



# Culinary Arts

## Study Guide

### Assessment:

**7308 Basic Culinary Arts**

**7309 Advanced Culinary**

Aligned with the Standards for Family and Consumer Sciences Education, American Association of Family and Consumer Sciences (AAFCS) Culinary Arts Pre-PAC, and the American Culinary Federation (ACF) Certified Culinarian

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## Overview

This study guide is designed to help students prepare for the Basic Culinary Arts assessment. It not only includes information about the assessment, but also the skills standards upon which the assessment is based, resources that can be used to prepare for the assessment and test taking strategies.

Each of the four sections in this guide provides useful information for students preparing for the Culinary Arts assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- Culinary Arts assessment
  - ▶ Assessment Information
  - ▶ Standards and Test Content
  - ▶ Sample Questions
  - ▶ Textbook/Curriculum Crosswalk
- Strategies for Test Taking Success
- Notes

This assessment is aligned with the Standards for Family and Consumer Sciences Education, American Association of Family and Consumer Sciences (AAFCS) Culinary Arts Pre-PAC, and the American Culinary Federation (ACF) Certified Culinarian.

Information about these standards can be found at:

Standards for Family and Consumer Sciences Education: <http://www.nasafacs.org/>

American Association of Family and Consumer Sciences: [www.aafcs.org](http://www.aafcs.org)

American Culinary Federation: [www.acfchefs.org](http://www.acfchefs.org)

The Basic Culinary test is endorsed by the Choctaw Nation of Oklahoma. Persons seeking employment with the Choctaw Nation must obtain a Choctaw Nation of Oklahoma food handlers card.

For more information on the Choctaw Nation food codes and food guides, go to:

Choctaw Nation of Oklahoma Food Codes:

[http://s3.amazonaws.com/choctaw-msldigital/assets/498/cnfoodcodes\\_original.pdf](http://s3.amazonaws.com/choctaw-msldigital/assets/498/cnfoodcodes_original.pdf)

Choctaw Nation of Oklahoma Food Guides:

[http://s3.amazonaws.com/choctaw-msldigital/assets/499/cnfoodguides\\_original.pdf](http://s3.amazonaws.com/choctaw-msldigital/assets/499/cnfoodguides_original.pdf)

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## CareerTech and Competency-Based Education: A Winning Combination

Competency-based education uses learning outcomes that emphasize both the application and creation of knowledge and the mastery of skills critical for success. In a competency-based education system, students advance upon mastery of competencies, which are measurable, transferable outcomes that empower students.

Career and technology education uses industry professionals and certification standards to identify the knowledge and skills needed to master an occupation. This input provides the foundation for development of curriculum, assessments and other instructional materials needed to prepare students for wealth-generating occupations and produce comprehensively trained, highly skilled employees demanded by the work force.

### Tools for Success

CareerTech education relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

**Skills standards** provide the foundation for competency-based instruction and outline the knowledge and skills that must be mastered in order to perform related jobs within an industry. Skills standards are aligned with national skills standards and/or industry certification requirements; therefore, a student trained to the skills standards is equally employable in local, state and national job markets.

**Curriculum materials and textbooks** contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources include supplemental activities that enhance learning by providing opportunities to apply knowledge and demonstrate skills.

**Certification Assessments** test the student over material outlined in the skills standards and taught using the curriculum materials and textbooks. When used with classroom performance evaluations, certification assessments provide a means of measuring occupational readiness.

Each of these components satisfies a unique purpose in competency-based education and reinforces the knowledge and skills students need to gain employment and succeed on the job.

### Measuring Success

Evaluation is an important component of competency-based education. Pre-training assessments measure the student's existing knowledge prior to receiving instruction and ensure the student's training builds upon this knowledge base. Formative assessments administered throughout the training process provide a means of continuously monitoring the student's progress towards mastery.

Certification assessments provide a means of evaluating the student's mastery of knowledge and skills. Coaching reports communicate assessment scores to students and provide a breakdown of assessment results by standard area. The coaching report also shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training

# Culinary Arts Assessment Information

## What is the Culinary Arts assessments?

The Culinary Arts assessment is for students who have completed a Culinary Arts program. The assessment provides an indication of student mastery of basic knowledge.

