

Pie Test

Summary

Testing the student's knowledge on preparing pies using the techniques and skills learned from class lectures, labs and demonstrations. They will identify the differences and characteristics between a pie shell, a single-crust pie and a double-crust pie and know the main ingredients and their functions in pastry.

Main Core Tie

Food And Nutrition 2

Strand 4

Time Frame

1 class periods of 90 minutes each

Group Size

Individual

Materials

Handouts:

Pie Test

Equipment:

Red pens or pencils for correcting

Background for Teachers

The teacher needs to have a basic understanding of the techniques in preparing pies. Know the differences and characteristics between a pie shell, a single-crust pie and a double-crust pie; the main ingredients in a pastry and their functions.

Student Prior Knowledge

The student needs to know and understand the techniques of preparing pastry and the differences and characteristics of a pie shell, a single-crust pie and a double-crust pie.

Intended Learning Outcomes

The student will be able to prepare and identify the characteristics of the different types of pie. Know the techniques in preparing a tender and flaky crust and how to store them properly.

Instructional Procedures

Collect any Extra Credit Pie Home Assignments at the first of class.

Give the students a few minutes to study and review their notes before handing out the test. Ask for any questions that they might have.

Pass out the test to the students. Read and review the test with the students explaining the different questions.

The Matching Problem 1 - 15 has only three choices of answers. Explain the differences between a single crust pie, double crust pie and a pie shell for clarification. Answers can be used more than once and more than one answer per blank in some cases. There are 15 questions with 20 points possible.

The Fill-in-the-blanks is self-explanatory.

Short answers, be sure to answer the question completely.

Number 31 can be confusing. The students are given the steps in making a double crusted pie. They need to rearrange them in the proper order by numbering them from 1 to 19 with 1 as the first step and ending with 19 as the last step. A couple of the answers could be interchanged as identified on the answer key.

Allow the students enough time to complete the test. When all of the tests are completed, orally correct the test using the red pen or pencil. Turn in corrected tests to be recorded and collect the red pens or pencils.

Authors

[DEBRA PAULL](#)