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Homeland Security

United States
Coast Guard

Food Service Specialist, Third Class Performance Qualification Guide



Supervisor's Guide

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Supervisor's Guide

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**QUESTIONS ABOUT THIS TEXT SHOULD BE
ADDRESSED TO THE SUBJECT MATTER SPECIALIST
FOR THE FOOD SERVICE RATING.**

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Introduction to the Supervisor's Guide

Introduction

Overview

Welcome to the Supervisor's Guide to the FS3 Performance Qualification Guide (PQG).

This section of the guide covers:

- Purpose of the Supervisor's Guide
 - Your role
 - Clarification of terms
 - Overview of the Supervisor's Guide
 - How to use the Supervisor's Guide
-

Purpose of the Supervisor's Guide

The purpose of this guidebook is to provide support to you when interacting with the striker studying the PQG. It provides a comprehensive, systematic approach to the FS3 non-resident training program.

You will play an important role in the striker's learning experience by:

- Creating an environment conducive to learning
- Making the instruction relevant to the striker's situation
- Demonstrating important tasks
- Providing opportunities for practice and providing feedback

Use this guide to help you in these tasks.

Your Role

You have been selected based on your pay grade and your professional competence. It is your responsibility to assist, guide, and mentor the striker in his or her efforts toward successful completion of the program. By performing this role well, you will also provide support and guidance for the striker in his or her efforts towards professional development and promotion in the Food Service Specialist rating.

The support you provide may be as simple as clarifying and/or answering questions regarding the content of the training material, and/or as complex as observing and evaluating the striker as he or she attempts to demonstrate mastery of the duties of an FS3.

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Introduction, continued

Your Role, contd.

Your role is a very important one, because it is under your direction that the striker will complete each task directly relating to the EPQs that he or she is trying to satisfy in preparation for the End of Course Test (EOCT). You will also ensure the observation and sign off of the EPQs when the striker successfully completes all the associated performance tasks.

Note: A seasoned E-5 may be resourced by the Performance Development Supervisor (PDS) to assist in some of the training aspects, such as providing practice opportunities, demonstrating the use of particular tools and equipment, and observing and providing feedback during the practice opportunities. The E-5 however cannot observe or sign-off on the performance evaluations (demonstrations of mastery of the EPQs) per COMDTINST M1414.8 series. Only an E6 or above can sign-off on the performance evaluations.

Clarification of Terms

The following terms will be used throughout the remainder of this document:

- ❑ The **Supervisor's Guide to the Performance Qualification Guide (PQG)** will be referred to as the **Supervisor's Guide**.
- ❑ The **Professional Development Supervisor (PDS)** will be referred to as the **Supervisor**.
- ❑ The **Performance Qualification Guide (PQG)** will be referred to as the **Student's Guide**, the **Student Pamphlets**, the **PQG**, or the course.
- ❑ The **Student** using the PQG will be referred to as the **Striker** or the **Student**.

Overview of the Supervisor's Guide

The Supervisor's Guide is made up of several major components:

- ❑ Introduction to the Guide
- ❑ Administration of Instruction
- ❑ Appendices

See the table on the next page for explanations of these components.

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Introduction, continued

Overview of the Supervisor's Guide, contd.

COMPONENTS OF THE SUPERVISOR'S GUIDE	
COMPONENT	EXPLANATION
Introduction to the Guide	This section contains general information for supervising a striker working on the FS3 PQG. Understanding and acting on the information in this section will help you be more effective when supervising the striker. It will help you know the scope and organization of the course. This section will also show you how to help the striker track his or her progress throughout the course.
Administration of Instruction	This section contains specific and detailed information about how to work with the striker during each lesson of the course. This section will help you know what topics the striker is focusing on in each lesson and will help you prepare for demonstrations you will need to provide.
Appendices	This section contains the following documents: <ul style="list-style-type: none"> ■ The Education Services Officer (ESO) guide, ■ The Progress Tracking Chart ■ Activity Feedback Sheets (answers to most of the questions found in the review activities) ■ Recipes used in the course ■ Performance Evaluation Checklists.
The PQG	This is the student's guide. Though this is not formally part of the supervisor's guide, you may find it useful to have your own copy of the PQG to help you know exactly what the striker is studying.

Introduction, continued

How to Use the Supervisor's Guide

The Supervisor's Guide is designed to help you facilitate the learning of the striker. You should meet with the striker at least once before he or she starts the course. You should also meet with the striker once or more during each of the significant lessons—those lessons in which the striker is likely to have questions and those lessons requiring demonstrations and/or observation of performance (EPQs).

In these meetings you will help bring immediate relevancy to the course by discussing with the striker how the material they are studying applies to “the real world” and answering questions they have about the topics of the course. Use the guide to help you in these meetings.

To make the best use of the guide, follow these steps:

HOW TO USE THE SUPERVISOR'S GUIDE	
IN ORDER TO...	DO THESE THINGS...
Prepare for your initial meeting(s) with the striker about the course,	<ol style="list-style-type: none"> 1. Read the Introduction to the Guide in the Supervisor's Guide. 2. Skim through the PQG (the Student's Guide), if one is available to you. 3. Skim through the Administration of Instruction and Appendices in the Supervisor's Guide.
Prepare for discussing each lesson with the striker,	<ol style="list-style-type: none"> 1. Read the lesson from the PQG, if one is available to you. This will help you know what the striker is studying. 2. Read the information about the lesson in the Administration of Instruction (in the Supervisor's Guide) BEFORE meeting with the striker. This will help you be prepared to discuss or demonstrate those things you will need to discuss or demonstrate.
	Continued next page

Introduction, continued

How to Use the Supervisor's Guide

IN ORDER TO...	DO THESE THINGS...
<p>Prepare for observing and signing-off on EPQs the striker has mastered,</p>	<p>Locate and become familiar with the Progress Tracking Chart and the Performance Evaluation Checklists sheets. These will help you track the striker's progress through the course and his or her completion of EPQ requirements.</p> <p>Note: Originals of the Progress Tracking Chart and the Performance Evaluation Checklists can be found in the Appendix of the Supervisor's Guide. If you are likely to be supervising more than one striker, you will need to make copies of these.</p>

The FS3 Performance Qualification Guide

Overview

This section contains information about the striker's FS3 Performance Qualification Guide (PQG). It covers:

- ❑ About the FS3 Performance Qualification Guide
 - ❑ Scope of the PQG
 - ❑ Methods of instruction
 - ❑ Instructional units of the PQG
 - ❑ Recipe for learning
 - ❑ Guide map
 - ❑ Time requirements
 - ❑ Program components
 - ❑ Program process
-

About the FS3 Performance Qualification Guide

The FS3 Performance Qualification Guide (PQG) is a non-resident course for U.S. Coast Guard personnel who wish to pursue the rank of FS3. It provides essentially the same information as the FS "A" school program. With the help of a subject matter expert available for demonstrations, observation, and feedback, it also helps the striker learn the basic knowledge and skills necessary to master the EPQs of the FS3 rating.

Scope of the PQG

This course is designed for Coast Guard personnel who choose to prepare for the rank of FS3 by completing this correspondence course. This preparation includes completing the PQG and demonstrating mastery of the EPQs it covers.

To complete the course, the striker must successfully perform tasks that simulate actual FS3 job performance. To achieve this, training is provided in the following FS3 Performance Qualifications categories:

- ❑ Food preparation
- ❑ Utensils and equipment
- ❑ Safety and sanitation

Continued next page

The FS3 Performance Qualification Guide, continued

Scope of the PQG, contd.

This course does NOT cover the following categories:

- Procurement
- Receipt and storage
- Training of FS personnel
- Paperwork and inventory management

Note: A complete list of FS EPQs and categories can be found in the U.S. Coast Guard Record of Performance Qualifications, FS, CG-3303c-10 (Rev. 10-04).

Methods of Instruction

The course consists of eight units of instruction, which make use of the following instructional methodologies:

- Self-directed/self-instructed learning
- Job aids
- On-the-job learning
- Performance Evaluation of EPQs observed by an E6 or above

The striker will work through the training material to learn the new knowledge and skills needed to perform the required behavior or task associated with the role of the FS3. The striker will be directed to see you at particular times in the training so that you can provide him or her with demonstrations of and opportunities to practice the tasks he or she is learning. He or she will also be looking to you for corrective feedback about his or her performance.

This training is performance-based, meaning that it is designed to provide the striker a means of evaluating whether or not he or she can accomplish particular tasks and behaviors to stated criteria (as defined in the EPQ). It will be up to you, the supervisor, to observe the striker's progress and help determine when he or she has mastered a particular EPQ. Remember that EPQs must be signed off by an E-6 or above.

The FS3 Performance Qualification Guide, continued

Instructional Units of the PQG

The FS3 PQG consists of eight units:

1. Course Introduction
2. Tools and Equipment
3. Sanitation and Safety
4. Introduction to Food Preparation
5. Breakfast Foods and Drinks
6. Meat, Poultry, Seafood, and Sauces
7. Soups, Salads, Vegetables, and Starches
8. Baked Goods

Each unit builds on the previous units. For example, knowledge gained in Unit 2 (Tools and Equipment) and Unit 3 (Safety and Sanitation) will be used in Unit 5 (Breakfast Foods and Drinks), when it comes time for the striker to prepare items made with eggs (Unit 5, Lesson 2).

Recipe for Learning

The “Recipe for Learning,” shown on the following page, serves as a model for the course, summarizing in a single page the eight major topics (units) of the PQG.

The first half of the recipe—the first four units—is made up of introductory lessons that explain what the striker will need to know in order to prepare many different kinds of foods and drinks. The second half of the recipe—the final four units—is made up of “how to” lessons that help the striker put into practice the knowledge and skills learned in the first four units. In other words, he or she starts cooking in Unit 5. In the second half of the course the striker will be “doing” more and reading less, taking useful ideas and putting them into practice.

Continued next page

The FS3 Performance Qualification Guide, continued

Recipe for Learning, contd.

The “Recipe for Learning” is included at the beginning of each unit to help the striker see his or her progress through the course.



Unit 8
Baked Goods



Unit 1
Introduction



Unit 2
Tools and Equipment



Unit 7
Soups, Salads,
Vegetables, and
Starches

<i>Recipe for Learning</i>		
<i>Basic Ingredients:</i>		
<i>- Tools and Equipment</i>		
<i>- Sanitation and Safety</i>		
<i>- Introduction to Food Preparation</i>		
<i>Combine these ingredients with:</i>		
<i>- Breakfast Food and Drinks</i>		
<i>- Meat, Poultry, Seafood, and Sauces</i>		
<i>- Soups, Salads, Vegetables, and Starches</i>		
<i>- Baked Goods</i>		



Unit 3
Sanitation
and Safety



Unit 6
Meat, Poultry,
Seafood, and Sauces



Unit 5
Breakfast Food
and Drinks



Unit 4
Introduction to
Food Preparation

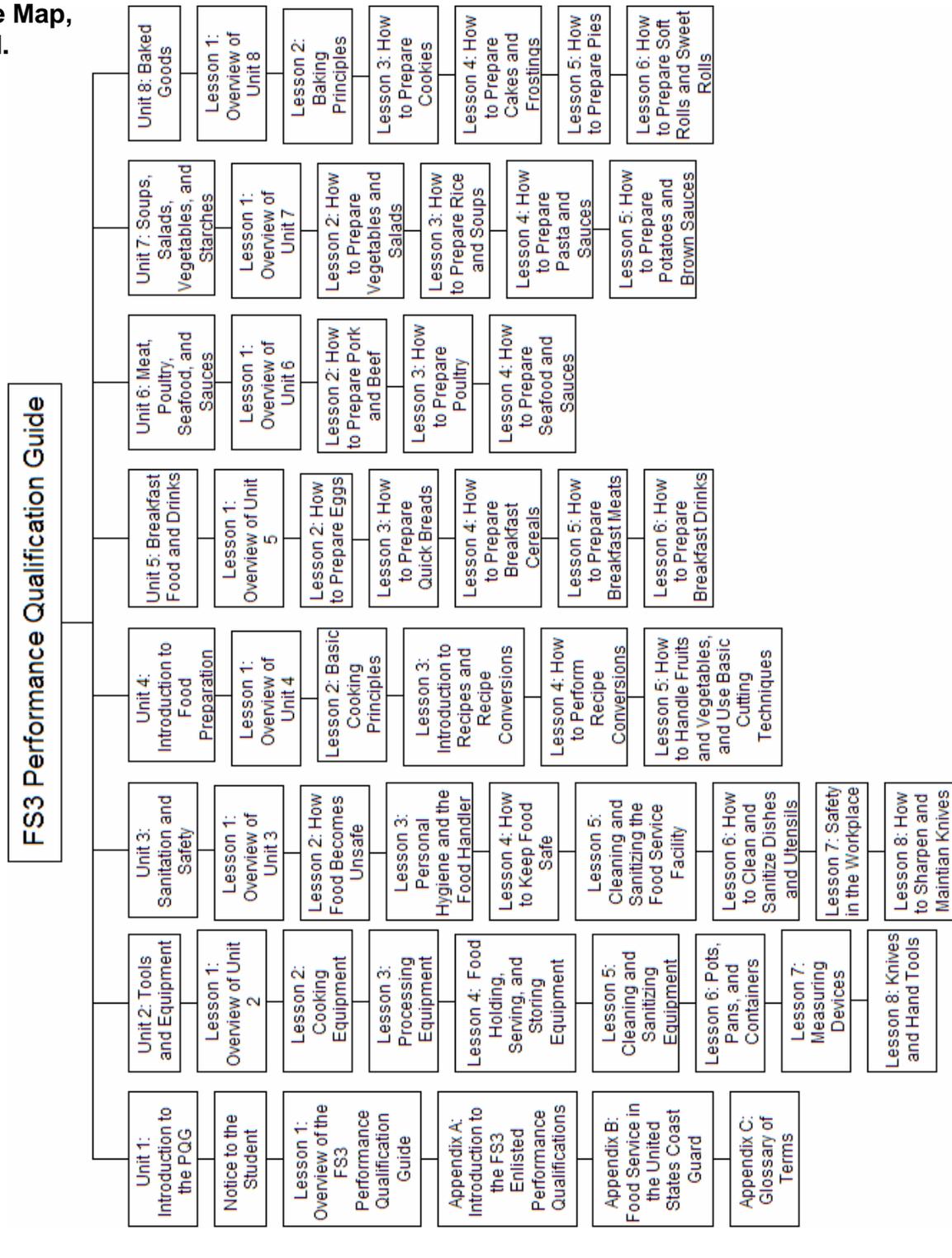
Guide Map

To view the units and lessons in greater detail, use the guide map (also known as a course map) on the following page. It contains a listing of all the lessons in the PQG organized by unit. The top box shows the course title, the next layer shows the titles of the eight units, and the remaining layers under each unit show the lesson titles.

Continued next page

The FS3 Performance Qualification Guide, continued

Guide Map, contd.



The FS3 Performance Qualification Guide, continued

Time Requirements

The PQG is designed such that a striker can complete the course in roughly six months. In order to complete the course within this timeframe, however, the striker must be dedicated to working through the course several hours each week, and have resources available to him or her (this includes, for example, you the supervisor; materials, space, and time for practice; and access to other subject matter experts when you are not available). Operational commitments and constraints may affect this timeline.

Program Components

COMPONENTS AND PAMPHLET NUMBERS	
COMPONENT	PAMPHLET NO.
Unit 1 – Course Introduction	0351-01
Unit 2 – Tools and Equipment	0351-02
Unit 3 – Sanitation and Safety	0351-03
Unit 4 – Introduction to Food Preparation	0351-04
Unit 5 – Breakfast Foods and Drinks	0351-05
Unit 6 – Meat, Poultry, Seafood, and Sauces	0351-06
Unit 7 – Soups, Salads, Vegetables, and Starches	0351-07
Unit 8 – Baked Goods	0351-08
Supervisor's guidelines	0351-09
Education Service Officer (ESO) Guide	0351-10

The FS3 Performance Qualification Guide, continued

Program Process

As you learned earlier, this program has been put in place to help prepare the striker for promotion. The process leading up to the member being able to complete the End of Course Test (EOCT) looks like this:

PROGRAM PROCESS	
STEP	ACTION
1.	The member orders the FS3 Performance Qualification Guide (course code 0351, Edition 5).
2.	The CO assigns the member to FS3 Performance Qualification Guide and ESO issues Assignment Letter ¹ to the member.
3.	The CO assigns a supervisor to coach/mentor the striker, and ESO issues Assignment Letter ¹ to the supervisor.
4.	The striker and the supervisor review the units and lessons of the course, as well as the EPQ tracking sheets and establish a training timeline. (See the section on "Tracking the Striker's Progress" for details and examples on these tracking sheets.)
5.	The supervisor prepares the EPQ tracking sheets based on agreements.
6.	The striker and the supervisor begin professional development. (In this step the striker will be doing a lot of reading at first, followed by practice later in the course. The supervisor will be doing a lot of answering of questions and providing clarity on concepts and principles not fully understood. Later, the supervisor will be providing demonstrations, and observation/feedback on the striker's practice.)
7.	The supervisor observes the striker's performance and provides feedback and further practice opportunities as needed.
8.	The supervisor and striker record progress using EPQ tracking sheets.
Continued next page	

¹ See the ESO Guide (included with this Supervisor's Guide) for examples of these letters.

The FS3 Performance Qualification Guide, continued

Program Process, contd.

STEP	ACTION
9.	When the striker has demonstrated proficiency in performing the EPQ, the supervisor initials and dates the appropriate column in the Record of Performance Qualification (CG-3303c-10).
10.	The striker and supervisor repeat steps 7 through 9 until all EPQs have been completed and signed off. See Note 1.
11.	The supervisor completes final tracking sheets indicating the date the program was completed.
12.	The supervisor maintains records/files of completed tracking sheets and signed EPQs.
13.	The striker completes the End of Course Test (EOCT). See Note 2
End of Process Striker has completed the rating requirements for FS3.	

Notes:

1. The striker remains in the program until every EPQ has been successfully completed and signed off.
2. All Striker Pamphlets must be completed prior to taking the EOCT.

Guidelines for the Supervisor

Overview

This section contains:

- ❑ About the guidelines
 - ❑ Supervisor competencies and responsibilities
 - ❑ The learning environment
 - ❑ About the Administration of Instruction section
 - ❑ The performance evaluation process
 - ❑ Tracking the striker's progress
-

About the Guidelines

The Supervisor's Guidelines provide information about the content and the context of the PQG. They also provide specific recommendations for how to administer instruction—how to help the striker while he or she is working his or her way through the PQG.

Supervisor Competencies and Responsibilities

In order to help the striker get the most out of this course, be sure to do the following:

- ❑ Review the required competencies for your role as Supervisor.
- ❑ Familiarize yourself with the Food Service Specialist Third Class PQG Supervisor's Guidelines.
- ❑ Follow the recommendations in the section titled "Administration of Instructions" to guide the striker's progress.
- ❑ Use the tracking sheets (the Progress Tracking Chart and the Performance Evaluation Checklists) provided in the Student and Supervisor Guides to track the striker's progress towards completion of the EPQs.
- ❑ Once all tasks have been completed, the striker will attempt to demonstrate his or her mastery of EPQs under your observation. It will be your job to assess the striker's ability to perform the assigned tasks.
- ❑ Use your good judgment in determining your striker's performance. The Coast Guard is putting its trust in you to help your fellow shipmates become professional Food Service Specialists.

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Guidelines for the Supervisor, continued

Supervisor Competencies and Responsibilities, contd.

The structure of the lessons of this course can be summarized in the phrase “Tell, Show, Do, Review”. In each lesson there is a “tell” phase, a “show” phase, a “do” phase, and a “review” phase. You will play a role in each of these phases, but your most significant roles will be in the “show” and “do” phases. Here’s how it works:

INSTRUCTIONAL STEPS AND THE SUPERVISOR'S RESPONSIBILITIES	
PHASE	EXPLANATION
Tell	In the “tell” step, the striker reads about the content of the course. This is similar to an instructor telling a striker about a topic or task, why it is important, and how to do it. Your responsibility in this phase will be to help the striker by encouraging him or her to read the lesson material carefully and then ask questions of you and/or have a discussion with you about the material.
Show	Most learners learn by imitation. They see someone else perform a task and they imitate that person’s performance. This is the “show” step. For each EPQ, the striker will need you to show or demonstrate for him or her how the core task is done. The striker will be prompted to look to you for these demonstrations. You can use the Performance Evaluation Checklists to see how the striker has been instructed to perform the tasks. Your demonstrations of the tasks should be similar to these checklists.
Do	In the “do” step, the striker practices the tasks. In order to get the tasks right, the striker will need feedback from you or another subject matter expert. Of your responsibilities, the “show” and “do” steps are the most important for helping the striker learn the skills of the FS3.
Review	The “review” step is when the striker reviews what he or she has learned. This often happens naturally through reflection and through practice. You can help the striker review by asking questions about his or her learning and encouraging use of the topic and feedback reviews in the lessons.

Guidelines for the Supervisor, continued

The Learning Environment

Every effort should be made to create and maintain a supportive learning environment. Ideally, this will be a quiet place equipped with the correct equipment, tools and reference material needed to complete the training course. It is your responsibility to make sure the striker has access to documentation, tools, etc. as stated in the “Tools and References” subject area of each Unit of the PQG.

About the Administration of Instruction Section

The “Administration of Instruction” section of this guide provides detailed recommendations for you and a summary of each unit of instruction. For each unit, you will find an explanation of the following:

- Overview of the unit
- Unit matrix
- The unit at a glance
- Coaching guidelines on each lesson
- Summary of performance evaluations

Use this section to help you support the FS3 striker as they complete the training course.

The Performance Evaluation Process

As a part of your work with the striker, you will need to discuss and manage the performance evaluation process. Once the striker has completed a lesson—meaning he or she has read the material, completed the topic and lesson reviews, observed your demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—the striker is ready to demonstrate the tasks for sign-off.

Continued next page

Guidelines for the Supervisor, continued

The Performance Evaluation Process, contd.

The EPQ sign-off process works like this:

THE EPQ SIGN-OFF PROCESS								
STEP	ACTION							
1.	The striker and/or supervisor determine(s) that the striker is ready to demonstrate mastery of an EPQ.							
2.	The striker and supervisor meet to discuss logistics of the EPQ sign-off attempt: who will be doing what, when they will do it, by what methods, what materials they will use, etc.							
3.	Unless otherwise stated in the lesson, the striker will, with the aid of any necessary reference materials (recipes, job aids, manuals, etc.) demonstrate the tasks of the EPQ while the supervisor observes.							
4.	For each task, the supervisor will determine whether the striker receives a “go” or a “no go”.							
	<table border="1"> <thead> <tr> <th>IF...</th> <th>THEN...</th> </tr> </thead> <tbody> <tr> <td>The striker performs the task competently and to the satisfaction of the supervisor,</td> <td>The supervisor will mark the Performance Evaluation Checklist with a “go” for the task.</td> </tr> <tr> <td rowspan="2">The striker does not perform the task competently, and to the satisfaction of the supervisor,</td> <td>The supervisor will mark the Performance Evaluation Checklist with a “no go” for the task, and...</td> </tr> <tr> <td>...the striker will need to practice the core tasks, receive feedback from the supervisor, and practice again until he or she is able to perform the tasks well enough for sign-off.</td> </tr> </tbody> </table>	IF...	THEN...	The striker performs the task competently and to the satisfaction of the supervisor,	The supervisor will mark the Performance Evaluation Checklist with a “go” for the task.	The striker does not perform the task competently, and to the satisfaction of the supervisor,	The supervisor will mark the Performance Evaluation Checklist with a “no go” for the task, and...	...the striker will need to practice the core tasks, receive feedback from the supervisor, and practice again until he or she is able to perform the tasks well enough for sign-off.
	IF...	THEN...						
	The striker performs the task competently and to the satisfaction of the supervisor,	The supervisor will mark the Performance Evaluation Checklist with a “go” for the task.						
The striker does not perform the task competently, and to the satisfaction of the supervisor,	The supervisor will mark the Performance Evaluation Checklist with a “no go” for the task, and...							
	...the striker will need to practice the core tasks, receive feedback from the supervisor, and practice again until he or she is able to perform the tasks well enough for sign-off.							
5.	When a Performance Evaluation Checklist is signed-off, the instructor will sign and date it.							
End of procedure								

Guidelines for the Supervisor, continued

Tracking the Striker's Progress

To help you encourage and track the striker's progress there are two important tools available to you:

- ❑ The Progress Tracking Chart
- ❑ The Performance Evaluation Checklists

Each of these is provided for the striker in the Student's Guide. They are also available to you in the appendix of the Supervisor's Guide.

The Progress Tracking Chart

The Progress Tracking Chart is a two-page document that shows all the units and the lessons of the course. It also has spaces for dates and your initials for each lesson, so you and the striker can track:

- ❑ When each lesson is started
- ❑ When each lesson is completed
- ❑ When each performance evaluation (EPQ) is signed off

Once a lesson and its EPQs have been completed/signed off, you should initial the tracking sheet for that lesson.

The striker should keep a copy of this document, but you may find it helpful to keep your own copy as well. Remember that the master document is in the appendix of this guide, you should make a copy for each striker you work with.

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Guidelines for the Supervisor, continued

Tracking the Striker's Progress, contd.

Here is an example from a partially completed section of a Progress Tracking Chart.

Unit	Lesson	Lesson Start Date	Lesson Complete Date	Performance Evals Complete Date	Supervisor's Initials
5 Breakfast Foods and Drinks	1 Overview	4/5/XX	4/10/XX		AR
	2 How to Prepare Eggs	4/12/XX	4/17/XX	4/21/XX	AR
	3 How to Prepare Quick Breads	4/19/XX	4/24/XX	4/28/XX	AR
	4 How to Prepare Breakfast Cereals	4/26/XX	4/31/XX		
	5 How to Prepare Breakfast Meats	5/6/XX	5/9/XX	5/12/XX	AR
	6 How to Prepare Breakfast Drinks	5/13/XX			

This chart shows the progress of a striker who is working on Unit 5. It shows that he has completed five of the six lessons of that unit and three of the five performance evaluations. His supervisor has initialed four of the lessons—the two lessons that have not yet been initialed still require completion of lesson components and/or performance evaluations.

The Performance Evaluation Checklists

The Performance Evaluation Checklists are used to track the performance of the striker on his or her mastery of the steps of each EPQ task. These steps were developed in conjunction with subject matter experts and approved sources, such as the *AFRS* and *Professional Cooking*, by Gisslen. The content of the course was built around them.

Use these checklists to help you know what the striker should be doing for each task. For example, when the striker is asked to cook “eggs over easy”, the step-by-step process for doing this is provided in the text of the PQG as well as on the Performance Evaluation form for that EPQ task. When you demonstrate and observe the striker's performance use these checklists to guide you.

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Guidelines for the Supervisor, continued

Tracking the Striker's Progress, contd.

Here's a partial example of a completed Performance Evaluation Checklist. This form is from Unit 5, Breakfast Foods and Drinks, and covers part of the EPQ 4.A.13 "Prepare eggs". The number 5.2.1A tells you that this is from Unit 5, Lesson 2, and it is the 1st Performance Evaluation. The A tells you that there is more than one Performance Evaluation for this Lesson and EPQ.

FS3 Performance Qualification Guide		Lesson 2: How to Prepare Eggs								
PERFORMANCE EVALUATION 5.2.1A										
Cook Eggs Over Easy to Order										
Location: <u>TRACEN Petakuma</u>		Completed by: <u>Cornelius O'Hare</u> <small>(Enter your name)</small>			Reviewed by: <u>J. Supervisor</u> <small>(Obtain Supervisor's signature)</small>					
EPO 4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Over easy • Over medium • Over hard • Scrambled • Omelet 										
Criteria Accuracy: <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Use the proper temperature. • Cook until egg white is just set and yolk is still liquid. • Keep yolk intact. 				Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time. 						
TASK		COMMENTS								
		Y	N	1 st Attempt 11/15/XX Date	Y	N	2 nd Attempt 11/16/XX Date	Y	N	3 rd Attempt ____/____/____ Date
1. The performer prepared the griddle for cooking.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The performer broke the eggs into a dish.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student broke eggs onto griddle instead of separate dish.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When the griddle was hot enough, the performer lightly sprayed the surface with non-stick cooking spray.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note that in this example, in the first attempt, the striker failed to perform step two properly. He or she received a "no go" from the supervisor for that attempt (see the next image). In the second attempt he or she passed and received a "go" from the supervisor.

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Guidelines for the Supervisor, continued

Tracking the Striker's Progress, contd.

In the following image, an enlarged view the Performance Evaluation Checklist, you will see where the supervisor marked “go” to document the striker’s mastery of the EPQ task.

TASK	COMMENTS					
			1 st Attempt			2 nd Attempt
	Y	N	<u>11/15/XX</u> Date	Y	N	<u>11/16/XX</u> Date
1. The performer prepared the griddle for cooking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student broke eggs onto griddle instead of separate dish.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

7. The performer cooked only until the white was just set, but the yolk was still liquid (a quick count to ten is usually sufficient).	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. The performer carefully removed the eggs from the griddle, and served them on a platter as removed (did not re-flip).	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input checked="" type="checkbox"/> No Go			<input checked="" type="checkbox"/> Go <input type="checkbox"/> No Go

In this case, the striker has “passed” the Performance Evaluation 5.2.1A, and part of the EPQ 4.A.13. In order to have the entire EPQ 4.A.13 signed off, however, he or she will still need to master other tasks (meaning he or she must receive “go’s” on other Performance Evaluation sheets)—namely cooking eggs over medium, over hard, and scrambled, as well as in omelet form.

If you have any questions about this process, contact the Food Service SMS.

Preparing for Instruction

Overview

This section contains:

- Required materials, equipment, tools, and references
 - Safety requirements
 - SMS contact information
-

Materials, Equipment, Tools, and References

The list below shows materials, equipment, tools, and references required for completion of this course. Please do everything you can to help the striker acquire the necessary printed references and obtain access to the materials, equipment, and tools.

Each of these lists is a sampling of what is required. More complete lists can be found at the beginning of each lesson.

Materials

The striker will need access to food products and materials for food preparation.

- Food products for all food preparation activities. This will include such things as:
 - Baking products (flour, sugar, yeast)
 - Beverage preparation products/tools (coffee, tea, drink mix, coffee makers, urns)
 - Breakfast foods (eggs, milk, cheeses)
 - Meats
 - Potatoes
 - Seasonings
 - Vegetable and salad foods (fresh vegetables, frozen vegetables)
- Handouts for all lessons (located in the student guide)
- Index cards (for some activities)
- Recipes (provided in Units 5, 6, 7, and 8)
- Soft vegetables or fruits, such as tomatoes (for testing sharpness of recently sharpened knives)

Equipment

The striker will need access to a variety of equipment, such as:

- Beverage-making equipment
- Cleaning equipment and tools

Continued next page

Preparing for Instruction, continued

Materials, Equipment, Tools, and References, contd.

Equipment, contd.

- ❑ Cookware/cooking equipment such as:
 - A baker's scale for baking activities
 - Cookware/cooking equipment for preparing:
 - o Poultry
 - o Seafood
 - o Pork
 - o Beef
- ❑ Refrigerators and freezers
- ❑ Salad bars

Tools

The striker will need access to the following types of tools:

- ❑ Calculator
- ❑ Common pots, pans, and containers found in the galley
- ❑ Knives
- ❑ Materials for practicing sharpening and steeling:
 - Cutting board(s)
 - Honing oil
 - Sharpening steel
 - Sharpening stones
 - Soft, wiping cloth

References

The striker will need access to the following references:

- ❑ Armed Forces Recipe Service (AFRS), NAVSUP Publication 7
- ❑ Coast Guard Food Service Sanitation Manual, COMDTINST M6240.4 (series)
http://cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/CIM/CIM_6240_4A.pdf
- ❑ Coast Guard Food Services Manual, COMDTINST 4061.5 (Series)
http://www.uscg.mil/ccs/cit/cim/directives/CIM/CIM_4061_5.pdf

Continued next page

Preparing for Instruction, continued

Materials, Equipment, Tools, and References, contd.

References, contd.

- ❑ Enlisted Performance Qualifications Manual, COMDTINST M1414.8 (series)
http://cgweb.uscg.mil/g-c/g-ccs/g-cit/g-cim/directives/CIM/CIM_1414_8C.pdf
- ❑ Enlisted Professional Military Education (E-PME)
<http://learning.uscg.mil>
- ❑ Food Service Management Manual, NAVSUP P-486
- ❑ *Professional Cooking*, by Wayne Gisslen
- ❑ Record of Performance Qualifications Form (FS), Department of Homeland Security, U. S. Coast Guard, CG-3303C-10 (Rev. 10-04)
<http://www.uscg.mil/hq/g-w/g-wt/g-wtt/g-wtt-2/trapol/FS.pdf>
- ❑ Student Pamphlets for all units
- ❑ Unit 1, Appendix C, Glossary of Key Terms

For assistance locating any of these references, please contact the Food Service SMS. Contact information is below.

Safety Requirements

As the supervisor, you are responsible for helping ensure the safety of the striker throughout their learning experience. In this course, you and the striker will be using food processing equipment, working with hot foods and heavy cooking equipment, cleaning and sanitizing with chemicals, and handling knives.

In the Administration of Instruction section, for each lesson, you will find notes to help you know what topics you will be discussing and what types of equipment you will be using. Use these notes to help remind you to discuss any relevant safety precautions with the striker before you use tools and equipment or handle hot foods that might present a danger to the striker.

