

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, aprons on, 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 Evaluation Rubrics

Michael Seilmaier



Food Lab Evaluation Rubrics:

STEM Labs for Physical Science, Grades 6 - 8 Schyrlet Cameron, Carolyn Craig, 2017-01-03 Filled with 26 hands on activities the STEM Labs for Physical Science book challenges students to apply content knowledge technological design and scientific inquiry to solve problems Topics covered include matter motion energy This physical science book correlates to current state standards Cultivate an interest in science technology engineering and math by encouraging students to collaborate and communicate for STEM success STEM Labs for Physical Science includes lab activities to motivate students to work together and it also provides you with materials for instruction and assessment Labs incorporate the following components critical Thinking teamwork creativity communication Mark Twain Media Publishing Company creates products to support success in science math language arts fine arts history social studies government and character Designed by educators for educators the Mark Twain Publishing product line specializes in providing excellent supplemental books and content rich d cor for middle grade and upper grade classrooms

STEM Labs: Food Production Barbara R. Sandall, Abha Singh, 2021-02-15 GRADES 5 8 Mark Twain s STEM Labs Food Production Book provides hands on labs so students can explore the challenges of food production for a growing population 5th 8th grade students strengthen their scientific knowledge as well as organizational and technological skills through interactive learning WHAT S INCLUDED This 96 page student book features hands on labs that allow students to explore the challenges of food production for a growing population while using the scientific method and science technology engineering and mathematics The units are designed to cultivate an interest in the STEM fields of science technology engineering and mathematics while learning about issues in food production CORRELATED TO STATE STANDARDS This standards based workbook helps students build proficiency in science technology through lessons such as biologically productive land and water food systems chains and webs food and energy farming hydroponics food processing and preservation and a student STEM design challenge INTERACTIVE LEARNING This workbook challenges students to apply scientific inquiry content knowledge and technological design to solve real world problems Thought provoking class discussions are included to enhance critical thinking skills for engaging and insightful interactive learning WHY MARK TWAIN MEDIA Designed by leading educators Mark Twain Media Publishing Company specializes in providing captivating supplemental books and resources in a wide range of subjects for middle and upper grade classroom success

Scoring Rubrics in the Classroom Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid

and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance *STEM Labs for Life Science, Grades 6 - 8* Schyrlet Cameron,Carolyn Craig,2017-01-03 *STEM Labs for Life Science* by Mark Twain includes 26 fun integrated labs that help students understand concepts such as life human body systems ecosystems This middle school life science book encourages students to collaborate and communicate to solve real world problems The *STEM Labs for Life Science* book for sixth eighth grades features introductory materials to explain STEM education concepts and provides materials for instruction and assessment Correlated to meet current state standards each lab combines the following essential STEM concepts communication creativity teamwork critical thinking The Mark Twain Publishing Company provides classroom decorations and supplemental books for middle grade and upper grade classrooms These products are designed by leading educators and cover science math behavior management history government language arts fine arts and social studies

STEM Labs for Middle Grades, Grades 5 - 8 Schyrlet Cameron,Carolyn Craig,2016-01-04 *STEM Labs for Middle Grades* offers activities that challenge students to apply scientific inquiry content knowledge and technological design to solve real world problems An excellent addition to your curriculum this supplement will help cultivate students interest in science technology engineering and math Mark Twain Media Publishing Company specializes in providing engaging supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators this product line covers a range of subjects including math science language arts social studies history government fine arts and character *Creative Instructional Methods For: Family & Consumer Sciences, Nutrition & Wellness Student Text* Valerie M. Chamberlain,Merrilyn N. Cummings,2002-06-20 Becoming a great educator is a lifelong quest This new professional resource is designed especially for Family and Consumer Sciences Nutrition and Wellness educators in both formal and informal settings Its practical approach shows how educational theory is applied in real life settings *Creative Instructional Methods* is both a methods text for preservice teachers and a handbook of fresh ideas and the latest techniques for experienced educators Look for topics such as teaching with technology working with at risk and special needs learners implementing service learning balancing career and personal roles growing as a professional and building a professional portfolio 384 pages **The Impact of Formative Assessment Techniques on the Instruction of the High School Biology Units of Photosynthesis and Cellular Respiration** Shanna Fawn Tury,2010 **Informal Learning and Field Trips** Leah M. Melber,2007-11-02 The author shows teachers how to incorporate constructivist philosophy and inquiry based learning techniques for standards aligned off site learning experiences and provides guidelines for developing corresponding

classroom activities *The Effect of Computer-assisted Instruction and Laboratory Experimentation on the Learning of Photosynthesis and Respiration in High School Biology* Marlo Dawn Wiltse,2002 Holt Science and Technology Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2004 Construction, Implementation, and Evaluation of an Undergraduate Biology Laboratory Teaching Model Todd M. Tarrant,2005 *Holt Science and Technology* Holt Rinehart & Winston,2001 Instructions guidelines and worksheets with answer keys for activities and projects that can be eaten

Matter and Energy ,2005 *Holt Science and Technology* Holt Rinehart & Winston,2004 **Holt World Geography** Holt Rinehart & Winston,2007 **An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching** Elizabeth Spalding,Jesus Garcia,Joseph A. Braun,2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers Assessment in the Block Laura L. McCullough,Brenda M. Tanner,2001 *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 [A Unit on Photosynthesis and Cellular Respiration for Secondary Biology Students](#) Kathy R. Pollock,1998 *Contexts of Teaching* Jesus Garcia,Elizabeth Spalding,Richard R. Powell,2001 This unique new book enters into the middle and high school teaching methods market with an intimate first person approach and an emphasis on reflective teaching Reader biography teaching philosophy and portfolio activities make this a practical book rich in applications Teaching is portrayed as a process of ongoing learning growth and development and a strong emphasis is placed on multiculturalism and diversity While most books tend to take a more traditional skills based approach Contexts of Teaching presents teaching methods from a constructivist inquiry perspective consistent with current educational trends Chapter topics include Knowing Middle and High School Students Rethinking Classroom Management considering Curriculum planning instruction Selecting Instructional Materials Teaching with Technology Implementing Instruction Strategies and Methods Assessing Student Learning Understanding the Role of Community Making a Difference in Today s Classrooms and Reflecting for Professional Renewal For teachers of middle and high school students

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