.0 Demonstrate creative food presentation techniques.
Benchmark	13.01 Identify the criteria for achieving an aesthetically pleasing plate.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will understand how to plate a meal to make it look the most pleasing.
Content Focus	Color, texture, shape, arrangement, aesthetics
Content Limits	The item should focus on identifying and defining the attributes of an aesthetically pleasing plate.
Stimulus Attributes	The stimulus should focus on the four aspects of aesthetically pleasing plates and may contain pictures as needed.
Response Attributes	The response should focus on identifying the criteria and what each item means when applied to plating a meal.
Sample Item	Christopher needs to add color to the plate for a meal he is serving. Which is the best way to add color? A. adding garnishes B. adding colorful sauces C. using a more colorful plate D. serving colorful vegetables Answer: D

Standard	14.0 Utilize technology as it relates to the culinary industry.
Benchmark	14.01 Identify technology utilized in the culinary industry.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand what technology is used in the culinary world, how the technology has changed the industry, and why this technology is important.
Content Focus	Tablesides restaurant manager, touchscreen food vendor, LED alert system
Content Limits	The item should show a student understands each type of technology and how it is changing the culinary industry.
Stimulus Attributes	The stimulus could contain pictures of technology used in the culinary industry or charts and graphs that show how the culinary industry has changed due to technology.
Response Attributes	The short response answers should require a student to show understanding of how technology changes an industry.
Sample Item	Briefly explain how technology affected an experience you recently had at a restaurant or with food. Choose one item of technology to focus on for your answer. Rubric: 2 points: The response correctly identifies the technology and its effect on experience. 1 point: The response correctly identifies the technology but does not explain its effect on experience. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	15.0 Demonstrate the skills involved in effective resource management.
Benchmark	15.01 Identify steps of the decision-making process.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand what steps go into a good decision making process and the importance of following the steps.
Content Focus	State the problem, identify choices, evaluate choices, make a decision, implement decision, monitor solution
Content Limits	The item should focus on apply the steps in the decision making process to a real life situation and evaluating which step is next or how to carry the process through the end.
Stimulus Attributes	The stimulus could involve the correct ordering of steps within the decision making process.
Response Attributes	The response can include terms, phrases, or sentences.
Sample Item	Bayley recognizes that she has a problem and has identified the possible solutions to the problem. Which step comes next in the decision making process? A. evaluate choices B. identify choices C. make a decision D. monitor solution Answer: A

Standard	15.0 Demonstrate the skills involved in effective resource management.
Benchmark	15.03 Explain how values and goals affect decisions.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand how values and goals drive the decision making process.
Content Focus	Value, goal
Content Limits	The item should show how personal values and goals shape decisions and life outlook for people.
Stimulus Attributes	The stimulus may include the difference between a value and a goal. It could also show how values and goals drive the decision making process.
Response Attributes	The response should indicate full understanding of values and goals and how daily decisions are made because of those values and goals.
Sample Item	Danielle has a goal of attending a four-year university after high school. She has decided to spend her summer studying for the ACT college placement exam. Explain how her goal has shaped her decision. Rubric 2 points: The response correctly explains the goal driving the decision. 1 point: The response partially explains the goal driving the decision. 0 points: The response incorrectly links the goal and the decision.