SMS Contact Information

For assistance administering this course—for answers to questions about the text, the references, the activities, to offer ideas for improvement of the course, etc.—contact your Food Service Subject Matter Specialist (FSSMS):

- ❑ By telephone at (707) 765-7142 or
 - ❑ Via the e-mail address found at
<http://cgweb.tcpet.uscg.mil/tpf/fssms/fssms.htm>.
-

Administration of Instruction

Introduction

Overview

This section of the Supervisor's Guide contains information you will need to administer instruction for all units of the FS3 Performance Qualification Guide (PQG). It is divided into two sections:

- ❑ Introduction
- ❑ The Units of Instruction

This Introduction section contains:

- ❑ About the Administration of Instruction section
- ❑ Introduction to the Units of Instruction section
- ❑ Review activities
- ❑ Helping the striker practice and prepare for mastery of EPQs
- ❑ Preparing feedback for the striker
- ❑ Blank feedback form
- ❑ Safety precautions
- ❑ The units of the course

The Units of Instruction section houses all the details for each unit and each lesson.

About the Administration of Instruction Section

The Introduction to the Supervisor's Guide provided a broad and general overview of the course. This Administration of Instruction section provides the details. It contains important notes and summaries for the supervisor explaining each lesson of each unit. The Administration of Instruction section is like a giant crib sheet for the supervisor, summarizing in a few pages the main topics and activities of each lesson.

A classroom instructor has many responsibilities: he or she prepares lesson plans, monitors attendance, presents lesson content in an engaging manner, facilitates group discussions, provides practice opportunities, coaches students, and evaluates their performance. This non-resident course is not written for a classroom, however, and you are not expected to perform all the duties of a classroom instructor.

This Administration of Instruction section contains important notes and summaries for the supervisor explaining each lesson of each unit of the course.

Continued next page

Introduction, continued

About the Administration of Instruction Section, contd.

Much of the work of the classroom instructor is “written into” the content of the course, so you don’t have to worry about it. For example, there are many exercises and activities written into the course, so you don’t have to generate them; there are specific pointers to external resources, such as chapters in the textbook and recipes in the AFRS, so you don’t have to find them; there are recommended ways for giving and receiving feedback, so you don’t have to figure out how to structure your feedback; in short, you won’t have to be concerned about many of the things the classroom instructor does.

There are, however, things you will need to be concerned with and those are all about helping the striker take what he or she has read and put it into practice. This is in order to master the EPQs of the course. Use the “Guidelines for the Supervisor” in the previous section, your experience leading others, and the details provided in this section to help you assist the striker in his or her preparations for mastering the EPQs.

Introduction to the Units of Instruction Section

The Units of Instruction section contains information you will need for every lesson of every unit in this course. In order to help you review a unit quickly, understand the content of each lesson in the unit, and prepare for that lesson, every unit is broken down into the following components:

- ❑ Unit matrix
- ❑ The unit at glance
- ❑ Coaching guidelines for each lesson
- ❑ Summary of performance evaluations

Note: The section on Unit 1 is slightly different than the sections on other units. Because Unit 1 is an introductory unit, and therefore structured differently than the other units, the section about it does not follow the pattern above; it is simpler and shorter.

The Unit Matrix section helps you quickly determine the high-level content of each lesson in the unit. It also helps you know which EPQs are addressed in each lesson.

The Unit at a Glance section helps you determine the major topics of each lesson and the demonstrations for which you will need to prepare.

The Unit at a Glance section helps you determine the major topics of each lesson. In addition, it tells you for each lesson the important activities the striker will be working on, as well as the demonstrations for which you will need to prepare.

Continued next page

Introduction, continued

Introduction to the Units of Instruction Section, contd.

The coaching guidelines section is designed to help you quickly determine what will be important when supervising a striker working on a particular lesson. It contains a brief summary of the lesson covering the things you will need to be prepared for: discussions you should be prepared to hold, activities you should be ready to participate in, and EPQ tasks you will need to demonstrate.

The performance evaluation section summarizes the performance evaluations of the unit in a table of Performance Evaluation Checklists for the unit. You will likely find this helpful at the ends of lessons when it comes time to observe the striker's attempts at mastery of the EPQs. You will use the checklists to document the striker's mastery attempts, and this table will help you make sure you have all the checklists associated with that unit or lesson.

Review Activities

Most of the lessons of the PQG contain activities, and most of these activities fall under one of two types: Lesson Reviews and Topic Reviews. This section explains what these are and how to use them.

Lesson Reviews come in two forms:

1. Quiz format
2. Performance activity format

Lesson Reviews in the quiz format are usually made up of multiple-choice, fill-in-the-blank, and true-false questions. These are knowledge-based and are designed to help the student test his or her understanding of the most important knowledge components of the lesson.

Lesson Reviews in the performance activity format are more "hands-on" in nature. They are designed to help the striker practice the tasks and behaviors discussed in the lesson. These are performance-based and help the striker develop new skills and abilities. In some lessons these performance activity reviews are labeled "Lesson Review", and in other lessons they are labeled "Practicing What You Have Learned". Regardless of the labels used, each lesson that teaches a specific task or behavior contains a performance-based review activity.

Topic Reviews are used in many of the longer lessons. Some of these lessons even have two topic reviews. These are usually of the quiz format.

Continued next page

Introduction, continued

Review Activities, contd.

All Topic and Lesson Reviews are designed to help the striker test his or her understanding of lesson content. Usually, the answers to these reviews are found at the end of the lesson and are labeled with the word “feedback”. For example, the answers to a Topic Review will be found in a section called “Topic Review Feedback”. If answers are not included in the “feedback” section at the end of the lesson, it is because the answers are found in the main text for the course, *Professional Cooking*, and should be reasonably obvious to the striker.

To summarize, here is an example: In the lesson in which the striker learns to prepare eggs and cook with dairy products (Unit 5, Lesson 2), there are two topic reviews and a performance-based review activity. The topic reviews help the striker confirm his or her understanding of eggs, how to prepare them, and how to cook with dairy products. The performance-based review activity (in which you the supervisor are heavily involved) helps the striker actually practice cooking with eggs and dairy products.

Helping the Striker Practice and Prepare for EPQ Testing

When a lesson requires that a striker practice what he or she has learned, the striker will need your help. He or she will be required to plan, prepare, and act. The striker will need your expertise and guidance with each of these steps.

For example, in the lesson on the preparation of hot cereals, the striker is required to plan, prepare for, and cook the following:

- Oatmeal
- Grits
- Cream of Wheat

This activity will likely take several hours. You and the striker should meet to discuss and plan for:

- Quantities to prepare
- Mise en place
- Equipment to use
- Timelines within which to work
- Teamwork—where and with whom they will be working
- Recipe conversions to use
- Preparations to make ahead of time (the day/night before)

Continued next page

Introduction, continued

Helping the Striker Practice and Prepare for EPQ Testing, contd.

Early on, while they are practicing tasks for the first time, encourage them to ask questions of you. As they approach the point at which they are ready to demonstrate mastery of an EPQ, however, they should be left on their own to plan, prepare, and act on their plans to produce the hot, cooked cereals listed above. At this point, you will serve only as an observer. You will also prepare feedback for them that tells them what they did well, and what they need to do to improve.

You will need to provide feedback to the striker that tells them what they did well, and what they need to do to improve.

Preparing Feedback for the Striker

As mentioned before, when the striker is practicing the preparation of a food item, he or she will look to you to provide feedback on his or her performance. The striker will be looking for feedback regarding:

- ❑ What he or she prepared (how it looks, how it tastes), and
- ❑ How he or she prepared it (the methods he or she used)

You should be paying attention to and offering feedback on the following:

FEEDBACK AREAS	
DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in the text of the lesson and/or the EPQ?
Recipe Conversions	How free from errors were the striker's recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety and Sanitation	To what degree did the striker operate within safety and sanitation guidelines, including washing his or her hands, proper use of the two-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Continued next page	

Introduction, continued

Preparing Feedback for the Striker, contd.

DIMENSION	DESCRIPTION
Time Management	<p>How did the striker manage his or her time?</p> <p>Was/were the product(s) completed on time?</p>
Uniform	<p>Did his or her uniform, as it was presented on the day of testing, meet the standard?</p>

To help the striker document and organize the feedback you provide, he or she is often provided with feedback forms. You will find a sample of this form on the next page. Regardless of whether or not a form is provided in the lesson, you should always provide feedback that helps the striker answer these two questions:

- ❑ What were the desired behaviors he or she performed that met or exceeded standards?
 - ❑ What, exactly, does he or she need to do differently in order to improve?
-

Introduction, continued

**Blank Practice
Feedback
Form**

While the striker is practicing and preparing to pass EPQs, encourage him or her to photocopy and use the form below to gather feedback from you on the food items he or she prepares.

THE FOOD I PREPARED	THE FEEDBACK I RECEIVED
The type of food I prepared was: <hr/> <hr/>	What were the desired behaviors I performed that met or exceeded standards? <hr/> <hr/> <hr/> What advice for improvement did I receive? <hr/> <hr/>

Introduction, continued

Safety Precautions

Before providing a demonstration, and before the striker begins practicing a task or procedure under your supervision, you must discuss any pertinent safety precautions with him or her.

Remember that the striker is still new to working in a food service environment, and does not have the safety habits that you do. Many of the safety precautions you take for granted are new or even unknown to him or her.

Before starting a new practice activity with the striker, be sure to discuss relevant safety precautions.

So, whether you are going to be working with heavy equipment, hot foods, sharp knives or hand tools, potentially slippery floors, or lifting heavy objects, be sure to discuss any relevant safety precautions before you start. Then help the striker practice them until they become habits for him or her.

The Units of the Course

The units of this course are as follows:

- ❑ Unit 1 – Introduction to the Course
- ❑ Unit 2 – Tools and Equipment
- ❑ Unit 3 – Sanitation and Safety
- ❑ Unit 4 – Introduction to Food Preparation
- ❑ Unit 5 – Breakfast Foods and Drinks
- ❑ Unit 6 – Meat, Poultry, Seafood, and Sauces
- ❑ Unit 7 – Soups, Salads, Vegetables, and Starches
- ❑ Unit 8 – Baked Goods

The next section contains a breakdown of each of these units and the lessons they contain.

Unit 1

[Insert unit section pages for Units 1 through 8.]

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Unit 1

Overview

Unit 1, *Introduction to the Performance Qualification Guide*, provides the striker with an overview of the FS3 non-resident course and important tools used to navigate through the course and track progress. It is a preparatory unit with only one lesson and no enlisted performance qualifications (EPQs).

This section of the guide includes:

- ❑ Components of this unit
- ❑ Tools of this unit
- ❑ The unit at a glance

Components of This Unit

This unit has several components:

- ❑ Notice to the students
- ❑ Lesson 1
- ❑ Appendix A – Introduction to the FS3 Enlisted Performance Qualifications
- ❑ Appendix B – Food Service in the United States Coast Guard
- ❑ Appendix C – Glossary of Key Terms

Tools of This Unit

Unit 1 contains some useful tools for the striker. The table below explains these tools.

USEFUL TOOLS IN UNIT 1		
TOOL	DESCRIPTION	LOCATION IN UNIT 1
Food Service in the U.S. Coast Guard	An explanation of the Food Service Specialist rating, and food service in the US Coast Guard. Includes duties and responsibilities.	Appendix B
Glossary	Contains all the key terms for all units and lessons. A “dictionary” for the course.	Appendix C
Continued next page		

Unit 1, continued**Tools of This Unit, contd.**

TOOL	DESCRIPTION	LOCATION IN UNIT 1
Introduction to the FS3 Enlisted Performance Qualifications	A thorough explanation of what an EPQ is, and why it is important.	Appendix A
List of EPQs	Contains all the EPQs covered by this course.	Lesson 1, FS3 Performance Qualifications
Progress Tracking Chart	Used to track striker's progress through the course. Includes check boxes for completion of all lessons, and all Performance Evaluations for all units.	After Notice to Students, before Lesson 1
Recipe for Learning	Shows the units of the course at a glance.	Lesson 1, p. 1-6
Steps for Completing the Guide	A step-by-step description for the striker on how to complete the Performance Qualification Guide (PQG).	Notice to Students, p. 2

Unit 1, continued

The Unit at a Glance

The table below shows the lessons of Unit 1, including:

- ❑ Major topics covered in the lesson
- ❑ Important activities for the striker
- ❑ Demonstrations/activities for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 1			
COMPONENT	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
Notice to the Students	Purpose of the guide, disclaimer, content of the guide, steps for completing the guide, about the review questions, about the End of Course Test (EOCT), studying for the Service Wide Exam (SWE), acknowledgements, lists of references, about the key terms, questions or comments	Review the Notice to Students, discuss any questions and concerns	How to use the Progress Tracking Chart
Continued next page			

Unit 1, continued**The Unit at a Glance, contd.**

COMPONENT	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
Lesson 1	Welcome from the Food Service Rating Force Master Chief, intro to the PQG, Recipe for Learning, organization of the guide, overview of the units, map of the guide, intro to the Student Pamphlets, a word about safety, FS3 performance qualifications	My goal for the FS3 Non-Resident Course, discuss major topics	Review the striker's goals for the course, discuss the overlap between the goals of the individual and the goals of the Coast Guard
Appendix A – Intro to the FS3 Enlisted Performance Qualifications	What is an EPQ, anatomy of an EPQ, FS3 performance qualifications	Topic review, discuss EPQs	None
Appendix B – Food Service in the United States Coast Guard	Food service and the U.S. Coast Guard, the FS rating chain of command, food service at the Coast Guard unit	Review, discuss any questions and concerns	None
Appendix C – Glossary of Key Terms	Key terms	Review list, discuss terms if necessary	None

Unit 2

Overview

Unit 2, *Tools and Equipment*, provides the striker with foundational information required to prepare and store foods safely. It provides important information the FS3 will need to know about the primary tools and major pieces of equipment used in the kitchen. It covers topics such as equipment used for cooking (rangetops, ovens, and griddles); equipment used for processing food (mixers, meat slicers, and food processors); equipment used for serving and storage (food warmers, steam tables, and refrigerators); equipment and methods used for cleaning and sanitizing (dishwashers, three-compartment sinks, and the two-pan method); commonly used pots and pans (stockpots, saucepans, and bains-marie); measuring devices (scales, volume measures, and thermometers); and commonly used knives and hand tools (the chef's knife, the paring knife, and the offset spatula).

In this unit, the striker focuses on preparing equipment for use; he or she does not actually use the tools and equipment yet. The striker will be primarily concerned with:

- ❑ Being able to identify the tools and pieces of equipment
- ❑ The safety precautions associated with them
- ❑ Preparing them for use

The striker will begin cleaning and sanitizing equipment in the next unit, Unit 3.

This section contains:

- ❑ The lessons of this unit
- ❑ The unit at a glance
- ❑ Coaching guidelines for each lesson
- ❑ Performance evaluations for this unit

The Lessons of This Unit

Unit 2 has eight lessons and does not directly cover any EPQs. However, the mastery of the content of this unit will be critical to the striker's ability to master EPQs in future lessons. For example, in order to prepare fruits and vegetables (EPQ 4.A.18, Unit 4) and use basic cutting techniques (EPQ 4.A.02, Unit 4), the striker will need to know how to choose the correct pot or pan, how to choose the correct cutting and/or food processing tools, and how to use basic cleaning tools and methods.

Continued next page

Unit 2, continued

The Lessons of This Unit, contd.

The lessons are:

- Lesson 1 – Overview of Unit 2
- Lesson 2 – Cooking Equipment
- Lesson 3 – Processing Equipment
- Lesson 4 – Food Holding, Serving, and Storing Equipment
- Lesson 5 – Cleaning and Sanitizing Equipment
- Lesson 6 – Pots, Pans, and Containers
- Lesson 7 – Measuring Devices
- Lesson 8 – Knives and Hand Tools

Because there are no EPQs addressed by this unit, there is no unit matrix in this section.

The Unit at a Glance

The table below shows the lessons of Unit 2, including:

- Major topics covered in the lesson
- Important activities for the striker
- Demonstrations for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 2			
LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
1	Overview of the unit	Reading only	None
2	Tools and equipment used for cooking, such as rangetops, ovens, broilers, and steamers	Lesson review; discussion of major topics	Show the cooking equipment that is available to the striker; prepare this equipment for use.
3	Mixers, meat slicers, food processors, proof boxes	Lesson review; discussion of major topics	Show the food processing equipment that is available to the striker; prepare this equipment for use.
Continued next page			

Unit 2, continued

The Unit at a Glance, contd.

LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
4	Hot food holding and serving equipment, and cold food storage equipment.	Lesson review; discussion of major topics	Show the food holding, serving, and storage equipment that is available to the striker; prepare this equipment for use.
5	Manual and mechanical cleaning and sanitizing equipment; cleaning and sanitizing methods	Lesson review; discussion of major topics	Show the tools and equipment for cleaning and sanitizing that are available to the striker; prepare this equipment for use.
6	Pots, pans, and containers	Lesson review; discussion of major topics; review the selection job aid; assist in the pots, pans, and containers selection exercise.	Show the most-often-used pots, pans, and containers that are available to the striker.
7	Scales, volume measures, and thermometers	Lesson review; discussion of major topics	Demonstrate the use of measuring devices that are available.
8	Knives and hand tools	Lesson review; discussion of major topics	Show the knives and hand tools available to the striker.

Unit 2, continued

Lesson 2 **Cooking Equipment**

In this lesson, the striker learns about equipment used for cooking, such as rangetops, ovens, broilers, griddles, fryers, and steamers.

There are a few activities in this lesson, including a lesson review.

One of the objectives of the lesson is for the striker to prepare cooking equipment for use. He or she will need your help identifying equipment that is available for this. Also, he or she will be looking to you for a demonstration of how to prepare this equipment.

You will need to be prepared to:

1. Have a brief discussion with the striker about the major topics, including the types of cooking equipment and their uses.
 2. Help the striker identify what equipment is available for him or her to examine and prepare for use.
 3. Demonstrate the preparation and use of the available equipment.
 4. Supervise the striker's preparation of cooking equipment.
-

Lesson 3 **Processing Equipment**

In this lesson, the striker learns about food processing equipment: mixers, meat slicers, food processors, and proof boxes.

There are a few activities in this lesson, including a lesson review.

One of the objectives of the lesson is for the striker to prepare food processing equipment for use. He or she will need your help identifying equipment that is available. Also, he or she will be looking to you for a demonstration of how to prepare this equipment.

You will need to be prepared to:

1. Hold a brief discussion with the striker about the types of food processing equipment and their uses.
2. Help the striker identify what food processing equipment is available for him or her to examine and prepare for use.

Continued next page

Unit 2, continued

Lesson 3, contd.

3. Demonstrate how to prepare food processing equipment for use.
 4. Supervise the striker while he or she prepares food processing equipment.
-

Lesson 4

Food Holding, Serving, and Storing Equipment

In this lesson, the striker learns about hot food holding and serving equipment, such as food warmers and steam tables, and cold food storage equipment, such as chilled salad bars, refrigerators, and freezers.

There are a few activities in this lesson, including a lesson review.

One of the objectives of the lesson is for the striker to prepare food holding, serving, and storing equipment for use. He or she will need your help identifying equipment that is available. Also, he or she will be looking to you for demonstrations of how to prepare this equipment for use.

You will need to be prepared to:

1. Hold a brief discussion with the striker about what he or she has learned, including having the striker describe equipment used for holding, serving, and storing food.
 2. Help the striker identify what equipment is available for him or her to examine, prepare, and use.
 3. Demonstrate how to prepare holding, serving, and storage equipment for use.
 4. Supervise the striker's preparation of holding, serving, and storage equipment.
-

Lesson 5

Cleaning and Sanitizing Equipment

In this lesson, the striker learns about manual cleaning and sanitizing equipment (three-compartment sinks), mechanical cleaning and sanitizing equipment (dishwashers), and cleaning and sanitizing methods (the two-pan method).

Continued next page

Unit 2, continued

Lesson 5, contd.

In this lesson, the main objectives are for the striker to know basic techniques and equipment, and be able to prepare cleaning and sanitizing equipment for use. In Unit 3, they will begin actually cleaning and sanitizing lots of equipment in the food service facility.

There are a few activities, including a lesson review.

Strikers will need your help showing them the basics (principles, methods) of how to clean and sanitize using available equipment and methods.

You will need to be prepared to:

1. Hold a brief discussion with the striker about what he or she has learned, including having him or her describe the tools and equipment used for cleaning and sanitizing a food service facility and its contents.
2. Help the striker identify what cleaning and sanitizing equipment is available for him or her to examine and prepare for use.
3. Demonstrate the cleaning methods and the preparation and use of available cleaning and sanitizing equipment.
4. Supervise the striker's use of cleaning methods and preparation and use of available equipment.

Lesson 6

Pots, Pans, and Containers

In this lesson, strikers learn about pots, pans, and containers.

There are a few activities, including a lesson review and an optional "real-life" activity that helps the striker test his or her ability to recognize and identify common pots, pans, and containers.

One of the objectives of this lesson is, given a cooking or storage need, the striker will select the appropriate pot, pan, or container, for that need. Strikers will need your help identifying the actual pots, pans, and containers that are available to them in your facility, and helping generate "needs" or "uses" for which they can learn to select the appropriate item.

Continued next page

Unit 2, continued

Lesson 6, contd.

You will need to be prepared to:

1. Hold a brief discussion with the striker about what he or she has learned, including having him or her describe types of pots, pans, containers and their uses.
 2. Help the striker identify the most-often-used pots, pans, and containers that are available to him or her.
 3. Assist the striker in the “real-life” exercise in which he or she is asked to go to the kitchen and identify pots, pans, and containers. They can use index cards to perform this exercise, but it would be more valuable to have you help them out. The basic gist of the exercise is that given a “use” (e.g., you tell the striker “you need to keep some soup hot for serving”) they can, in the kitchen, go find and identify the correct container for that use (e.g., a bain-marie insert or some other container used to keep soup hot).
-

Lesson 7

Measuring Devices

In this lesson, the striker learns about scales, volume measures, and thermometers.

There are a few activities, including a lesson review.

Strikers will need your help learning to identify the measuring devices available in your facility.

You will need to be prepared to:

1. Hold a brief discussion with the striker about what he or she has learned, including having him or her describe the types of scales, volume measures, and thermometers.
 2. Help the striker identify what measuring devices are available for him or her to examine and use.
 3. Demonstrate the use of available measuring devices.
 4. Supervise the striker's practice using the measuring devices.
-

Unit 2, continued

Lesson 8

Knives and Hand Tools

In this lesson, the striker learns about knives and handtools.

There are a few activities in this lesson, including a lesson review.

The striker will need your help learning to identify the knives and hand tools available in your facility. The primary focus of this lesson is learning to identify the different tools, not to use them. The striker will begin using these tools in future lessons.

You will need to be prepared to:

1. Hold a brief discussion with the striker about what he or she has learned, including having him or her describe the types of knives and hand tools, and how they are used to prepare and serve food.
2. Identify what knives and hand tools are available for the striker to examine and use.

Performance Evaluations

Because there are no EPQs associated with this unit, there are no performance evaluations to complete.

Unit 3

Overview

Unit 3, *Sanitation and Safety*, builds on knowledge gleaned in Unit 2. It provides the striker with more foundational information required to handle foods, keep the food service facility clean and sanitized, and keep knives sharp.

It covers topics such as how food becomes contaminated, food safety factors, how to clean and sanitize equipment and utensils in the food service facility, and how to sharpen and maintain knives.

This section contains:

- ❑ Unit matrix
 - ❑ The unit at a glance
 - ❑ Coaching guidelines for each lesson
 - ❑ Performance evaluations for this unit
-

Unit Matrix

Unit 3 has eight lessons and covers eight EPQs. The lessons are:

- ❑ Lesson 1 – Overview of Unit 3
- ❑ Lesson 2 – How food becomes unsafe
- ❑ Lesson 3 – Personal hygiene and the food handler
- ❑ Lesson 4 – How to keep food safe
- ❑ Lesson 5 – Cleaning and sanitizing the food service facility
- ❑ Lesson 6 – How to clean and sanitize dishes and utensils
- ❑ Lesson 7 – Safety in the workplace
- ❑ Lesson 8 – How to sharpen and maintain knives

The matrix on the following page will help you to identify the EPQs and the lessons in which they are addressed. Every lesson that introduces an EPQ is marked with an “X”. Each of these lessons also contains a Performance Evaluation for that lesson’s EPQ(s). Unmarked lessons introduce information necessary for future EPQs.

Continued next page

Unit 3, continued

Unit Matrix, contd.

EPQ'S FOR UNIT 3								
EPQs	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
4.B.01 (SERVING TEMPERATURES)				X				
4.B.02 (MAINTAIN KNIVES)								X
4.C.01 (STORE LEFTOVERS)				X				
4.C.02 (CLEAN AND SANITIZE)					X			
4.C.03 (MECHANICAL DISHWASHING)						X		
4.C.04 (MANUAL DISHWASHING)						X		
4.C.05 (ICE MACHINES)					X			
4.C.06 (REFRIG- ERATORS/ FREEZERS)					X			

Note: For the complete text of these EPQs, see the sub-section "Performance Evaluations" at the end of this section.

Unit 3, continued

The Unit at a Glance

The table below shows the lessons of Unit 3, including:

- Major topics covered in the lesson
- Important activities for the striker
- Demonstrations for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 3			
LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
1	Overview of the unit	Reading only	None
2	Microorganisms; foodborne illnesses, including intoxications and infections; foodborne contamination	Lesson review; discussion of major topics; review of two mini-case studies	Discuss the mini-case studies and expert responses to them.
3	How food handlers contaminate food; good personal hygiene; health standards and practices	Lesson review; discussion of major topics	Proper handwashing technique
4	Cross-contamination; receiving food; inspecting food; storing food; the food flow process.	Lesson review; discussion of major topics; attempts at mastery of two EPQs	How to maintain safe serving temperatures for the steam table; how to maintain safe serving temperatures for the chilled salad bar; and how to store leftover food.
Continued next page			

Unit 3, continued**The Unit at a Glance, contd.**

NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
5	The food service facility; choosing a cleaning and sanitizing method; mechanical method; manual methods; how to clean almost everything in a food service facility, including: stainless steel surfaces, freezers and reefers, proof boxes, meat slicers, etc.	Topic and lesson reviews; discussion of major topics; review of procedures; attempts at mastery of three EPQs	How to clean and sanitize ALL food and non-food contact surfaces, including such tasks as cleaning stainless steel, cleaning carpeted surfaces, and cleaning and destaining coffee urns; how to clean and sanitize ice machines; how to clean and sanitize walk-in freezers/ reefers; how to clean and sanitize reach-in freezers/reefers.
6	Washing dishes by hand; washing dishes using a machine	Lesson review; discussion of major topics; attempts at mastery of two EPQs	How to wash dishes using a dishwasher (including operating, de-scaling, and disassembling the dishwasher); how to wash dishes manually.
7	Introduction to workplace safety; proactive and reactive safety precautions	Lesson review; discussion of major topics	How to identify and respond to unsafe conditions in the food service facility
8	Introduction to knives, stones, and steels; knife safety; introduction to sharpening and maintaining knives; how to sharpen a knife; how to steel a knife	Lesson review; discussion of major topics, safety precautions; attempts at mastery of one EPQ	How to sharpen and maintain the following knives: chef's knife, boning knife, paring knife.

Unit 3, continued

Lesson 2

How Food Becomes Unsafe

In this lesson, strikers learn about microorganisms; foodborne illnesses, including intoxications and infections; and foodborne contamination.

There are a few activities, including two mini-case studies and a lesson review.

The objectives of the lesson include:

- ❑ Identifying the microorganisms that can cause foodborne illness or food spoilage
- ❑ Identifying the foodborne illnesses that can result from biological contamination, and
- ❑ Recognizing the types of chemical and physical contaminations

You will need to be prepared to:

1. Hold a brief discussion with the striker about foodborne illnesses
2. Discuss with the striker your knowledge of and experience with foodborne illness, especially the affects it has, not just on the individuals who have gotten sick, but also its impact to their unit and the Coast Guard—loss of manpower, loss of patronage, etc.

Lesson 3

Personal Hygiene and the Food Handler

In this lesson, strikers learn about good personal hygiene, health standards and practices, and how food handlers contaminate food.

There are a few activities in this lesson, including a lesson review.

One of the most important outcomes of this lesson is that the striker uses proper technique when washing his or her hands.

You will need to be prepared to:

1. Discuss the major topics of the lesson with the striker.
 2. Demonstrate for the striker proper hand washing technique.
 3. Observe the striker's hand washing technique and offer corrective feedback if his or her technique can be improved.
-

Unit 3, continued

Lesson 4 **How to Keep Food Safe**

In this lesson, the striker prepares to demonstrate mastery of two EPQs: 4.B.01, in which they maintain safe temperatures at a steam table and a chilled salad bar, and 4.C.01, in which they store leftover food. Along the way to learning these procedures, they also learn about cross-contamination; receiving food; inspecting food; storing food; and the food flow process, including preparing, cooking, holding, serving, cooling, and reheating food.

There are a few activities in this lesson, including a lesson review.

You will need to be prepared to:

1. Hold a brief discussion with the striker about procedures for keeping foods safe.
2. Demonstrate how to:
 - Maintain safe serving temperatures for the steam table
 - Maintain safe serving temperatures for the chilled salad bar
 - Store leftover food
3. Supervise the striker's practice.
4. Observe and document the striker's mastery of the EPQs for the lesson.

Lesson 5 **Cleaning and Sanitizing the Food Service Facility**

This lesson builds on previous lessons (especially Unit 2, Lesson 5 "Cleaning and Sanitizing Equipment") and helps the striker prepare for the following EPQs:

- 4.C.02 (clean/sanitize contact surfaces in the FS facility)
- 4.C.05 (clean/sanitize ice machines)
- 4.C.06 (clean/sanitize reefers/freezers)

Continued next page

Unit 3, continued

Lesson 5, contd.

The striker learns about how to clean the food service facility; how to choose a cleaning and sanitizing method; the mechanical method (how to prepare and use a dishwasher); the three-compartment sink method; the two-pan method; and how to clean almost everything in a food service facility, including: stainless steel surfaces, freezers and reefers, proof boxes, meat slicers, lowerators, condiment containers, milk dispensers, etc. For a complete list, see the lesson in the student guide.

This lesson is somewhat unique in the PQG. It is composed primarily of job aids with a directory or “table of contents” at the beginning of the lesson. This table of contents is located in the sub-section called Topics Covered by This Lesson (p. 5-2). It serves as the directory for the job-aids, showing what they are and where to find them. Most of the rest of the lesson is made up of the job aids.

Point out to the striker that he or she only needs to study those items that are available on your ship or in your facility, AND those items related to the EPQs. The striker, at this point, should already know what tools and equipment are available to him or her, but it may be helpful for you to go over the list with him or her again.

There are a few activities, including a lesson review designed to help the striker test his or her understanding of the lesson content and ability to locate and use the job aids.

You will need to be prepared to:

1. Demonstrate how to clean and sanitize each of the following:
 - All the food and non-food contact surfaces in your food service facility
 - Ice machines
 - Walk-in freezers/reefers
 - Reach-in freezers/reefers
 2. Supervise the striker's practice of cleaning and sanitizing each of the above.
 3. Observe and document the striker's mastery of the EPQs for the lesson.
-

Unit 3, continued

Lesson 6

How to Clean and Sanitize Dishes and Utensils

In this lesson, the striker prepares to master the EPQs 4.C.04, in which he or she washes dishes manually, and 4.C.03, in which he or she washes dishes using a dishwasher.

There are a few activities, including a lesson review.

You will need to be prepared to:

1. Demonstrate the following tasks:

For manual dishwashing...

- How to prepare a utensil sanitizing solution
- How to prepare the three-compartment sink for use
- How to clean/sanitize dishes, utensils, pots, pans, and containers
- How to destain dinnerware and silverware
- How to store dishes, utensils, pots, pans, and containers
- How to secure dishwashing equipment

For mechanical dishwashing...

- How to assemble the dishwasher
- How to prepare the dishwasher
- How to clean and sanitize dishes and utensils using the dishwasher
- How to descale the dishwasher
- How to disassemble the dishwasher

1. Supervise the striker's practice of cleaning and sanitizing each of the above.
 2. Observe and document the striker's mastery of the EPQs for the lesson.
-

Unit 3, continued

Lesson 7

Safety in the Workplace

In this lesson, the striker learns about workplace safety, including proactive and reactive safety precautions. The lesson consists mostly of lists of guidelines and practices.

There are a few activities, including a lesson review which helps the striker test his or her knowledge of the guidelines and practices.

You will need to be prepared to:

1. Hold a brief discussion with the striker about what he or she has learned, including what constitutes an unsafe condition, and how to respond to unsafe conditions.
2. Help the striker recognize unsafe conditions. One way to do this is to present examples of safe and unsafe conditions you have experienced in the past and ask him or her to discern whether or not they were safe or unsafe.

Lesson 8

How to Sharpen and Maintain Knives

In this lesson, the striker prepares for the EPQ, 4.B.02, in which they sharpen and maintain three types of knives (chef's, boning, and paring). They learn about knife safety, and how to use stones and steels.

There are a few activities, including a lesson review which helps the striker test his or her knowledge of the concepts and principles of the lesson.

You will need to be prepared to:

1. Hold a brief discussion with the striker about knife safety.
2. Demonstrate how to sharpen and maintain the following knives:
 - Chef's knife
 - Boning knife
 - Paring knife

Note: During your demonstration, be sure to review with the striker that you must pay attention to:

- Maintaining control of the blade at all times
- Positioning of the stone and the blade

Continued next page

Unit 3, continued

Lesson 8, contd.