## How was the assessment developed?

The assessment was developed by the CareerTech Testing Center. Items were developed and reviewed by a committee of subject matter experts. This assessment is aligned with the Standards for Family and Consumer Sciences Education, American Association of Family and Consumer Sciences (AAFCS) Culinary Arts Pre-PAC, and the American Culinary Federation (ACF) Certified Culinarian.

The committee assigned frequency and criticality ratings to each skill, which determines the significance of each task for test development:

**Frequency:** represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

1 = less than once a week      2 = at least once a week      3 = once or more a day

**Criticality:** denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

1 = slight                                      2 = moderate                                      3 = extreme

## What does the assessment cover?

Specifically, the test includes multiple-choice test items over the following areas:

### Basic Culinary Arts (55 questions)

Food Production and Services	95%	Food Science, Dietetics and Nutrition	5%
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### 7309 Advanced Culinary (55 questions)

Food Production and Services	49%	Food Science, Dietetics and Nutrition	51%
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## What are the benefits of using these assessments?

Students receive a certificate for each assessment that he/she passes. This certificate may be included in his/her portfolio and used to communicate the student's mastery of the subject matter to potential employers.

## When should the assessment be taken?

The CareerTech Testing Center recommends that students take this assessment as soon as possible after receiving all standards-related instruction, rather than waiting until the end of the school year.

## Is the assessment timed?


No. Although students may take as long as they need, most finish the assessment within one hour.

## What resources can students use on these assessments?

Students are allowed to use calculators and scratch paper on CTTC assessments; however, these items must be provided by the testing proctor and returned to the proctor before the student's exam is submitted for scoring. Calculator apps on cell phones and other devices may not be used on these assessments.

## What accommodations can be made for students with Individualized Education Plans (IEPs)?

Accommodations are allowed for students with an Individualized Education Plan. Examples of allowable accommodations include:

- Extended time — This assessment is not timed; therefore, students may take as much time as needed to finish. The assessment must be completed in one testing session.
- Readers — A reader may be used to read the assessment to a student who has been identified as needing this accommodation.
- Enlarged text — Students needing this accommodation can activate this feature by clicking the  icon in the upper right corner of the screen.

## What can students expect on Test Day?

All CTTC assessments are web-based and delivered exclusively by a proctor in the school's assessment center. The proctor **cannot** be an instructor or anyone who was involved with the student during instruction.

Assessments are delivered in a question-by-question format. When a question is presented, the student can select a response or leave the question unanswered and advance to the next question. Students may also flag questions to revisit before the test is scored. All questions must be answered before the test can be submitted for scoring.

## Can students retake the test?

Students may retake the test unless their school or state testing policies prohibit retesting. Students who can retest must wait at least three days between test attempts.

# Standards and Test Content

## Basic Culinary

### Duty 8. Food Production & Services (52 questions)

- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers. **(1/1)**
- 8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks and methods of prevention. **(3/2)**
- 8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid. **(1/1)**
- 8.2.3 Use knowledge of systems for documenting, investigating, reporting and preventing food-borne illness. **(1/2)**
- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food-borne illness. **(2/2)**
- 8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness. **(3/3)**
- 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. **(3/3)**
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. **(3/3)**
- 8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards. **(2/2)**
- 8.2.9 Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Safety Data Sheets (SDS) and explain requirements in safe handling and storage of hazardous materials. **(1/1)**
- 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation. **(2/2)**
- 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. **(2/2)**
- 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. **(2/2)**
- 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. **(3/3)**
- 8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods. **(1/2)**
- 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. **(2/2)**
- 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing and serving, including hand tools and small ware. **(2/1)**
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools and equipment. **(3/3)**



- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. **(3/2)**
- 8.5.4 Apply the fundamentals for time, temperature, and cooking methods to cooking, cooling, reheating and holding a variety of foods. **(3/3)**
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats and oils using safe handling and professional preparation techniques. **(3/2)**
- 8.5.8 Prepare various salads, dressings, marinades and spices using safe handling and professional preparation techniques. **(3/2)**
- 8.5.9 Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques. **(2/2)**
- 8.5.10 Prepare breads, baked goods and desserts using safe professional preparation techniques. **(1/1)**
- 8.5.11 Prepare breakfast meats, eggs, cereals and batter products using safe handling and professional preparation techniques. **(2/2)**
- 8.6.7 Conduct staff orientations, training consistent reinforcement of training standards, and education, and on-the-job training/retraining. **(1/1)**



## **Duty 9. Food Science, Dietetics and Nutrition (3 questions)**

- 9.1.1 Analyze nutritional needs of individuals. **(1/1)**
- 9.4.2 Use nutritional information to support care planning. **(1/1)**



## Standards and Test Content Advanced Culinary

### Duty 8. Food Production & Services (52 questions)

- 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. **(1/1)**
- 8.4.2 Apply menu-planning principles to develop and modify menus. **(2/2)**
- 8.4.3 Analyze food, equipment, and supplies needed for menus. **(2/2)**
- 8.4.4 Develop a variety of menu layouts, themes, and design styles. **(1/1)**
- 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning. **(2/2)**
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. **(3/3)**
- 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. **(3/3)**
- 8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques. **(3/3)**
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats and oil using safe handling and professional preparation techniques. **(1/1)**
- 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. **(3/3)**
- 8.5.12 Demonstrate professional plating, garnishing and food presentation techniques. **(1/1)**
- 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor. **(3/2)**
- 8.6.1 Apply principles of purchasing, receiving, issuing, and storing in food service operations. **(3/3)**
- 8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping. **(3/3)**
- 8.6.3 Apply accounting procedures in planning and forecasting profit and loss. **(2/2)**
- 8.6.4 Examine the area of risk management and legal liability within the food service industry. **(2/2)**
- 8.6.5 Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment. **(2/2)**
- 8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees. **(2/2)**
- 8.6.7 Conduct staff orientation, training, consistent reinforcement of training standards, and education, and on the job training/retraining. **(2/2)**
- 8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations. **(2/2)**





- 8.7.1 Analyze the role of quality service as a strategic component of exceptional performance. **(3/3)**
- 8.7.2 Demonstrate quality services that meet industry standards in the food service industry. **(3/3)**
- 8.7.3 Analyze the relationship between employees and customer satisfaction. **(3/3)**
- 8.7.4 Apply strategies for addressing and resolving complaints. **(3/3)**
- 8.7.5 Demonstrate sensitivity to diversity and individuals with special needs. **(3/3)**

## **DUTY 9: Food Science, Dietetics and Nutrition (3 questions)**

- 9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition centers. **(1/1)**
- 9.2.1 Analyze factors that contribute to foodborne illness. **(3/3)**
- 9.2.2 Analyze food service management safety and sanitation programs. **(2/3)**
- 9.2.3 Implement industry standards for documenting. **(2/3)**
- 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of foodborne illness. **(1/3)**
- 9.2.5 Demonstrate practices and procedures that assure personal workplace health and hygiene. **(3/3)**
- 9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods. **(3/3)**
- 9.2.7 Classify current types of cleaning materials and sanitizers and their proper use. **(3/3)**
- 9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Safety Data Sheets (SDS) and explain their requirements in handling hazardous materials. **(2/2)**
- 9.2.9 Demonstrate waste disposal and recycling methods. **(2/2)**
- 9.3.2 Analyze nutritional data. **(1/1)**
- 9.3.5 Analyze recipe/formula proportions and modifications for food production. **(2/2)**
- 9.5.1 Analyze various factors that affect food preferences in the marketing of food. **(3/2)**
- 9.5.5 Implement procedures that affect quality product performance. **(2/2)**
- 9.5.6 Conduct sensory evaluations of food products. **(3/2)**
- 9.5.7 Conduct testing for safety of food products, utilizing available technology. **(2/2)**
- 9.6.1 Build menus to customer/client preferences. **(1/2)**
- 9.6.2 Implement food preparation, production, and testing systems. **(2/2)**
- 9.6.3 Apply standards for food quality. **(2/2)**
- 9.6.4 Create standardized recipes. **(2/2)**
- 9.6.5 Manage amounts of food to meet needs of customers, clients. **(3/3)**
- 9.6.6 Analyze new products. **(2/2)**
- 9.6.7 Implement procedures that provide cost effective products. **(2/2)**
- 9.6.8 Establish par levels for the purchase of supplies based on an organization's needs. **(2/3)**
- 9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing and personal hygiene as criteria for safe food preparation. **(3/3)**

