

Technology and Livelihood Education Performance Task

Section: _____

GROUP: _____

Members: _____

Dish: _____

Scoring Rubric—Kitchen Lab Performance Evaluation

	1 (Needs Improvement)	2 (Poor)	3 (Average)	4 (Good)	5 (Exceptional)
Skill Level- use of proper equipment and measuring techniques (x 1 pt)	Unacceptable skill level; does not meet minimum requirements for technique at this time	Needs practice and coaching to meet average skill level	Properly demonstrates skill with some prompting	Proficient at skill without supervision	Exemplary demonstration of skill. level is beyond expectations at this time, can assist others
Professional behavior and teamwork (x 2 pts)	Does not cooperate with team, unable to work with teammates	antagonizes others, is disruptive, needs constant reminders	Corrects behavior after prompting.	Works well with others, can work with little supervision, no unauthorized breaks	Very professional, takes on leadership roles
Time management (x 1 pt)	Large amount of wasted time and/or inactivity; activity not completed	Did not complete in time allotted due to inefficient use of time	Completed meal preparation, but not clean up activity	Completed activity and all clean-up tasks on time	Exceptionally organized; completed activity ahead of time-with time to spare
Kitchen sanitation- dishes and tool box Clean-Up Duties- stoves, sinks, counters, sweeping (x 1 pt)	No cleaning of equipment, utensils. Left area and/or surfaces dirty	Poor cleaning of equipment, items must be rewashed before further use. Poor cleaning, need to be redone	Adequate cleaning of equipment; some disorganization in storage. Adequate cleaning, some areas neglected	Clean equipment, items are properly stored. Clean and sanitized area & surfaces no items left on counter or sink.	Exceptionally clean equipment & utensils, neatly organized. Exceptionally clean, no prompting required
Final product Creativity, eye appeal, presentation (x 3 pts)	Poor presentation, sloppy	No creativity, lacks eye appeal	Average presentation, improper plating technique	Good presentation, and eye appeal, no adjustment needed	Excellent presentation and garnish, creative & original use of ingredients.
Product- taste texture, use of secret ingredient. (x 3 pts)	Inedible product	Some items uncooked, no seasoning, did not use secret	Needs adjustment in seasoning	Good-No adjustments needed	Perfect taste & texture, Secret ingredient well incorporated

Comments/ Suggestions:

Final Score: _____ / 30 points

T. Charlene Jane Concepcion

Grading Rubrics For Cooking Skills

Lei Huang

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name 'Lei Huang'.

Grading Rubrics For Cooking Skills:

Job Skills and Minority Youth Barton J. Hirsch, 2015-11-19 Minority youth unemployment is an enduring economic and social concern. This book evaluates two new initiatives for minority high school students that seek to cultivate marketable job skills. The first is an after school program that provides experiences similar to apprenticeships and the second emphasizes new approaches to improving job interview performance. The evaluation research has several distinct strengths. It involves a randomized controlled trial uncommon in assessments of this issue and age group. Marketable job skills are assessed through a mock job interview developed for this research and administered by experienced human resource professionals. Mixed methods are utilized with qualitative data shedding light on what actually happens inside the programs and a developmental science approach situating the findings in terms of adolescent development. Beneficial for policy makers and practitioners as well as scholars. **Job Skills and Minority Youth** focuses on identifying the most promising tactics and addressing likely implementation issues.

Grading for Equity Joe Feldman, 2018-09-25 Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. This must have book will help teachers learn to implement improved equity focused grading for impact. Zaretta Hammond, Author of *Culturally Responsive Teaching: The Brain Crack* opens the grading conversation. Here at last and none too soon is a resource that delivers the research base tools and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With *Grading for Equity*, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates. *Grading for Equity* provides a critical historical backdrop describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a fixed mindset about students' academic potential. Practices that are still in place a century later. A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a true north orientation toward equitable grading practices. Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness. Reflection tools for facilitating individual or group engagement and understanding. As Joe writes, "Grading practices are a mirror not just for students but for us as their teachers. Each one of us should start by asking, 'What do my grading practices say about who I am and what I believe?' Then let's make the choice to do things differently with *Grading for Equity* as a dog-eared reference."

Designing Texts Eva Brumberger, Kathryn Northcut, 2016-12-14 *Designing Texts* is an edited collection dedicated to teaching visual communication in non-visual disciplines with a particular focus on the fields of technical and professional

communication rhetoric and composition *Composing with Constraints* Jorge Variago, 2021-07-13 Composing with Constraints provides an innovative approach to the instruction of the craft of music composition based on tailored exercises to help students develop their creativity The 100 exercises that are included contain a unique set of guidelines and constraints intended to place the student in a specific compositional framework By using the methodologies in this book students will be able to create their own outlines for their compositions making intelligent and educated compositional choices that balance reasoning with intuition *Assessing Performance* Robert L. Johnson, James A. Penny, Belita Gordon, 2008-10-10 A comprehensive resource for assessment practitioners this book provides step by step guidance for developing administering scoring and validating a range of performance tasks including literacy and other types of proficiency assessments The authors explore how to establish the purpose of the assessment and how to develop scoring tools train raters reduce rater bias review scores and report results and use item level and test level analyses to optimize reliability and validity Clearly written and well organized the book includes many practical examples and accessible explanations of concepts and statistical procedures It encompasses the breadth of applications of performance assessment today from educational testing and the credentialing of professionals to research and program evaluation User friendly features include Checklists of activities to complete at each stage of a performance assessment End of chapter questions to facilitate self study Annotated suggestions for further reading A quick reference glossary of terms Examples drawn from multiple educational and professional licensure contexts Writer's Choice Tests with Answer Key and Rubrics Grade 12 McGraw-Hill Staff, 2000-07 How Well Does Your Child Read, Write, and Do Math? Ann Cook, 2004-09 The essential information contained on these pages reveals the truth about how a child is really performing in the classroom Concerned parents can find the answers to What is my child's learning style auditory visual or tactile Is my child's reading ability at grade level What are the national standards in writing at my child's grade level Does my child have special abilities in math This easy to use manual is a roadmap to academic success All parents who want their children to succeed in school need to read this book Beyond PLC Lite Anthony R. Reibel, Troy Gobble, Mark Onuscheck, Eric Twadell, 2024-03-19 Becoming a PLC is no small feat it requires years of collaboration and commitment In this powerful guide discover ten evidence based actions to help move your school teams beyond PLC Lite and center student agency and efficacy in curriculum assessment instruction and intervention practices Access sample rubrics protocols and templates designed to build a culture of continuous improvement This book will help K 12 educators Learn the ten essential actions to elevate their PLC to the next level Encourage meaningful student participation through the gradual release of responsibility model Understand how to evaluate diverse student feedback Design curriculum and assessments centered on student agency and well being Work with the four critical questions of intervention Explore how the three big ideas of a PLC intersect at the teacher student and school levels Contents **Improving Learning Through Assessment Rubrics: Student Awareness of What and How**

They Learn Gonsalves, Chahna, Pearson, Jayne, 2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn contributes to the improvement of what is being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university learning The book also provides a set of theoretical issues methodological elements and practical resources for the assessment of university learning using rubrics Covering topics such as active learning self assessment and teacher identity this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students

Defending Standardized Testing Richard Phelps, 2005-03-23 Although much has been written on standardized testing policy most of the material has been written by opponents The contributing authors of this volume are both accomplished researchers and practitioners who are respected and admired worldwide They b

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