- Positioning of the steel and the blade
 - Direction of the blade (edge away from you)
 - The angle of the blade against the stone
 - The angle of the blade against the steel
 - The direction and angle of your stroke against the stone
 - The direction and angle of your stroke against the steel
 - The amount of pressure on the blade
 - Using the same number of strokes for each side of the blade
 - Using the entire length of both the blade and the stone
 - Keeping the blade away from the steel's guard
3. Supervise the striker's practice of sharpening and maintaining the knives.
 4. Observe and document the striker's mastery of the EPQ for the lesson.
-

Performance Evaluations

Once the striker has completed each lesson—meaning he or she has read the material, completed the topic and lesson reviews, observed your demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—the striker is ready to demonstrate the lesson's EPQ-tasks for sign-off.

You will need to discuss the EPQ sign-off process with the striker. Use the Performance Evaluation guides and checklists, found at the end of each lesson, to help you with this.

Continued next page

Unit 3, continued

Performance Evaluations, contd.

The Performance Evaluation Checklists necessary for completion of this unit are as follows:

PERFORMANCE EVALUATIONS CHECKLISTS FOR UNIT 3			
CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
3.4.1A	Maintain a chilled salad bar at safe serving temperatures	4	4.B.01 – Maintain safe serving temperatures utilizing the following IAW <i>Professional Cooking</i> , by Wayne Gisslen, and the Food Service Sanitation Manual, COMDTINST M6240.4 (series): <ul style="list-style-type: none"> ■ Steam Table ■ Chilled Salad Bar SupGuide: Ensure that member continues to monitor equipment for safe serving temperatures throughout serving period.
3.4.1B	Maintain a steam table at safe serving temperatures		
3.4.2	Store leftover food under refrigeration		
3.5.1	Clean/sanitize food and non-food contact surfaces	5	4.C.02 CLEAN/SANITIZE all food and non-food contact surfaces within food service spaces IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series). SupGuide: Ensure trashcans are included while performing this task.
Continued next page			

Unit 3, continued

Performance Evaluations, contd.

CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
3.5.2	Clean/sanitize ice machines	5 (contd.)	4.C.05 CLEAN/SANITIZE ice machines IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
3.5.3	Clean/sanitize reefers and freezers		4.C.06 CLEAN/SANITIZE reefers/freezers IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
3.6.1A	Wash dishes using a dishwasher: preparing the dishwasher	6	4.C.03 WASH dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486. SupGuide: The member will assemble operate, de-scale, and disassemble the dishwashing machine.
Continued next page			

Unit 3, continued

Performance Evaluations, contd.	CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
	3.6.1B	Wash dishes using a dishwasher: clean and sanitize	6 (contd.)	4.C.03 WASH dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486. SupGuide: The member will assemble operate, de-scale, and disassemble the dishwashing machine.
	3.6.1C	Wash dishes using a dishwasher: destain and store dinnerware		
	3.6.1D	Wash dishes using a dishwasher: descale the dishwasher		
	3.6.1E	Wash dishes using a dishwasher: disassemble the dishwasher		
	3.6.2A	Wash dishes manually: prepare the compartment		4.C.04 WASH dishes utilizing manual dishwashing procedures IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
	3.6.2B	Wash dishes manually: clean/sanitize dishes		
	3.6.2C	Wash dishes manually: destain dinnerware		
	3.6.2D	Wash dishes manually: store dinnerware and secure equipment		

Unit 3, continued

Performance Evaluations, contd.	CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED	
	3.8.1A	Sharpen and maintain a chef's knife	8	4.B.02 MAINTAIN the following knives using a sharpening stone and steel IAW "Professional Cooking" by Wayne Gisslen: <ul style="list-style-type: none"> ■ Chef's knife ■ Boning knife ■ Paring knife 	
	3.8.1B	Sharpen and maintain a boning knife			
	3.8.1C	Sharpen and maintain a paring knife			

Unit 4

Overview

Unit 4, *Introduction to Food Preparation*, lays the groundwork for Units 5, 6, 7 and 8. It covers topics such as cooking methods; recipes; measurement; recipe conversions; and basic cuts, shapes, and cutting techniques.

This section contains:

- ❑ Unit matrix
- ❑ The unit at a glance
- ❑ Coaching guidelines for each lesson
- ❑ Performance evaluations for this unit

Unit Matrix

Unit 4 has five lessons and covers four EPQs. The lessons are:

- ❑ Lesson 1 – Overview of Unit 4
- ❑ Lesson 2 – Basic Cooking Principles
- ❑ Lesson 3 – Introduction to Recipes and Recipe Conversions
- ❑ Lesson 4 – How to Perform Recipe Conversions
- ❑ Lesson 5 – How to Handle Fruits and Vegetables, and Use Basic Cutting Techniques

The matrix below will help you to identify the EPQs and the lessons in which they are addressed. Every lesson that introduces an EPQ is marked with an “X”. Each of these lessons also contains a Performance Evaluation for that lesson’s EPQ(s). Unmarked lessons introduce information necessary for future EPQs.

EPQS FOR UNIT 4					
EPQs	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
4.A.01 (ADJUST RECIPES)				X	
4.A.02 (USE CUTTING TECHNIQUES)					X
Continued next page					

Unit 4, continued

Unit Matrix, contd.

EPQS	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
4.A.15 (WASH FRUITS AND VEGETABLES)					X
4.A.18 (PREPARE FRESH AND FROZEN VEGETABLES)					X

Note: For the complete text of these EPQs, see the sub-section “Performance Evaluations” at the end of this section.

The Unit at a Glance

The table below shows the lessons of Unit 4, including:

- Major topics covered in the lesson
- Important activities for the striker
- Demonstrations for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 4			
LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
1	Overview of the unit	Reading only	None
2	Food composition and reactions to heat, heat transfer methods, cooking methods, microwave cooking, seasoning and flavoring ingredients	Topic and lesson reviews, discussion of major topics, summary question about heat transfer, completion of summary tables	How to season food
Continued next page			

Unit 4, continued

The Unit at a Glance, contd.	LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
	3	The functions and components of recipes, planning and organizing food preparation, measurement, fractions and decimals, introduction to recipe conversions, recipe conversion tables	Topic and lesson reviews, discussion of major topics, completion of summary tables	Examples of AFRS recipe cards, how to use recipe conversion tables, how to convert fractions and decimals, how to choose appropriate recipe conversion techniques
	4	Recipe conversions, including yield adjustments, quantity adjustments, and serving size adjustments; and problems with recipe conversions	Discussion of major topics, practice determining working factors (WFs), practice recipe conversions	How to perform the three recipe conversions, how to use the recipe adjustment job aid
	5	Pre-preparing fresh vegetables, pre-preparing processed vegetables, pre-preparing fruits, how to handle a kitchen knife, basic cuts, shapes, and cutting techniques	Topic and lesson reviews, discussion of major topics, practicing the pre-preparation of fruits and vegetables, and practicing basic cutting techniques	How to pre-prepare vegetables and fruits: washing, scrubbing, removing leaves, stems, seeds, etc.; how to use basic cutting techniques: chopping, mincing, dicing, slicing

Lesson 2**Basic Cooking Principles**

In this lesson, the striker learns about food composition and reactions to heat; heat transfer methods; cooking methods; microwave cooking; and seasoning and flavoring ingredients.

Continued next page

Unit 4, continued

Lesson 2, contd.

There are several activities, including fill-in-the blank style questions, on radiation and conduction, cooking methods, and herbs and spices.

You will need to be prepared to:

1. Discuss with the striker:
 - Components of food
 - Heat transfer methods
 - How microwave ovens work
 - Cooking methods
 - Common seasoning and flavoring ingredients
 2. Identify what tools and supplies are available for the striker to examine and use.
 3. Demonstrate how to season food.
 4. Supervise the striker's practice of seasoning food.
-

Lesson 3

Introduction to Recipes and Recipe Conversions

In this lesson, the striker learns about recipes; planning and organizing food preparation; measurement; review of fractions and decimals; introduction to recipe conversions; and recipe conversion tables.

There are several activities, including fill-in-the blank type questions, on the components and functions of recipes, mise en place, conversions of fractions and decimals, and identifying which recipe conversion techniques to use in given situations.

You will need to be prepared to:

1. Discuss with the striker:
 - The functions of a recipe
 - The components of a recipe
 - The importance of planning and organizing food preparation
 - The differences between the three recipe conversions

Continued next page

Unit 4, continued

Lesson 3, contd.

2. Demonstrate for the striker how to perform the following tasks as related to recipe conversions:
 - ❑ Converting fractions to decimals
 - ❑ Converting decimals to fractions
 - ❑ Given a need for a recipe conversion, how to choose the appropriate conversion technique
 3. Supervise the striker's practice of converting fractions and decimals
 4. Give the striker possible or likely scenarios calling for recipe conversions, and have the striker practice identifying which recipe conversion technique to use.
-

Lesson 4

How to Perform Recipe Conversions

In this lesson, the striker prepares for the EPQ, 4.A.01, in which he or she performs the three recipe conversions. He or she learns about yield adjustments, quantity adjustments, serving size adjustments, and problems with recipe conversions.

There are several activities, including exercises to help the striker practice generating working factors (WFs) and converting recipes. There is also a recipe conversion job aid. The striker may need you to help them understand how this job aid is used.

You will need to be prepared to:

1. Discuss with the striker:
 - ❑ The details of performing the three recipe conversions
 - ❑ When to apply the recipe conversions
 2. How to use the recipe conversion job aid
 3. Demonstrate for the striker how to perform the following conversions:
 - ❑ Yield adjustment
 - ❑ Quantity adjustment
 - ❑ Serving size adjustment
 4. Supervise the striker's practice of converting recipes.
 5. Observe and document the striker's mastery of the EPQ for the lesson.
-

Unit 4, continued

Lesson 5

How to Handle Fruits and Vegetables, and Use Basic Cutting Techniques

In this lesson, the striker prepares for the following EPQs:

- ❑ 4.A.02 (chop, dice, mince, slice),
- ❑ 4.A.15 (wash fresh fruits and vegetables), and
- ❑ 4.A.18 (prepare fresh and frozen vegetables).

They learn about pre-preparing fresh vegetables, processed vegetables, and fruits; how to handle a kitchen knife; and basic cuts, shapes, and cutting techniques.

There are several activities, including exercises to help the striker learn pre-preparation activities and cooking activities for vegetables and fruit; as well as basic cutting techniques.

You will need to be prepared to:

1. Discuss safety precautions related to the activities of this lesson.
2. Demonstrate for the striker the following:
 - ❑ How to pre-prepare (wash, scrub) vegetables and fruits, including:
 - Fresh vegetables
 - Frozen vegetables
 - Leafy vegetables
 - Non-leafy vegetables
 - Processed vegetables
 - Common fruits
 - ❑ How to use basic cutting techniques, including:
 - Chopping
 - Dicing
 - Mincing
 - Slicing
3. Supervise the striker's practice of pre-preparing vegetables and using basic cutting techniques.

In order to “pass” the EPQ, the striker must display at least two proper cutting techniques using appropriate knives for each.

Continued next page

Unit 4, continued

Lesson 5, contd.

One of the best ways to help the striker practice and prepare for the EPQs of this lesson is to have him or her, under your supervision, help you prepare recipes that call for cut vegetables and fruits. Have the striker pre-prepare (wash, scrub, etc.) the vegetables and fruits as required, and then cut them as called for in the recipe.

4. Observe and document the striker's mastery of the EPQs for the lesson. You may use the same techniques/recipes as in the practice sessions.

Performance Evaluations

Once the striker has completed each lesson—meaning he or she has read the material, completed the topic and lesson reviews, observed your demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—the striker is ready to demonstrate the lesson's EPQ-tasks for sign-off.

You will need to discuss the EPQ sign-off process with the striker. Use the Performance Evaluation guides and checklists, found at the end of each lesson, to help you with this.

The Performance Evaluation Checklists necessary for completion of this unit are as follows:

PERFORMANCE EVALUATIONS CHECKLISTS FOR UNIT 4			
CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
4.4.1	Recipe conversions: yield adjustment	4	4.A.01 PERFORM the three types of recipe adjustments IAW Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
4.4.2	Recipe conversions: quantity adjustment		
4.4.3	Recipe conversions: serving size adjustment		
Continued next page			

Unit 4, continued**Performance Evaluations, contd.**

CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
4.5.1A	Preparing fruits and vegetables	5	4.A.15 WASH fresh fruits and vegetables for consumption IAW "Professional Cooking" by Wayne Gisslen and the Food Service Sanitation Manual, COMDTINST M6240.4 (series). 4.A.18 PREPARE a fresh and frozen vegetable product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
4.5.1B	Chopping		4.A.02 PERFORM the following cutting techniques on at least two different food items IAW "Professional Cooking" by Wayne Gisslen: Dice, Chop, Mince, Slice. SupGuide: Member will be required to display two proper techniques using the appropriate knife for each.
4.5.1C	Mincing		
4.5.1D	Dicing – Method 1		
4.5.1E	Dicing – Method 2 (Onion)		
4.5.1F	Slicing		

Unit 5

Overview

Unit 5, *Breakfast Food and Drinks*, builds on the previous units and is the first unit in which the student begins cooking. The unit covers egg dishes; quick breads, such as pancakes and muffins; cereals, such as oatmeal and grits; meats, such as bacon and ham; and breakfast drinks, such as coffee and tea.

This section contains:

- Unit matrix
- The unit at a glance
- Coaching guidelines for each lesson
- Performance evaluations for this unit

Unit Matrix

Unit 5 has six lessons and covers six EPQs. The lessons are:

- Lesson 1 – Overview of Unit 5
- Lesson 2 – How to prepare eggs
- Lesson 3 – How to prepare quick breads
- Lesson 4 – How to prepare breakfast cereals
- Lesson 5 – How to prepare breakfast meats
- Lesson 6 – How to prepare breakfast drinks

The matrix below will help you to identify the EPQs and the lessons in which they are addressed. Every lesson that introduces an EPQ is marked with an “X”. Each of these lessons also contains a Performance Evaluation for that lesson’s EPQ(s). Unmarked lessons introduce information necessary for future EPQs.

EPQ'S FOR UNIT 5						
EPQs	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
4.A.13 (EGGS)		X				
4.A.14 (SIMMERED EGGS)		X				
Continued next page						

Unit 5, continued

**Unit Matrix,
contd.**

EPQs	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
4.A.27 (QUICK BREADS)			X			
4.A.03 (PROGRESSIVE COOKING)			X		X	
4.A.26 (COOKED CEREALS)				X		
4.A.04 (BREAKFAST DRINKS)						X

Note: For the complete text of these EPQs, see the sub-section “Performance Evaluations” at the end of this section.

**The Unit at
a Glance**

The table below shows the lessons of Unit 5, including:

- Major topics covered in the lesson
- Important activities for the striker
- Demonstrations for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 5			
LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
1	Overview of the unit	Reading only	None
Continued next page			

Unit 5, continued

The Unit at a Glance, contd.

LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
2	Egg composition, grades, and market forms; preparing eggs; cooking with dairy products; preparing eggs with dairy products	Topic and lesson reviews; completion of summary blanks; discussion of major topics; attempts at mastery of two EPQs	How to prepare eggs in eight different ways (see the next section for details)
3	Pancakes, waffles, French toast, biscuits, muffins, and the progressive cooking method	Topic and lesson reviews; completion of summary tables; discussion of major topics, including how to cook progressively; attempts at mastery of two EPQs	How to prepare pancakes and waffles; how to prepare muffins; how to prepare biscuits; how to cook progressively; optional: how to prepare French toast
4	Oatmeal, grits, and Cream of Wheat	Topic and lesson reviews; discussion of major topics; attempt at mastery of one EPQ	How to prepare oatmeal, grits, and Cream of Wheat
5	Bacon, ham, and sausage	Topic and lesson reviews; discussion of major topics; attempt at mastery of one EPQ	How to cook bacon, ham, or sausage using the progressive cooking method; optional: how to cook the other two meats
Continued next page			

Unit 5, continued

The Unit at a Glance, contd.	LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
	6	Brewed coffee, brewed iced tea, and drink mix	Topic and lesson reviews; discussion of major topics; attempt at mastery of one EPQ	How to prepare brewed coffee, brewed iced tea, and drink mix

Lesson 2

How to Prepare Eggs

In this lesson, the striker prepares for two EPQs: 4.A.13, in which he or she prepares fried eggs, scrambled eggs, and omelets, and 4.A.14, in which he or she prepares poached eggs, and soft- and hard-boiled eggs.

There are several activities in this lesson, including two topic reviews, a lesson review, and an EPQ preparation exercise in which the student prepares egg dishes to order in response to simulated customer requests. It would be helpful to the student for you to participate in this simulation. You can do this by asking the student to cook 10-12 egg dishes, chosen randomly from the list of eight required dishes, one at a time. You may use index cards to help you with this.

You will need to be prepared to:

1. Discuss with the striker:
 - The types and characteristics of eggs
 - Safety precautions
2. Demonstrate how to cook the following types of egg dishes:
 - Fried, over easy
 - Fried, over hard
 - Fried, over medium
 - Hard cooked/boiled
 - Omelet w/ cheese and sautéed mushrooms (or some other agreed-upon ingredient)
 - Poached
 - Scrambled
 - Soft cooked/boiled

Continued next page

Unit 5, continued

Lesson 2, contd.

3. Supervise the striker's practice of preparing eggs.
 4. Observe and document the striker's mastery of the EPQ for the lesson.
-

Lesson 3

How to Prepare Quick Breads

In this lesson, the striker prepares for two EPQs: 4.A.27, in which he or she will cook pancakes, muffins, and biscuits, and 4.A.03, in which he or she must use the progressive cooking method (in this case to cook pancakes).

There are several activities including two topic reviews, ad lesson review, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - The importance of quick breads
 - How quick breads are typically used in your operation
 2. Demonstrate for the striker how to perform the following tasks:
 - How to prepare pancakes
 - How to prepare muffins
 - How to prepare biscuits
 - How to prepare waffles (optional)
 - How to prepare French toast (optional)
 - How to use the progressive cooking method to prepare pancakes
 3. Supervise the striker's practice of preparing quick breads.
 4. Observe and document the striker's mastery of the EPQs for the lesson.
-

Lesson 4

How to Prepare Breakfast Cereals

In this lesson, the striker prepares for the EPQ, 4.A.26, in which he or she prepares three hot cereals. He or she learns to cook oatmeal, grits and Cream of Wheat (farina).

There are several activities to complete including a topic review, a lesson review, a summary grid, and practicing for the EPQ.

Continued next page

Unit 5, continued

Lesson 4, contd.

You will need to be prepared to:

1. Discuss with the striker:
 - The importance of hot cereals
 - How hot cereals are typically used in your operation
 2. Demonstrate for the striker how to prepare:
 - Oatmeal
 - Grits
 - Cream of Wheat/farina
 3. Supervise the striker's practice of preparing hot cereals
 4. Observe and document the striker's mastery of the EPQ for the lesson.
-

Lesson 5

How to Prepare Breakfast Meats

In this lesson, the striker learns how to prepare bacon, ham, and sausage and uses one of these meats to complete the second half of the EPQ, 4.A.03. In 4.A.03 the striker must use the progressive cooking method to cook two items. One of those was pancakes (Lesson 3), the other can be any one of the three meats in this lesson.

There are several activities to complete, including a topic review, a lesson review, and practicing for the EPQ.

You will need to be prepared to:

1. Discuss with the striker:
 - Safety precautions, especially when handling hot grease.
 - Any questions he or she has and points of clarification he or she needs about lesson content
2. Demonstrate for the striker how to use the progressive cooking method to prepare one of the following meats:
 - Bacon
 - Ham
 - Sausage
3. Optional task: Demonstrate how to prepare the other two meats.

Continued next page

Unit 5, continued

Lesson 5, contd.

4. Supervise the striker's practice of preparing breakfast meat(s) and using the progressive cooking method.
 5. Observe and document the striker's mastery of the EPQ for the lesson.
-

Lesson 6

How to Prepare Breakfast Drinks

In this lesson, the striker prepares for the EPQ, 4.A.04, in which he or she prepares brewed coffee, drink mix, and brewed iced tea.

There are several activities, including a topic review, a lesson review and practicing for the EPQ.

You will need to be prepared to:

1. Discuss with the striker:
 - ❑ The importance of being able to prepare good breakfast drinks, especially fresh coffee
 - ❑ How breakfast drinks are typically used in your operation
2. Demonstrate for the striker how to prepare the following:
 - ❑ Brewed coffee
 - ❑ Brewed iced tea
 - ❑ Drink mix
3. Supervise the striker's practice of preparing these breakfast drinks
4. Observe and document the striker's mastery of the EPQ for the lesson.

Unit 5, continued

Performance Evaluations

Once the striker has completed each lesson—meaning he or she has read the material, completed the topic and lesson reviews, observed your demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—he or she is ready to demonstrate the lesson's EPQ-tasks for sign-off.

You will need to discuss the EPQ sign-off process with the striker. Use the Performance Evaluation guides and checklists, found at the end of each lesson, to help you with this.

The Performance Evaluation Checklists necessary for completion of this unit are as follows:

PERFORMANCE EVALUATIONS CHECKLISTS FOR UNIT 5			
CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
5.2.1A	Cook eggs over easy to order	2	4.A.13 PREPARE the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Over easy ■ Over medium ■ Over hard ■ Scrambled ■ Omelet
5.2.1B	Cook eggs over medium to order		
5.2.1C	Cook eggs over hard to order		
5.2.1D	Cook scrambled eggs to order		
5.2.1E	Cook omelets to order		
Continued next page			

Unit 5, continued**Performance Evaluations, contd.**

CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
5.2.1F	Cook poached eggs	2 (contd.)	4.A.14 PREPARE the following simmered egg products IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Poached ■ Soft cooked/boiled ■ Hard cooked/boiled
5.2.1G	Cook soft-cooked/boiled eggs		
5.2.1H	Cook hard-cooked/boiled eggs		
5.3.1A	Prepare pancakes from raw ingredients	3	4.A.27 PREPARE the following quick bread products from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Pancakes ■ Muffins ■ Biscuits
5.3.1B	Prepare muffins from raw ingredients		
5.3.1C	Prepare biscuits from raw ingredients		
5.3.2	Prepare pancakes using the progressive cooking method		
			Continued next page

¹ Pancakes, in Lesson 3, are the first of the two items in this EPQ cooked using the progressive cooking method. In Lesson 5, the striker will have the opportunity to cook a breakfast meat as the second of the two items.

Unit 5, continued

Performance Evaluations, contd.	CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
	5.4.1A	Prepare oatmeal	4	4.A.26 PREPARE the following cooked cereals IAW product instructions: <ul style="list-style-type: none"> ■ Oatmeal ■ Grits ■ Cream of Wheat SupGuide: Ensure member DOES NOT use instant products.
	5.4.1B	Prepare grits		
	5.4.1C	Prepare Cream of Wheat		
	5.5.1	Prepare a breakfast meat using the progressive cooking method	5	4.A.03 COOK, progressively, two items ² from an approved weekly menu IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
	5.6.1A	Prepare brewed coffee	6	4.A.04 PREPARE brewed coffee, drink-mix, and brewed iced tea IAW “Professional Cooking” by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.
	5.6.1B	Prepare brewed iced tea		
	5.6.1C	Prepare drink mix		

² See also Lesson 3.
Administration of Instruction

Unit 6

Overview

Unit 6, *Meat, Poultry, Seafood, and Sauces*, builds on units 1 through 4 and is the second unit in which the student is cooking. The unit covers pork, beef, poultry, and seafood (including fish and shellfish). It also covers two sauces that accompany seafood—these are the first two of five sauces the striker learns in this course. While learning about meats, the striker also learns three cooking methods: dry-heat, moist-heat, and dry-heat fat/frying.

The unit is designed so that each of the foods and cooking methods are introduced and learned in pairs. Rather than have the striker cook all of the meats using all of the cooking methods, the striker learns one new meat and one new preparation method. For example, the striker uses the moist-heat method to prepare pork, the dry-heat method to prepare beef, the fat/fry method to prepare seafood, etc.

This section contains:

- Unit matrix
 - The unit at a glance
 - Coaching guidelines for each lesson
 - Performance evaluations for this unit
-

Unit Matrix

Unit 6 has four lessons and covers five EPQs. The lessons are:

- Lesson 1 – Overview of Unit 6
- Lesson 2 – How to prepare pork and beef
- Lesson 3 – How to prepare poultry
- Lesson 4 – How to prepare seafood and sauces

The matrix on the next page will help you to identify the EPQs and the lessons in which they are addressed. Every lesson that introduces an EPQ is marked with an “X”. Each of these lessons also contains a Performance Evaluation for that lesson’s EPQ(s). Unmarked lessons introduce information necessary for future EPQs.

Continued next page

Unit 6, continued

Unit Matrix, contd.

EPQ'S FOR UNIT 6				
EPQs	LESSON 1	LESSON 2 (PORK & BEEF)	LESSON 3 (POULTRY)	LESSON 4 (SEAFOOD & SAUCES)
4.A.05 (DRY-HEAT)		X	X	
4.A.06 (MOIST-HEAT)		X		
4.A.07 (FAT/FRY)				X
4.A.09 (COLD SAUCE)				X
4.A.12 (CARVE MEAT)		X	X	

Note: For the complete text of these EPQs, see the sub-section "Performance Evaluations" at the end of this section.

The Unit at a Glance

The table below shows the lessons of Unit 6, including:

- Major topics covered in the lesson
- Important activities for the striker
- Demonstrations for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 6			
LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
1	Overview of the unit	Reading only	None
Continued next page			

Unit 6, continued

**Unit at a
Glance,
contd.**

LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
2	Sample meat recipes, introduction to meat preparation, how to prepare meat, how to carve meat	Lesson review, completion of summary tables, discussion of major topics, attempts at mastery of three EPQs	How to prepare pork using a moist-heat cooking method, and beef using a dry-heat cooking method; how to carve roast pork and/or beef
3	Sample poultry recipe, poultry preparation, carving poultry	Lesson review, completion of summary tables, discussion of major topics, attempts at mastery of two EPQs	How to prepare poultry using a dry-heat cooking method, and how to carve a whole turkey
4	Sample seafood recipe, seafood preparation, preparing fish, preparing shellfish, preparing sauces that accompany seafood	Lesson review, completion of summary tables, discussion of major topics, attempts at mastery of two EPQs	How to prepare seafood using a dry-heat fat/frying cooking method, how to prepare tartar sauce and cocktail sauce

Lesson 2**How to Prepare Pork and Beef**

In this lesson, the striker prepares for three EPQs:

- ❑ 4.A.05, in which he or she prepares meat, using a dry-heat cooking method
- ❑ 4.A.06, in which he or she prepares meat, using a moist-heat cooking method, and
- ❑ 4.A.12, in which he or she carves beef or pork.

Continued next page

Unit 6, continued

Lesson 2, contd.

This lesson contains recommended recipes for cooking pork and beef, using moist- and dry-heat cooking methods, respectively. The recipe for preparing pork is Braised Pork Loin and the recipe for beef is Prime Rib. You and the striker can use these recipes, or choose to use others, to practice for and sign-off on EPQs. However, if you use different recipes, they must meet the conditions of the two EPQs.

There are several activities in this lesson including a lesson review, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - The Braised Pork Loin recipe (or some other recipe he or she can prepare that uses pork and the moist-heat cooking method)
 - The Prime Rib recipe (or some other recipe he or she can prepare that uses beef and the dry-heat cooking method)
 - Common cuts of pork and beef used in your operation
 - Common methods of meat preparation for pork and beef
2. Demonstrate how to perform the following tasks:
 - How to prepare pork using a moist-heat cooking method (ex. Braised Pork Loin);
 - How to prepare beef using a dry-heat cooking method (ex. Prime Rib);
 - How to carve roast pork and/or beef
3. Supervise the striker's practice of preparing pork and beef.
4. Observe and document the striker's mastery of the EPQs for the lesson.

Lesson 3

How to Prepare Poultry

In this lesson, the striker prepares for two EPQs: 4.A.05, in which he or she prepares poultry using a dry-heat cooking method, and 4.A.12, in which he or she carves a whole turkey.

This lesson contains a recommended recipe for preparing turkey using a dry-heat cooking method: Roast Turkey. You and the striker can use this recipe or another recipe provided it meets the conditions of the EPQ for the lesson.

Continued next page

Unit 6, continued

Lesson 3, contd.

There are several activities in this lesson including a lesson review, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - ❑ The Roast Turkey recipe in the lesson (or some other recipe he or she can prepare that produces a cooked whole turkey for the striker to carve)
 - ❑ Common types of poultry used in your operation
 - ❑ Common methods of preparation for poultry
 2. Demonstrate how to perform the following tasks:
 - ❑ How to prepare turkey using a dry-heat cooking method
 - ❑ How to carve a turkey
 3. Supervise the striker's practice of preparing poultry, and using a dry-heat cooking method.
 4. Observe and document the striker's mastery of the EPQs for the lesson.
-

Lesson 4

How to Prepare Seafood and Sauces

In this lesson, the striker prepares for the EPQ, 4.A.07, in which he or she prepares seafood (fish and/or shellfish) using a dry heat fat/frying cooking method, and 4.A.09, in which he or she prepares tartar and cocktail sauces.

As in previous lessons, this lesson includes recommended recipes for preparing seafood using a dry-heat fat/frying method, as well as cocktail sauce, and tartar sauce. The recipe for seafood is Breaded Mahi Mahi. You and the striker can use these recipes, or choose to use others provided they meet the conditions of the EPQs for the lesson.

There are several activities in this lesson including a lesson review, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - ❑ The Breaded Mahi Mahi recipe in the lesson (or some other agreed upon dry-heat fat/fry seafood recipe)

Continued next page

Unit 6, continued

Lesson 4, contd.

- Common types of seafood (fish and shellfish) used in your operation
 - Common methods of preparation for seafood
 - The recipes for tartar and cocktail sauces
2. Demonstrate how to prepare the following:
 - Seafood, using a dry-heat fat/frying cooking method
 - Tartar sauce
 - Cocktail sauce
 3. Supervise the striker's practice of preparing the items above.
 4. Observe and document the striker's mastery of the EPQs for the lesson.
-

Performance Evaluations

Once the striker has completed each lesson—meaning he or she has read the material, completed the topic and lesson reviews, observed your demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—he or she is ready to demonstrate the lesson's EPQ-tasks for sign-off.

You will need to discuss the EPQ sign-off process with the striker. Use the Performance Evaluation guides and checklists, found at the end of each lesson, to help you with this.

Continued next page

Unit 6, continued

Performance Evaluations, contd.

The Performance Evaluation Checklists necessary for completion of this unit are as follows:

PERFORMANCE EVALUATIONS CHECKLISTS FOR UNIT 6			
CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
6.2.1	Prepare pork or beef using the moist-heat cooking method	2	4.A.06 PREPARE at least one of the following meats using moist heat cooking method IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Poultry ■ Beef ■ Pork ■ Seafood
6.2.1 (contd.)	Prepare pork or beef using the moist-heat cooking method (contd.)		SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.
Continued next page			

Unit 6, continued**Performance Evaluations, contd.**

CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
6.2.2	Prepare pork or beef using the dry-heat cooking method	2 (contd.)	4.A.05 PREPARE at least one of the following meats using dry heat cooking method IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Poultry ■ Beef ■ Pork ■ Seafood
6.2.3	Hand-carve pork or beef		4.A.12 CARVE the following cooked meats IAW "Professional Cooking" by Wayne Gisslen: <ul style="list-style-type: none"> ■ Whole turkey ■ Roast beef or pork
6.3.1A	Prepare poultry using the dry-heat cooking method	3	4.A.05 PREPARE at least one of the following meats using dry heat cooking method IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP
Continued next page			

Unit 6, continued**Performance Evaluations, contd.**

CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
6.3.1A (contd.)	Prepare poultry using the dry heat cooking method (contd.)	3 (contd.)	Publication 7: <ul style="list-style-type: none"> ■ Poultry ■ Beef ■ Pork ■ Seafood
6.3.1B	Hand-carve turkey		4.A.12 CARVE the following cooked meats IAW “Professional Cooking” by Wayne Gisslen: <ul style="list-style-type: none"> ■ Whole turkey ■ Roast beef or pork
6.4.1	Prepare seafood using a dry heat fat/fry cooking method	4	4.A.07 PREPARE at least one of the following meats with dry heat using fat/frying cooking method IAW “Professional Cooking” by Wayne Gisslen: <ul style="list-style-type: none"> ■ Poultry ■ Beef ■ Pork ■ Seafood
6.4.2A	Prepare tartar sauce		4.A.09 PREPARE the following cold sauces IAW “Professional Cooking” by Wayne Gisslen: <ul style="list-style-type: none"> ■ Tartar sauce ■ Cocktail sauce
6.4.2B	Prepare cocktail sauce		

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Unit 7

Overview

Unit 7, *Soups, Salads, Vegetables, and Starches*, builds on units 1 through 4 and is the third unit in which the student is cooking. The unit covers cooked and uncooked salads, clear and thick soups, rice, pasta, and potatoes. It also covers the remaining three sauces: white sauce, tomato sauce, and brown sauce.

This section contains:

- Unit matrix
 - The unit at a glance
 - Coaching guidelines for each lesson
 - Performance evaluations for this unit
-

Unit Matrix

Unit 7 has five lessons and covers nine EPQs. The lessons are:

- Lesson 1 – Overview of Unit 7
- Lesson 2 – How to prepare vegetables and salads
- Lesson 3 – How to prepare rice and soups
- Lesson 4 – How to prepare pasta and sauces
- Lesson 5 – How to prepare potatoes and brown sauces

The matrix on the next page will help you to identify the EPQs and the lessons in which they are addressed. Every lesson that introduces an EPQ is marked with an “X”. Each of these lessons also contains a Performance Evaluation for that lesson’s EPQ(s). Unmarked lessons introduce information necessary for future EPQs.