## Sample Questions

- \_\_\_\_\_ 1. Which of these foods are most likely to be a TCS food?
- a. wheat bread
  - b. canned tuna
  - c. fried potatoes
  - d. whole milk
- \_\_\_\_\_ 2. A recipe yields 96 cookies. If 250 cookies are required for a special event, what conversion factor must be applied to the initial recipe?
- a. 2.6
  - b. 2.9
  - c. 3.2
  - d. 3.7
- \_\_\_\_\_ 3. Which type of oven contains fans that circulate air and distribute heat rapidly?
- a. convection
  - b. multi-functional
  - c. convention
  - d. microwave
- \_\_\_\_\_ 4. In a busy sandwich workstation, each ingredient must be:
- a. counted and weighed.
  - b. counted, but not weighed.
  - c. weighed, but not counted.
  - d. recalled only when needed.
- \_\_\_\_\_ 5. What is the purpose of an Intermezzo salad?
- a. palate cleanser
  - b. dessert dish
  - c. colon cleanser
  - d. main course
- \_\_\_\_\_ 6. How many cups are in a gallon?
- a. 8
  - b. 10
  - c. 12
  - d. 16

- \_\_\_\_\_ 7. One way food handlers can prevent contamination is to:
- a. keep hands clean and fingernails trimmed.
  - b. apply hand sanitizer before beginning preparation.
  - c. wash all ingredients thoroughly before beginning preparation.
  - d. soak ingredients in bleach water before beginning preparation.
- \_\_\_\_\_ 8. Storeroom shelves should be organized so that the:
- a. first-in, last-out method is used.
  - b. first-in, first-out method is used.
  - c. shelves and floors are safe and sanitary.
  - d. stored food is at least one inch off the floor.
- \_\_\_\_\_ 9. An inventory includes food stored in:
- a. the store room and the kitchen.
  - b. refrigerators, storerooms and the kitchen.
  - c. refrigerators and store rooms.
  - d. the store room, kitchen and dining room.
- \_\_\_\_\_ 10. Par stock refers to the:
- a. amount of inventory on the shelf at all times.
  - b. amount of inventory used in one day.
  - c. stock in inventory prior to a holiday.
  - d. entire stock on hand.
- \_\_\_\_\_ 11. Dietary supplements are harmful because they:
- a. are regulated by the USDA.
  - b. can result in an overdose.
  - c. are made from natural ingredients.
  - d. can be purchased without a prescription.
- \_\_\_\_\_ 12. When using a straight dough method, what step follows combining and mixing the ingredients?
- a. knead the dough
  - b. let the dough rise
  - c. remove the dough to a floured workbench
  - d. remove the dough to a bowl

- \_\_\_\_\_ 13. Which is a basic principle of menu planning?
- a. prices should be listed separately
  - b. entrees listed should be either hot or cold
  - c. prices should be comparable to the competition
  - d. non-meat items should be listed as side dishes
- \_\_\_\_\_ 14. Which menu type provides a visual presentation of food and includes both meal packages and a la carte items?
- a. banquet
  - b. cafeteria
  - c. cyclical
  - d. catering
- \_\_\_\_\_ 15. Braised meats are prepared by:
- a. cooking the meat rapidly in stock and searing it on direct flame.
  - b. searing the meat in hot oil then deep frying.
  - c. covering the meat with liquid and cooking it rapidly.
  - d. searing the meat in hot oil and cooking it slowly in a small amount of liquid.



