

Cutting and portion size	The stated ingredients cuts are correct. Portion sizes are correct and in proportion to each other.	The stated ingredients cuts are adequate, but not outstanding. Portion sizes are 75% satisfactory, but not perfectly balanced.	The stated cuts need improvement. The portion sizes are not correct.	There is no specific cut.	5
Time Management	Used time efficiently. Stayed focused on the task. Did not sit down until kitchen was spotless. Students stayed on task, quiet, safe.	Group was a little disorganized but got the job in time. Students were on task for majority of the lab.	Group did not use time efficiently and barely got done in time. Students were frequently off task with redirection needed.	Objection for the day was not met in time. Students were off task majority of the task and frequent redirections needed.	75
Food Presentation & Final Product	Clean cuts in relation to make food appealing. Food placed neatly on plates. Food has the appropriate look, taste and texture. Final product is plated appropriately for evaluation.	Food is very close to having the appropriate look, taste and texture. Final product is plated appropriately for evaluation with assistance.	Food did not have the appropriate look, taste and texture. Final product is plated for evaluation.	Food could not be eaten. Final product is not plated for evaluation or presentation appears sloppy and/or unfinished.	7
Clean Up	Dishes are washed and dried using the dish rack and drain board. All items are put back where they belong. Floors, counters, and sinks are clean and dry. Table is cleaned after serving. If done early, stayed quiet/ seated at tables. Table, counter, stove, sink, chiller, freezer and oven are cleaned. Kitchen is swept and trash removed. Dirty towels placed in appropriate place.	Had to be reminded to clean up. Cleaned everything well. Table, counter, stove, sink, chiller, freezer and oven are cleaned after reminder. Kitchen is swept and trash removed after reminder. Dirty towels placed in appropriate place.	Did not use the dish rack and drain board. Did not put equipment back where belonged. Had to go back to kitchen after kitchen inspection. Table, counter, stove, sink, chiller, freezer and oven are cleaned after multiple reminders. Kitchen is swept and trash removed after multiple reminders. Dirty towels placed in appropriate place after reminder.	Clean up was poor. Items were put away dirty or wet. Kitchen was not spotless. Members argued about clean up duties. Table, counter, stove, sink, chiller, freezer and oven are not cleaned after multiple reminders. Kitchen is not swept and no trash is not removed after multiple reminders. Dirty towels are not placed in appropriate place after reminders.	
Professionalism & Participation	All group members actively participate in all activities. All group members clean and sanitize work station. All group members try final product. All group members listen to directions and announcements. All group members are prepared.	All group members actively participate in all activities with reminder. All group members clean and sanitize work station with reminder. All group members try final product. All group members listen to directions and announcements with reminder. All group members are prepared.	All group members actively participate in all activities with repeated reminders. All group members clean and sanitize work station with multiple reminders. All group members try final product. All group members listen to directions and announcements with multiple reminders. All group members are minimally prepared.	All group members do not actively participate in all activities with repeated reminders. All group members do not clean and sanitize work station. All group members do not try final product. All group members do not listen to directions and announcements. All group members are not prepared.	
Total Marks					

Evaluated by:

Rubric For Food Evaluation

M Walker



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Assessment of Student Achievement Gavin T. L. Brown, 2017-07-20 Assessment is a concept familiar across the field of education and is inherent to the work of professors administrators teachers researchers journalists and scholars A multifaceted and politically charged topic assessment ranges from informal interactions with learners in classrooms to systematic high stakes testing and examination Written by a leading expert on assessment this book situates the topic within the broader context of educational psychology research and theory and brings it to a wider audience With chapters on the fundamentals of assessment explanations of its uses and advice for best application this concise volume is designed for any education course that includes assessment in the curriculum It will be indispensable for student researchers and both pre and in service teachers alike

Rubric Assessment Goes to College Mary J. Goggins Selke, 2013-01-25 On campuses across the United States and beyond schools of business education law liberal arts management medical professions pharmacy and physical or social sciences are beginning to use assessment rubrics for purposes of formative and summative evaluation A concise yet comprehensive guide to rubric usage this book is an essential tool for university professional school college community college and upper level secondary school faculty members It contains one stop rubric shopping for key considerations common problems specific design steps implementation samples standards alignment and grade focused applications Effective college level rubrics that are the right tools for objective comprehensive assessment can be constructed almost as easily as an ice cream sundae Welcome aboard as Rubric Assessment Goes to College