Continued next page

Unit 7, continuedUnit Matrix,
contd.

EPQ'S FOR UNIT 7					
EPQS	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
4.A.08 (BROWN, WHITE, AND TOMATO SAUCES)				X	X
4.A.10 (CLEAR SOUP)			X		
4.A.11 (THICK SOUP)			X		
4.A.16 (UNCOOKED SALAD)		X			
4.A.17 (COOKED SALAD)				X	
4.A.18 (FRESH AND FROZEN VEGGIES)		X		X	
4.A.19 (RICE)			X		
4.A.20 (PASTA)				X	
4.A.21 (POTATOES)					X

Note: For the complete text of these EPQs, see the sub-section "Performance Evaluations" at the end of this section.

Unit 7, continued

The Unit at a Glance

The table below shows the lessons of Unit 7, including:

- Major topics covered in the lesson
- Important activities for the striker
- Demonstrations for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 7			
LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
1	Overview of the unit	Reading only	None
2	Vegetable review, cooking vegetables, salads, preparing uncooked salads, preparing vegetables	Topic and lesson reviews, summary table completion, discussion of major topics, attempts at mastery of two EPQs	How to prepare vegetables; how to prepare an uncooked salad
3	Rice: handling rice, preparing rice, types and characteristics of rice Soups: classification of soups, clear and thick soups	Topic and lesson reviews, summary table completion, discussion of major topics, attempts at mastery of three EPQs	How to prepare rice; how to prepare a clear/light soup; how to prepare a heavy/ thick soup
4	Preparing pasta products, preparing sauces (white and red), preparing cooked salads	Topic and lesson reviews, completion of Structure of Sauces model and summary tables, discussion of major topics, attempts at mastery of four EPQs	How to prepare a white sauce; how to prepare a tomato sauce; how to prepare at least one cooked salad; how to prepare at least one pasta product
Continued next page			

Unit 7, continued

The Unit at a Glance, contd.	LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
	5	Preparing potatoes; preparing brown sauces	Topic and lesson reviews, summary table completion, discussion of major topics, attempts at mastery of two EPQs	How to prepare baked potatoes, boiled/simmered potatoes, potatoes using the dry heat fat/frying method, and prepare a brown sauce

Lesson 2

How to Prepare Vegetables and Salad

In this lesson, the striker prepares for two EPQs: 4.A.16, in which he or she prepares an uncooked salad, and 4.A.18, in which he or she prepares fresh and frozen vegetables.

This lesson contains recommended recipes for each of these EPQs. For the uncooked salad the recommended recipe is Coleslaw, and for the fresh/frozen vegetable product, the recipe is Broccoli Combo. You and the striker can use these recipes, or choose to use others, to practice for and sign-off on EPQs. If you choose to use different recipes, however, they must meet the conditions of the two EPQs.

There are several activities in this lesson including topic and lesson reviews, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - How to control quality in cooked vegetables
 - Cooking methods used to cook vegetables
 - The types, ingredients, and structure of salads
 - The recipes in this lesson
2. Demonstrate how to prepare the following:
 - An uncooked salad (ex. Coleslaw)
 - Fresh and frozen vegetables (ex. Broccoli Combo)
3. Supervise the striker's practice of preparing the items above.
4. Observe and document the striker's mastery of the EPQs for the lesson.

Unit 7, continued

Lesson 3

How to Prepare Rice and Soups

In this lesson, the striker prepares for three EPQs:

- ❑ 4.A.10, in which he or she prepares a clear/light soup
- ❑ 4.A.11, in which he or she prepares a heavy/thick soup
- ❑ 4.A.19, in which he or she prepares a rice product

This lesson contains recommended recipes for each of these EPQs. For the clear soup the recommended recipe is Vegetable Soup, for the thick soup the recipe is New England Clam Chowder, and for rice it is Boiled/Steamed Rice. You and the striker can use these recipes, or choose to use others to practice for and sign-off on EPQs. However, if you use different recipes, they must meet the conditions of the EPQs.

There are several activities in this lesson including topic and lesson reviews, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - ❑ How to handle rice (washing, storing, reheating)
 - ❑ Types, characteristics, and storage of rice
 - ❑ Classifications and types of soups
 - ❑ The recipes in this lesson
 2. Demonstrate how to prepare the following:
 - ❑ Rice (ex. Boiled/Steamed Rice)
 - ❑ Clear/light soup (ex. Vegetable Soup)
 - ❑ Thick/heavy soup (ex. New England Clam Chowder)
 3. Supervise the striker's practice of preparing the items above.
 4. Observe and document the striker's mastery of the EPQs for the lesson.
-

Unit 7, continued

Lesson 4

How to Prepare Pasta and Sauces

In this lesson, the striker prepares for four EPQs:

- 4.A.08, in which he or she prepares a white sauce and a tomato (red) sauce
- 4.A.20, in which he or she prepares a pasta product
- 4.A.17, in which he or she prepares a cooked salad
- 4.A.18, in which he or she prepares a fresh and frozen vegetable product

As in previous lessons, this lesson includes recommended recipes for preparing for these EPQs. For the white sauce and pasta EPQs, the recommended recipe is Macaroni and Cheese (with Béchamel Sauce); for the cooked salad (and more pasta practice) the recipe is Italian Pasta Salad; and for the fresh and frozen vegetable products (and even more pasta practice!) the recipe is Spaghetti with Marinara Sauce (the sauce to be made from raw ingredients). You and the striker can use these recipes or others provided they meet the conditions of the EPQs for the lesson.

There are several activities in this lesson including a lesson review, summary tables to complete, the Structure of a Sauce model to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - How to test doneness in pasta
 - The functions and structures of sauces
 - How to make a roux
 - Recommendations on how to prepare sauces
 - The recipes in this lesson
2. Demonstrate how to prepare the following:
 - Pasta products (ex. Spaghetti with Marinara Sauce, and Macaroni and Cheese)
 - A cooked salad (ex. Italian Pasta Salad)
 - A fresh and frozen vegetable product (ex. Marinara Sauce and/or Italian Pasta Salad)
 - A white sauce (ex. Béchamel sauce for the Macaroni and Cheese)
 - A tomato (red) sauce (ex. Marinara Sauce)

Continued next page

Unit 7, continued

Lesson 4, contd.

3. Supervise the striker's practice of preparing the items above.
 4. Observe and document the striker's mastery of the EPQs for the lesson.
-

Lesson 5

How to Prepare Potatoes and Brown Sauces

In this lesson, the striker prepares for two EPQs: 4.A.21, in which he or she prepares baked potatoes, boiled/simmered potatoes, and fat/fried potatoes, and 4.A.08, in which he or she prepares a brown sauce. (White and tomato sauces were prepared in Lesson 4).

As in previous lessons, this lesson includes recommended recipes for preparing dishes that meet EPQ requirements. The recipe for preparing baked potatoes is Baked Potatoes; for preparing boiled/simmered potatoes it is Mashed Potatoes; for preparing fat/fried potatoes it is French fries; and for preparing brown sauce it is Brown Gravy. You and the striker can use these recipes or choose others provided they meet the conditions of the EPQs for the lesson.

There are several activities in this lesson including topic and lesson reviews, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - Types of potatoes
 - Quality indicators for potatoes
 2. Demonstrate how to prepare the following:
 - Baked potatoes
 - Mashed potatoes and gravy
 - French fries
 3. Supervise the striker's practice of preparing the items above.
 4. Observe and document the striker's mastery of the EPQs for the lesson.
-

Unit 7, continued

Performance Evaluations

Once the striker has completed each lesson—meaning he or she has read the material, completed the topic and lesson reviews, observed your demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—he or she is ready to demonstrate the lesson's EPQ-tasks for sign-off.

You will need to discuss the EPQ sign-off process with the striker. Use the Performance Evaluation guides and checklists, found at the end of each lesson, to help you with this. Unit 7, continued

The Performance Evaluation Checklists necessary for completion of this unit are as follows:

PERFORMANCE EVALUATIONS CHECKLISTS FOR UNIT 7			
CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
7.2.1	Prepare an uncooked salad	2	4.A.16 – Prepare at least one uncooked salad IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
7.2.2A	Prepare a fresh vegetable product		4.A.18 – Prepare a fresh and frozen vegetable product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
7.2.2B	Prepare frozen vegetables		
7.3.1	Prepare a clear/light soup	3	4.A.10 – Prepare a clear/light soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
Continued next page			

Unit 7, continued

Performance Evaluations, contd.

7.3.2	Prepare a heavy/thick soup	3 (contd.)	4.A.11 – Prepare a heavy/thick soup IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
7.3.3	Prepare rice (oven method)		4.A.19 – Prepare at least one rice product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
7.4.1A	Prepare a white sauce	4	4.A.08 – Prepare the following sauces IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Brown sauce ■ White sauce ■ Tomato sauce
7.4.1B	Prepare a tomato/red sauce		
7.4.2	Prepare a cooked salad		
7.4.3	Prepare a pasta product		4.A.20 – Prepare at least one pasta product IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.
			Continued next page

Unit 7, continued**Performance Evaluations, contd.**

CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
7.5.1A	Prepare baked potatoes	5	4.A.21 – Prepare potato products utilizing the following cooking methods IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Baked ■ Boiled/Simmered ■ Dry heat using fat/frying
7.5.1B	Prepare boiled potatoes		
7.5.1C	Prepare a fat fried potato product		
7.5.2	Prepare a brown sauce		

Unit 8

Overview

Unit 8, *Baked Goods*, builds on units 1 through 4, and is the fourth and final unit in which the student is cooking. The unit covers baking principles, measurements, recipes/formulas, and the baking process. It also explains how to prepare cookies, cakes, frostings, pies, sweet rolls, and soft rolls.

This section contains:

- Unit matrix
 - The unit at a glance
 - Coaching guidelines for each lesson
 - Performance evaluations for this unit
-

Unit Matrix

Unit 8 has six lessons and covers four EPQs. The lessons are:

- Lesson 1 – Overview of Unit 8
- Lesson 2 – Baking principles
- Lesson 3 – How to prepare cookies
- Lesson 4 – How to prepare cakes and frostings
- Lesson 5 – How to prepare pies
- Lesson 6 – How to prepare soft rolls and sweet rolls

The matrix on the next page will help you to identify the EPQs and the lessons in which they are addressed. Every lesson that introduces an EPQ is marked with an “X”. Each of these lessons also contains a Performance Evaluation for that lesson’s EPQ(s). Unmarked lessons introduce information necessary for future EPQs.

Continued next page

Unit 8, continued

**Unit Matrix,
contd.**

EPQ'S FOR UNIT 8						
EPQS	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
4.A.22 (PREPARING PIES)					X	
4.A.23 (PREPARING A FROSTED SHEET CAKE)				X		
4.A.24 (PREPARING COOKIES)			X			
4.A.25 (PREPARING SOFT AND SWEET ROLLS)						X

Note: For the complete text of these EPQs, see the sub-section “Performance Evaluations” at the end of this section.

**The Unit at
a Glance**

The table below shows the lessons of Unit 8, including:

- Major topics covered in the lesson
- Important activities for the striker
- Demonstrations for which you must prepare

THE TOPICS, ACTIVITIES, AND DEMONSTRATIONS OF UNIT 8			
LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
1	Overview of the unit	Reading only	None
Continued next page			

Unit 8, continued

Unit at a Glance, contd.	LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
	2	Measurements and the baker's scale, gluten development the baking process, common ingredients	Lesson review, discussion of major topics	How to use a baker's scale, if one is available
	3	Types of cookies and how to prepare them, mixing methods, the baking process, types of cookies and makeup methods, examples of cookie recipes	Topic and lesson reviews, discussion of major topics, attempts at mastery of one EPQ	How to prepare the following types of cookies from raw ingredients: <ul style="list-style-type: none"> ■ Bar ■ Ice Box/ Refrigerated ■ Rolled ■ Dropped ■ Sheet
	4	Cakes: mixing methods, types of recipes, baking and cooling, how to prepare a sheet cake Frostings: functions and types of frostings, choosing a frosting, how to prepare a frosting, how to frost a cake	Topic and lesson reviews, completion of summary tables and chart, discussion of major topics, attempts at mastery of one EPQ	How to prepare a cake, prepare a frosting, and frost a cake

Unit 8, continued

Unit at a Glance, contd.

LESSON NO.	MAJOR TOPICS	IMPORTANT ACTIVITIES	DEMO'S TO PREPARE FOR
5	Introduction to pies, assembly and baking, pie fillings, examples of pie recipes for one- and two-crust pies	Lesson review, discussion of major topics, attempts at mastery of one EPQ	How to prepare pie dough; how to roll pie dough; how to prepare the following types of pies: one-crust, baked, one-crust, unbaked, and two-crust, unbaked
6	Working with yeast dough products, techniques for preparing yeast-raised bread products	Topic and lesson reviews, summary tables, discussion of major topics, attempts at mastery of one EPQ	How to prepare soft rolls and sweet rolls

Lesson 2

Baking Principles

This lesson is a preparation lesson that helps the striker get ready to start baking. There are no EPQs in this lesson, but the striker learns important concepts and principles of the bakeshop, including:

- The importance of weighing baking ingredients
- How to use a baker's scale
- How to prevent or retard the staling of baked items
- Common ingredients used in baking and their functions and characteristics

Continued next page

Unit 8, continued

Lesson 2, contd.

There are two important activities in this lesson: a lesson review, and a discussion of the major topics.

You will need to be prepared to:

1. Discuss with the striker:
 - The use of measurement and recipes/formulas when baking
 - The importance of gluten development in the baking process
 - The baker's scale
 2. Identify what measuring devices are available (a baker's scale) for the striker to examine and use.
 3. If a baker's scale is available, demonstrate the use of the baker's scale.
 4. Supervise the striker's practice of using a baker's scale.
-

Lesson 3

How to Prepare Cookies

In this lesson, the striker prepares for the EPQ 4.A.24 in which he or she bakes three types of cookies (chosen from a list of five) from raw ingredients.

The lesson covers cookie characteristics and factors that affect the characteristics, as well as mixing methods, the baking process, types of cookies, and makeup methods.

This lesson also contains recommended recipes for each of the different cookie types. The table below shows these types and recipes. You and the striker can use these recipes, or choose others provided they meet the conditions of the EPQ for the lesson.

COOKIE TYPES AND RECIPES	
TYPE	RECIPE
Bar	Almond Biscotti
Ice Box/Refrigerated	Butterscotch or Chocolate Icebox Cookies
Rolled	Peanut Butter Cookies
Dropped	Chocolate Chip Cookies
Sheet	Dream Bars

Continued next page

Unit 8, continued

Lesson 3, contd.

There are several activities in this lesson including topic and lesson reviews.

You will need to be prepared to:

1. Discuss with the striker:
 - The types of cookies and their characteristics
 - Common types of cookies used by your operation
 - The recipes in this lesson
 2. Demonstrate how to prepare the following types of cookies from raw ingredients:
 - Bar
 - Ice box/refrigerated
 - Rolled
 - Dropped
 - Sheet
 3. Supervise the striker's practice of preparing cookies.
 4. Observe and document the striker's mastery of the EPQs for the lesson.
-

Lesson 4

How to Prepare Cakes and Frostings

In this lesson, the striker prepares for the EPQ, 4.A.23, in which he or she bakes a sheet cake and frosts it with buttercream frosting. Both the cake and the frosting are made from raw ingredients. A Yellow Sheet Cake recipe is recommended for the sheet cake.

There are several activities in this lesson including topic and lesson reviews, completion of summary tables and chart, and discussion of major topics.

You will need to be prepared to:

1. Discuss with the striker:
 - Mixing methods for cakes
 - Types of cake recipes
 - Baking and cooling cakes
 - The recipes in this lesson

Continued next page

Unit 8, continued

Lesson 4, contd.

2. Demonstrate how to perform the following tasks:
 - Prepare a sheet cake
 - Prepare a frosting
 - Frost a cake
 3. Supervise the striker's practice of preparing frosted sheet cakes.
 4. Observe and document the striker's mastery of the EPQ for the lesson.
-

Lesson 5

How to Prepare Pies

In this lesson, the striker prepares for the EPQ, 4.A.22, in which he or she prepares one- and two-crust pies from raw ingredients.

The lesson covers the types of pies and pie doughs, mise en place for pies, how to prepare and roll pie dough, how to assemble and bake pies, how to prevent soggy bottoms, the use of starches in pie fillings, and how to prepare pie fillings.

As in previous lessons, this lesson includes recommended recipes. These include Pecan Pie or Lemon Meringue Pie for the one-crust, baked pie; Butterscotch Cream Pie or Key Lime Pie for the one-crust, unbaked pie; and Apple Cobbler or Cherrie Pie for the two-crust, unbaked pie.

There are several activities in this lesson including a lesson review and discussion of major topics.

You will need to be prepared to:

1. Discuss with the striker:
 - The types of pies and pie doughs
 - The preparation of pie dough
 - The rolling of pie dough
 - The preparation of pie fillings
 - The recipes in this lesson

Continued next page

Unit 8, continued

Lesson 5, contd.

2. Demonstrate how to prepare the following:
 - ❑ A one-crust, baked pie
 - ❑ A one-crust, unbaked pie
 - ❑ A two-crust, unbaked pie
 3. Supervise the striker's practice of preparing the items above.
 4. Observe and document the striker's mastery of the EPQ for the lesson.
-

Lesson 6

How to Prepare Soft Rolls and Sweet Rolls

In this lesson, the striker prepares for the EPQ, 4.A.25, in which he or she prepares yeast-raised products from raw ingredients. The lesson covers yeast-raised product types, mixing methods, steps in the production of yeast dough, dough recipes and techniques, make-up techniques, and the preparation of soft rolls and sweet rolls.

The recommended recipe for soft rolls is Hot Rolls Quick Method and the recommended dough recipe for sweet rolls is Sweet Dough.

There are several activities in this lesson including a lesson review, summary tables to complete, and practicing for the EPQs.

You will need to be prepared to:

1. Discuss with the striker:
 - ❑ The yeast dough preparation process
 - ❑ Important points in the process including temperatures, fermentation, and proofing
 - ❑ When mixing, and checking the dough for smoothness and elasticity, how do you do this, and how do you use the "window test" method
 - ❑ The recipes in this lesson
 - ❑ Note that this is the last lesson of the course. During or immediately after this lesson, you should encourage the striker to do the following:
 - Review the Progress Tracking Chart for anything that has not yet been signed off.
 - Perform/demonstrate mastery of the remaining EPQ tasks and obtain sign-off.

Continued next page

Unit 8, continued

Lesson 6, contd.

- If he or she still has un-mastered EPQs to perform, arrange for demonstrations or practice in order to build competency in these tasks. Then perform them for sign-off.
2. Demonstrate how to prepare the following:
 - Soft rolls
 - Sweet rolls
 3. Supervise the striker's practice of preparing the items above.
 4. Observe and document the striker's mastery of the EPQ for the lesson.
-

Performance Evaluations

Once the striker has completed each lesson—meaning he or she has read the material, completed the topic and lesson reviews, observed your demonstrations of the core tasks, and then practiced the core tasks enough to be moderately competent in them—he or she is ready to demonstrate the lesson's EPQ-tasks for sign-off.

You will need to discuss the EPQ sign-off process with the striker. Use the Performance Evaluation guides and checklists, found at the end of each lesson, to help you with this.

Continued next page

Unit 8, continued

Performance Evaluations, contd.

The Performance Evaluation Checklists necessary for completion of this unit are as follows:

PERFORMANCE EVALUATIONS CHECKLISTS FOR UNIT 8			
CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
8.3.1A	Prepare bar cookies	3	4.A.24 Prepare at least three of the following types of cookies from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ Bars ■ Ice Box/ Refrigerated ■ Rolled ■ Dropped ■ Sheet
8.3.1B	Prepare ice box/refrigerated cookies		
8.3.1C	Prepare rolled cookies		
8.3.1D	Prepare dropped cookies		
8.3.1E	Prepare sheet cookies		
Continued next page			

Unit 8, continued**Performance Evaluations, contd.**

CHECKLIST NO.	NAME OF CHECKLIST	LESSON	EPQ(S) ADDRESSED
8.4.1A	Prepare a frosted sheet cake (1) – baking the cake	4	4.A.23 Prepare a frosted sheet cake IAW “Professional Cooking” by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions. SupGuide: Member will be required to bake a sheet cake, prepare from raw ingredients a buttercream frosting/icing, and frost the cake.
8.4.1B	Prepare a frosted sheet cake (2) – preparing the frosting		
8.4.1C	Prepare a frosted sheet cake (3) – frosting the cake		
8.5.1A	Prepare one-crust pie – unbaked	5	4.A.22 Prepare the following from raw ingredients IAW “Professional Cooking” by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> ■ One-crust pie ■ Two-crust pie
8.5.1B	Prepare two-crust pie – baked		
8.6.1A	Prepare soft rolls	6	4.A.25 Prepare the following yeast-raised products from raw ingredients IAW “Professional Cooking” by Wayne Gisslen: <ul style="list-style-type: none"> ■ Soft Rolls ■ Sweet Roll Dough
8.6.1B	Prepare sweet rolls		

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FS3 PERFORMANCE QUALIFICATION GUIDE

Education Services Officer Guide

Introduction

The FS3 Performance Qualification Guide (PQG) is a performance-based training which provides a systematic approach to completing the Enlisted Performance Qualifications (EPQs).

The purpose of this pamphlet is to provide a comprehensive, systematic approach to performance-based training. The student strives toward completion of the EPQs in order to be eligible for advancement to E-4.

Role of Education Service Officer

Your role as the Education Services Officer (ESO) involves three tasks:

1. Issue an Assignment Letter to the member (student) who has enrolled in the course
 2. Issue an Assignment Letter to the Professional Development Supervisor (PDS) who will mentor/coach the member toward successful completion of the program.
 3. Administer the End of Course Test (EOCT)
-

Assignment Letters

Letters assigning the member and the PDS to the FS3 Non-Resident program are recommended. Samples of these letters can be found at the end of this document. Modify the letters to meet your member and PDS requirements.

End of Course Test

The EOCT measures the student's knowledge that supports each performance objective contained in each student pamphlet. All student pamphlets for the course must be completed prior to taking the EOCT. The student will notify you when he/she is ready to take the exam.

Completion of the Non-Resident Program

The student remains in the Non-Resident program until every EPQ has been successfully completed and signed off. Normal completion of this training program is twelve months.

Education Services Officer Guides, continued

Overall Program Process

This is the overall process leading up to the member being able to compete in the SWE:

1. The member orders the FS3 Performance Qualification Guide (course code 0351, Edition 5).
2. The CO assigns the member to FS3 Performance Qualification Guide and ESO issues Assignment Letter to the member.
3. The CO assigns a supervisor to coach/mentor the striker, and ESO issues Assignment Letter1 to the supervisor.
4. The striker and the supervisor review the units and lessons of the course, as well as the EPQ tracking sheets and establish a training timeline. (See the section on “Tracking the Striker’s Progress” for details and examples on these tracking sheets.)
5. The supervisor prepares the EPQ tracking sheets based on agreements.
6. The striker and the supervisor begin professional development. (In this step the striker will be doing a lot of reading at first, followed by practice later in the course. The supervisor will be doing a lot of answering of questions and providing clarity on concepts and principles not fully understood. Later, the supervisor will be providing demonstrations, and observation/feedback on the striker’s practice.)
7. The supervisor observes the striker’s performance and provides feedback and further practice opportunities as needed.
8. The supervisor and striker record progress using EPQ tracking sheets.
9. When the striker has demonstrated proficiency in performing the EPQ, the supervisor initials and dates the appropriate column in the Record of Performance Qualification (CG-3303c-10).
10. The striker and supervisor repeat steps 7 though 9 until all EPQs have been completed and signed off. See Note 1.
11. The supervisor completes final tracking sheets indicating the date the program was completed.
12. The supervisor maintains records/files of completed tracking sheets and signed EPQs.
13. The striker completes the End of Course Text (EOCT). See Note 2

Notes:

1. The striker remains in the program until every EPQ has been successfully completed and signed off.
2. All Striker Pamphlets must be completed prior to taking the EOCT.

Sample Supervisor (PDS) Assignment Letter

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
Cutter Steadfast

St. Petersburg, FL 33703-5001
Staff Symbol: xo
Phone: (727) 335-6192
Fax: (727) 335-6735
Email:

1500
25 Sep 2005

MEMORANDUM

From: B. A. MOORE, CAPT, USCG
USCGC STEADFAST

Reply to XO
Attn of: X2131

To: FS3 John Smith, 2370, USCG

Subj: Professional Development Supervisor (PDS) for the Non-Resident FS3 Program

Ref: (a) Station Instruction 1500.2B

1. You are hereby designated as a Professional Development Supervisor for the Non-Resident FS3 Program.

2. This assignment is based on your pay grade and professional competence. It is your responsibility to assist, guide, and mentor the member in their efforts to improve their skills, knowledge, and abilities in the Third Class Food Service Specialist rating, as well as the completion of the Enlisted Performance Qualifications (EPQs) to be eligible for advancement to E-4.

3. The following guidelines have been established to ensure the standardization of the training process for the Non-Resident Program.

- The Supervisor Guidelines-Performance Qualification Guide (PQG) is your tool to track the member's progress towards completion of the EPQs.
- The member should be able to demonstrate proficiency in each of the performance objectives listed in the FS3 Non-Resident Course. EPQ Monthly Tracking Worksheets have been provided for recording the member's progress.

4. Once the member has completed all of the performance objectives and feels ready to demonstrate his/her proficiency, it is your responsibility to determine if he/she can perform the task. Use your good judgment in determining successful performance. I am placing my trust in your ability to assist your fellow shipmate in becoming a highly competent, professional Food Service Specialist.

Sample Member Assignment Letter

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
Cutter Steadfast

St. Petersburg, FL 33703-5001
Staff Symbol: xo
Phone: (727) 335-6192
Fax: (727) 335-6735
Email:

1500
25 Sep 2005

MEMORANDUM

From: B. A. MOORE, CAPT, USCG
USCGC STEADFAST

Reply to XO
Attn of: X2131

To: FS2 Jeff Johnson, 2682, USCG

Subj: Assignment to the Non-Resident FS3 Program

Ref: (a) Station Instruction 1500.2B

1. You are hereby assigned to the Non-Resident FS3 Program.
2. This assignment is based on your desire to become a Third Class Food Service Specialist. It is your responsibility to acquire the knowledge, skills, and abilities of the First Class Food Service Specialist rating, as well as the complete the Enlisted Performance Qualifications (EPQs) in order to be eligible for advancement to E-4.
3. The following Food Service Specialist First Class Non-Resident Course has been established to ensure the standardization of the training process for the Non-Resident Program:
 - You should be able to demonstrate proficiency in each of the performance objectives listed in the FS3 Non-Resident Course. Your Professional Development Supervisor (PDS) will monitor your successful completion of that task in accordance with the steps and criteria contained in the lesson job aids.
 - Normal time frame for completion of the Non-Resident program is twelve months. You are evaluated each month by your PDS on your progression and will be given feedback on your performance.
 - The EPQ tracking worksheets are the tools that will be used by your PDS to track your progress toward completion of the EPQs.
4. I commend you on this assignment, and look forward to your successful completion.

Appendix B—Progress Tracking Chart

Overview

This appendix contains the Progress Tracking Chart. Use this table to record a student's progress through the Performance Qualification Guide.

Unit	Lesson	Lesson Start Date	Lesson Complete Date	Performance Complete Date	Supervisor's Initials
1 - Overview	Notice to the Student				
	1 - Overview of the FS3 PQG				
	Appendix A - Introduction to the FS3 EPQs				
	Appendix B - Food Service and the USCG				
	Appendix C - Glossary of Key Terms				
2 - Tools and Equipment	1 - Overview				
	2 - Cooking Equipment				
	3 - Processing Equipment				
	4 - Holding, Serving, and Storing Equipment				
	5 - Cleaning and Sanitizing Equipment				
	6 - Pots, Pans, and Containers				
	7 - Measuring Devices				
	8 - Knives and Hand Tools				
3 - Sanitation and Safety	1 - Overview				
	2 - How Food Becomes Unsafe				
	3 - Personal Hygiene and the Food Handler				
	4 - How to Keep Food Safe				
	5 - Cleaning and Sanitizing the FS Facility				
	6 - How to Clean and Sanitize Dishes and Utensils				
	7 - Safety in the Workplace				
	8 - How to Sharpen and Maintain Knives				
4 - Intro to Food Preparation	1 - Overview				
	2 - Basic Cooking Principles				
	3 - Introduction to Recipes and Recipe Conversions				
	4 - How to Perform Recipe Conversions				
	5 - How to Handle Fruits and Vegetables				

Continued next page

Unit	Lesson	Lesson Start Date	Lesson Complete Date	Performance Complete Date	Supervisor's Initials
5 - Breakfast Foods and Drinks	1 - Overview				
	2 - How to Prepare Eggs				
	3 - How to Prepare Quick Breads				
	4 - How to Prepare Breakfast Cereals				
	5 - How to Prepare Breakfast Meats				
	6 - How to Prepare Breakfast Drinks				
6 - Meat, Poultry, Seafood and Sauces	1 - Overview				
	2 - How to Prepare Pork and Beef				
	3 - How to Prepare Poultry				
	4 - How to Prepare Seafood and Sauces				
7 - Soups, Salads, Vegetables and Starches	1 - Overview				
	2 - How to Prepare Vegetables and Salads				
	3 - How to Prepare Rice and Soups				
	4 - How to Prepare Pasta and Sauces				
	5 - How to Prepare Potatoes and Brown Sauces				
8 - Baked Goods	1 - Overview				
	2 - Baking Principles				
	3 - How to Prepare Cookies				
	4 - How to Prepare Cakes and Frostings				
	5 - How to Prepare Pies				
	6 - How to Prepare Soft Rolls and Sweet Rolls				

Appendix C—Feedback for Review Activities

Introduction

Overview

This appendix contains feedback (answers) for review activities in the Performance Qualification Guide.

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Unit 1, Appendix A—Topic Review Feedback

Directions

Look at the EPQs and job categories listed below. As a review of this topic, identify each of its components writing your answer in the space provided.

Job Categories

The job categories are:

- A. Food Preparation
 - B. Tools and Equipment
 - C. Safety and Sanitation
-

EPQs

4.A.11	4	Represents the E4 pay rate
	A	Food Preparation Job Category
	11	The eleventh performance qualification for this job category

5.A.06	5	Represents the E5 pay rate
	A	Food Preparation Job Category
	06	The sixth performance qualification for this job category

4.B.02	4	Represents the E4 pay rate
	B	Tools and Equipment Job Category
	02	The second performance qualification for this job category

4.C.06	4	Represents the E4 pay rate
	C	Safety and Sanitation Job Category
	06	The sixth performance qualification for this job category

Unit 2, Lesson 2—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. The following picture is an example of a:
 - a. Pop-up toaster
 - b. Broiler
 - c. **Conveyor toaster**
 - d. Induction cooktop



2. Because of the forced air of a convection oven:
 - a. Foods cook more quickly at lower temperatures
 - b. Oven pans can be placed closer together without blocking the flow of heat
 - c. **A and B**
 - d. None of the above
3. Before turning on a gas burner or gas oven, you should make sure the gas pilot light is lighted.
 - a. **True**
 - b. False
4. The rangetop that is the fastest to heat is the heavy-duty flattop.
 - a. True
 - b. **False**

Continued next page

Unit 2, Lesson 2—Lesson Review Feedback, continued

Answers, contd.

5. Place a checkmark next to all of the following items that are true for cooking with a microwave oven:
- Small items will not brown in a microwave oven.
 - Foods at the edge of a dish or plate cook faster than at the center of the dish or plate.
 - Large roasts and other large items should be placed in the microwave oven at the same time to achieve the primary advantage of speed of cooking.
 - Overcooking of food items is the most common error in microwave cooking.
 - Food items placed in foil and other metals will not cook.
 - Large items need not be turned over once or twice in order to cook the item evenly.
6. Food items cooked by the broiler include:
- a. Chicken
 - b. Steaks
 - c. Chops
 - d. All of the above**
7. The tilting skillet can be used as a griddle.
- a. True**
 - b. False
8. Steam-jacketed kettles range in capacity from 2 gallons to over 100 gallons.
- a. True**
 - b. False
9. Compartment steamers cook vegetables and other types of food with a minimum loss of flavor and nutrients.
- a. True**
 - b. False

Continued next page

Unit 2, Lesson 2—Lesson Review Feedback, continued

**Answers,
contd.**

10. The following picture is an example of a:
- a. Conventional oven
 - b. Compartment steamer
 - c. **Convection oven**
 - d. Grill



Unit 2, Lesson 3—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Questions

1. Match each mixer attachment with its use.

Dough arm	<u>b.</u>	a. Used for beating cream and eggs and making mayonnaise
Paddle	<u>c.</u>	b. Used for mixing and kneading yeast doughs
Wire whip	<u>a.</u>	c. Used for general mixing
 2. When working with a mixer, you should never wear loose clothing.
 - a. **True**
 - b. False
 3. Food processors are used for which of the following tasks?
 - a. Slicing
 - b. Dicing
 - c. Grating
 - d. **All of the above**
 4. It is not necessary to turn off the mixer before changing speeds.
 - a. True
 - b. **False**
 5. The proof box is used to create a constant **warm**, **moist** environment to help expedite the proofing process of raised dough.
-

Unit 2, Lesson 4—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

FOOD HOLDING, SERVING, AND STORING EQUIPMENT		
	DESCRIPTION	EQUIPMENT
<u>c</u>	Ex. General purpose equipment used to keep food warm.	a. Bain-marie insert
<u>e</u>	1. Powered by electricity or steam.	b. Refrigerator
<u>b and g</u>	2. Come in two types: walk-ins and reach-ins.	c. Food warmer
<u>f</u>	3. Used to keep large roasts, fish, and plated food warm.	d. Chilled salad bar
<u>b and d</u>	4. Used to keep fruits, vegetables, and condiments chilled at temperatures below the danger zone (but not frozen).	e. Steam table
<u>b and g</u>	5. Have emergency escape latches on all doors to allow anyone trapped inside to get out.	f. Overhead heat lamp
<u>a</u>	6. Is a tall cylindrical stainless steel container used for storing foods or holding them in a hot water bath.	g. Freezer

Unit 2, Lesson 4—Lesson Review Feedback, continued

**Answers,
contd.**

7. Hot food handling equipment (e.g., steam tables, bains-marie, or overhead infrared lamps) _____.
 - a. often encourage the growth of bacteria
 - b. are designed to maintain food at above 180 °F
 - c. continue to cook food as it is being held for service**
 - d. all of the above
 8. When filling a bain-marie with water, you should _____.
 - a. be careful not to overfill it**
 - b. maximize the water level by filling it full, placing the insert in it, and letting the water overflow slowly until it stops
 - c. be careful not to close the lid too tightly
 - d. be sure to wipe up any spillage from the filling
 9. Refrigerators should maintain potentially hazardous foods at or below what temperature?
 - a. 32 °F
 - b. 37 °F
 - c. 41 °F**
 - d. 46 °F
 10. Freezers should maintain frozen foods at or below what temperature?
 - a. -5 °F
 - b. 0 °F**
 - c. 5 °F
 - d. 10 °F
-

Unit 2 Lesson 5—Lesson Review

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

For items 1 through 3, review the following actions related to cleaning and sanitizing, and mark whether they are OK (appropriate) or NOT OK (inappropriate).

