

Food Lab Evaluation

Kitchen _____ Date _____ Students _____

Area	Place	How	Excellent
Work Plan	Work plan was not turned in.	Plan turned in but not completed.	A completed work plan was turned in.
Personal and Pre-Preparation	Hands were not washed, no aprons, hair not pulled back, counters were not cleaned, sink was not filled with warm soapy water.	Students did not complete one or more of the following: wash hands, wash aprons, hair pulled back, counters clean, sink filled with warm soapy water.	Students completed all of the following: hands washed, aprons on, hair pulled back, counters cleaned, sink filled with warm soapy water.
Equipment	Used wrong equipment, small equipment dirty, unnecessary.	Used the correct equipment most of the time, small equipment dirty, unnecessary.	Used the correct equipment all the time, small equipment shiny, unnecessary.
Preparation and Procedure	Measuring and proper procedure was not done correctly.	Measuring and proper procedure was somewhat followed, but some in measuring or order of steps incorrect.	Measuring and proper procedure was followed at all times.
Time Management	Preparation, cooking, and clean-up were not completed in a timely manner.	Preparation, cooking, and clean-up were somewhat of a timely manner.	Preparation, cooking, and clean-up were completed in a timely manner.
Cooperation	Did not work as a group, jobs were not evenly divided.	At times did not work as a group, jobs were not evenly divided.	Worked as a group, helped each other, jobs were evenly divided.
Food Product	Poor quality.	Some products were restaurant quality.	All products were restaurant quality.
Clean-up	Dishes, counters, stove, equipment were dirty or wet. Items not put away correctly.	1-2 of these were clean, dishes, counters, stove, equipment were dirty or wet. Items not put away correctly.	Dishes, counters, stove, equipment were clean and all items put away.

Final Grade: _____

Food Lab Demonstration Rubric

G Psacharopoulos



Food Lab Demonstration Rubric:

Food Microbiology Laboratory for the Food Science Student Cangliang Shen, Yifan Zhang, 2023-04-24 This book is designed to give students an understanding of the role of microorganisms in food processing and preservation the relation of microorganisms to food spoilage foodborne illness and intoxication general food processing and quality control the role of microorganisms in health promotion and federal food processing regulations The listed laboratory exercises are aimed to provide a hands on opportunity for the student to practice and observe the principles of food microbiology Students will be able to familiarize themselves with the techniques used to research regulate prevent and control the microorganisms in food and understand the function of beneficial microorganism during food manufacturing process The second edition add 5 new chapters including Chapter 10 Thermal inactivation of Escherichia coli O157 H7 in mechanically tenderized beef steaks and color measurements Chapter 11 Evaluate antimicrobial activity of chlorine water on apples and measurement of free chlorine concentrations Chapter 12 Evaluate cross contamination of Salmonella on tomatoes in wash water using most probable number MPN technique Chapter 15 DNA extraction and purity determination of foodborne pathogens and Chapter 16 Practice of multiplex PCR to identify bacteria in bacterial solutions It also includes new lab work flowcharts for Gram staining and endospore staining technology in Chapter 1 pour plating and spread plating in Chapter 3 Enterotube II in Chapter 9 and Kirby Beau test procedure in Chapter 20 It includes a new sample of syllabus with the hybrid teaching of both lecture and lab sections in one course which will assist junior faculty instructors to develop similar lecture and lab courses

Research-Based Unit and Lesson Planning Marie Menna Pagliaro, 2012-01-16 By integrating the best of current research and practice in curriculum planning this book presents that comprehensive topic in a manageable form Examples throughout are representative of different grade levels and subjects areas It should be understood at the outset that the content offered for curriculum planning is not a rigid prescriptive formula but a careful and purposeful thought process that must be considered to obtain optimal results In addition to developing knowledge about curriculum and instructional planning what teachers should know this book offers an innovative method for translating that knowledge into performance what teachers are able to do Knowledge is implemented by the use of coaching rubrics sets of criteria for developing performance Though readers will receive a thorough background in the planning process just from the content itself its potential will be fully realized when readers also use the coaching rubrics