Rubrics - a tool for feedback and assessment viewed from different perspectives Ivo de Boer, Femmie de Vegt, Helma Pluk, Mieke Latijnhouwers, 2021-11-17 This IAMSE Manual describes how to use rubrics in higher education especially in the highly specialized health sciences education setting The book provides a conceptual framework practices and a series of checklists that lecturers can use to design their own rubrics for a variety of situations and content It highlights varying perspectives from teachers students educational advisors and curriculum managers while providing practical tips for developing and using rubrics The objectives of the manual include guiding health sciences educators in Providing useful actionable and efficient feedback to students on assignments using a structured format i e using rubrics Implementing a learning culture where giving rich feedback is standard practice Using rubrics to increase quality of assessment of assignments validity reliability transparency Incorporating in the instructional setting latest insights in the appropriate use of rubrics in the health sciences education setting

Evaluation Materials for Food Service Instructional Programs in Pennsylvania, 1979

Classroom Assessment for Student Learning Richard J. Stiggins, Judith A. Arter, Jan Chappuis, 2004 DVD includes video segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover

Activities, Games, and Assessment Strategies for the Foreign Language Classroom Amy Buttner, 2007 This book provides easy to use resources to help you write fun lesson plans With over 100 activities and games this book also

includes rubrics spreadsheets materials lists and templates From Standards to Rubrics in Six Steps Kay Burke, 2010-10-18 Featuring a comprehensive six step process for moving from standards to rubrics this updated bestseller helps teachers build tasks checklists and rubrics differentiate for special needs and more *Review of the Administration's Proposals to Reform the Food Stamp and Commodity Distribution Programs* United States. Congress. House. Committee on Agriculture. Subcommittee on Department Operations, Nutrition, and Foreign Agriculture, 1995 Teaching and Learning Strategies Diana Whitton, 2015-06-29 The text outlines teaching strategies that can be used to facilitate classroom learning and engagement including discovery learning experiments demonstrations the use of questioning the facilitation of discussion and the effective provision of feedback Chapters include activities diagrams and key points to help readers practise the strategies and consolidate knowledge *Scaling up Assessment for Learning in Higher Education* David Carless, Susan M. Bridges, Cecilia Ka Yuk Chan, Rick Glofcheski, 2016-12-29 A critical issue in higher education is the effective implementation of assessment with the core purpose of promoting productive student learning This edited collection provides a state of the art discussion of recent cutting edge work into assessment for learning in higher education It introduces a new theme of scaling up which will be welcomed by theorists researchers curriculum leaders and university teachers and showcases the work of leading figures from Australia England continental Europe and Hong Kong The work illuminates four key elements 1 Enabling assessment change 2 Assessment for learning strategies and implementation 3 Feedback for learning 4 Using technology to facilitate assessment for learning Solidly research based and carrying important implications for enhanced practice in assessment for learning at the university level it is a must read for academic developers researchers university teachers academic leaders and all those interested in assessment matters *Food: Nutrition & Invention Gr. 4-6* ,