ACTION	OK	NOT OK
1. Chef Jeff stored cleaning gear and supplies in a food preparation area.		X
2. Chef Clef stored cleaning gear and supplies in a locker used to store insecticides.		X
3. Chef Ref stored cleaning gear and supplies in an area designated specifically for that purpose.	X	

4. When should the three-compartment sink be cleaned?

- a. **Before each use**
- b. During each use
- c. After each use
- d. All of the above

5. What cleaning method is used for food preparation and food processing equipment too large for the dishwasher or three-compartment sink?

- a. **The two-pan method**
 - b. The four-pan method
 - c. The large-pan method
 - d. The pan flute method
-

Unit 2 Lesson 6—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

POTS, PANS, AND CONTAINERS		
	USE	POT, PAN, CONTAINER
<u>g.</u>	<p>Example: Used for general range-top cooking. Similar to a saucepot but with one long handle instead of two loop handles.</p>	<p>a. Double Boiler</p> 
<u>d.</u>	<p>1. Used to hold food in steam tables. Standard size is 12 × 20 × 2.5.</p>	<p>b. Saucepot</p> 
<u>i.</u>	<p>2. Used to prepare stocks and simmer large quantities of liquid.</p>	<p>c. Bake Pan</p> 
<u>k.</u>	<p>3. Used for frying when very steady, even heat is required.</p>	<p>d. Hotel Pan</p> 
<u>h.</u>	<p>4. Tall, cylindrical stainless steel container used for storage and holding foods.</p>	<p>e. Sheet Pan</p> 
Continued next page		

Unit 2 Lesson 6—Lesson Review Feedback, continued

Answers, contd.

	USE	POT, PAN, CONTAINER
<u>j.</u>	5. Used for cooking meats and poultry. Similar to bake pan but deeper and heavier.	f. Stainless Steel Bowl 
<u>e.</u>	6. Used for baking cakes, rolls and cookies. Comes in 2 sizes—half and full.	g. Saucepan 
<u>c.</u>	7. Used for general baking. Rectangular. Comes in a variety of sizes.	h. Bain-Marie Inserts 
<u>a.</u>	8. Used to prepare foods that must be cooked at low temperatures and cannot be cooked over direct heat.	i. Stockpot 
<u>b.</u>	9. Used to prepare soups, sauces and smaller quantities of liquids.	j. Roasting Pan 
<u>f.</u>	10. Used for mixing and whipping.	k. Cast-Iron Skillet 

Unit 2 Lesson 7—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. What type of measuring device measures food portions most accurately?
 - a. **Scales**
 - b. Volume measures
 - c. Thermometers
 - d. Measuring cups

2. Of the following thermometers, which one can read up to 600 °F?
 - a. Meat
 - b. Instant-read
 - c. **Oven**
 - d. Fat and candy

MEASURING DEVICES		
	USE	MEASURING DEVICE
<u>f.</u>	Example: Used when accuracy of weight is critical.	a. Ladle 
<u>e.</u>	3. Used for weighing ingredients and portioning products for service.	b. Scoop 
<u>d.</u>	4. Used for measuring liquid by volume. Sizes are typically pints, quarts, half-gallons and gallons.	c. Measuring cups 
Continued next page		

Unit 2 Lesson 7—Lesson Review Feedback, continued

Answers, contd.

	USE	MEASURING DEVICE
<u>c.</u>	5. Used for both liquid and dry measures. Typical sizes are 1-, 1/2-, 1/3-, and 1/4-cup.	d. Liquid volume measure 
<u>a.</u>	6. Used for measuring and portioning liquids. Sizes are stamped on handles.	e. Portion Scale 
<u>g.</u>	7. Used to indicate internal temperature, is inserted before cooking and left in the product during cooking.	f. Baker's Scale 
<u>b.</u>	8. Used for portioning soft solid foods.	g. Meat Thermometer 

Unit 2, Lesson 8—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1–6. Matching

KNIVES AND HAND TOOLS		
	USE	KNIFE OR HAND TOOL
<u> f. </u>	Ex. Used for removing froth from liquids and solid pieces from soups and stocks.	a. Boning Knife 
<u> d. </u>	1. Used mostly for pantry work, cutting and preparing lettuce and fruits. Also useful for carving roast chicken and duck.	b. Cleaver 
<u> g. </u>	2. Used for cutting breads, cakes, and similar items.	c. Slicer 
<u> e. </u>	3. Used for cutting, sectioning, and trimming raw meats.	d. Utility Knife 
<u> b. </u>	4. Used for cutting through bones.	e. Butcher Knife 
<u> a. </u>	5. Used to remove the bones from meats, poultry, and fish.	f. Skimmer 
Continued next page		

Unit 2, Lesson 8—Lesson Review Feedback, continued

**Answers,
contd.**

	USE	KNIFE OR HAND TOOL
c.	6. Used for carving and slicing cooked meats.	g. Serrated Slicer 

7–10 For each knife or hand tool, what is its name and its use? The first one has been completed for you.

NAMES AND USES OF KNIVES AND HAND TOOLS	
ITEM	DESCRIPTION
7. 	Name Steel <hr/> Use Used for truing and maintaining knife edges.
8. 	Name Offset Spatula <hr/> Use Used for turning and lifting eggs, pancakes, and meats on griddles, grills and sheet pans. Also, may be used as a scraper.
9. 	Name Chef's Knife <hr/> Use Used for general-purpose work, including chopping, slicing and dicing. Most frequently used knife.
10. 	Name Strainer <hr/> Use Used to strain pasta and vegetables.

Unit 3, Lesson 2—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. The factors required for bacterial growth include:
 - a. Food
 - b. Time
 - c. Temperature
 - d. All of the above**
2. Bacteria can be found:
 - a. Everywhere**
 - b. Only in spoiled items
 - c. Only in diseased persons
 - d. Only in the soil
3. How often, under ideal conditions do bacteria reproduce?
 - a. Every 20 seconds**
 - b. Every 20 minutes
 - c. Every 3 hours
 - d. Every 20 hours
4. What causes foodborne illness?
 - a. Improper handling of food
 - b. Improper storage of food
 - c. Improper cooking of food
 - d. All of the above**
5. Temperature is important in control of foodborne illness because:
 - a. Heat retards the growth of bacteria
 - b. Cold kills bacteria
 - c. Heat kills and cold retards bacterial growth**
 - d. Bacteria is not affected by temperature
6. Foodborne microorganisms grow well at temperatures between:
 - a. 41 °F and 140 °F**
 - b. 32 °F and 70 °F
 - c. 38 °F and 155 °F
 - d. 70 °F and 165 °F

Continued next page

Unit 3, Lesson 2—Lesson Review Feedback, continued

Questions, contd.

7. Which of the following statements regarding foodborne intoxication is true?
 - a. Symptoms of intoxication often appear days after exposure.
 - b. Medical treatment for intoxication can be painful.
 - c. Foodborne intoxication is more common than foodborne infection.
 - d. Symptoms of intoxication appear quickly, within a few hours.**
8. You have ordered frozen tuna steaks for your galley. When the delivery arrives, you notice there is excessive frost and ice in the package, which indicates they have been time-temperature abused. You refuse the delivery. Why?
 - a. You suspect the steaks may have been contaminated with a cleaning compound.
 - b. You suspect the steaks may contain ciguatera toxins.
 - c. You suspect the steaks may cause scombroid poisoning if you serve them.**
 - d. You believe the supply company may have treated the steaks with an unauthorized preservative.
9. You find a piece of glass at the bottom of your ice storage bin. This is an example of:
 - a. Chemical contamination
 - b. Physical contamination**
 - c. Biological contamination
 - d. All of the above
10. Name three of the five common themes found in the methods for prevention of foodborne illnesses.

Correct answers include:

- **Minimize the time food spends in the temperature danger zone**
- **Cook and store foods at proper temperatures**
- **Practice good personal hygiene**
- **Avoid Cross-contamination during the food preparation process**
- **Purchase foods only from known, approved sources.**

Continued next page

Unit 3, Lesson 2—Lesson Review Feedback, continued

Case Study Answers

11. Based on the information given, was the illness caused by bacteria, a virus, a parasite, or fungi?

Bacteria

12. What is the name of the microorganism most likely to have caused the outbreak?

Bacillus cereus was the microorganism responsible for the outbreak.

13. Is this illness an infection or intoxication?

Given the rapid onset and the symptoms, the illness was most likely an intoxication.

14. What mistakes likely caused this outbreak?

The main mistake made by the food handler was leaving the food for too long in the food temperature danger zone.

Unit 3, Lesson 2—Expert Opinion on the Chicken Cordon Bleu Case Study

An Expert's Opinion on the Chicken Cordon Bleu Case Study

Here is one expert's opinion on what Chef Étouffée could do.

I'd encourage her to do one or both of the following: (1) Get some help and have at least two or more people doing the prep work. (2) Prepare the chicken in small batches, and refrigerate the batches in between.

I would also remind her of the 4-hour, 41 °F and 140 °F rule.

Unit 3 Lesson 3—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Of the following, which is the most important link in preventing foodborne illness?
 - a. Patrons
 - b. Food service officer
 - c. Food service worker**
 - d. Commanding officer
 2. Of the following, which is the most important aspect of personal hygiene?
 - a. Taking a shower
 - b. Eating neatly in the galley
 - c. Washing hands**
 - d. Both a and c
 3. Food service workers should wash their hands after:
 - a. Eating or drinking
 - b. Combing or brushing hair
 - c. Using the toilet
 - d. Any of the above**
 4. Food service workers can contaminate food when they:
 - a. Have a foodborne illness
 - b. Show symptoms of gastrointestinal illness
 - c. Seem to be healthy
 - d. All of the above**
- 5-9. Name five tips or “do’s” (as compared to “don’ts”) for handling food safely:

Possible answers include:

- Practice good personal hygiene**
- Wash your hands frequently**
- Practice personal cleanliness**
- Wear clean, appropriate clothing**
- Follow health practices and standards**
- Follow safety standards**

Continued next page

Unit 3 Lesson 3—Lesson Review Feedback, continued

**Answers,
contd.**

10. Of the following steps for washing your hands, which one is incorrect?

- a. Step 1 – Wet your hands with running water as hot as you can comfortably stand (at least 100 °F).
 - b. Step 2 – Apply soap.
 - c. **Step 3 – Vigorously scrub hands and arms for at least ten seconds. (You should scrub for at least twenty seconds.)**
 - d. Step 4 – Clean under fingernails and between fingers.
 - e. Step 5 – Rinse thoroughly under running water.
 - f. Step 6 – Dry hands and arms with a single-use paper towel or warm-air hand dryer.
-

Unit 3, Lesson 4—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Which of the following foods can become contaminated by disease-causing organisms?

- | | |
|-------------------|----------------------|
| ■ Potato salad | ■ Dinner rolls |
| ■ Roast beef | ■ After-dinner mints |
| ■ Lettuce | ■ Saltine crackers |
| ■ Turkey sandwich | ■ Rice pudding |

All of them. Any food can become contaminated and must be stored or wrapped properly to prevent contamination.

(Gisslen, pp. 20–22)

2. You're making egg salad, and you've just cooked the eggs. What step do you take before chopping the eggs and mixing them with the other ingredients? Why?

Chill the eggs. Adding warm or hot eggs to the other ingredients raises the temperature of the mix and encourages bacterial growth. (Gisslen, p. 21)

3. Which of the following is a possible source of cross-contamination?
- Food
 - Equipment
 - Work surfaces
 - All of the above**
4. When receiving/inspecting shell eggs, at what temperature must they be?
- 30–38 °F
 - 32–40 °F**
 - 35–42 °F
 - 40–50 °F

Continued next page

Unit 3, Lesson 4—Lesson Review Feedback, continued

Answers, contd.

5. I'm a method for rotating stock that requires you to store and use products by their use date or expiration date in order to use the oldest products first. What's my name?

FIFO, or "First In, First Out"

6. When cooking pork, what is the minimum internal temperature it must reach?
- 140 °F
 - 145 °F**
 - 150 °F
 - 155 °F
7. When cooking poultry, what is the minimum internal temperature it must reach?
- 150 °F
 - 155 °F
 - 160 °F
 - 165 °F**

- 8–12. Review the table below and, using the temperature guidelines for storing specific types of foods provided in the lesson, complete the empty cells.

STORAGE TEMPERATURES AND CONDITIONS		
THIS ITEM	SHOULD BE STORED AT THIS TEMPERATURE	UNDER THESE CONDITIONS
8. Poultry	32–40 °F (internal temp.)	Must be fresh
9. Shell eggs	32–40 °F (air temp.)	Constant temperature and humidity must be maintained.
10. UHT products aseptically packaged	at room temperature	N/A
Continued next page		

Unit 3, Lesson 4—Lesson Review Feedback, continued

Answers, contd.	THIS ITEM	SHOULD BE STORED AT THIS TEMPERATURE	UNDER THESE CONDITIONS
	11. Ice cream and/or frozen yogurt	-10 °F (internal temp.)	Must be frozen
	12. Shellfish	32–40 °F (air temp.)	Must be alive

13. The temperature range of the food temperature danger zone (TDZ) is _____.
- Between 41 °F and 140 °F**
 - A factor that affects the growth of only anaerobic bacteria
 - The range of temperature in which bacterial growth is slowest
 - All of the above
14. Which pair of words or phrases makes the following sentence true when they are inserted in the blanks? “_____ food should be kept at a temperature of _____.”
- Hot, 140 °F or higher**
 - Frozen, 40 °F or lower
 - Refrigerated, 0 °F or lower
 - All of the above
15. Food items on a steam table must be kept at or above what temperature?
- 140 °F**
 - 160 °F
 - 180 °F
 - 200 °F
16. Food items in a chilled salad bar must be kept at or below what temperature?
- 36 °F
 - 41 °F**
 - 46 °F
 - 51 °F
17. Fill in the blanks in the following statement: The two-stage cooling method requires that hot food be cooled to 70 °F over two hours and then to 41 °F within an additional two hours.

Continued next page

Unit 3, Lesson 4—Lesson Review Feedback, continued

**Answers,
contd.**

18. If leftover food is maintained at 41 °F or below, how long can it be held before it must be discarded?
- a. 5 hours
 - b. 12 hours
 - c. 24 hours**
 - d. 2 days
-

Unit 3, Lesson 5—Topic Review Feedback

Directions

Compare your answers in the “Topic Review” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Food service facilities are made up of several areas. The lesson mentions four main areas. Name three of these four areas.

(1) The Galley, (2) The Serving Line, (3) The Mess Deck,

(4) The Scullery and Food Waste Area

- 2–10. Review the table. Place Xs in the intersections where the item on the left should be cleaned using the corresponding method. Some items may be cleaned using more than one method. The first one has been done for you.

METHODS FOR CLEANING AND SANITIZING			
ITEM TO BE CLEANED AND SANITIZED	MECHANICAL (DISH-WASHER) METHOD	THREE-COMPARTMENT SINK METHOD	TWO-PAN METHOD
2. Griddle			X
3. Eating utensils	X	X (OK)	
4. Food mixer			X
5. Meat slicer			X
6. Steam-jacketed kettle			X
7. Convection oven			X
8. Proof box			X
9. Ice machine			X
10. Reach-in reefer			X

Unit 3, Lesson 5—Lesson Review Feedback

Procedure

Compare your answers in the “Lesson Review” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1–3. You are teaching someone how to clean and sanitize sneeze guards. How would you complete this paragraph: “Sneeze guards are usually made of (1)_____ or (2)_____. In order to keep from scratching these surfaces, you should (3)_____.”

(1) glass, (2) plastic, (3) never use abrasive materials or cleaners to clean them

4. You’re cleaning and sanitizing a steam table. One of your first steps is to drain the water from the table, but this table does not have a drain valve. How do you remove the water?

Remove the water by using a scoop and/or an absorbent towel. Soak up water with the towel and wring it out.

5. How often should lowerators be cleaned?

- a. After each use
- b. Daily**
- c. Weekly
- d. Both a and c

6. What is descaling?

- a. The process of drawing off a liquid without disturbing the sediment or the lower liquid layers
- b. The process of removing rust, lime, and scale deposits
- c. A process that helps steam tables operate efficiently
- d. Both b and c**

7. You should never use this to cool a hot griddle.

- a. Cool air
- b. Time
- c. Water**
- d. Turning the griddle off

Continued next page

Unit 3, Lesson 5—Lesson Review Feedback, continued

Answers, contd.

8. When cleaning a toaster, what should you do first?
 - a. Wash and rinse the catch tray.
 - b. Remove the catch tray.
 - c. Disconnect the electric power supply.**
 - d. Allow the toaster to cool.
9. You should defrost a milk dispenser when the ice deposits on it are how thick?
 - a. 1/4-inch or greater**
 - b. 1/3-inch or greater
 - c. 1/2-inch or greater
 - d. 1 inch or greater
10. When cleaning and sanitizing a soft ice cream dispenser, which of these should you do?
 - a. Rinse the freezer with water at 120 °F.
 - b. Brush the hopper with a soft bristle brush while pouring a detergent solution and water at 140 °F into the freezer.
 - c. Wear gloves.
 - d. All of the above**
11. When cleaning overheads on the mess deck, which of these is your first step?
 - a. Clear pipes, ventilation, ducts, and cableways of dust and loose materials.
 - b. Cover or remove equipment and food as necessary to protect them from falling dust particles.**
 - c. Open the windows and turn on the fan to allow fresh air to circulate.
 - d. Vacuum or brush acoustic tile and other porous surfaces to remove dust and dirt.
12. In addition to meal times, the ship's dining area is also used by the ship's crewmembers in the evening as a crew's lounge. Because of this, when should the dining area be swept and cleaned?
 - a. After dinner
 - b. After each meal
 - c. Before breakfast
 - d. Before breakfast and after each meal**

Continued next page

Unit 3, Lesson 5—Lesson Review Feedback, continued

**Answers,
contd.**

13. Which of the following is a precaution you should take when cleaning and defrosting a salad bar?
- a. Do not allow cleaning solution to remain on the stainless steel for a long period of time.
 - b. Do not allow sanitizing solution to remain on the stainless steel for a long period of time.
 - c. Do not use metal objects to remove ice.
 - d. All of the above**
14. How often should coffee urns be de-stained?
- a. After each use
 - b. At least daily
 - c. At least weekly**
 - d. At least monthly
15. What should you do with the tops of condiment containers before putting them in a dishwasher?
- a. Place them in a hotel pan filled with detergent.
 - b. Place them in a perforated dish rack.**
 - c. Place them in empty coffee mugs.
 - d. Cover them with plastic (such as a garbage bag).
-

Unit 3, Lesson 6—Lesson Review Feedback

Directions

Compare your answers in the “Lesson Review” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. What are the six steps for washing dishes by hand?

(1) Prepare the utensil soaking solution

(2) Prepare the three-compartment sink

(3) Clean and sanitize the dishes and utensils

(4) Destain dinnerware and silverware

(5) Store dishes and utensils

(6) Secure dishwashing equipment.

2–5. Complete the table below.

PREPARING THE THREE-COMPARTMENT SINK		
SINK	THIS SINK IS USED FOR...	THIS SINK HOLDS...
#1	Washing	2. Warm water and dishwashing soap
#2	3. Rinsing	Clean water
#3	4. Sanitizing	5. Clean water and sanitizer

6. Define destaining.

Destaining is the process of removing stains. (In this lesson we’re focusing on the removal of stains from dinnerware and silverware.)

Continued next page

Unit 3, Lesson 6—Lesson Review Feedback, continued

**Answers,
contd.**

7. When destaining, how long should you allow dinnerware and silverware to remain in the destaining solution?
 - a. 5 minutes
 - b. 10 minutes
 - c. 20 minutes
 - d. 30 minutes**
 8. Which one of these steps for using a mechanical dishwasher is out of order?
 - a. Assemble the dishwasher
 - b. Prepare the dishwasher
 - c. Prepare the utensil soaking solution**
 - d. Clean and sanitize dishes and utensils
 9. When disassembling the dishwasher, what is the last step you should perform?
 - a. Dry the sump area and sides of the tanks using a damp cloth.**
 - b. Place the strainer trays in a washware tray to dry.
 - c. Remove the rubber plugs from the ends of the manifolds and place them in a small container filled with clean water.
 - d. Turn the Vent switch to “Off.”
-

Unit 3, Lesson 7—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Complete the following sentence: “An unsafe condition exists when _____.”

there is an unacceptable risk of serious or fatal injury

2–8. Identify each of the following workplace conditions as safe or unsafe by placing an “X” in the appropriate cell. The first one has been completed for you.

SAFE AND UNSAFE WORK PRACTICES		
PRACTICE	SAFE	UNSAFE
Ex. Confirming that an exhaust fan is operating properly.	X	
2. Using a metal object to scrape ice from salad bar coils.		X
3. Placing your hand on meat while the meat is being sliced using a meat slicer.		X
4. Adjusting the meat slicer blade for the size of the cut before turning on power to the meat slicer.	X	
5. Keeping flammable materials away from ranges and stoves.	X	
6. Bending your knees and using your legs to lift and distribute the weight when lifting heavy items.	X	
Continued next page		

Unit 3, Lesson 7—Lesson Review Feedback, continued

Answers,
contd.

	PRACTICE	SAFE	UNSAFE
7. Wearing loose items of clothing when operating mixers.			X
8. Clearing the path you intend to take before picking up a hot item you intend to move.		X	

9. When observing an unsafe condition, what are the three steps you should take?

Step 1. Recognize/identify the unsafe condition.

Step 2. Determine the proper response to make.

Step 3. Respond to the unsafe condition according to current instructions.

Unit 3, Lesson 8—Lesson Review Feedback

Directions

Compare your answers in the “Lesson Review” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Explain at least two proper ways to hand a knife to someone else.

Hand the knife to the other person with the handle towards them – or – Place the knife on a sturdy surface and allow them to pick up the knife.

- 2–6. Which of the following behaviors are safe knife practices?

SAFE OR UNSAFE?		
BEHAVIOR	SAFE	UNSAFE
Ex. Testing the edge of a blade for sharpness using your thumb	X	
2. Leaving a knife to soak in soapy water		X
3. Carrying a knife with the sharp edge of the blade facing away from you	X	
4. Pointing a knife toward another person		X
5. Holding a knife while carrying other objects		X
6. Cutting in a direction away from your body	X	

7. When your finger slides easily across the edge of a knife, the knife is sharp.
 - a. True
 - b. False**

Continued next page

Unit 3, Lesson 8—Lesson Review Feedback, continued

**Answers,
contd.**

8. Which of the following is a butcher's steel used for?
 - a. Maintaining a knife edge between sharpening activities
 - b. Preparing a sharpening stone for use
 - c. Refining a knife edge after sharpening
 - d. A and C**

 9. When sharpening a knife, you will use the faces of the sharpening stone in this order: _____, _____, and then _____.
 - a. coarse, fine, medium
 - b. coarse, medium, fine**
 - c. fine, coarse, medium
 - d. fine, medium, coarse
-

Unit 4, Lesson 2—Summary Question Feedback

Directions

Compare your response to the Summary Question to the expert's response below. Note any major differences between your response and the expert's so you can learn from them and discuss them with your supervisor.

An Expert's Response to the Summary Question for Consideration

If the food on a plate in a microwave gets hot via radiation, by what method of heat transfer does the plate get hot? Why?

This is conduction. Conduction is that heat transfer method in which heat moves through matter by kinetic energy, or by touching it. In this case the plate is “touching” the food that was heated by the microwave. The microwave heated the food by radiation (because the food had water molecules in it) and then the food heated the plate by conduction (the plate was not heated by microwave radiation because it didn't have any water molecules in it).

Unit 4, Lesson 2—Topic Review Feedback

Directions

Compare your answers in the first Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. If a recipe tells you to “...brown the meat thoroughly in a heavy pan...” and then later says to “...combine the meat with the sauce...” what cooking method are you likely to be using? (**Braising. See, for example, “Braised Pork Loin with Olives” in *Professional Cooking*.**)
 2. If a recipe tells you to cook “...the meat, uncovered, on the rack ...in an oven...” what cooking method are you likely to be using? (**Roasting. See, for example, “Roast Chicken with Gravy” in *Professional Cooking*.**)
 3. If a recipe tells you to “place the meat in a stockpot ...return the water to a boil, and reduce the heat...” what cooking method are you likely to be using? (**Simmering. See, for example, “Simmered Beef Brisket” in *Professional Cooking*.**)
 4. If a recipe tells you to “...cut the meat into thin slices... heat oil in a pan over high heat...[cook] the meat in the oil quickly, until well browned but not overcooked... remove the meat from the pan...” what cooking method are you likely to be using? (**Sautéing. See, for example, “Sautéed Tenderloin Tips” in *Professional Cooking*.**)
 5. If a recipe tells you to “...place the lobster under the [heat source] at least 6 inches from the heat...” what cooking method are you likely to be using? (**Broiling. See, for example, “Broiled Lobster” in *Professional Cooking*.**)
-

Unit 4, Lesson 2—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

	COLUMN A	COLUMN B
<u>i.</u>	Convection	A. Can be solid or liquid
<u>d.</u>	Starches and sugars	B. How proteins react when heat is applied
<u>h.</u>	Conduction	C. Special proteins found in meats; most common are collagen and elastin
<u>a.</u>	Fats	D. Carbohydrates
<u>b.</u>	Coagulate, firm up	E. Major sources of fiber
<u>c.</u>	Connective tissue	F. The components of food
<u>j.</u>	Radiation	G. How fiber reacts to heat
<u>e.</u>	Fruits and vegetables	H. “The pot gets hot, and eventually so does the handle.”
<u>g.</u>	Breaks down, becomes soft	I. The movement of air, steam, or liquid in order to “spread” heat
<u>f.</u>	Proteins, fats, fiber, carbohydrates, vitamins, and minerals	J. Energy transferred by waves

Unit 4, Lesson 3—Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. List five of the seven components of a recipe.

Possible answers include: Name, Yield, Ingredients,

Equipment, Time/tests for doneness, Preparation directions,

Other directions

2. Recipes serve two main functions: they control **quality** and **quantity**.
3. Which of the following is the best definition for the AFRS:
 - a. It is a recipe creation guide for military personnel.
 - b. It is a book of food service planning techniques.
 - c. It is a consolidated index of recipes.**
 - d. It is the handbook of the American Food and Restaurant Society.
4. In ten words or less, describe what the phrase “mise en place” means.

Everything put in place; preparing thoroughly and
systematically.

Unit 4, Lesson 3—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

Exercise 1

Convert the decimal representations of ounces and teaspoons into quarter whole numbers (fractions rounded to nearest quarter).

	OZ OR TSP AS DECIMAL	=	OZ OR TSP AS FRACTION
1.	2.77 tsp	=	2 ³/₄ tsp
2.	1.67 oz	=	1 ³/₄ oz
3.	4.385 tsp	=	4 ¹/₂ tsp
4.	3.065 oz	=	3 oz

Exercise 2

Convert the following fractions to decimals. Round to the nearest hundredth.

	DECIMAL	=	FRACTION
1.	³ / ₄ gal	=	.75 gal
2.	3 ¹ / ₈ c	=	3.13 c
3.	1 ³ / ₈ lb	=	1.38 lb
4.	7 ⁷ / ₁₆ lb	=	7.44 lb

Continued next page

Unit 4, Lesson 3—Lesson Review Feedback, continued

**Answers,
contd.****Exercise 3**

Use what you know so far about the types of recipe conversions to identify which recipe conversion type will be used for each of the examples below.

1. A recipe calls for 10 portions of Chicken Breast Parmesan, and you need 25 portions.

Yield adjustment

2. A recipe calls for 25 portions of Prime Rib (16 oz). You have only 15 portions and they're smaller (12 oz).

Serving size and yield adjustments

3. A recipe calls for 20 lb of fresh, coarsely shredded cabbage. You have only 15 lb.

Quantity adjustment

4. A recipe calls for 35 portions of sliced ham, 4 ounces each, and you need 25 portions, 3 ounces each.

Serving size and yield adjustments

Unit 4, Lesson 4—Activity Feedback

Overview

This section contains the correct answers to the following activities:

- Yield adjustment WF practice activity
- Yield adjustment practice activity
- Quantity adjustment WF practice activity
- Quantity adjustment practice activity
- Serving size adjustment WF practice activity
- Serving size adjustment practice activity

Yield Adjustment WF Practice Activity – Answers

THE SITUATION
A recipe calls for 80 servings of chicken breasts. You need 140 servings.

Given this situation, determine the WF for a yield adjustment.

STEP 1 – DETERMINE THE WF FOR A YIELD ADJUSTMENT	
SUB-STEP	ACTION
1.	Determine the desired number of servings (new yield). The new yield = 140
2.	Determine the number of servings in the recipe (old yield). The old yield = 80
3.	Divide the new yield by the old yield. The result is your WF for a yield adjustment. $WF = \frac{\text{new yield}}{\text{old yield}} = \frac{\mathbf{140}}{\mathbf{80}} = \mathbf{1.75}$
End of procedure	

Unit 4, Lesson 4—Activity Feedback, continued

Yield Adjustment Practice Activity – Answers

THE SITUATION

You have been given the recipe below from the AFRS, in which the yield is 100 servings. Adjust the recipe to serve 60.

99

L MEAT, FISH, AND POULTRY No. 038 03 (1)

SPAGHETTI WITH MEAT SAUCE, R-T-U SAUCE, (GROUND BEEF)

Yield 100 Portions **Pan Size** STEAM JACKETED KETTLE () Pans ° F.

Each Portion 1 Cup (8 oz) Meat Sauce & 1 Cup (5 1/2 oz) Spaghetti

Calories	Carb.	Protein	Fat	% Cal / Fat	Cholesterol	Sodium	Fiber	Calcium
440 cal	56 g	24 g	13 g	26 %	47 mg	1226 mg	0 g	5 mg

Ingredients

Ingredients	Weight	Measure	Issue
BEEF, GROUND 90% LEAN THAWED	16 lb		
SPAGHETTI SAUCE, MEATLESS, CANNED, RTU	45 1/2 lb	5 1/4 gal	
SALT	2 1/2 oz	3 2/3 tbsp	
WATER, BOILING	80 lb	10 gal	
SPAGHETTI	12 lb		

HOW TO PERFORM A YIELD ADJUSTMENT	
STEP	ACTION
1.	Obtain the WF by dividing the new yield by the old yield. $WF = \frac{\text{new yield}}{\text{old yield}} = \frac{60}{100} = \boxed{.60}$
2.	Multiply each ingredient by the WF. (Use the table on the next page to show the results of this step.)
End of procedure	

Continued next page

Unit 4, Lesson 4—Activity Feedback, continued

Yield Adjustment Practice Activity – Answers, contd.

ADJUSTED QUANTITIES					
INGREDIENT	OLD QUANTITY (AS DECIMAL)	×	WF	=	NEW QUANTITY
Beef, ground	16.00 lb	×	.60	=	9.60 lb (or 9 lb 9 ½ oz)
Spaghetti sauce	5.25 gal	×	.60	=	3.15 gal (or 3 gal 1 pt 6 tbsp 1 ¼ tsp)
Salt	3.67 tbsp	×	.60	=	2.202 tbsp (or 2 tbsp ¾ tsp)
Water	10.00 gal	×	.60	=	6 gal
Spaghetti	12.00 lb	×	.60	=	7.20 lb (or 7 lb 3 ¼ oz)

Unit 4, Lesson 4—Activity Feedback, continued

**Quantity
Adjustment
WF Practice
Activity –
Answers**

THE SITUATION	
A soup recipe calls for 9 quarts of milk, but you only have 6 quarts.	
Given this situation, determine the WF for a quantity adjustment.	
STEP 1 – DETERMINE THE WF FOR A QUANTITY ADJUSTMENT	
SUB-STEP	ACTION
1.	Determine the desired quantity or quantity-on-hand (new quantity). The new quantity = <input style="width: 50px; text-align: center;" type="text" value="6"/>
2.	Determine the quantity in the recipe (old quantity). The old quantity = <input style="width: 50px; text-align: center;" type="text" value="9"/>
3.	Divide the new quantity by the old quantity (round to the nearest hundredth). The result is your WF for a quantity adjustment. $\text{WF} = \frac{\text{new quantity}}{\text{old quantity}} = \frac{6}{9} = \text{.67}$ <input style="width: 80px; text-align: center;" type="text" value=".67"/>
End of procedure	

Unit 4, Lesson 4—Activity Feedback, continued

Quantity Adjustment Practice Activity – Answers

THE SITUATION

You have been given the recipe below from the AFRS. It calls for 100 chicken breasts. You have 40 lb of chicken on hand (128 pieces) and permission to prepare the extra pieces. Adjust the recipe for this new quantity.