## Sample Questions — Key

1. Which of these foods are most likely to be a TCS food?
  - a. wheat bread            **Incorrect**
  - b. canned tuna            **Incorrect**
  - c. fried potatoes         **Incorrect**
  - d. whole milk             **Correct**
  
2. A recipe yields 96 cookies. If 250 cookies are required for a special event, what conversion factor must be applied to the initial recipe?
  - a. 2.6                      **Correct**
  - b. 2.9                      **Incorrect**
  - c. 3.2                      **Incorrect**
  - d. 3.7                      **Incorrect**
  
3. Which type of oven contains fans that circulate air and distribute heat rapidly?
  - a. convection             **Correct**
  - b. multi-functional       **Incorrect**
  - c. convention             **Incorrect**
  - d. microwave             **Incorrect**
  
4. In a busy sandwich workstation, each ingredient must be:
  - a. counted and weighed.            **Correct**
  - b. counted, but not weighed.       **Incorrect**
  - c. weighed, but not counted.       **Incorrect**
  - d. recalled only when needed.      **Incorrect**
  
5. What is the purpose of an Intermezzo salad?
  - a. palate cleanser         **Correct**
  - b. dessert dish             **Incorrect**
  - c. colon cleanser         **Incorrect**
  - d. main course             **Incorrect**
  
6. How many cups are in a gallon?
  - a. 8                         **Incorrect**
  - b. 10                        **Incorrect**
  - c. 12                        **Incorrect**
  - d. 16                        **Correct**

7. One way food handlers can prevent contamination is to:

- a. keep hands clean and fingernails trimmed.
- b. apply hand sanitizer before beginning preparation.
- c. wash all ingredients thoroughly before beginning preparation.
- d. soak ingredients in bleach water before beginning preparation.

Correct  
Incorrect  
Incorrect  
Incorrect

8. Storeroom shelves should be organized so that the:

- a. first-in, last-out method is used. Incorrect
- b. first-in, first-out method is used. Correct
- c. shelves and floors are safe and sanitary. Incorrect
- d. stored food is at least one inch off the floor. Incorrect

9. An inventory includes food stored in:

- a. the store room and the kitchen. Incorrect
- b. refrigerators, storerooms and the kitchen. Correct
- c. refrigerators and store rooms. Incorrect
- d. the store room, kitchen and dining room. Incorrect

10. Par stock refers to the:

- a. amount of inventory on the shelf at all times. Correct
- b. amount of inventory used in one day. Incorrect
- c. stock in inventory prior to a holiday. Incorrect
- d. entire stock on hand. Incorrect

11. Dietary supplements are harmful because they:

- a. are regulated by the USDA. Incorrect
- b. can result in an overdose. Correct
- c. are made from natural ingredients. Incorrect
- d. can be purchased without a prescription. Incorrect

12. When using a straight dough method, what step follows combining and mixing the ingredients?

- a. knead the dough Incorrect
- b. let the dough rise Incorrect
- c. remove the dough to a floured workbench Correct
- d. remove the dough to a bowl Incorrect

13. Which is a basic principle of menu planning?

- a. prices should be listed separately Incorrect
- b. entrees listed should be either hot or cold Incorrect
- c. prices should be comparable to the competition Correct
- d. non-meat items should be listed as side dishes Incorrect

14. Which menu type provides a visual presentation of food and includes both meal packages and a la carte items?

- a. banquet Incorrect
- b. cafeteria Correct
- c. cyclical Incorrect
- d. catering Incorrect

15. Braised meats are prepared by:

- a. cooking the meat rapidly in stock and searing it on direct flame. Incorrect
- b. searing the meat in hot oil then deep frying. Incorrect
- c. covering the meat with liquid and cooking it rapidly. Incorrect
- d. searing the meat in hot oil and cooking it slowly in a small amount of liquid. Correct

## Basic Culinary Crosswalk

### Crosswalk to Curriculum and Instructional Materials (CIMC), Multistate Academic and Vocational Curriculum Consortium (MAVCC) and ProStart

The following crosswalk is intended for guidance purposes only. It is not representative of all curriculum or resource materials that may be used for Culinary Arts programs. It is intended as a reference for curriculum planning and mapping the standards to available curricula.

For information on CIMC and MAVCC products, please go to [www.okcimc.com](http://www.okcimc.com).

