Instructional Materials Evaluation Criteria – Food and Nutrition II Rubric

Title _____ **ISBN#** _____

Established Track Record? YES ☐ NO ☐
If yes, please list research source(s):

Meets National Standards? YES ☐ NO ☐

Standard 20.0118-01: Students will apply the skills of kitchen management, safety, and sanitation.

NOTE: this standard is a review of the management, safety and sanitation skills obtained in Food and Nutrition I, standards 1 and 2. It is important to assess the skill level of the students and then determine the extent of the review needed.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0118-0101 Identify and explain the appropriate use and care of basic kitchen equipment. • **Locate food preparation equipment in the laboratory.** • **Identify various types of kitchen equipment.** • **Select appropriate equipment for specific product preparation.** • **Use various types of food preparation equipment.** • **Demonstrate the proper use and care of equipment.** • **Employ standard safety procedures when using equipment.**			
20.0118-0102 Identify the basic principles of microwave cooking. • **Identify that microwaves are attracted to fat, sugar, and water molecules.** • **Explain basic microwave cooking rules.** • **Identify how microwaves cook food.** • **Identify appropriate cooking containers.**			

• **Discuss cooking time, standing time and ways to increase even cooking.** • **Discuss prevention of burns and exploding or splattering of food.**			
20.0118-0103 Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, and calculate recipe-size adjustments and demonstrate proper measuring techniques. • **Identify abbreviations.** • **Compute equivalents.** • **Identify measuring techniques and utensils.** • **Double and cut recipe size in half.** • **Consistently demonstrate proper measuring and preparation techniques.**			
20.0118-0104 Explain basic food preparation terminology. • **Identify terms to include: chop, cream, cut-in, dice, flour, fold-in, grate, knead, mince, peel, sauté, simmer, steam, and whip.**			
20.0118-0105 Apply established safety rules and guidelines to maintain a safe working environment. • **Identify safety practices for using electric appliances.** • **Explain how to extinguish a grease fire.** • **Explain why cleaning supplies should be stored away from foods.** • **Discuss ways to prevent burns, fires, falls, and electrical safety.**			
20.0118-0106 Identify proper first-aid procedures for cuts, burns, and electrical shock. • **Identify ways to prevent poisoning and chemical contamination.**			

• **Identify basic first-aid for cuts and burns.** • **Identify proper first-aid procedures for electrical shock.**			
20.0118-0107 Identify food sanitation rules and guidelines. • **Identify proper hand washing and dishwashing techniques.** • **Discuss disinfecting of work surfaces.** • **Identify appropriate clothing and hair coverings.**			
20.0118-0108 Identify strategies that prevent food-borne illnesses and contamination. • **Identify food-borne illness.** • **Identify types of food-borne illness and their symptoms: botulism, e-coli, hepatitis, salmonella, staphylococci.** • **Explain prevention techniques.** • **Identify temperature zones and the importance of cooking to proper temperatures.** • **Identify temperature zones and the importance of cooling and reheating foods to the correct temperature.** • **Explain how to correctly thaw foods.**			

Standard 20.0118.02: Students will apply the dietary guidelines and food guide pyramid.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0118-0201 List the nine recommended dietary guidelines and key recommendations for each. • **Adequate nutrients within caloric needs.** • **Weight management.**			

• Physical activity. • Food groups to encourage. • Fats. • Carbohydrates. • Sodium and potassium. • Alcoholic beverages. • Food safety.			
20.0118-0202 Demonstrate knowledge of serving sizes, and food sources related to my pyramid. Explain discretionary calories. Visit www.mypyramid.gov.			
20.0118-0203 Plan meals for at least one day following my pyramid. Visit www.mypyramid.gov.			

Standard 20.0118-03: Students will list needs and health concerns related to nutrition throughout the life cycle.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0118-0301 Identify the changing nutritional needs across the life cycle. • Identify basic nutritional needs, recommendations from dietary guidelines, importance of exercise throughout the life cycle, proper nutrition helps the body to resist disease, helps recuperation, and supplies energy, importance of fiber in the diet. • Identify nutritional needs of children, adolescents, teen athletes, adults, and the aging.			
20.0118-0302 Classify common food and nutrition related health concerns. • Identify nutritional needs concerned with weight management. • Discuss specific health concerns and risk			

factors for: anemia, colon and rectal cancer and osteoporosis.
• **Discuss types of diabetes and related risk factors.**
  o **Type I child/juvenile**
  o **Type II adult onset**
• **Discuss types of heart disease.**
  o **Coronary heart disease (CHD) refers to disease of the heart and blood vessels.**
  o **Arteriosclerosis – plaque forms along the inner walls of the arteries.**			

Standard 20.0118-04: Students will apply skills for meal planning and management.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0118-0401 Identify quality meal planning elements. • **Follow dietary guidelines.** • **Follow www.mypyramid.gov recommendations.** • **Maintain nutritional balance.** • **Incorporate aesthetic guidelines: color, texture, flavor, temperature, size, and shape.**			
20.0118-0402 Apply meal management resource skills. • **Identify time resource management strategies.** • **Use of convenience foods.**			

20.0118-0403 Plan, prepare and evaluate aesthetically pleasing meals.			