L. MEAT, FISH, AND POULTRY No. 23				
CARIBBEAN CHICKEN BREAST				
YIELD: 100 Portions		EACH PORTION: 1 Piece (3 ½ ounces)		
PAN SIZE: 18 by 26 inch sheet pan (6 pans) 12 by 20 by 2 ½ inch steam table pan (4 pans)			TEMPERATURE: 375°F.	
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Chicken breasts, boneless skinless, thawed	31 lb 4 oz	100 breasts (4 to 5 ounces)		1. Wash chicken thoroughly under cold running water. Drain well. 2. Combine lemon juice, honey, salad oil, paprika, garlic powder, salt, ground ginger, lemon rind, oregano and red pepper. Mix thoroughly. 3. Pour over chicken breasts. Refrigerate 30 minutes.
Juice, lemon	2 lb 2 oz	1 qt		
Honey	1 lb 8 oz	1 7/8 cup		
Salad Oil	7 ½ oz	1 cup		
Paprika, ground	4 oz	1 cup		
Garlic powder	1 5/8 oz	1/3 cup		
Salt	1 ¼ oz	1 ½ tbsp		
Lemon rind, grated	1 oz	5 tbsp		
Ginger, ground	1 oz	1/3 cup		
Pepper, red, ground	3/8 oz	2 tbsp		
Oregano, crushed	1/3 oz	5 tbsp		

CH-1 (OVER)

Note: Use the “measures” column for calculating new quantities on all ingredients.

HOW TO PERFORM A QUANTITY-ON-HAND RECIPE CONVERSION	
SUB-STEP	ACTION
1.	Obtain the WF by dividing the new quantity by the old quantity. $WF = \frac{\text{new quantity}}{\text{old quantity}} = \frac{128}{100} = \boxed{1.28}$
2.	Multiply each ingredient by the WF. (Use the table on the next page to show the results of this step.)
End of procedure	

Continued next page

Unit 4, Lesson 4—Activity Feedback, continued

Quantity Adjustment Practice Activity – Answers, contd.

ADJUSTED QUANTITIES					
INGREDIENT	OLD QUANTITY (AS DECIMAL)	×	WF	=	NEW QUANTITY
Chicken breasts	100 breasts	×	1.28	=	128 breasts (or 40 lb)
Lemon juice	1.00 qt	×	1.28	=	1.28 qt (or 1 qt 1c 1tbsp 2 ¾ tsp)
Honey	1.88 c	×	1.28	=	2.4064c (or 1 pt 6tbsp 1 ½ tsp)
Salad oil	1.00 c	×	1.28	=	1.28c (or 1 c 4tbsp 1 ½ tsp)
Paprika, ground	1.00 c	×	1.28	=	1.28c (or 1 c 4tbsp 1 ½ tsp)
Garlic powder	0.33 c	×	1.28	=	0.4224c (or 6tbsp 2 ¼ tsp)
Salt	1.67 tbsp	×	1.28	=	2.1376tbsp (or 2tbsp ½ tsp)
Lemon rind, grated	5.00 tbsp	×	1.28	=	6.4tbsp (or 6tbsp 1¼ tsp)
Ginger, ground	0.33 c	×	1.28	=	0.4224c (or 6tbsp 2 ¼ tsp)
Pepper, red, ground	2.00 tbsp	×	1.28	=	2.56tbsp (or 2tbsp 1 ¾ tsp)
Oregano, crushed	5.00 tbsp	×	1.28	=	6.40tbsp (or 6tbsp 1¼ tsp)

Unit 4, Lesson 4—Activity Feedback, continued

Serving Size Adjustment Practice Activity – Answers

THE SITUATION	
<p>You have been given the recipe below for Rice Pilaf. It calls for 100 servings of rice, long grain (9 lb 8 oz), at $\frac{3}{4}$ cup each. Adjust the recipe to feed 55 patrons, using servings of 1 cup each.</p>	

E. CEREALS AND PASTA PRODUCTS No. 8

RICE PILAF

YIELD: 100 Portions (4 Pans)		EACH PORTION: $\frac{3}{4}$ Cup (5 Ounces)	
PAN SIZE: 12 by 20 by 4-inch Steam Table Pan		TEMPERATURE: 400°F. Oven	
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Butter or margarine	6 oz.	$\frac{3}{4}$ cup.	1. Melt butter or margarine. Add salad oil or melted shortening and onions. Stir well. Sauté until onions are tender, about 5 minutes.
Salad oil or melted shortening	6 oz.	$\frac{3}{4}$ cup.	
Onions, dry, finely chopped	6 lb.	4 $\frac{3}{4}$ qt.	
Rice, long grain. . . .	9 lb 8 oz.	5 $\frac{1}{2}$ qt.	2. Add rice. Cook until rice is lightly browned, about 10 minutes, stirring constantly. 3. Place about 3 lb 4 oz (2 qt) onion and rice mixture in each pan.
Soup and Gravy base, chicken or beef	12 oz.	2 cups.	4. Add Soup and Gravy base, salt, garlic powder and pepper to water; stir well. Pour 3 qt over rice in each pan; cover. 5. Bake 1 hour or until rice is tender. Stir lightly.
Salt.	1 $\frac{1}{2}$ oz.	1 $\frac{2}{3}$ tbsp	
Garlic powder. . . . .	. . . . .	1 $\frac{1}{3}$ tbsp	
Pepper, black. . . . .	. . . . .	1 tsp.	
Water, boiling. . . . .	. . . . .	3 gal.	

REVISION

(OVER)

DETERMINE THE WF
<p><i>Serving size WF (WF1) = 1.00/0.75 = 1.33</i></p> <p><i>Yield WF (WF2) = 55/100 = 0.55</i></p> <p><i>Combined WF = WF1 x WF2 =</i></p> <p style="text-align: right;"><i>1.33 x 0.55 = 0.73</i></p>

Continued next page

Unit 4, Lesson 4—Activity Feedback, continued

**Serving Size
Adjustment
Practice
Activity –
Answers,
contd.**

MULTIPLYING EACH INGREDIENT BY THE WF					
INGREDIENT	OLD QUANTITY (AS DECIMAL)	×	WF	=	NEW QUANTITY
Butter	6.0 oz	×	.73	=	4.38 oz (or 4 1/2 oz)
Salad oil	0.75 c	×	.73	=	.5475c (or 8 tbsp 2 1/4 tsp)
Onions	6.0 lb	×	.73	=	4.38 lb (or 4 lb 6 oz)
Rice	9.5 lb	×	.73	=	6.935 lb (or 6 lb 15 oz)
Soup and gravy base	2.0 c	×	.73	=	1.46c (or 1c 7 tbsp 1 tsp)
Salt	1.67 tbsp	×	.73	=	1.2191 tbsp (or 1 tbsp 3/4 tsp)
Garlic powder	1.33 tbsp	×	.73	=	.9709 tbsp (or 1 tbsp)
Pepper, black	1.0 tsp	×	.73	=	.73 tsp (or 3/4 tsp)
Water	3.0 gal	×	.73	=	2.19 gal (or 2 gal 1 pt 1c 2 tsp)

Unit 4, Lesson 5—Topic Review (1 of 2) Feedback

Directions

Compare your answers in the Topic Review (1 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1–4. *Professional Cooking*, page 178, Clear Vegetable Soup.

PREPARING FRESH VEGETABLES			
NO.	VEGETABLE	PRE-PREPARATION ACTIVITIES	PREPARATION/ COOKING ACTIVITIES
1.	Carrots	Trim top and bottom ends. Pare with hand peeler or in machine. Dice small.	Sweat with other veggies in butter over low heat until about half cooked. Add stock and simmer until barely tender.
2.	Turnip	Peel heavily by hand or in machine to remove thick skin. Rinse.	Sweat with other veggies in butter over low heat until about half cooked. Add stock and simmer until barely tender.
3.	Tomatoes (canned)	Drain. Chop coarsely.	Add to stock and simmer.
4.	Peas (frozen)	Thaw (following manufacturer's instructions)	Add just before serving.

Unit 4, Lesson 5—Topic Review (2 of 2) Feedback

Directions

Compare your answers in the Topic Review (2 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

5–6. *Professional Cooking*, page 164, Fruit Salsa.

PREPARING FRESH VEGETABLES			
NO.	FRUIT	PRE-PREPARATION ACTIVITIES	PREPARATION ACTIVITIES
5.	Honeydew melon	Wash. Cut in half and remove seeds and fibers. Slice into thin wedges and remove rinds. Dice finely. Save juices.	Combine with other ingredients. Salt to taste. Refrigerate.
6.	Mango	Peel and cut flesh away from the center stone. Dice finely. Save juices.	Combine with other ingredients. Salt to taste. Refrigerate.

Unit 4, Lesson 5—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. What tool do you use to clean celery, carrots, and potatoes when they are not peeled?
 - a. Cheese cloth
 - b. Tooth brush
 - c. Vegetable brush**
 - d. Wire brush
2. What can radishes, carrots, celery, and cucumbers be crisped in?
 - a. An oven set on low (180 °F)
 - b. Ice
 - c. Ice water**
 - d. Lemon or lime juice
3. How do you remove the core of a head of Iceberg lettuce?
 - a. Cut it out with a paring knife
 - b. Hit it on the counter and twist it out**
 - c. Pull the leaves off from around it
 - d. Call the sheriff
4. When trimming artichoke bottoms, what do you use the melon ball cutter for?
 - a. Shaving off the bottom leaves
 - b. Defrapulating the brunoise
 - c. Cutting melon balls
 - d. Scraping out the fuzzy choke**
5. Is this statement true or false? “Most frozen vegetables do not require thawing, and in order to prepare them you should follow the instructions on the package.”
 - a. True**
 - b. False
6. Which of these basic cuts is smaller?
 - a. Batonnet
 - b. Julienne**

Continued next page

Unit 4, Lesson 5—Lesson Review Feedback, continued

**Answers,
contd.**

7. If you're asked to "mince" a food item, what will you be doing?
 - a. **Chopping it into very fine pieces**
 - b. Cutting it into very thin slices
 - c. Cutting it into small cubes
 - d. Chopping it quickly
 8. A small dice is roughly what size?
 - a. $\frac{1}{2}$ in \times $\frac{1}{2}$ in
 - b. $\frac{1}{4}$ in \times $\frac{1}{4}$ in**
 - c. $\frac{1}{8}$ in \times $\frac{1}{8}$ in
 - d. $\frac{1}{16}$ in \times $\frac{1}{16}$ in
-

Unit 5, Lesson 2—Topic Review (1 of 2) Feedback

Directions

Compare your answers in the Topic Review (1 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Questions

Below are the questions and possible answers to the questions. Feel free to add to or change the answers to the questions as your knowledge and experience dictate.

1. Which grade of eggs would you choose to prepare poached eggs and why would you choose it?

AA is the best grade for poached eggs. Lower grades spread out too much to produce a high quality product.

2. Is it possible to prepare hard-boiled (hard-cooked) eggs in a pressure steamer? Give reasons for your answer.

Yes. Essentially, when preparing a hard-boiled egg, all you really need to do is apply heat evenly around the egg, and a pressure steamer will do that for you. At the same time, the high temperature may cause toughness and can turn the yolk green.

3. When separating or cracking eggs, break them one by one into a small bowl, then transfer each white to the larger bowl as it is separated. What reasons can you give for this advice?

(1) Because the fat contained in even a trace of yolk will prevent the whites from attaining proper volume when whipped. If you break the eggs one at a time into a small bowl, accidentally breaking a yolk will contaminate only one white, not the whole bowlful. (2) A poor-quality egg can be removed easily before it enters the larger bowl.

Continued next page

Unit 5, Lesson 2—Topic Review (1 of 2) Feedback, continued

**Questions,
contd.**

Match each term below with the best-fitting definition/characteristic:

TERM		DEFINITION/CHARACTERISTIC
4. Over easy	I	K. Cooked until the yolk is partially set.
5. AA	D	L. High both in fat and protein, contains iron and several vitamins.
6. Coagulation	G	M. Porous, allows odors and flavors to be absorbed by the egg.
7. Poached eggs	E	N. Has a firm yolk and white that stand up high when broken onto a flat surface and does not spread over a large area.
8. Shell	C	O. Bright, shiny appearance; compact, round shape, not spread or flattened; firm but tender whites; warm liquid yolks.
9. Over medium	A	P. Cooked until yolk is completely set.
10. Yolk	B	Q. Eggs are largely protein, so when cooking them the principle of _____ is important to consider.
11. Over hard	F	R. Clear and soluble when raw, white and firm when coagulated.
12. White	H	S. Cooked until the white is just set and the yolk is still liquid.

Unit 5, Lesson 2—Topic Review (2 of 2) Feedback

Directions

Compare your answers in the Topic Review (2 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Questions

Below are the questions and possible answers to the questions. Feel free to add to or change the answers to the questions as your knowledge and experience dictate.

1. What is curdling and how can you prevent it when cooking with milk?

Curdling is a process by which proteins solidify and separate from the whey. To prevent this, avoid combining milk with strong acids unless a starch is present to act as a stabilizer. Reduce cooking temperatures. Salt lightly unless the milk has been stabilized by starch. Heat or temper milk before adding it to a hot liquid.

2. *Professional Cooking* lists five guidelines for cooking with cheese. Describe three of these.

(1) Use low temperatures (e.g., do not boil sauces containing cheese); (2) Use short cooking times; (3) Grate cheese for faster more uniform melting; (4) Aged cheeses melt and blend more easily than young cheeses; (5) Aged cheese adds more flavor to foods than young, mild cheeses, so you need less of it.

Continued next page

Unit 5, Lesson 2—Topic Review (2 of 2) Feedback, continued

**Questions,
contd.**

Match each term below with the best-fitting description/characteristic:

TERM		DESCRIPTION/CHARACTERISTIC
3. Half-and-half	F	A. Has about 60% of the water removed and a somewhat cooked flavor.
4. Omelet pan	G	B. Fresh, liquid milk, which has been cultured or soured by bacteria.
5. Light cream	E	C. Has been heated to kill disease-producing bacteria.
6. Conditioned pan	H	D. Has about 60% of the water removed and is heavily sweetened with sugar.
7. Condensed milk	D	E. Is also called <i>table cream</i> or <i>coffee cream</i> .
8. Evaporated milk	A	F. Has a fat content of 10 to 12 percent.
9. Buttermilk	B	G. Has sloping sides and is shaped properly.
10. Pasteurized milk	C	H. Well seasoned, prepped to avoid sticking.

Unit 5, Lesson 2—Lesson Review Feedback

Purpose

The intention of this exercise is to provide you an opportunity to practice cooking-to-order the following egg dishes:

- Fried, over easy
 - Fried, over hard
 - Fried, over medium
 - Hard cooked/boiled
 - Omelet w/ cheese and sautéed mushrooms (or some other agreed upon ingredient).
 - Poached
 - Scrambled
 - Soft cooked/boiled
-

Directions

When you finish preparing the eggs dishes, use Gisslen's standards in Breakfast Preparation, Dairy Products, and Coffee and Tea section of quality to guide your feedback.

Unit 5, Lesson 3—Topic Review (1 of 2) Feedback

Directions

Compare your answers in the Topic Review (1 of 2) to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Questions

1. In the recipe for waffles, what is the purpose of beating the sugar into the egg whites rather than combining it with the other dry ingredients?

The sugar makes the egg-white foam more stable.

2. What special precautions might you take if you were making French toast from thick slices of French bread?

Soak the bread long enough to allow the batter to penetrate.

Griddle at lower heat so that the French toast will cook through by the time it is browned.

Review each question below and circle the best, most correct, answer from among the answer items.

3. Waffles lose their crispness quickly.
- a. **True**
 - b. False
4. Which of the following are best when made-to-order?
- a. Pancakes
 - b. Waffles
 - c. French toast
 - d. **All of the above**
5. Why are syrup blends often used instead of pure maple syrup?
- a. Syrup blends taste better than pure maple syrup.
 - a. Syrup blends flow better than pure maple syrup.
 - b. **Pure maple syrup is expensive.**
 - c. Syrup blends can be reconstituted from powder by adding water.
6. How much batter is typically used for a standard-size pancake?
- a. $\frac{1}{8}$ cup
 - b. **$\frac{1}{4}$ cup**
 - c. $\frac{3}{8}$ cup
 - d. $\frac{1}{2}$ cup

Continued next page

Unit 5, Lesson 3—Topic Review (1 of 2) Feedback, continued

Questions, contd.

7. How much batter is typically used for a waffle?
 - a. $\frac{1}{8}$ cup
 - b. $\frac{1}{4}$ cup
 - c. $\frac{3}{8}$ cup
 - d. It depends on the size of the waffle iron**
 8. Why are quick breads called “quick”?
 - a. They are leavened by chemical leaveners and steam—not by yeast—thus no fermentation time is required.**
 - b. They use a fast-acting yeast that reduces cook times by 40–60%.
 - c. They must be placed in the very center (or “quick”) of the oven, pan, or griddle in order to be properly prepared.
 - d. They're eaten faster than other types of breads.
 9. Pancakes are sometimes called hot cakes or griddle cakes.
 - a. True**
 - b. False
 10. You've just received a complaint from one of your customers that your French toast is “too much like dry bread with a little egg on it.” What's the likely cause of this?
 - a. When preparing the slice of bread, you soaked it too long.
 - b. When preparing the slice of bread, you did not soak it long enough.**
 - c. The bread was not moist enough before you dipped it in the batter.
 - d. The customer probably doesn't know anything about French toast.
-

Unit 5, Lesson 3—Topic Review (2 of 2) Feedback

Purpose The intention of this exercise is to help you provide the students with an opportunity to clarify and confirm their understanding of quick breads and in particular how to prepare biscuits and muffins.

Directions Read the questions below and answer them to the best of your knowledge. Feel free to use your books/guides as necessary.

When you have finished matching the items, compare your answers to the correct answers in the “Topic Review (2 of 2) Feedback” section at the end of this lesson. Note any differences between your answers and the correct ones so you can learn from them and discuss them when you meet with your supervisor.

Questions

1. If you made a batch of muffins that came out of the oven tough with irregular shapes and large, elongated holes inside, what would you expect was the reason?

Overmixing (796)

2. What is the most important difference between the biscuit method and the muffin method?

In the biscuit method the fat is cut into the dry ingredients. In the muffin method, the fat is melted and added to the liquid ingredients. (Also, the biscuit method sometimes includes kneading.) (796–797)

Review each question below and circle the best, most correct answer from among the answer items.

3. Muffins are made using what type of dough mixture?
 - a. Soft doughs
 - b. Batters**
 - c. Hard doughs
 - d. Yeast doughs
4. Biscuits are made using what type of dough mixture?
 - a. Soft doughs**
 - b. Batters
 - c. Hard doughs
 - d. Yeast doughs

Continued next page

Unit 5, Lesson 3—Topic Review (2 of 2) Feedback, continued

Questions, contd.

5. In most quick breads, how much gluten development is desired?
 - a. None
 - b. Slight**
 - c. Moderate
 - d. Strong
 6. When making biscuits, what are your first two major steps?
 - a. (1) Combine the dry ingredients, and (2) combine the liquid ingredients, including the melted fat.
 - b. (1) Combine the dry ingredients, cut in the fat, and (2) combine the liquid ingredients.**
 - c. (1) Combine the liquid and dry ingredients, and (2) mix until just combined.
 - d. (1) Panic; (2) recover from panic.
 7. When making muffins, what are your first two major steps?
 - a. (1) Combine the dry ingredients, and (2) combine the liquid ingredients, including the melted fat.**
 - b. (1) Combine the dry ingredients, cut in the fat, and (2) combine the liquid ingredients.
 - c. (1) Combine the liquid and dry ingredients, and (2) mix until just combined.
 - d. (1) Combine the liquid and dry ingredients, and (2) knead very lightly.
 8. Muffin batter can be prepared the night before use, because there's little impact to the mixture for 6-8 hours once the dry and liquid mixtures are combined.
 - a. True
 - b. False**
 9. If you hear from some of your customers/patrons that your biscuits are tough, what is a likely reason for this?
 - a. You used a little too much shortening and cut it in less fat.
 - b. You did not knead the dough enough.
 - c. You overkneaded the dough.**
 - d. The customers/patrons just like to complain.
 10. When transferring muffin batter from the mixing bowl to the baking pan, you can minimize additional mixing by scooping from the middle of the mixture to the edge.
 - a. True
 - b. False**
-

Unit 5, Lesson 4—Topic Review Feedback

Statements for Review

Use this table to check your response to the Topic Review exercise. Note that some statements are true for more than one cereal.

Consult your supervisor if you have any question regarding this exercise.

HOT, COOKED CEREALS TABLE			
	OATMEAL	GRITS	CREAM OF WHEAT
Ex. Porridge made from Semolina.			X
1. Is a granular cereal.		X	X
2. Is a whole cereal.	X		
3. Is also known as farina.			X
4. Is prepared from a grain.	X	X	X
5. Its particles are large.	X		
6. Its particles are small.		X	X
7. When preparing, is NOT likely to lump when added to boiling water.	X	X	
8. When preparing, add a small amount of cold water before adding it to the boiling water.			X
9. When preparing, add the cereal to the water slowly, stirring constantly.	X	X	X
10. When preparing, it can be added directly to boiling water.	X	X	

Unit 5, Lesson 5—Topic Review Feedback

Statements for Review

Use this table to check your response to the Topic Review exercise. Note that some statements are true for more than one cereal.

Consult your supervisor if you have any question regarding this exercise.

BREAKFAST MEATS TABLE			
	BACON	HAM	SAUSAGE
Ex. Is about 70% fat and shrinks a great deal	X		
1. A cured, smoked pork product	X	X	
2. Fresh pork that has been ground and seasoned			X
3. Available in whole slabs, but usually purchased sliced	X		
4. When cooking this, it's especially important to avoid spilling hot fat	X	X (OK)	X (OK)
5. Available in three forms: patties, links, bulk			X
6. When used for breakfast service, it is almost always pre-cooked		X	
7. Usually available in 18–22 slices per pound	X		
8. Canadian bacon is one form of this	X (OK)	X	

Unit 5, Lesson 6—Topic Review Feedback

Purpose The intention of this exercise is to help you provide the opportunity to clarify and confirm your understanding of breakfast drinks and how to prepare them.

Directions Read the questions below and answer them to the best of your knowledge. Encourage them to use their books/guides as necessary.

Ask them to notify you when they are finished.

Answers 1. Why is using the proper grind important when making coffee?

The proper grind depends on the extraction time of the equipment used. Too coarse a grind reduces the flavor of the brewed coffee. Too fine a grind makes it bitter.

2. Describe in general terms the procedure for making iced tea.

Bring fresh, cold water to a boil. Pour it over the tea in a pot. Let steep for 5 minutes. Remove the tea bag or strain off the tea from the loose leaves. Add cold water. Hold at room temperature for up to 4 hours. Serve over ice.

Review each question below and circle the best, most correct answer from among the answer items.

3. Coffee urns should be cleaned once a week.

- a. True
- b. **False**

4. Extracting flavors from ground coffee beans by _____ makes coffee.

- a. Straining them through a filter
- b. Pouring water over them
- c. Roasting the beans
- d. **Dissolving them in hot water**

Continued next page

Unit 5, Lesson 6—Topic Review Feedback, continued

- Answers, contd.**
5. Coffee made in an urn requires a brewing time of _____.
 - a. 2-4 minutes
 - b. 4-6 minutes**
 - c. 6-8 minutes
 - d. 8-10 minutes
 6. Proper proportions for brewing coffee are one pound of coffee (500 grams of coffee) to roughly _____.
 - a. Two quarts of water (2 liters)
 - b. One gallon of water (4 liters)
 - c. Two gallons of water (8 liters)**
 - d. Four gallons of water (16 liters)
 7. Proper water temperature for brewing coffee is _____.
 - a. 160–180 °F (70–82 °C)
 - b. 195–200 °F (90–93 °C)**
 - c. 212 °F (100 °C)
 - d. None of the above
 8. To hold coffee for service _____.
 - a. Hold it at 185–190 °F (85–88 °C) for up to one hour**
 - b. Hold it at 185–190 °F (85–88 °C) for up to four hours
 - c. Hold it at 200–212 °F (93–100 °C) for up to one hour
 - d. Refrigerate and then re-boil at service time
 9. When making coffee, it is important to _____.
 - a. Always brew with water that is between 220–230 °F (105–110 °C).
 - b. Use one pound of coffee for each 1 ³/₄ to 2 ¹/₂ gallons of water.**
 - c. Avoid the use of tap water (use only chemically softened water).
 - d. Hold the coffee at no more than 160 °F (70 °C) for no more than three hours.
 10. Drink mix comes in three flavors: orange, lemonade, and elderberry.
 - a. True
 - b. False**
-

Unit 6, Lesson 2—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

Read each statement below, determine whether it is true or false, and then write 'true' or 'false' in the space provided.

1. **True** Muscle tissues consist of water, protein, fat, and carbohydrates.

2. **True** Muscle fibers are covered by connective tissue.

3. **True** Inspection is mandatory on meat products.

4. **False** Green meat is an indication that the meat is unwholesome

5. Chief Smythe asked the following four students to give him a reason why it is important to know the bone structure of meat animals. Which of them had the right answer?
 - a. **Catherine: “If you know bone structure, then you will be able to identify cuts of meat more accurately.”**
 - b. **Kevin: “Knowing where the bones are in a piece of cooked meat helps you to carve it more skillfully.”**
 - c. **Lawrence: “It is much easier to bone and cut meat if you are aware of the bone structure of the animal you are processing.”**
 - d. Alistair: “Knowing the location of the bones in a cut of meat will help you determine whether you should cook it with moist or dry heat.”

Continued next page

Unit 6, Lesson 2—Lesson Review Feedback, continued

**Answers,
contd.**

6–9. Match the beef cuts with the primal cuts below:

- | | | |
|---------------|----------------------------|--------------|
| <u>C</u> | 6. Tenderloin | A. Rib |
| <u>A or B</u> | 7. Short Ribs | B. Full Loin |
| <u>B</u> | 8. Prime rib roast | C. Round |
| <u>All</u> | 9. Hamburger (ground beef) | D. Flank |
| | | E. Brisket |
-

Unit 6, Lesson 3—Composition and Structure Activity Feedback

Answers

“LIGHT MEAT” AND “DARK MEAT”		
	LIGHT MEAT	DARK MEAT
PARTS	<i>Breast and wings</i>	Legs (drumsticks and thighs)
FAT CONTENT	Less/low	More/high
AMOUNT OF CONNECTIVE TISSUE	Less	More
COOKING TIMES	Faster	<i>Takes longer</i>

Unit 6, Lesson 3—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Because chicken and turkey are lean and tender meats, it is appropriate to cook them in fat by _____ them.
 - a. Sautéing
 - b. Pan-frying
 - c. Deep-frying
 - d. All the above**
2. Coralia answered “true” to all of the following true-false questions. Which one did she miss?
 - a. Roasting and baking are the same process.
 - b. Poultry items are almost always cooked well-done.
 - c. Simmering temperature is lower than poaching temperature.**
 - d. The presentation side of a piece of poultry is usually the skin side.
3. The internal temperature of roast turkey that is cooked to doneness is:
 - a. 145 °F.
 - b. 165 °F.
 - c. 180 °F.**
 - d. None of the above.
4. The least preferable way to determine the doneness of a small bird is to _____.
 - a. test for looseness of joints
 - b. observe the juices inside the cavity
 - c. check for flesh separating from the bone
 - d. pierce deeply with a fork and twist the flesh**

Continued next page

Unit 6, Lesson 3—Lesson Review Feedback, continued

Answers, contd.

5. On the basis of the following statements, which of the following students would be most likely to prepare a turkey whose breast was dry and overcooked?
 - a. Michael: “I place my turkeys breast-side down when I roast them so that the fat from the rest of the bird is drawn by gravity to the breast.”
 - b. Nicole: “I like to bard a turkey breast with a thin layer of pork fat to keep it moist.”
 - c. **Bryan: “I prefer to baste my turkey with water or stock (instead of fat) in order to avoid the excess calories and cholesterol that the fat would add.”**
 - d. Gabe: “I know they require different cooking times to reach correct doneness.”
6. Chief Boeuf asked his students to describe a major problem that occurs during the process of roasting poultry. Which of his students gave the best answer?
 - a. Jim: “Making sure that the breast is not undercooked.”
 - b. **Susan: “Cooking the legs to doneness without overcooking the breast.”**
 - c. Russell: “Overcooking the dark meat and undercooking the white meat.”
 - d. Diane: “Finding a cooking method that will tenderize free-range poultry.”
7. A basic difference between “light meat” and “dark meat” in poultry is that “dark meat” _____.
 - a. has less fat
 - b. **takes longer to cook**
 - c. has less connective tissue
 - d. all of the above
8. To check roast chicken for doneness, you would:
 - a. pour out the juices from the body cavity to see if they are no longer pink or red.
 - b. feel the leg joints to see if they are loose.
 - c. test the temperature of the inner part of the thigh with a meat thermometer.
 - d. **all of the above.**
9. When carving a turkey, what is the main reason you cut through the skin of the bird between the breastbone and the legs?
 - a. **To separate the white meat from the dark meat.**
 - b. To make the removal of skin easier.
 - c. To provide better access to the breast meat.
 - d. All of the above.

Unit 6, Lesson 4—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. _____ is the major flaw in fish preparation.
 - a. Flaking
 - b. Overcooking**
 - c. Undercooking
 - d. Producing translucent flesh
2. A fish is done, but not overcooked, if its _____.
 - a. flesh falls apart easily
 - b. bones are only slightly pink
 - c. flesh has just turned from translucent to opaque**
 - d. all of the above
3. Which set of words completes the following sentence correctly?
 _____ fish is especially well suited to _____.
 - a. Lean, poaching
 - b. Fat, broiling and baking
 - c. both of the above**
 - d. none of the above

Read each statement below and determine whether it is true or false, and then write True or False on the space provided.

- | | |
|--------------|--|
| <u>True</u> | 4. A major problem in deep-frying fish is that the fish can become quickly overcooked at the high temperature of the deep fryer. |
| <u>False</u> | 5. Lean fish may be cooked by moist-heat methods and by dry-heat methods, but fat fish should be cooked with dry heat only. |
| <u>False</u> | 6. Fat fish should never be cooked in fat, or they will be too greasy. |
| <u>True</u> | 7. Fresh fish is voluntarily inspected by the Department of Commerce. |
| <u>False</u> | 8. Sautéed shrimp should be cooked at high heat to get rid of their strong, fishy taste. |
-

Unit 7, Lesson 2—Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Besides appearance, why is proper, uniform cutting of vegetables important?

Vegetables cut into uniform sizes cook more uniformly.

(p. 431)

2. How can you ensure that salad greens will be crisp?

Wash and drain. Refrigerate in colanders covered with clean, damp towels, or in specifically designed perforated plastic bins.

Do not seal too tightly or pack too firmly.

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Which of the following can cause vitamins in vegetables to be lost or destroyed?
- a. High temperature
 - b. Air
 - c. Baking soda
 - d. All of the above**
4. Frozen vegetables require more salt and other seasonings than fresh vegetables do.
- a. True
 - b. False**

Continued next page

Unit 7, Lesson 2—Topic Review Feedback, continued

**Answers,
contd.**

5. _____ affects the texture, flavor, color, and nutrients of vegetables.
 - a. Peeling
 - b. Storing
 - c. Cooking**
 - d. Purchasing
6. When cooking cauliflower, you should _____ in order to preserve its white color.
 - a. Add a little lemon juice**
 - b. Add a little baking soda
 - c. Keep the pot uncovered
 - d. Use the longest possible cooking time
7. It is important to control the factors that destroy nutrients, because these factors may also destroy _____.
 - a. Color
 - b. Flavor
 - c. Texture
 - d. All of the above**
8. Which of the following is one of the general rules of vegetable cookery?
 - a. Cook green vegetables with a little baking soda.
 - b. Start with cold, salted water when boiling vegetables.
 - c. Cook red and white vegetables in a strongly acid liquid.
 - d. Cook green vegetables and strong-flavored vegetables uncovered.**
9. When checking the quality of a container of frozen vegetables, all of the following except _____ may indicate poor quality.
 - a. Frost**
 - b. Freezer burn
 - c. Large ice crystals
 - d. A temperature above 0 °F
10. The best way to wash spinach is to put it in a colander and rinse it under cold, running water.
 - a. True
 - b. False**
11. Radicchio and treviso both have red leaves.
 - a. True**
 - b. False

Continued next page

Unit 7, Lesson 2—Topic Review Feedback, continued

**Answers,
contd.**

12. Which of the following is not one of the four basic parts of a salad?
- a. Base
 - b. Border**
 - c. Garnish
 - d. Dressing
13. After overhearing the following statements from a group of FS3s studying for a salad preparation test, which one do you think scored best on the exam?
- a. Celeste: “I like to arrange my salad so that it covers the rim of the plate.”
 - b. Germaine: “The perfect salad contains as many colors as you can fit on the plate.”
 - c. Mathilda: “I cut my salad ingredients in large enough pieces so that my customers will be able to identify them.”**
 - d. Roberto: “I think it is essential to make sure that the ingredients of a salad lie as flat as possible on the plate so that customers have an easy time picking them up with their forks.”
14. Stainless steel knives are best for cutting salad ingredients.
- a. True**
 - b. False
15. When preparing salads, it is important to _____.
- a. Wash and drain the greens thoroughly**
 - b. Arrange them on plates that are not too cold
 - c. Be sure that the greens are not exposed to air circulation
 - d. All of the above
-

Unit 7, Lesson 3—Topic Review Feedback (1 of 2)

Directions

Compare your answers in “Topic Review 1 (of 2)” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. What are the factors that determine how much water is needed to cook rice?