A Companion To Interdisciplinary Stem Project-Based Learning Mary Margaret Capraro, Robert Capraro, 2016-07-18 This text contains 25 Project Based Learning PBL lessons written by a combination of undergraduate preservice teachers inservice teachers and graduate students Everyone who wrote a chapter strives to improve STEM education to help others implement standards based STEM instruction that takes learning in isolation to greater accountability through integrated and meaningful tasks that answer the question every teacher dreads When am I going to use this The PBLs were written to implement in middle and high school

classrooms All of them are interdisciplinary in nature We have divided them into six themes construction and design water environment mixtures technology nutrition and genetics Each lesson contains a schedule at a glance and the well defined outcome so you can quickly see how a particular PBL fits into your curriculum Objectives are listed along with STEM connections written as objectives We have included all materials needed and then each day of activities including an imbedded engagement exploration explanation evaluation including rubrics and extension We have tried to include everything necessary for successful implementation This practical book is the perfect companion to the handbook for learning about implementing PBLs Project Based Learning An Integrated Science Technology Engineering and Mathematics STEM Approach second edition Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community BSCS Biology, 1997 *Scaffolding Experiments in Secondary Chemistry to Improve Content Delivery* David James Jackson, 2004 *Creating Standards-Based Integrated Curriculum* Susan M. Drake, 2007-02-21 The content is powerful Seeing examples from all grade levels is important so that each reader regardless of teaching level can see that it can be done in his or her situation Sue DeLay Curriculum Resource Teacher Oak Creek Franklin School District WI Contains real life examples of integration including examples of the author's own experience in the classroom making the work much more appealing and credible for teachers Mary Ann Kahl Assistant Professor of Educational Leadership National Louis University This is the first book I have read that lays out a big picture that I can buy into and explains how to look at accountability in a positive way Jane Adair Resource Specialist Long Beach Polytechnic High School CA Help your learners connect big questions to big understandings In today's accountability driven environment educators strive to develop an integrated relevant and measurable curriculum while also presenting engaging subject matter that inspires student learning In this completely revised edition of the classic text Susan M Drake provides a new approach to standards based curriculum instruction and assessment that helps educators identify what students must

know do and be This invaluable resource also offers A framework allowing for multidisciplinary interdisciplinary and transdisciplinary approaches to curriculum integration Sample models of integrated curriculum in action Practical suggestions to simplify curriculum alignment and integration Insights based on real classroom experience to connect the framework to the real world End of chapter discussion questions and suggested activities Discover how you can create an integrated standards based curriculum that inspires your students and then watch them thrive **Alternative Assessment** BURROW,EGGLAND,DLABAY,2004-03 **Te HS&T 2007 Shrt Crs M** Holt Rinehart & Winston,2007 **Principles of Dynamic Psychiatry** Jules Homan Masserman,1955 **The Practice of Dynamic Psychiatry** Jules Homan Masserman,1955 **Te HS&T J** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2004-02 **Holt Science and Technology** Holt Rinehart & Winston,2004-02 Te HS&T a Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2004-02 Holt World Geography Holt Rinehart & Winston,2007 **Chef** ,2007 The Merck Report ,1910 Modern Hospital ,1920 Merck's Report Theodore Weicker,1910 *Theory and method* Gardner Lindzey,1954

Unveiling the Power of Verbal Artistry: An Emotional Sojourn through **Food Lab Demonstration Rubric**

In a world inundated with screens and the cacophony of instantaneous connection, the profound energy and emotional resonance of verbal art frequently diminish into obscurity, eclipsed by the continuous assault of noise and distractions. However, situated within the lyrical pages of **Food Lab Demonstration Rubric**, a fascinating work of literary beauty that impulses with organic thoughts, lies an unique journey waiting to be embarked upon. Written by way of a virtuoso wordsmith, this mesmerizing opus instructions visitors on a psychological odyssey, gently exposing the latent possible and profound influence stuck within the complicated internet of language. Within the heart-wrenching expanse of this evocative analysis, we can embark upon an introspective exploration of the book is key subjects, dissect their interesting writing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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