Standard 20.0118.05: Students will practice consumerism skills related to food.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0118-0501 Read and interpret food labels. • **Practice label literacy.** • **Define label definitions/terms: "low in," reduced, less, or fewer," "good source of," "organic and natural," "high source of fiber," "juice," sell date, use by date, open dating.**			
20.0118-0502 Apply budgeting and shopping strategies. • **Identify shopping guidelines and advertising strategies.** • **Practice unit pricing/cost per serving.** • **Discuss use of coupons and national brands versus store brands.** • **Compare use of convenience foods and eating out.**			

Standard 20.0118-06: Students will identify and practice skills associated with meal service.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
20.0118-0601 Practice table setting techniques. • **Identify how table setting influences the appearance of the food, sets the**			

tone/feeling of the meal, and makes people feel important.			
20.0118-0602 Practice correct etiquette while dining			
Standard 20.0118-07: Demonstrate food preparation techniques of salads, soups, casseroles, breads, meats, poultry and pastries.			
Objectives	**Covered Yes/No**	**Comments on Coverage**	**Percentage of Coverage**
20.0118-0701 Identify perform salad preparation skills. • **Identify types of salads – appetizer, accompaniment, main dish.** • **Identify the nutrients found in salads – determined by foods used to make them: fresh fruits and vegetables are important sources of vitamins, minerals and fiber; meat cheese, and eggs provide protein; potatoes and pasta provide carbohydrates.** • **Practice salad making principles: freshness, nutrient value, colorfulness, attractiveness, ingredients should be well drained, cut into convenient eating size, prepared right before serving.** • **Prepare fruit salads.** • **Prepare vegetable salads.**			

20.0118-0702 Identify and perform soup making skills.
• **Identify the two basic types of soup:**
  o **Stock – liquid from cooking meat, poultry, fish or vegetables.**
  o **Milk – milk or cream is thickened.**
• **Identify how soups may be served as an appetizer or main dish.**
• **Identify the difference between an appetizer and a main dish.**			

• **Discuss the difference between canned and dehydrated soups.** • **Create a white sauce.**			

20.0118-0703 Identify and prepare casseroles.
• **Define casseroles and define the qualities of casseroles: easy, time saver, complete meal in a dish, economical, large variety, can be made ahead and stored in refrigerator/freezer, requires little supervision during baking; serviced in same dish basked in; leftovers easy to use.**
• **Identify foods and their functions in casseroles.**
  o **Protein may function as the main ingredient: meat, fish, egg, dried beans, cheese.**
  o **Carbohydrate/starch adds substance/body; used as an extender; adds energy through carbohydrates.**
  o **Vegetables – add contrast in color, texture and adds nutrition.**
  o **The binder is the sauce, which holds ingredients together.**
  o **Casserole toppings are used for color, variety in texture; protects protein ingredients and identify common toppings.**			

20.0118-0704 Identify and prepare yeast breads. • **Identify ingredients in yeast breads and their functions: flour, yeast, liquid, salt, sugar, fat and eggs.** • **Identify the purpose and function of proofing/rising time.**			
20.0118-0705 Identify and prepare meats			

and/or poultry product(s). • **Identify basic information about meats and poultry.** • **Discuss inspection and grading of meat and poultry.** • **Identify how to use a meat thermometer and proper cooking temperatures.** • **Identify appropriate ways to thaw meat and poultry.** • **Match appropriate cooking methods with tender and less tender cuts.** • **Prepare beef.** • **Prepare poultry.**			
20.0118-07<u>06</u> Identify and prepare pastries. • **Identify main ingredients and their function.** • **Identify how pastries are made.** • **Identify how to keep the pastry tender.** • **Identify single and double crust pies.** • **Determine which pastries must be refrigerated.** • **Prepare pastries.**			

Curriculum Coverage					**N/A**
Content	Accurate information reflecting current knowledge. No content bias.	Some inaccuracies found, however, information reflects current knowledge. No content bias.	Many inaccuracies were found on concepts. Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	
Physical Qualities					**N/A**
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

Technology					**N/A**
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access					**N/A**
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	**3**	**2**	**1**	**0**	**N/A**
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	