Tightness or looseness of the cover; desired moistness of the finished product; variety, age, and moisture content of the raw rice. (Chapter 18)

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

2. Which type of rice holds its shape best after cooking?
 - a. Instant
 - b. Brown
 - c. Parboiled**
 - d. Regular milled long grain
3. What are the basic proportions for boiling long grain white rice?
 - a. 2 pints of water to 1 pound of rice**
 - b. 2 quarts water to 1 pound of rice
 - c. 1 pint water to 1 pound rice
 - d. None of the above.
4. Which of the following combinations is correct?
 - a. Enriched rice—coated with vitamins**
 - b. Long-grain rice—sticky when cooked
 - c. Short- and medium-grain rice—fluffy when cooked
 - d. All of the above

Continued next page

Unit 7, Lesson 3—Topic Review Feedback (1 of 2), continued

**Answers,
contd.**

5. Which of the following takes the longest time to cook?
 - a. **Brown rice**
 - b. Basmati rice
 - c. Parboiled rice
 - d. Regular milled white rice
 6. Which one of the following types of rice does NOT hold well after cooking and whose grains quickly lose their shape and become mushy?
 - a. Brown
 - b. **Instant**
 - c. Parboiled
 - d. Regular milled white
 7. Wild rice _____.
 - a. Is inexpensive
 - b. **Is actually not a rice**
 - c. Is imported from India and China
 - d. Enjoys dance parties and staying out late
 8. Which of the following cooking methods is most similar to the pilaf method?
 - a. **Braising**
 - b. Steaming
 - c. Parboiling
 - d. Deep-frying
 9. Glutinous rice is sweet-tasting short-grain rice that becomes quite sticky and chewy when cooked. It is used for special dishes in Chinese and Japanese cuisines, but is not the rice used for sushi.
 - a. **True**
 - b. False
 10. Arborio, jasmine, and basmati are all specialty rice.
 - a. **True**
 - b. False
-

Unit 7, Lesson 3—Topic Review Feedback (2 of 2)

Directions

Compare your answers in “Topic Review 2 (of 2)” to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

11. In what order would you add the following items to a vegetable soup during cooking and why?

Tomatoes

Barley

Shredded Cabbage

Diced Cooked Beef

Carrots

(1) Carrots (have the longest cooking time), (2) Cabbage, (3) Tomatoes, (4) Cooked beef (needs time only to heat and blend flavors), (5) Barley (takes longest to cook, but should be cooked separately and added at the end) (Chapter 9)

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

12. If a cream soup has a starchy taste, it's probably because it wasn't cooked long enough.

- a. **True**
- b. False

13. Stock to be clarified should be cold, not hot.

- a. **True**
- b. False

14. Broth, bouillon, consommé, and vegetable soup are all examples of _____ soup.

- a. Thin
- b. **Clear**
- c. Thick
- d. Specialty

Continued next page

Unit 7, Lesson 3—Topic Review Feedback (2 of 2), continued

- Answers, contd.**
15. Which of the following techniques will help to produce a low-fat soup that will appeal to a health-conscious clientele?
- Use evaporated skim milk in cream soups rather than cream.
 - Do not sweat vegetables in fat before they are simmered in a soup.
 - Use a starch slurry or a roux made with oil (rather than butter) to bind a thick soup.
 - All of the above.**
16. The number one rule for preparing consommé is that _____.
- The result must be perfectly clarified
 - Its proteins must not be allowed to coagulate
 - The stock or broth must be strong, rich, and full-flavored**
 - Its solid ingredients must be cut to exacting specifications
17. Which of the following thick soups are most likely to contain seafood?
- Purées
 - Bisques**
 - Consommés
 - Cream soups
18. When making a vegetable soup, it is important to remember to _____.
- Start with a clear, flavorful broth**
 - Use as many vegetables as possible
 - Cook rice or pasta directly in the soup
 - All of the above
19. When making a vegetable soup, it is important to remember to avoid _____.
- Undercooking the vegetables
 - Cutting all the vegetables into the same sizes and shapes
 - Adding all the vegetables at the same time if they have different cooking times**
 - Burning the coffee
20. To prevent curdling in cream soups, avoid _____.
- Adding cold milk or cream to simmering soups
 - Boiling soups after milk or cream has been added
 - Combining milk and simmering soups stock without the presence of roux or other starch
 - All of the above**
-

Unit 7, Lesson 4—Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Describe the following four types of pasta and their uses: spaghetti, spaghettini, vermicelli, and linguine.

Spaghetti is long and round and is used with a wide variety of sauces, especially tomato. Spaghettini is like spaghetti except it's thinner and it's often used with olive oil and seafood sauces. Vermicelli is very thin and is often used in soups and with light delicate sauces. Linguine looks like flattened spaghetti and is often served with clam sauces. (p. 514)

2. What are two methods for preparing starches so that they can be incorporated into hot liquids? Why are they necessary and how do they work?

Mixing the starch (1) with a liquid (as in a cornstarch slurry) or (2) with a fat (as in a roux). These procedures are necessary to prevent lumping. The liquid or fat separates the starch granules so that they can all cook uniformly rather than forming lumps of uncooked starch. (p. 135)

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Spaghetti should be cooked by
 - a. Adding it little by little to a large quantity of boiling, salted water and simmering gently until done.
 - b. Adding it all at once to just enough boiling, salted water to cover it and boiling until done.
 - c. **Adding it all at once to a large quantity of boiling, salted water and boiling until done.**
 - d. Adding it to cold water, bring to a boil, and simmering until done.

Continued next page

Unit 7, Lesson 4—Topic Review Feedback, continued

Answers, contd.

4. Pasta cooked *al dente* _____.
 - a. **Is firm to the bite.**
 - b. Is slightly soft and mushy.
 - c. Must be held in its cooking water for at least 20 minutes before serving.
 - d. Sticks when you throw it against the wall.
5. Spaghetti that is cooked ahead of service should be held in cold water to keep it from sticking and then reheated to order.
 - a. True
 - b. **False**
6. A sauce adds _____ to foods.
 - a. Moistness
 - b. Flavor and richness
 - c. Appearance, interest, and appetite appeal
 - d. **All of the above**
7. Which of the following is not one of the three main categories of ingredients of a sauce?
 - a. Liquid
 - b. **Mirepoix**
 - c. Thickening agent
 - d. Additional seasonings and flavorings
8. A sauce should do all of the following except _____.
 - a. Work like a seasoning
 - b. Accent the flavor of food
 - c. Enhance the flavor of food
 - d. **Dominate the food it accompanies**
9. Which leading sauce is paired incorrectly with its liquid ingredient?
 - a. Béchamel → milk
 - b. Velouté → white stock
 - c. Hollandaise → clarified butter
 - d. **Espagnole → tomato plus white stock**
10. Which of the following statements is true?
 - a. Roux is another name for beurre manié.
 - b. **When adding a roux to a liquid, the roux may be cold or warm.**
 - c. Flour is often browned so that it has greater thickening power in a roux.
 - d. Shortening can be used in place of butter to avoid a sauce that produces a “fuzzy” feeling in the mouth.

Continued next page

Unit 7, Lesson 4—Topic Review Feedback, continued

**Answers,
contd.**

11. Liquid + thickening agent = _____.
- Small Sauce
 - Leading Sauce**
 - Main Small Sauce
 - Secondary Leading White Sauce
12. Velouté sauce can be made with _____ stock.
- Fish
 - Chicken
 - White veal
 - All of the above**
13. Espagnole or brown sauce is _____.
- Given flavor and richness with mirepoix
 - More complicated to make than béchamel or velouté sauce
 - The starting point for the hearty, flavorful sauces that accompany red meat
 - All of the above**
14. An emulsion is a _____.
- Uniform mixture of two unmixable liquids**
 - Mixture that has been boiled, cooled, and then boiled again
 - Solid ingredient thoroughly mixed into a liquid ingredient
 - Liquid that has enough body to stick to the back of a spoon
15. It is not necessary to have a roux and a liquid at the same temperature when they are combined.
- True**
 - False
16. Cooked foods to be mixed with mayonnaise must be chilled before mixing.
- True**
 - False
17. Cooked salads differ from combination and vegetable salads in that they are usually mixed with a(n) _____ during preparation.
- Antioxidant or acid
 - Oil and vinegar combination
 - Thick dressing, such as mayonnaise**
 - Sweet dressing, such as honey dijon
-

Unit 7, Lesson 4—Lesson Review Feedback

Gathering Feedback

While you are practicing and preparing the food item assigned these are the specific areas of feedback the supervisor will be paying attention to include the following:

DIMENSION	DESCRIPTION
Product Appearance and Presentation	Do the products produced meet the standards discussed in class?
Recipe Conversions	How free from errors were your recipe conversions, including lack of temps, pans, mise en place, method, and working factors?
Safety and Sanitation	To what degree did you operate within safety and sanitation guidelines, including washing your hands, proper use of the two-pan method, cuts, burns, knives, equipment, etc.?
Taste	How do the products taste?
Time Management	How did you manage your time? Was/were the product(s) completed on time?
Uniform	Did your uniform, as it was presented on the day of testing, meet the standard?

Unit 7, Lesson 5—Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. If mature, starchy potatoes are best for puréeing (mashed, duchesse, etc.) then why doesn't everyone use russets or Idahos, which are the starchiest?

They are too expensive. All-purpose potatoes are starchy enough and they are much more economical. (Potatoes and Other Starches chapter)

2. Many of the potato recipes in Chapter 18 do not indicate what type of potato to use. For each of the following seven recipes, make a recommendation for what type of potato to use (all-purpose, russet, or waxy).

RECIPE	RECOMMENDED POTATO
Anna	Waxy
Au gratin	Waxy or all-purpose
Baked	Russet
Boiled potatoes	Waxy or all-purpose
Croquettes	All-purpose
French fries	Russet
Whipped	All-purpose

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Fresh, unprocessed potatoes should be stored _____.
 - a. In the refrigerator
 - b. In a cool, moist place
 - c. In a warm, dry, dark place
 - d. In a cool, dry, dark place**

Continued next page

Unit 7, Lesson 5—Topic Review Feedback, continued

**Answers,
contd.**

4. The potato is a _____.
 - a. Starch
 - b. Vegetable
 - c. Both a and b**
 - d. Neither a nor b
5. Frozen French fries should not be thawed before frying.
 - a. True**
 - b. False
6. Russet or Idaho potatoes are _____.
 - a. Ideal for boiling
 - b. Best for deep-frying**
 - c. High in moisture and sugar
 - d. Best for salads, soups, and hash browns
7. _____ potatoes can be white, yellow, blue, or purple.
 - a. All-purpose
 - b. Waxy or new**
 - c. Russets or Idaho
 - d. None of the above
8. Chef Boeuf buys _____ potatoes when he is not concerned about the shape of the potatoes he will serve.
 - a. All-purpose**
 - b. Waxy or new
 - c. Russets or Idaho
 - d. None of the above
9. Which of the following is the best explanation of why the baked potato you ordered has an excessively strong sweet taste?
 - a. It has been allowed to sprout.
 - b. It was not baked long enough.
 - c. It was refrigerated before it was baked.
 - d. Either a or c.**
10. Baked potatoes to be held for more than 30 minutes should be wrapped, breaded, and fried.
 - a. True
 - b. False**

Continued next page

Unit 7, Lesson 5—Topic Review Feedback, continued

**Answers,
contd.**

11. When potatoes are boiled, they should be _____.
- a. Cooled in cold water after cooking
 - b. Started in hot, rather than cold water
 - c. Both of the above
 - d. None of the above**
12. Potatoes should not be wrapped in foil when they are baked because they _____.
- a. Steam rather than bake**
 - b. Take much longer to cook
 - c. Lose most of their nutrients
 - d. Turn an unappealing gray color
-

Unit 8, Lesson 2—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Which of the following is not a function of sugar in baked goods?
 - a. To give sweetness and flavor
 - b. To give crust color
 - c. To increase keeping qualities
 - d. To give firmness to the structure**
2. Baking soda can be used as a leavening agent only if the recipe also contains _____.
 - a. baking powder
 - b. acid**
 - c. sugar
 - d. none of the above
3. Salt is used in bread-making because it _____.
 - a. improves flavor
 - b. conditions gluten
 - c. slows yeast action
 - d. all of the above**
4. The majority of ingredients in the bakeshop are measured by weight, rather than by volume, because measuring by weight is _____.
 - a. faster
 - b. more sanitary
 - c. more accurate**
 - d. more convenient
5. Gluten _____.
 - a. produces gas in a product as it is baked
 - b. gives structure and strength to baked goods**
 - c. is a substance made up of the carbohydrates in wheat flour
 - d. forms small, ball-like structures in dough as it is mixed or kneaded
6. A firm and chewy baked product contains _____ gluten.
 - a. no
 - b. a small amount of
 - c. a medium amount of
 - d. a large amount of**

Continued next page

Unit 8, Lesson 2—Lesson Review Feedback, continued

Answers, contd.

7. Which one of these statements is NOT true?
 - a. Cosmo: “Butter has a highly desirable flavor that is missing from shortenings.”
 - b. Jerry: “One of the major advantages of butter is that it is easy to work with at any temperature.”**
 - c. Elaine: “Butter doesn't leave an unpleasant coating in the mouth like shortenings because it melts in the mouth.”
 - d. George: “A dough made with butter is much more difficult to work with than a dough made with shortening.”

 8. If you have run out of brown sugar, then you can mix a little _____ with granulated sugar to produce approximately the same taste in your famous Bayou Brownies.
 - a. honey
 - b. molasses**
 - c. malt syrup
 - d. corn syrup

 9. If you find the word “creaming” in the procedure section of a recipe, then you will definitely find _____ in the ingredients section.
 - a. fat
 - b. eggs
 - c. sugar
 - d. both a and c**
-

Unit 8 Lesson 3—Topic Review Feedback (1 of 2)

Factors that Affect Cookie Characteristics, Answers

Factors		Cookie Characteristics			
		Crispness	Softness	Chewiness	Spread
Ex.	Heavily greased pan				X
1	High moisture		X	X	
2	Large size, thick shape		X		
3	High proportion of eggs			X	
4	High sugar and fat content	X			
5	High sugar, low fat			X	
6	Low moisture	X			
7	Low oven temperature				X
8	Low sugar and fat		X		
9	Slack batter				X
10	Small size and/or thin shape	X			
11	Strong gluten development during mixing			X	
12	Under baking		X		

Unit 8 Lesson 3—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. Which of the following conditions do not produce crispness in cookies?
 - a. Small size or thin shape
 - b. Low sugar and fat content**
 - c. High temperature and/or long baking
 - d. Low proportion of liquid in the recipe
2. If you want to have freshly baked cookies on hand at all times, you most likely produce cookies with the _____ method.
 - a. Bar
 - b. Drop
 - c. Sheet
 - d. Icebox**
3. The way that you prepare pans for making cookies is:
 - a. Flouring a greased pan will increase the spread of cookies baked upon it.
 - b. Lining cookie sheets with parchment or silicone paper is fast, and it eliminates the need to grease the sheets.**
 - c. All cookie pans must be greased, no matter how high the fat content of the cookies that will be baked upon them.
 - d. All of the above.
4. If you want to make _____ cookies, it helps to make them small and thin.
 - a. Crisp**
 - b. Soft
 - c. Chocolate chip
 - d. Spread
5. _____ and _____ content help make cookies crisp.
 - a. Low fat, low sugar
 - b. High fat, sugar**
 - c. Eggs, sugar
 - d. High fat, low sugar

Continued next page

Unit 8 Lesson 3—Lesson Review Feedback, continued

**Answers,
contd.**

6. Cookies can be made chewier by decreasing their egg content.
 - a. True
 - b. False**
 7. In the one-stage mixing method, all ingredients are placed in the mixing bowl and mixed together.
 - a. True**
 - b. False
 8. In the creaming method, the fat, sugar, and flour are creamed together; then the eggs and liquid are added and blended in.
 - a. True
 - b. False**
-

Unit 8, Lesson 4—Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. What are the reasons, in the creaming method, for creaming the butter and sugar until the mixture is light and fluffy?

Creaming incorporates air, which helps leaven the cake.

2. List the following ingredients in the order in which they are added to the mixing bowl when mixed by the *creaming method*: flour, sugar, shortening, eggs, milk.

CREAMING METHOD	
ORDER	INGREDIENT
First	Shortening
Second	Sugar
Third	Eggs
Fourth	Flour
Fifth	Milk

Review each question/statement below and circle the best, most correct answer/response from among the answer items.

3. Although cake production requires as much precision as bread production, producing cakes in quantity is relatively easy if the baker _____.
 - a. Scales ingredients accurately
 - b. Has good, well-balanced recipes
 - c. Understands basic mixing methods well
 - d. All of the above**

Unit 8, Lesson 4—Topic Review Feedback, continued

**Answers,
contd.**

4. Two-stage batters are easier to scale than creaming method batters because they _____.
 - a. Are thicker and easier to handle
 - b. Are more liquid and pour more easily**
 - c. Contain more fat and therefore require no scraping
 - d. Require a less complicated percentage recipe to scale accurately
 5. Jean's cake burst open on top. A possible reason for this failure was _____.
 - a. An oven that was too hot**
 - b. Improper mixing
 - c. Too much liquid in the batter
 - d. Too little flour or a flour that was too weak
 6. Charlotte's cake was too dense and heavy. A possible reason for this failure was too little _____.
 - a. Sugar
 - b. Liquid
 - c. Leavening**
 - d. Shortening
 7. One problem with buttercream frostings made from butter is that they melt so easily. One way to solve this problem is to _____.
 - a. Use this type of frosting only in cool weather
 - b. Blend a small quantity of shortening with the butter to help stabilize it
 - c. Either a or b**
 - d. Neither a nor b
 8. When eggs are added to a cake batter in the creaming method, they should be added all at once.
 - a. True
 - b. False**
-

Unit 4, Lesson 4—Activity Feedback, continued

Serving Size Adjustment WF Practice Activity – Answers

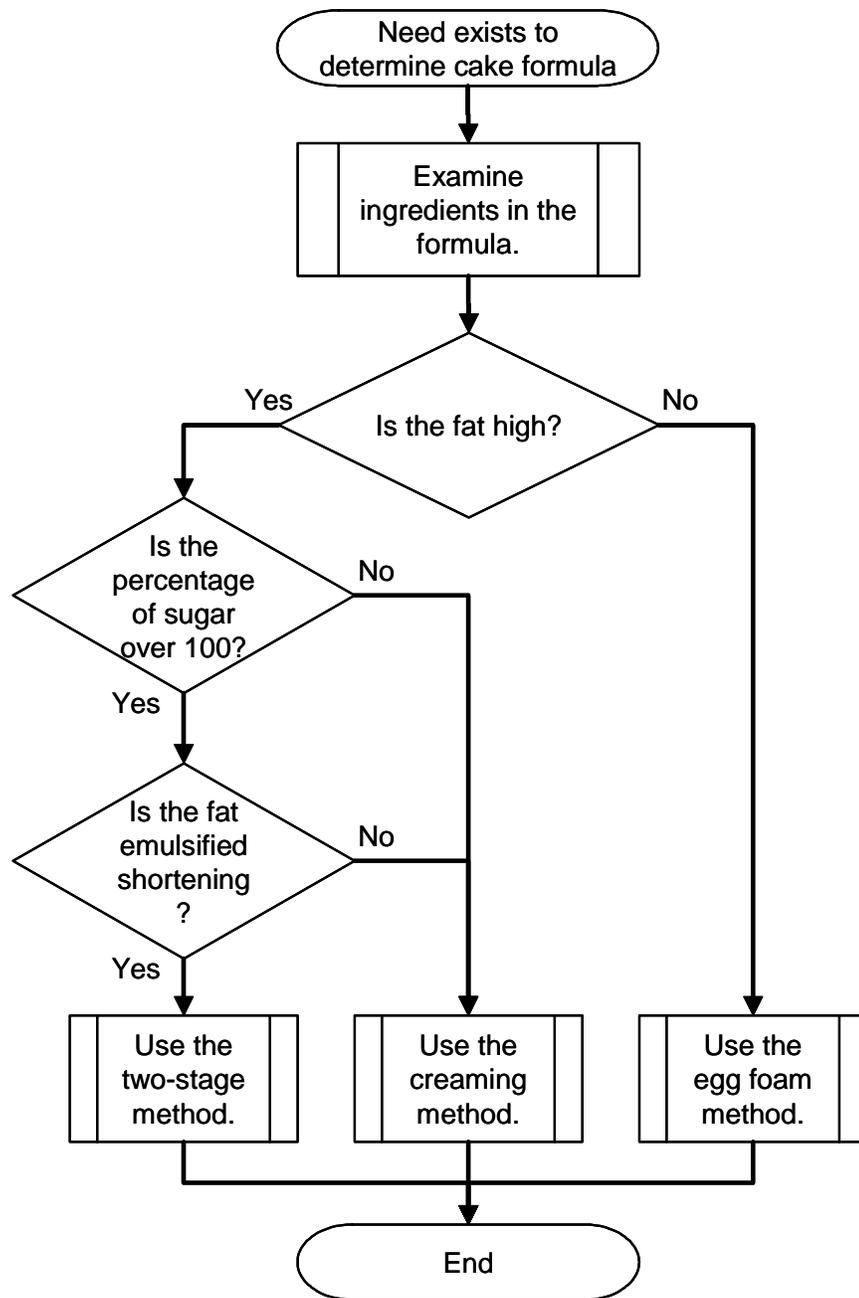
THE SITUATION	
A recipe for Rice Pilaf calls for 100 servings of rice, long grain, at $\frac{3}{4}$ cup each, and you need 55 servings at 1 cup each.	

Given this situation, determine the WF for a serving size adjustment.

DETERMINE THE WF – SERVING SIZE ADJUSTMENT	
STEP	ACTION
Generate a Serving Size WF	
1.	Divide the new serving size by the old serving size. The result is your serving size WF. $\text{WF1} = \frac{\text{new serving size}}{\text{old serving size}} = \frac{\mathbf{1.00}}{\mathbf{0.75}} = \boxed{\mathbf{1.33}}$
Generate a Yield WF	
2.	Divide the new yield by the old yield. The result is your yield WF. $\text{WF2} = \frac{\text{new yield}}{\text{old yield}} = \frac{\mathbf{55}}{\mathbf{100}} = \boxed{\mathbf{0.55}}$
Generate the Combined WF	
3.	Multiply the two WFs ($\text{WF1} \times \text{WF2}$) and round to the nearest hundredth. $\text{WF (combined)} = \underset{\text{(WF1)}}{\mathbf{1.33}} \times \underset{\text{(WF2)}}{\mathbf{0.55}} = \boxed{\mathbf{0.73}}$
End of procedure	

Unit 8, Lesson 4—Complete Determining the Mixing Method Flowchart

Determining the Mixing Method



Unit 8, Lesson 5—Lesson Review Feedback

Directions

Compare your answers in the Lesson Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. The fat used most frequently in volume production of pie dough is _____.
 - a. **regular shortening**
 - b. emulsified shortening
 - c. margarine
 - d. none of the above
2. _____ flour is the best choice for pie dough.
 - a. Cake
 - b. Bread
 - c. **Pastry**
 - d. Strong
3. Pie dough should be kept cool during mixing and make-up because _____.
 - a. if it is too warm, gluten will develop too slowly
 - b. **shortening has its best consistency when it is neither too warm nor too cold**
 - c. a butter-based dough will turn rancid very quickly if its temperature is too high
 - d. the salt in the dough will keep the shortening and the flour from mixing properly at high or low temperatures
4. As Chef Roulez rolled his pie dough and lined his pie pans with it, you were likely to see him _____.
 - a. stretch it to fit the pan snugly
 - b. begin from the edges and roll toward the center
 - c. roll the dough out to a uniform $\frac{1}{4}$ -inch thickness
 - d. **roll it around the rolling pin to lift it without breaking**
5. If you want to avoid a soggy bottom on your pies, you should _____.
 - a. avoid using dark metal pie tins
 - b. use flaky dough for your bottom crusts
 - c. add very hot fillings to your unbaked crusts
 - d. **use high bottom heat, at least at the beginning of baking**

Continued next page

Unit 8, Lesson 5—Lesson Review Feedback, continued

**Answers,
contd.**

6. To avoid lumping, starches must be used with hot water and sugar.
 - a. True
 - b. False**

 7. The best starch to use for thickening most fruit pie fillings is _____.
 - a. pastry flour
 - b. waxy maize**
 - c. modified starch
 - d. cornstarch

 8. Sugar and strong acids increase the thickening power of starch.
 - a. True
 - b. False**
-

Unit 8, Lesson 6—Topic Review Feedback

Directions

Compare your answers in the Topic Review to the answers below (correct answers are in **bold**). Note any differences between your answers and the text so you can learn from them and discuss them with your supervisor.

Answers

1. What are the three major purposes of mixing yeast doughs?

To combine all ingredients into a uniform, smooth dough.

To distribute the yeast evenly throughout the dough.

To develop gluten.

Review each question/statement below and circle the best, most correct, answer/response from among the answer items.

2. Fermentation _____.
- Produces carbon monoxide gas and alcohol
 - Is complete when the dough has doubled in volume**
 - Is the process during which yeast acts on the proteins in dough
 - All of the above
3. Proper temperature for fermenting most bread doughs is about 100 °F.
- True
 - False**
4. Proofing _____.
- Is a continuation of the fermentation process**
 - Temperature is usually lower than fermentation temperature
 - Ideally takes place in an enclosed area whose humidity is approximately 10%
 - All of the above
5. As Chef Fricassée lectured about what happens during “oven spring,” she explained that one of the following takes place. Which one of these statements was she likely to make?
- “Rapid rising occurs due to expansion of trapped gasses, and yeast dies at 140 °F.”**
 - “Rising stops.”
 - “Trapped gases escape from the dough, and yeast dies at 120 °F.”
 - “The dough is removed from the oven for its final rise.”

Continued next page

Unit 8, Lesson 6—Topic Review Feedback, continued

Answers, contd.

6. Which of the following is true about the cooling step of the baking process?
 - a. Bread should be cooled as slowly as possible.
 - b. Brushing the bread with melted shortening before cooling can produce a soft crust.**
 - c. It is particularly important to use a rack to cool rolls baked apart from each other.
 - d. To prevent crust cracking, loaves of bread should be cooled directly in front of a fan.
7. Rolled-in dough is a phrase used to describe _____.
 - a. A round quick bread that has more than one layer
 - b. A yeast-raised dough that is low in fat and sugar
 - c. A yeast-raised dough that contains many layers of fat sandwiched between layers of dough**
 - d. A very wealthy person
8. You've just removed your rolls from of the oven and you find that they are shaped poorly. Name three possible causes for this.

Too much liquid; improper molding or make-up; improper proofing; too much steam in the oven

9. You've just removed your rolls from the oven and you find that they are too crumbly (their texture is poor). Name three possible causes for this.

Fermenting time too long or short; overproofing; baking temperature too low; flour too weak; too little salt

Appendix D—Recipes

Introduction

Overview

This appendix contains all the recipes used in the Performance Qualification Guide.

This appendix includes:

- ❑ Unit 6, Lesson 2 D-2
 - ❑ Unit 6, Lesson 3 D-4
 - ❑ Unit 6, Lesson 4 D-5
 - ❑ Unit 7, Lesson 2 D-8
 - ❑ Unit 7, Lesson 3 D-10
 - ❑ Unit 7, Lesson 4 D-12
 - ❑ Unit 7, Lesson 5 D-16
 - ❑ Unit 8, Lesson 3 D-22
 - ❑ Unit 8, Lesson 4 D-27
 - ❑ Unit 8, Lesson 5 D-29
 - ❑ Unit 8, Lesson 6 D-36
-

Unit 6, Lesson 3

Roast Turkey

ROAST TURKEY			Recipe #							
Serves:	100		Serving Size	6 OZ						
Prep Time:	1 HOUR		Cooking Temp	325 DEGREES						
Cooking Time:	5 HOURS		Serving Pans	FULL SHALLOW						
Cooking Equipment:	ROTISSERIE		Pan Used	ROASTING						
Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
TURKEY WHOLE	65									GIBLETS/NECK REMOVED
SALAD OIL						1				
SPICE RUB										
BLACK PEPPER								3		
KOSHER SALT								2		
THYME								1		
SAGE									2	
GARLIC POWDER								3		
STEP 1: MIX ALL SPICES TOGETHER. SET ASIDE.										
STEP 2: RINSE TURKEY. PLACE IN ROASTING PAN, ON A RACK. RUB WITH OIL AND THEN SPICE MIXTURE INCLUDING INSIDE CAVITY. COVER REFRIGERATE OVERNIGHT.										
STEP 3: UNCOVER TURKEY. ROAST FOR 4-5 HOURS, BASTING EVERY 45 MINUTES UNTIL INTERNAL TEMPERATURE REACHES 170 DEGREES. LET TURKEY REST FOR 30 MINUTES BEFORE CARVING.										

Unit 6, Lesson 4

Breaded Mahi Mahi

BREADED MAHI MAHI			Recipe #							
Serves:	100		Serving Size	6 OUNCES						
Prep Time:	1 HOUR		Cooking Temp	400° F						
Cooking Time:	10 MINUTES		Serving Pans	FULL SHALLOW						
Cooking Equipment:	SAUTE PAN		Pans Used	7						
Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
MAHI FILETS	37	5								
COATING										
FLOUR, G. P.	2									
SALT		2								
BLACK PEPPER, GROUND		1								
GARLIC, GRANULATED		1								
SAUCE										
PERNOD LIQUOR				1						
BUTTER, CLARIFIED	4									
SHALLOTS, DICED	2									
BASIL CHIFFONADE						1				
STEP 1: SAUTE THE SHALLOTS IN 1 CUP MELTED BUTTER AND SET ASIDE.										
STEP 2: ADD 2 CUPS OF MELTED BUTTER AND BROWN BOTH SIDES OF THE MAHI MAHI UNTIL GOLDEN BROWN. ARRANGE IN SERVING PANS AND PLACE IN WARMER. DO NOT COVER.										
STEP 3: DEGLAZE PAN WITH REMAINING BUTTER AND ADD THE PERNOD LIQUOR TO MAKE THE BUTTER SAUCE.										
STEP 4: STRAIN BUTTER AND PERNOD MIXTURE THROUGH A CHEESE CLOTH.										
STEP 5: ADD THE SHALLOTS TO THE SAUCE AND DRIZZLE OVER THE FISH.										
STEP 6: GARNISH WITH CHIFFONADE BASIL										

Unit 6, Lesson 4, continued

Cocktail Sauce

SEAFOOD COCKTAIL SAUCE				
YIELD: 100 Portions (3 ¹ / ₃ Quarts)			EACH PORTION: 2 Tablespoons	
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Catsup, tomato.	7 lb 2 oz	3 qt (1-No. 10 cn)	. . . . .	1. Combine catsup, horseradish and hot sauce; blend well. 2. Cover; refrigerate at least 1 hour before serving.
Horseradish, prepared	1 lb.	1 ¹ / ₂ cups.	
Hot sauce. . . . .	. . . . .	1 tbsp.	

NOTE: 1. In Step 1, 1¹/₄ oz (5 tbsp) dehydrated horseradish (See Recipe No. A-17) or 1 lb (1¹/₂ cups) frozen horseradish may be used. Thaw horseradish.
2. In Step 1, add 1 or 2 tsp additional hot sauce for a hotter sauce.
3. Seafood Cocktail Sauce may be served with French Fried shrimp, shrimp cocktail, fried oysters, scallops, fish fillets, portions or nuggets.
4. In Step 1, 7 lb 8 oz (10-12 oz bt) prepared Seafood Cocktail Sauce may be used. Omit Step 2.
5. One Size O ladle may be used. See Recipe No. A-4.

Unit 6, Lesson 4, continued

Tartar Sauce

TARTAR SAUCE				
YIELD: 100 Portions (3¼ Quarts)			EACH PORTION: 2 Tablespoons (1 Ounce)	
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Salad Dressing. . . .	4 lb.	2 qt.	1. Combine Salad Dressing, relish, parsley, pimientos, onions, paprika, and pepper. 2. Cover; refrigerate to chill. Keep refrigerated until ready to serve.
Relish, pickle, sweet	2 lb.	1 qt.	
Parsley, fresh, chopped	½ oz.	¼ cup.	
Pimientos, canned, drained, finely chopped	7 oz.	¾ cup (¼- No. 2½ cn)	
Onions, dry, finely chopped	4 oz.	½ cup.	
Paprika, ground. . . .	. . . . .	½ tsp.	
Pepper, white or black, ground	. . . . .	⅛ tsp.	
NOTE: 1. In Step 1, 1-7 oz cn canned pimientos may be used. 2. In Step 1, ½ oz (2⅔ tbsp) dehydrated onions may be used. See Recipe No. A-11. 3. In Step 1, 4½ oz dry onions A.P. will yield 4 oz finely chopped onions. 4. One Size O ladle may be used. See Recipe No. A-4.				