How to Create and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete

resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn *Assessing Student Understanding in Science* Sandra K. Enger, Robert E. Yager, 2009-10-01 In this second edition Enger and Yager expand their previous work by suggesting new assessments and more clearly connecting their assessments with the National Science Education Standards For classroom teachers this book offers a range of suggestions that can enhance instruction For science teacher educators this book is an invaluable and handy resource in working with beginning new or experienced science teachers Julie A Luft Professor of Science Education Arizona State University Create and customize assessments to determine student understanding in six domains of science Carefully designed assessments can give teachers the information they need to improve instruction and help students meet educational goals and objectives This updated resource offers a multifaceted approach to measure what students know and can do as a result of their learning experiences *Assessing Student Understanding in Science* provides educators with essential methods to best assess student proficiency and performance in science The authors provide an extensive collection of strategies and examples for elementary middle and high school classrooms Aligned with national science standards the book includes Criteria to measure student progress in six critical domains of science concepts processes applications attitude creativity and the nature of science Strategies to evaluate your teaching practice such as action research video recordings and journaling Information about using formative assessments to inform teaching Methods for assessing student work using portfolios self evaluations and rubrics An introduction to using science notebooks as assessment tools With the proven frameworks in this book teachers can build customized assessments to meet instructional needs and prepare students to succeed in science *Assessment of Gifted and High-Ability Learners* Joan L. Green, 2021-09-03 *Assessment of Gifted and High Ability Learners* equips readers with the knowledge and skills to evaluate and document student progress using a cyclical systematic process This book *Assessing Student Learning* Linda Suskie, 2018-01-05 *Assessing Student Learning* is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves *Assessment in Science* D.P. Shepardson, 2011-06-27 *Assessment in Science* combines professional

development and classroom practice in a single volume The pragmatic nature of the book makes it a valuable resource for administrators and staff developers interested in designing professional development programs and for science teachers looking for techniques and examples of classroom based assessments Unique features of Assessment in Science include 1 practical strategies and tools for implementing successful professional development programs in science assessment 2 teacher stories and case studies about classroom based assessment practice and how these teachers changed their assessment practice 3 examples of classroom based assessments and scoring guides 4 samples of student work with teacher commentary and 5 examples of how the national reform documents in science education served as tools in professional development programs and in designing classroom based assessments Assessment in Science expands the existing literature on science assessment by sharing a model for professional development and examples of teacher developed assessments with accompanying student work and teacher commentary Chapters written by science teachers tell how they assess students and how they have changed their assessment practice as well as how changing assessment practice has resulted in a change in their science instruction Assessment in Science is targeted at practising professionals in science education administrators staff developers science teachers and university science educators Assessment in Science has applicability to graduate level courses in science education and in service courses for science teachers The teacher chapters are also appropriate for use in undergraduate science methods courses to illustrate classroom based assessments

*108-2 Hearings: Agriculture, Rural Development, Food And Drug Administration, and Related Agencies Appropriations For 2005, Part 3, March 11, 2004, **,2004 *The World Food Programme and Global Food Security* Great Britain. Parliament. House of Commons. International Development Committee,2008-07-23 The World Food Programme s WFP pipeline of emergency food has never been more important WFP does crucial work at the frontline of humanitarian emergencies and in building the resilience of communities to deal with long term hunger

Food Allergens Tong-Jen Fu,Lauren S. Jackson,Kathiravan Krishnamurthy,Wendy Bedale,2017-11-16 This volume identifies gaps in the assessment management and communication of food allergen risks Chapters showcase best practices in managing allergen risks at various stages of the food chain including during food manufacture processing during food preparation in food service retail food establishments and in the home and at the point of consumption The authors highlight key legislative initiatives that are in various stages of development and implementation at the federal state and community levels Finally the volume includes recommendations for ways to build and strengthen education and outreach efforts at the food industry government institutional and community levels Chapters come from an array of experts including researchers and key stakeholders from government the food industry retail food service groups and consumer groups The information presented will facilitate the development of educational materials and allergen management training programs for food production and service staff extension specialists and government inspectors Consumers and other food safety professionals will also benefit from information on food allergen control measures that have

been put in place across the food chain **STEM Labs: Food Production** Barbara R. Sandall, Abha Singh, 2021-02-15
GRADES 5-8 Mark Twain's STEM Labs Food Production Book provides hands-on labs so students can explore the challenges of food production for a growing population. 5th-8th grade students strengthen their scientific knowledge as well as organizational and technological skills through interactive learning. **WHAT'S INCLUDED** This 96-page student book features hands-on labs that allow students to explore the challenges of food production for a growing population while using the scientific method and science, technology, engineering, and mathematics. The units are designed to cultivate an interest in the STEM fields of science, technology, engineering, and mathematics while learning about issues in food production. **CORRELATED TO STATE STANDARDS** This standards-based workbook helps students build proficiency in science, technology, engineering, and mathematics through lessons such as biologically productive land and water, food systems, chains and webs, food and energy, farming, hydroponics, food processing and preservation, and a student STEM design challenge. **INTERACTIVE LEARNING** This workbook challenges students to apply scientific inquiry, content knowledge, and technological design to solve real-world problems. Thought-provoking class discussions are included to enhance critical thinking skills for engaging and insightful interactive learning. **WHY MARK TWAIN MEDIA** Designed by leading educators, Mark Twain Media Publishing Company specializes in providing captivating supplemental books and resources in a wide range of subjects for middle and upper-grade classroom success.