		Culinary Concepts (MAVCC)	Foundations of Restaurant Management & Culinary Arts Level One (ProStart)	Foundations of Restaurant Management & Culinary Arts Level Two (ProStart)
<b>8: Food Production and Services</b>				
8.2.1	Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks and methods of prevention.	6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.12, 6.14,	2.1	
8.2.3	Use knowledge of systems for documenting, investigating, reporting and preventing food borne illness.	6.6, 6.11, 6.12	2.3	
8.2.4	Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.	6.2, 6.20, 6.22, 6.23, 6.24, 6.25, 6.35, 6.36, 6.37, 6.38	2.4	
8.2.5	Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.	6.17, 6.18	2.2	
8.2.6	Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.	6.20, 6.21, 6.22, 6.23, 6.24, 6.25, 10.9, 10.16, 10.17, 10.18, 10.19, 10.20,	2.3	
8.2.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.	6.22, 6.23, 6.24, 6.25	2.3	



		Culinary Concepts (MAVCC)	Foundations of Restaurant Management & Culinary Arts Level One (ProStart)	Foundations of Restaurant Management & Culinary Arts Level Two (ProStart)
8.2.8	Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.	6.26, 6.27, 6.28, 6.29	2.5	
8.2.9	Use Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.	6.26		
8.2.11	Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.	6.35, 6.36	2.4	
8.3.1	Operate tools and equipment following safety procedures and OSHA requirements.	5.2, 5.3, 5.10,	5.1	
8.3.2	Maintain tools and equipment following safety procedures and OSHA requirements.		5.1	
8.3.3	Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.	6.26, 6.27, 6.28, 6.29, 6.30		
8.3.4	Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.			5.2
8.3.5	Demonstrate procedures for safe and secure storage of equipment and tools.		5.1	5.3
8.3.6	Identify a variety of types of equipment for food processing, cooking, holding, storing and serving, including hand tools and small ware.		5.1	
8.5.1	Demonstrate professional skills in safe handling of knives, tools and equipment.		5.1, 5.2	
8.5.3	Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.		5.1	

		Culinary Concepts (MAVCC)	Foundations of Restaurant Management & Culinary Arts Level One (ProStart)	Foundations of Restaurant Management & Culinary Arts Level Two (ProStart)
8.5.4.	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating and holding of variety of foods.		5.3	
8.5.7	Prepare various fruits, vegetables, starches, legumes, dairy products, fats and oils using safe handling and professional preparation techniques.		5.2, 5.3, 9.1, 9.2, 11.11, 11.2,	1.1
8.5.8	Prepare various salads, dressings, marinades and spices using safe handling and professional preparation techniques.		5.3	4.1, 4.2,
8.5.9	Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.		5.3	1.3
8.5.11	Prepare breakfast meats, eggs, cereals and batter products using safe handling and professional preparation techniques.		5.3	1.2
8.5.12	Demonstrate professional plating, garnishing and food presentation techniques.			4.3
<b>9. Food Science, Dietetics and Nutrition</b>				
9.3.2	Analyze nutritional data.	8.2, 8.10, 8.11, 8.12, 8.15		2.1
9.3.3	Apply principles of food production to maximize nutrient retention in prepared foods.	8.14	5.4	2.2

## Test Taking Strategies

This section of the study guide contains valuable information for testing success and provides a common-sense approach for preparing for and performing well on any test.

### General Testing Advice

1. Get a good night's rest the night before the test — eight hours of sleep is recommended.
2. Avoid junk food and “eat right” several days before the test.
3. Do not drink a lot or eat a large meal prior to testing.
4. Be confident in your knowledge and skills!
5. Relax and try to ignore distractions during the test.
6. Focus on the task at hand — taking the test and doing your best!
7. Listen carefully to the instructions provided by the exam proctor. If the instructions are not clear, ask for clarification.

### Testing Tips

1. Read the entire question before attempting to answer it.
2. Try to answer the question before reading the choices. Then, read the choices to determine if one matches, or is similar to your answer.
3. Do not change your answer unless you misread the question or are certain that your first answer is incorrect.
4. Answer questions you know first, so you can spend additional time on the more difficult questions.
5. Check to make sure you have answered every question before you submit the assessment for scoring — unanswered questions are marked incorrect.



**NOTES**

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