

SGO Example: Culinary



Overview

The culinary team created his SGO based on the Hospitality and Tourism cluster of 21ST Century Life and Careers Standard 9.3 (Career and Technical Education). These standards and accompanying assessments will help prepare students for continued success throughout their culinary career path. In addition to the selected Hospitality and Tourism standards this SGO is aligned to the selected Math Common Core State Standards (CCSS) and uses several data points to determine each student's Preparedness Group (the Serve Safe Safety Standards test, a demonstration of industry standards of conduct, and Academic performance). The summative SGO score will be a portfolio of four assessments.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
			Culinary 101	45	October-May

Standards, Rationale, and Assessment Method

Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

RATIONALE

This is the first year of a two year program that provides college credit. In order to gain dual credit in culinary, students must meet the industry standards in hospitality and tourism. At the end of the first year students should be performing at 90% or better. Those students who are not performing at these high levels run the risk of not being able to continue their program of study. It is because of this, that growth on the standards needs to remain high and the growth plan reflects this.

ASSESSMENT

Growth will be measured via a portfolio of performance tasks based on each of the four blocks of instruction. Each of the four blocks of instruction has its own performance task as part of the portfolio of assessments. Each assessment will count for 25% of the overall portfolio grade.

For example, if student "A" scored 85% on the first assessment, 90% on the second, 82% on the third, and 98% on the fourth that would equate to $85+90+83+98 = 356/4 = 89\%$.

The four blocks of instruction are as follows:

- 1) Safety and sanitation, equipment safety and knife skills
- 2) Stocks, soups and sauces
- 3) Basic breakfast cooking
- 4) Basic baking

For each of the performance tasks students will be given a mystery basket. Students, when presented with a variety of ingredients, will apply their knowledge learned during each unit.

For unit one the performance task will focus on items measuring food and equipment safety, sanitation and knife skills. The second performance task will measure the student's ability in making sauces, soups and stocks. The third will measure basic breakfast cooking, and the fourth will measure basic baking, creating a final full meal that is judged on all elements of the culinary 101 course, the full execution of all the skills learned, proper washing, cutting techniques, taste, texture, smell, color, and content.

STANDARDS

9.3.HT-RFB.1 Describe ethical and legal responsibilities in food and beverage service facilities.

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

9.3.HT-RFB.3: Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.5

9.3.HT-RFB.7 Utilize technical resources for food services and beverage operations to update or enhance present practice.

9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.

9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

CCSS.MATH.CONTENT.HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.MATH.CONTENT.HSS.MD.B.7: (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

	Information #1	Information #2	Information #3
Preparedness Group	Serve Safe (Safety Standards Test)	Demonstration of industry standards of conduct (as rated on a rubric)	Academic performance (current grade in college level coursework which accompanies the Culinary 101 course)
Low	70% - 79%	Below 75%	Below 75%
Middle	80% - 89%	76% - 85%	76% - 85%
High	90% -100%	86% - 100%	86% - 100%

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.

At 90% of students will achieve the target score at each level.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
Low	4	80%
Middle	32	90%
High	9	95%

Scoring Plan

State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	80%	≥95%	90-94%	80-89%	≤80%
Middle	90%	≥95%	90-94%	80-89%	≤80%
High	95%	≥95%	90-94%	80-89%	≤80%

Approval of Student Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____

Date Submitted _____

Evaluator _____ Signature _____

Date Approved _____

Results of Student Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Signature _____ Date _____

Evaluator _____ Signature _____ Date _____