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observing mitosis lab background in a growing plant root the cells at the tip of the root are constantly dividing to allow the root to grow because each cell divides independently of the others a root tip contains cells at different stages of the cell cycle this makes a root tip an excellent tissue to study the stages of cell division

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these regions of growth are good for studying the cell cycle because at any given time you can find cells that are undergoing mitosis in order to examine cells in the tip of an onion root a thin slice of the root is placed onto a microscope slide and stained so the chromosomes will be visible the cells you will be looking at in this activity

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compare and contrast mitosis and meiosis both mitosis and meiosis are involved in making new cells both start with diploid 2 sets of chromosomes o interphase occurs before both duplicating chromosomes before division o both mitosis and meiosis go through prophase metaphase anaphase telophase meiosis goes through prophase twice i

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the cell cycle results in the formation of two genetically identical daughter cells from the division of a parent cell in this lab you will be observing plant cells onion in the various stages of mitosis and make time calculations based on the data you

collect

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observing mitosis analysis and conclusion questions 1 mitosis is much the same in animal cells as in the plant cells you have examined what can you infer from this about the origins of mitosis a i can infer that the start of cell all came from one cell and where that cell came from we do not know but it was the start from that cell it when through the process of binary fission

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jul 25 2019 procedure 1 create a data table with the following headings across the top number of cells percentage of all cells time min and the stages of mitosis down the side prophase metaphase anaphase telophase 2 carefully put the slide on the microscope and focus it under low power 40x is preferred 3

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feb 23 2022 many cells will be in various stages of mitosis number of words 244 words aim to study the image of onion cells under a microscope and identify actively dividing cells throughout mitosis during the cell cycle s phases materials and methods refer to the practical activity handout dna observing mitosis results

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discuss the answers to the questions with a partner think pair share and then the class activity 2 observe the stages of mitosis in onion root cells plant cells also use mitosis for growth maintenance and repair

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after completing this lab exercise you should be able to identify and describe the stages of the cell cycle mitosis and meiosis recognizing the events that occur during each stage distinguish between mitosis and cytokinesis as they take place in animal

and plant cells

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the onion root is also a good place because this is the area where the plant is growing remember that when cells divide each new cell needs an exact copy of the dna in the parent cell this is why mitosis is only visible in cells that are dividing like the whitefish embryo and the onion root tip mitosis can take several hours to complete

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exercise 1 observing mitosis under the microscope examine prepared slides of both plant cells onion allium root tip and animal cells whitefish blastula under the microscope at 400x

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in general mitosis occurs through several stages that include prophase divided into prophase and prometaphase metaphase anaphase telophase because of the rapid rate at which onion root tips grow as a result of rapid cell division it s possible to observe and identify the different stages of mitosis

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observe mitosis in root tips practical activities have been safety checked but not trialled by cleapss users may need to adapt the risk assessment information to local circumstances core practical 3 observe mitosis in root tips objectives know how to prepare a temporary slide of a root tip to observe mitosis

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feb 7 2017 view under a microscope and identify the stages of mitosis results calculations the percentage of cells in each stage of mitosis can be observed and noted down a mitotic index can also be formed number of cells containing visible chromosomes total number of cells in the field of view conclusion

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exercise 2 observing mitosis in cells in this exercise you will observe the steps of mitosis in both plant and animal cells procedure review the images of onion root tip cells undergoing the different phases of mitosis shown in figure 10 figure 10 *study of mitosis in onion root tip cells cell division process* - Jun 10 2022

to study and demonstrate the mitotic type of cell division using the onion root tip cells mitosis results in the formation of two daughter cells that are identical to each other learn how the experiment is carried out

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