The performance evaluation is a required component of the skill certification process. Each student must be evaluated on the required performance objectives. Performance objectives may be completed and evaluated anytime during the course.

- Students should be aware of their progress throughout the course, so that they can concentrate on the objectives that need improvement.
- Students should be encouraged to repeat the performance objectives until they have performed at a minimum of a number 3 or 4 on the rating scale (moderately to highly skilled level).
- When a performance objective has been achieved at a minimum of 80% (moderately to highly skilled level), “Y” (Y=YES) is recorded on the Summary Score Sheet. If a student does not achieve a 3 or a 4 (moderately to highly skilled level), then “N” (N=NO) is recorded on the Summary Score Sheet for that objective.
- All performance objectives MUST be completed and evaluated prior to the objective test.
- The signed Summary Score Sheet(s) MUST be kept in the teachers’ file for two years.

Students who achieve a 3 or a 4 (moderately to highly skilled) on ALL performance objectives and 80% on the written test will be issued a CTE skill certificate.

**OBJECTIVES**

**THE REQUIRED PERFORMANCE OBJECTIVES ARE:**

2. Consistently demonstrate preventative practices related to kitchen safety and sanitation procedures. (Standard 1)
3. Students will complete food and kitchen safety training comparable to that required for the ServSafe Food Handlers Certificate with the option to acquire a Food Handers Permit from your county Health Department through the Utah Restaurant Association. (Standard 1)
4. Consistently demonstrate proper measuring and preparation techniques while preparing a recipe. (Standard 2)
5. Actively participate in the preparation of a complex carbohydrate food from scratch. Compare the nutritional content and cost of a comparable convenience food vs. the complex carbohydrate food from scratch. (Standard 3)
6. Actively participate in the preparation of a complete and/or complimentary protein food from scratch. Compare the nutritional content and cost of a comparable convenience food vs. the complete and/or complimentary food from scratch. (Standard 4)
7. Actively participate in the preparation of a low-fat food. Compare the nutritional content and cost of a comparable high-fat food vs. the low-fat food. (Standard 4)
8. Actively participate in the preparation of a canned/frozen and/or fresh produce food. Compare the nutritional content and cost of a comparable canned/frozen vs. fresh produce food. (Standard 5)
9. Evaluate and analyze a personal dietary intake for one or more days according to the Dietary Guidelines and MyPlate. (Standard 6)
FOOD AND NUTRITION I – TEST #340 SUMMARY SCORE SHEET

I verify that this is an accurate record of student performance. Date ___________ Period ________________________ School ________________________

Teacher’s Name (Print) ____________________________________________

Teacher’s Name: (Sign) ____________________________________________

The signed Summary Score Sheet(s) MUST be kept in the teachers’ file for two years.

Indicate student achievement for each performance standard.

(This score sheet corresponds with the optional Performance Skills Evaluation Checklist.) A minimum score of 3 for each performance must be achieved to meet state skill certification requirements—which represents attaining at least 80% competency within each standard and its supporting objectives.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student achieve a score of 3 or 4 for every skill standard?</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

State Standards for Food and Nutrition I—Performance Objectives

<table>
<thead>
<tr>
<th>Step One</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCCLA</td>
<td>4 = Highly Skilled</td>
<td>3 = Moderately Skilled</td>
<td>2 = Limited Skill</td>
<td>1 = Not Skilled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>