Unit 7, Lesson 3

Vegetable Soup

VEGETABLE SOUP

Recipe #

Serves: **100** Serving Size: **8 OUNCES**
 Prep Time: **1 HOUR** Cooking Temp: **BOIL/SIMMER**
 Cooking Time: **30 MINUTES** Serving Pans: **SOUP KETTLE**
 Cooking Equipment: **SJK/SAUCEPOT** Pan Used:

Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
BUTTER		4								MELTED
ONIONS	1	8								SMALL DICE
CARROTS	1									SMALL DICE
CELERY	1									SMALL DICE
TURNIP		12								SMALL DICE
CHICKEN STOCK				1	2					
CANNED TOMATOES, DRAINED	1									COARSELY CHOPPED DO NOT RESERVE JUICE
SALT										TO TASTE
WHITE PEPPER										TO TASTE
FROZEN PEAS		12								THAWED

- STEP 1: HEAT THE BUTTER IN A HEAVY SAUCEPOT OVER MEDIUM HEAT.
- STEP 2: ADD THE ONIONS, CARROTS, CELERY, AND TURNIPS. SWEAT THE VEGETABLES IN THE BUTTER OVER LOW HEAT UNTIL THEY ARE ABOUT HALF COOKED. DO NOT ALLOW TO BROWN.
- STEP 3: ADD THE STOCK AND BRING TO A BOIL. SIMMER UNTIL VEGETABLES ARE TENDER.
- STEP 4: ADD THE TOMATOES AND SIMMER 5 MINUTES.
- STEP 5: DECREASE THE SOUP AND SEASON TO TASTE WITH THE SALT AND PEPPER.
- STEP 6: ADD PEAS JUST PRIOR TO SERVING.

Unit 7, Lesson 3, continued

New England Clam Chowder

NEW ENGLAND CLAM CHOWDER

Recipe #

Serves: **100** Serving Size **1 CUP**
 Prep Time: **1 HOUR** Cooking Temp **SIMMER**
 Cooking Time: **1 HOUR** Serving Pans **SOUP KETTLE**
 Cooking Equipment: **SJK/SOUP POT** Pan Used

Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
BACON	4									PAYSANNE
BUTTER	1	8								MELTED
ONIONS, FRESH	2									BRUNOISE
CELERY, FRESH	2									SMALL DICE
POTATOES, FRESH	6									SMALL DICE
GARLIC, FRESH								2		FINE BRUNOISE
FLOUR, GP	2									SIFTED
CLAM BROTH				3						
HEAVY CREAM				1						
CLAMS, CANNED	9	9								DRAINED, SAVE JUICE
BLACK PEPPER								3		
OLD BAY SEASONINGS								2		
CHIVES								3		
TABASCO									1.5	
PARSLEY, FRESH								8		FINE BRUNOISE

- STEP 1: SAUTE BACON UNTIL PARTIALLY COOKED.
- STEP 2: ADD BUTTER GARLIC, ONIONS, AND CELERY; SAUTE FOR 15 MINUTES.
- STEP 3: ADD FLOUR TO MAKE A ROUX, COOK FOR 10 MINUTES.
- STEP 4: WHILE ROUX IS COOKING FOR 10 MINUTES, BRING CLAM BROTH AND JUICE TO A BOIL. KEEP WARM
- STEP 5: USING A WIRE WHIP, ADD CLAM BROTH; STIR WELL UNTIL SMOOTH WHILE BRINGING TO A BOIL.
- STEP 6: USING A DOUBLE BOILER, WARM HEAVY CREAM.
- STEP 7: ADD POTATOES AND RETURN STOCK TO A SIMMER.
- STEP 8: STIR IN WARMED CREAM AND SEASONINGS. HEAT GENTLY, DO NOT BOIL.

Unit 7, Lesson 4

Marinara Sauce

MARINARA SAUCE			Recipe #								
Serves:	100		Serving Size	1 CUP							
Prep Time:	1 HOUR		Cooking Temp	SIMMER							
Cooking Time:	2 1/2 HOURS		Serving Pans								
Cooking Equipment:	SJK/SAUTE PAN		Pan Used								
Ingredients	Weight		Ea	Measure						Preparation	
	LB	OZ		GL	QT	PT	CP	TBSP	TSP		
OLIVE OIL						1					
ONIONS, FRESH	4									SMALL DICE	
RED BELL PEPPERS	4									SMALL DICE	
GREEN BELL PEPPERS	4									SMALL DICE	
MUSHROOMS	3									SLICED	
GARLIC, FRESH								6		FINE BRUNOISE	
TOMATO SAUCE, CAN	18										
WHOLE TOMATOES W/BASIL CA	18									CRUSHED	
SUGAR, GRANULATED								5			
BASIL, FRESH/FRZ						1	1			CHOPPED	
OREGANO, FRESH/FROZEN							1	8		CHOPPED	
BLACK PEPPER								2		GROUND	
KOSHER SALT								3	1		
RED PEPPER FLAKES									1/4		
THYME								1	1	LEAVES	
ROSEMARY								1		GROUND	
WHITE COOKING WINE						1	1				
BASIL, FRESH/FROZEN								8		CHOPPED	
OLIVE OIL								8			
STEP 1: SAUTE GARLIC, ONIONS, PEPPERS, AND MUSHROOMS IN OLIVE OIL FOR 10 MINUTES.											
STEP 2: WITH THE EXCEPTION OF THE OIL AND BASIL AT THE END OF CARD, ADD REMAINING INGREDIENTS; SIMMER FOR 1 1/2 TO 2 HOURS.											
STEP 3: ADD REMAINING OIL AND BASIL, STIR, AND SERVE.											

Unit 7, Lesson 4, continued

**Italian Style
Pasta Salad,
Part 1**

M. SALADS, SALAD DRESSINGS, AND RELISHES No. 29			
ITALIAN STYLE PASTA SALAD			
YIELD: 100 Portions		EACH PORTION: 1/2 Cup (3 Ounces)	
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Vinegar and Oil Dressing Basil, sweet, crushed. . . .	2 lb. . . . 1/2 oz. . .	1 qt. . . 6 tbsp. .	..... .....
Water.	16 lb. .	2 to 3 gal	.....
Salt.	2/3 oz. .	1 tbsp. . .	.....
Salad oil or olive oil. . . .	1/2 oz. .	1 tbsp. . .	.....
Macaroni, shell, rigatoni, rotini or tortellini	3 lb 2 oz	1 gal. . . .	.....
			1. Prepare 1/2 recipe Vinegar and Oil Dressing (Recipe No. M-69). Add basil. Stir. Set aside for use in Step 4.
			2. Add salt and salad oil or olive oil to water; heat to rolling boil. Slowly add macaroni, rigatoni, rotini or tortellini, stirring constantly or until water boils again. Cook 7 to 10 minutes or until just tender. Drain; rinse with cold water. Drain thoroughly.

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(OVER)

Unit 7, Lesson 4, continued

**Italian Style
Pasta Salad,
Part 2**

M. SALADS, SALAD DRESSINGS, AND RELISHES No. 29				
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Salami, coarsely chopped	2 lb.	6 1/2 cups	3. Add salami, cheese, olives, celery, onions, peppers and tomatoes to cooked macaroni, rigatoni, rotini or tortellini. Toss lightly. 4. Add Vinegar and Oil Dressing. Toss lightly. Cover; refrigerate at least 3 hours or until flavors are well blended. Keep refrigerated until ready to serve.
Cheese, Provolone, cut in 1/2 inch cubes	2 lb 8 oz	7 1/2 cups	.....
Olives, ripe, pitted, sliced, drained	1 lb 14 oz	3 cups (2-No. 300 cn)	.....
Celery, fresh, chopped	12 oz. ...	2 1/4 cups	.....
Onions, dry, chopped	8 oz.	1 1/2 cups	.....
Peppers, sweet, fresh, chopped	8 oz.	1 1/2 cups	.....
Tomatoes, fresh, diced 1/2 to 3/4 inch	2 lb 8 oz	5 1/2 cups	.....
<p>NOTE: 1. In Step 1, 2 lb (1 qt) prepared fat free Italian Salad Dressing may be used.</p> <p>2. In Step 3: 1 lb 1 oz fresh celery A.P. will yield 12 oz chopped celery; 9 oz dry onions A.P. will yield 8 oz chopped onions; 10 oz sweet fresh peppers A.P. will yield 8 oz chopped fresh sweet peppers; 2 lb 9 oz fresh tomatoes A.P. will yield 2 lb 8 oz diced tomatoes.</p>				

Unit 7, Lesson 4, continued

Macaroni and Cheese

Macaroni and Cheese (Gisslen)			
Portions: 15 Portion size: 6 oz.			
U.S.	Metric	Ingredients	Procedure
1 lb	450 g	Elbow macaroni	1. Cook macaroni according to basic method for boiling pasta. Drain and rinse in cold water.
1 qt	1 L	Medium Béchamel, hot <i>(Professional Cooking, p. 145)</i>	2. Flavor the white sauce with the dry mustard and Tabasco.
1 tsp	5 mL	Dry mustard	3. Mix the macaroni with the cheese. Combine with the béchamel.
dash	dash	Tabasco	4. Pour into buttered half-size hotel pan. Sprinkle with bread crumbs and paprika.
1 lb	450 g	Cheddar cheese, grated	5. Bake at 350 °F (175 °C) until hot and bubbling, about 30 minutes.
		Garnish:	
as needed	as needed	Bread crumbs	
as needed	as needed	Paprika	

Unit 7, Lesson 5

Baked Potatoes

Q. VEGETABLES No. 44

BAKED POTATOES

YIELD: 100 Portions (3 Pans)			EACH PORTION: 1 Potato (6 1/2 Ounces)	
PAN SIZE: 18 by 26-inch Sheet Pan			TEMPERATURE: 425°F. Oven	
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Potatoes, white, fresh, medium size, baking type, A.P.	42 lb 14 oz	100 each	.....	<ol style="list-style-type: none"> 1. Scrub potatoes well; remove any blemishes. Place on sheet pans. Prick skin several times with fork to allow steam to escape. 2. Bake 50 minutes or until done.

- NOTE:**
1. In Step 2, if convection oven is used, bake at 400°F. 35 to 40 minutes or until done on high fan, closed vent.
 2. In Step 2, if microwave-convection oven is used, use 6 half sheet pans (13 by 18 inches). Bake at 450°F. 30 to 35 minutes with 80% microwave power throughout.
 3. Potatoes are done when 208°F. to 211°F. internal temperature is reached. When done, a fork will easily pierce potato.
 4. Potatoes may be baked a few at a time in a microwave oven as needed.

VARIATION

1. **QUICK BAKED POTATO HALVES:** Omit Step 1. Scrub potatoes well; remove any blemishes. Cut potatoes in half lengthwise. Dry cut sides on paper towels. Place cut sides down, in rows 5 by 6, on well-greased sheet pans (6 pans). Bake 30 minutes or in 400°F. convection oven 20 minutes or until done and cut sides are evenly browned on high fan, closed vent. EACH PORTION: 2 Potato Halves (7 Ounces).

CH-1

Unit 7, Lesson 5, continued

Mashed Potatoes

MASHED POTATOES			Recipe #							
Serves:	100		Serving Size	1 CUP						
Prep Time:	1 HOURS		Cooking Temp	BOILING						
Cooking Time:	60 MINUTES		Serving Pans	FULL MEDIUMS						
Cooking Equipment:	SJK/SAUCE POT		Pan Used							
Ingredients	Weight		Ea	Measure						Preparation
	LB	OZ		GL	QT	PT	CP	TBSP	TSP	
POTATOES, BAKERS	32									PEELED AND QUARTERED
WATER, COLD				10						
BUTTER	1									MELTED
WHITE PEPPER								2		GROUND
MILK, 2%				1						WARMED
HEAVY CREAM						1				WARMED
KOSHER SALT								3		
STEP 1: COMBINE POTATOES AND COLD WATER; BRING TO A BOIL AND COOK FOR 15 TO 20 MINUTES OR UNTIL TENDER.										
STEP 2: WHILE POTATOES ARE COOKING, IN A DOUBLE BOILER, MIX MILK AND HEAVY CREAM. BRING TO JUST BELOW A SIMMER. KEEP WARM.										
STEP 3: DRAIN POTATOES.										
STEP 4: ADD POTATOES AND BUTTER IN TO A LARGE MIXING BOWL.										
STEP 5: ON LOW SPEED, USING A PADDLE, MIX FOR 2 MINUTES.										
STEP 6: ADD GARLIC AND GROUND PEPPER. ON LOW SPEED MIX FOR 1 MINUTE.										
STEP 7: SLOWLY ADD HALF OF THE CREAM AND MILK MIXTURE. STIR ONE MINUTE.										
STEP 8: REMOVE PADDLE AND REPLACE WITH A WIRE WHIP; ON MEDIUM SPEED, WHIP UNTIL LIGHT AND FLUFFY, WHILE SLOWLY ADDING REMAINING MILK/CREAM MIXTURE TO DESIRE CONSISTENCY.										

Unit 7, Lesson 5, continued

**French Fries,
Part 1**

Q. VEGETABLES No. 45 (1)				
FRENCH FRIED POTATOES				
YIELD: 100 Portions			EACH PORTION: 1 Cup (3 1/2 Ounces)	
TEMPERATURE: 365°F. Deep Fat				
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Potatoes, white, fresh, peeled, French fry cut Water, cold.	37 lb... .....	..... to cover	..... .....	1. Hold potatoes in cold water until needed to prevent discoloration. 2. Drain; dry well. 3. Fill fryer basket about 2/3 full; fry about 7 minutes or until golden brown. 4. Drain well in basket or on absorbent paper. DO NOT cover fries. 5. Serve immediately.
<p>NOTE:</p> <ol style="list-style-type: none"> In Step 1, 45 lb 8 oz fresh, white potatoes A.P. will yield 37 lb French fry cut potatoes. If automatic cutter is not available, cut peeled, eyed potatoes into strips 3 to 4 inches long, 3/8 to 1/2-inch thick. In Step 1, 37 lb fresh, peeled, French style, ready-to-use potatoes may be used. In Step 3, fry in small batches. Potatoes lose crispness if allowed to stand on steam table. <p style="text-align: center;">VARIATIONS</p> <ol style="list-style-type: none"> FRENCH FRIED POTATOES (FROZEN): Omit Steps 1 and 2. Use 35 lb frozen French fried potatoes. In Step 3, fry about 4 minutes at 375°F. or until golden brown. Follow Steps 4 and 5. 				
CH-1				(OVER)

Unit 7, Lesson 5, continued**French Fries,
Part 2**

Q. VEGETABLES No. 45 (1)

2. FRENCH FRIED POTATOES (FROZEN) (OVEN METHOD): Omit Steps 1 and 2. Lightly grease 9 sheet pans (18 by 26-inches). Use 35 lb frozen French fried potatoes. In Step 3, place about 3 lb 14 oz potatoes on each sheet pan; bake in 475°F. oven 40 to 45 minutes or until golden brown or in 450 °F. convection oven 20 to 25 minutes on high fan, open vent. Omit Step 4. Follow Step 5. EACH PORTION: 1 Cup (3 Ounces).
3. FRENCH FRIED SHOESTRING POTATOES (FROZEN): Omit Step 1 and 2, use 30 lb frozen shoestring potatoes. In Step 3, fry about 3 minutes at 365°F. or until golden brown. Follow Steps 4 and 5. EACH PORTION: 1 Cup (3 Ounces).
4. FRENCH FRIED SHOESTRING POTATOES (FROZEN) (OVEN METHOD): Omit Steps 1 and 2. Use 30 lb frozen shoestring potatoes. Lightly grease 12 sheet pans (18 by 26-inches). In Step 3, place 2 lb 8 oz potatoes on each sheet pan; bake at 450°F. oven 20 to 25 minutes or until golden brown or in 400°F. convection oven 7 to 10 minutes on high fan, open vent. Omit Step 4. Follow Step 5. EACH PORTION: 1 Cup (3 Ounces).
5. FRENCH FRIED POTATOES (DEHYDRATED POTATO MIX): In Step 1, use 8 lb dehydrated potato mix. Rehydrate, dispense and fry according to manufacturer's directions.

(CONTINUED)

Unit 7, Lesson 5, continued

**French Fries,
Part 3**

Q. VEGETABLES NO. 45 (2)

FRENCH FRIED POTATOES

6. **BAKED POTATO ROUNDS (PRECOOKED POTATO ROUNDS):** Omit Steps 1 and 2. Use 25 lb frozen potato rounds. Use 5 sheet pans (18 by 26-inches). In Step 3, place about 5 lb potatoes on each pan. Bake at 475°F. 30 minutes or in 450°F. Convection oven 8 minutes or until golden brown on high fan, open vent. NOTE: If microwave-convection oven is used, bake at 450°F. 6 minutes with 70% microwave power for first 4 minutes. Omit Step 4. Follow Step 5. EACH PORTION: $\frac{3}{4}$ Cup (2 $\frac{1}{2}$ OUNCES).

CH-1

Unit 8, Lesson 3

Dropped Cookies

CHOCOLATE CHIP COOKIES		
100 PORTIONS		PORTION SIZE: 2 COOKIES
TEMPERATURE: 325 CONVECTION OVEN		PANS: 6 SHEET
INGREDIENTS	WEIGHTS	MEASURES
FLOUR, WHEAT G.P., SIFTED	3 LB. 4 OZ.	
BAKING SODA	3/4 OZ.	
SALT	1 OZ.	
BUTTER	4 OZ.	
SHORTENING	1 LB. 12 OZ.	
SUGAR, BROWN	1 LB. 10 OZ.	
SUGAR, GRANULATED	1 LB. 9 OZ.	
EGGS, WHOLE		2 CUPS (10 EGGS)
WATER, WARM		2 TBSP.
VANILLA EXTRACT		1 TBSP.
CHOCOLATE CHIPS	2 LB. 8 OZ.	
1. Sift together flour, baking soda, and salt. Set aside for use in step 5. 2. Cream butter and shortening together in a 20 quart mixing bowl, on medium speed, using a paddle. Mixture should be free of lumps. 3. Add sugar, mix at medium speed 3 minutes or until light and fluffy. Scrape down bowl. 4. Combine eggs, vanilla, and water. Add gradually to creamed mixture while mixing on low speed. 5. Add dry ingredients, mix 1 minute or until ingredients are combined. 6. Add chocolate chips, mix only until chips are evenly distributed. 7. Using #30 scoop, place cookies 4 X 6 on parchment paper lined sheet pans. 8. Bake 8 minutes or until base of cookies start to turn brown.		

Unit 8, Lesson 3, continued

Rolled Cookies

PEANUT BUTTER COOKIES		
100 PORTIONS	PORTION SIZE: 2 COOKIES	
TEMPERATURE: 325 CONVECTION OVEN	PANS: 9 SHEET	
INGREDIENTS	WEIGHTS	MEASURES
SHORTENING	1 LB. 12 OZ.	
SUGAR, GRANULATED	2 LB.	
SUGAR, BROWN	1 LB. 8 OZ.	
EGGS, WHOLE		1 1/2 CUPS (8 EGGS)
VANILLA EXTRACT		1 TBSP. 1 TSP.
PEANUT BUTTER	2 LB. 8 OZ.	
FLOUR, WHEAT, G.P., SIFTED	3 LB.	
BAKING SODA	1 1/4 OZ.	
SALT		2 TSP.
SUGAR, GRANULATED	ENOUGH TO SPRINKLE ON EACH COOKIE	
<ol style="list-style-type: none"> 1. Place ingredients in a 20 quart mixing bowl in order listed. 2. Using a paddle, mix on low speed 1 minute. 3. Scrape down bowl. Mix on low speed 1 to 2 minutes or until smooth. 4. Using #30 scoop, place cookies 4 X 6 on parchment paper lined sheet pans. 5. Using a meat tenderizing mallet, bottom of a glass, or a fork dipped in granulated sugar, flatten cookies to 1/4" thick. 6. Sprinkle with granulated sugar. 7. Bake 8 minutes or until base of cookies start to turn brown. 		

Unit 8, Lesson 3, continued

Sheet Cookies

DREAM BARS		
100 PORTIONS	PORTION SIZE: 1 COOKIES	
TEMPERATURE: 300 CONVECTION OVEN	PANS: 1 SHEET	
INGREDIENTS	WEIGHTS	MEASURES
BUTTER, MELTED	1 LB. 8 OZ.	
GRAHAM CRACKER CRUMBS	2 LB. 4 OZ.	
COCONUT, SHREDDED	1 LB.	
CHOCOLATE CHIPS	2 LB. 12 OZ.	
WALNUTS, CHOPPED	1 LB. 8 OZ.	
MILK, SWEETENED, CONDENSED		(4) 14 OZ. CANS
<ol style="list-style-type: none"> 1. Scale ingredients. 2. Combine melted butter and the graham cracker crumbs. 3. Line the bottom of an ungreased sheet pan with the crumb mixture. Press it down with a rolling pin to form the crust. 4. Sprinkle the walnuts, chocolate chips and the coconut over the crust in the order listed (One on top of the other, in layers). 5. Pour the sweetened condensed milk over the top making sure not to pool in one area. 6. Bake for 20 minutes or until the milk starts to brown. 		

Unit 8, Lesson 3, continued

Bar Cookies

ALMOND BISCOTTI		
100 PORTIONS	PORTION SIZE: 1 COOKIES	
TEMPERATURE: 325 CONVECTION OVEN	PANS: 1 SHEET	
INGREDIENTS	WEIGHTS	MEASURES
EGGS, WHOLE		11 EGGS
SUGAR, GRANULATED	2 LB. 4 OZ.	
SALT	1 OZ.	
VANILLA EXTRACT		1 TBSP. 1 TSP.
GRATED ORANGE ZEST		1 TBSP. 1 TSP.
CHINESE 5 SPICE		2 TBSP.
FLOUR, PASTRY	3 LB. 8 OZ.	
BAKING POWDER	1 1/2 OZ.	
ALMONDS, SLIVERED	1 LB. 4 OZ.	
<ol style="list-style-type: none"> 1. In a double boiler, heat the eggs, sugar, and salt until warm. 2. Whip heated egg mixture until light and thick. 3. Fold in the vanilla and orange zest. 4. Sift the flour, chinese 5 spice, and baking powder together and fold into egg mixture. 5. Fold in the almonds. 6. On a parchment-lined sheet pan, with dusted hands, shape into logs 2 1/2" thick. 7. Egg-wash the entire top and sides of the dough log. 8. Bake at 325° until golden brown, about 20 minutes. 9. Remove from oven and let cool slightly. 10. Slice logs diagonally in 1/2" wedges. 11. Place sliced-side down on parchment lined sheet-pans and bake until the center is dry. 		

Unit 8, Lesson 3, continued

Icebox Cookies

ICEBOX COOKIES (BUTTERSCOTCH, CHOCOLATE, NUT)		
100 PORTIONS		PORTION SIZE: 2 COOKIES
TEMPERATURE: 325 CONVECTION OVEN		PANS: 8 SHEET
INGREDIENTS	WEIGHTS	MEASURES
BUTTER/SHORTENING	2 LB.	
SUGAR, GRANULATED	1 LB.	
SUGAR, 10X	1 LB.	
SALT		2 1/2 TSP.
EGGS, WHOLE		4 EGGS
VANILLA EXTRACT		1 TBSP.
FLOUR, G. P.	3 LB.	
<ol style="list-style-type: none"> 1. In a 20 quart mixing bowl cream together sugars, salt, and butter until light and fluffy. 2. Scrape down bowl. On low speed add eggs and vanilla, mix until incorporated. 3. Scrape down bowl. Add flour, mix on low speed just until incorporated. 4. Scale dough in 1 1/2 pound logs. Slice cookies 1/4" thick. Place on parchment lined sheet pans and bake 6 - 8 minutes or until done. 		
VARIATIONS		
<p><i>Butterscotch</i> - Use 2 pounds brown sugar in place of granulated sugar and powdered sugar. Use only butter. Increase eggs to 5. Add 1 teaspoon baking soda to flour.</p> <p><i>Chocolate</i> - Add 1/2 pound melted unsweetened chocolate to creamed butter/sugar mix.</p> <p><i>Nut</i> - Add 12 ounces finely chopped nuts to the sifted flour for either recipe.</p> <p><i>Bull's Eye</i> - Roll out a cylinder of dough 1/2" thick. Roll out a sheet of contrasting colored dough 1/4" thick. Wrap the cylinder in the sheet of dough. Slice.</p>		

Unit 8, Lesson 4

Yellow Sheet Cake

76		
YELLOW CAKE		
100 PORTIONS		PORTION SIZE: 1 PIECE
TEMPERATURE: 325 CONVECTION OVEN		PANS: 2 SHEET
INGREDIENTS	WEIGHTS	MEASURES
FLOUR, G. P.	4 LB.	
SUGAR, GRANULATED	4 LB.	
SALT		2 1/3 TBSP.
BAKING POWDER		6 2/3 TBSP.
MILK, NONFAT, DRY	6 OZ.	
SHORTENING	1 LB. 8 OZ.	
WATER		4 1/2 CUPS
EGGS, WHOLE		4 1/4 CUPS (22 EGGS)
WATER		1 1/2 CUPS
VANILLA EXTRACT		1/4 CUP
<ol style="list-style-type: none"> 1. Sift together flour, sugar, salt, baking powder, and dry milk in to mixing bowl. 2. Add shortening and first measure of water to dry ingredients. Beat at low speed 1 minute until blended. Scrape down bowl. Beat on medium speed 2 minutes. 3. Combine eggs, water, and vanilla. Add slowly to mixture while beating at low speed, about 2 minutes. Scrape down bowl. Beat at medium speed 3 minutes. 4. Pour 3 1/2 quarts batter in to greased and floured sheet pan. Bake 25 to 30 minutes. 		
VARIATION		
WHITE CAKE - Use egg whites instead of whole eggs.		
BOSTON CREAM PIE - Make cakes using 10" rounds. Cut cooled cakes in half. Add 1 cup vanilla pudding and top with top of cake. Frost with chocolate frosting and dust with powdered sugar.		
MARBLE CAKE - Make half recipe yellow cake and half recipe devils food cake. Pan batters alternating light and dark. Using a butter knife, cut carefully through batter zig zagging to give a marble effect.		

Unit 8, Lesson 4, continued

Buttercream Frosting

		55
BUTTERCREAM FROSTING		
100 PORTIONS		
INGREDIENTS	WEIGHTS	MEASURES
10X SUGAR SIFTED	25 LB.	
BUTTER SOFTENED	6 LB. 4 OZ.	
SHORTENING	6 LB. 4 OZ.	
VANILLA CLEAR		9 TBSP.
LEMON JUICE		3/4 CUP
MILK, 2%		2 1/2 CUPS
<ol style="list-style-type: none"> 1. In a 60 quart mixing bowl, using a paddle, on medium speed, cream together butter and shortening. Mixture should be free of lumps. 2. Scrape down bowl and paddle. 3. Add powdered sugar about 4 cups at a time while mixing on low speed. Sugar must be incorporated after each addition. 4. Add milk and vanilla. 5. Mix on low speed 3 minutes. 6. Scrape down bowl. 7. Mix on medium speed 3 minutes. 8. Pan frosting into medium rectangular plastic bin. DO NOT REFRIGERATE! 		

Unit 8, Lesson 5

Pie Dough

3-2-1 PIE DOUGH		
100 PORTIONS		
INGREDIENTS	WEIGHTS	MEASURES
PASTRY FLOUR	3 LB.	
BUTTER	2 LB.	
WATER, 40°		1 PT.
SALT	1 OZ.	
<ol style="list-style-type: none"> 1. Place pastry flour and butter in bowl. 2. With hands cut flour and butter together. 3. Dissolve the salt in the water. Then add to flour mixture. 4. Lightly knead the mixture just until the water is absorbed. 5. Scale in to 10, 9 ounce pieces. Shape in to patties, wrap, and refrigerate 1 hour. 		

Unit 8, Lesson 5, continued

Pecan Pie

PECAN		
100 PORTIONS	PORTION SIZE: 1 SLICE	
TEMPERATURE: 300 CONVECTION OVEN	PANS: PIE PAN	
INGREDIENTS	WEIGHTS	MEASURES
EGGS, WHOLE		11 1/4 CUPS(60 EGGS)
SUGAR, GRANULATED	4 LB. 14 OZ.	
BUTTER, MELTED	12 OZ.	
CORN SYRUP		1 GAL.
VANILLA/RUM EXTRACT		4 TBSP.
SALT		2 1/3 TBSP.
PECANS, WHOLE		2 1/2 QTS.
<ol style="list-style-type: none"> 1. Prepare pie shells. 2. Place eggs in a 20 quart mixing bowl, add sugar gradually while beating with a paddle at low speed. 3. Add melted butter, mix thoroughly. 4. Add syrup, extract, and salt, beat at low speed until smooth. 5. Place 3/4 cup of pecans in to each pie shell. 6. Pour about 2 3/4 cups filling over pecans in each pie shell. 7. Bake 25 to 30 minutes or until filling is set. 		
VARIATION		
<i>CHOCOLATE PECAN PIE</i> - Add 12 ounces cocoa powder, 10 eggs, and 4 ounces melted butter to egg mixture.		

Unit 8, Lesson 5, continued

**Lemon
Meringue Pie**

LEMON MERINGUE PIE		
100 PORTIONS	PORTION SIZE: ONE SLICE	
TEMPERATURE: N/A	PANS: PIE PANS	
INGREDIENTS	WEIGHTS	MEASURES
SUGAR, GRANULATED	7 LB. 5 OZ.	
CORNSTARCH	1 LB. 6 OZ.	
SALT		2 1/4 TBSP.
WATER, COLD		1 GAL. 6 1/2 CUPS
EGGS, WHOLE		18 EGGS
BUTTER, MELTED		1 1/2 CUPS
LEMON PEEL, GRATED		3/4 CUP
KNOX GELATIN		1 CUP
LEMON JUICE		5 CUPS
<ol style="list-style-type: none"> 1. Prepare and bake pie shells. 2. In a small SJK, combine sugar, cornstarch, and salt, mix well. Gradually stir in cold water and eggs until smooth. 3. Cook on medium heat, stirring constantly, until mixture boils, boil 1 minute stirring constantly. 4. Turn off heat, stir in butter, lemon peel, lemon juice, and knox gelatin. Stir until dissolved. 5. Cool to room temperature, about 60 minutes. Pour in to cooled baked pie shells. Refrigerate. 6. Prepare meringue. 7. Spoon meringue on to pie filling, spread to edge of crust to seal well and prevent shrinkage. 8. Bake at 425° convection oven until desired color. 		

Unit 8, Lesson 5, continued

**Butterscotch
Cream Pie**

BUTTERSCOTCH CREAM PIE
(Dessert Powder, Instant)

YIELD: 100 Portions (13 Pies)			EACH PORTION: 1/8 Pie	
PAN SIZE: 9-inch Pie Pan				
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Pie Shells, baked. . . . .	. . . . .	13-1 crust	. . . . .	1. See Recipe Nos. I-G-1 and I-1.
Milk, nonfat, dry.	1 lb 9 oz	5 ³ / ₄ cups	. . . . .	2. Reconstitute milk.
Water, cold. . . . .	. . . . .	7 ¹ / ₄ qt. . .	. . . . .
Dessert Powder, instant, butterscotch	5 lb 8 oz	1-No. 10 cn	. . . . .	3. Add dessert powder. Using whip blend at low speed 15 seconds or until well blended. Scrape down sides of bowl; whip at medium speed 2 minutes. 4. Pour about 3 cups filling into each baked pie shell. 5. Refrigerate until ready to serve. 6. Cut 8 wedges per pie.

NOTE: In Step 6, chilled pies may be topped with 1 recipe Whipped Cream (Recipe No. K-1) or 1 recipe Whipped Topping (Recipe No. K-2).

Unit 8, Lesson 5, continued

Key Lime Pie

KEY LIME PIE								
Yield	100 Portions		Pan Size	Sheet Pan	(2) Pans ° F.			
Each Portion	1 Piece							
Calories	Carb.	Protein	Fat	% Cal / Fat	Cholesterol	Sodium	Fiber	Calcium
317 cal	54 g	4 g	10 g	29 %	77 mg	110 mg	0 g	31 mg
Ingredients			Weight	Measure	Issue			
COOKIES, CHOCOLATE CRUSHED			5 lb	5 qt				
SHORTENING			2/3 lb	1 1/2 cup				
EGGS			3 1/4 lb		34 ea			
JUICE, LIME, FROZEN, UNSWEETENED			1 lb	2 cup				
LIMES, FRESH ZEST				2 tbsp	6 ea			
FLOUR, WHEAT, GENERAL PURPOSE			1 1/4 lb	2 1/2 pt				
SUGAR, GRANULATED			6 7/8 lb	1 gal				
MARGARINE			1/2 lb	1 cup				
WATER, HOT			10 lb	1 1/4 gal				
SUGAR, GRANULATED			1 3/4 lb	1 1/2 pt				
Methods								
1 Crush chocolate wafer cookies to equal 5 quarts. In a mixer, combine the crushed cookies and shortening. Mix on low speed for 3 minutes. Divide among 2 large sheet pans. Press crust evenly into bottom of pans.								
2 Separate egg yolks from whites. In a heavy saucepan or steam kettle, beat egg yolks with lime juice and 2 tbsp lime zest. Place over low heat.								
3 Beat in flour, sugar, margarine and water, alternating each ingredient so as to maintain a smooth consistency. Cook stirring constantly for 3 minutes on medium low heat. CCP: Temperature must reach 155° F. or higher. Pour into the cookie crust.								
4 In a mixer, beat egg whites until stiff, but not dry. Gradually add sugar and whip for 3 minutes. Spread over filling. Bake at 450° F. for 10 minutes or until meringue is brown.								
5 Chill for 1 hour before serving. CCP: Refrigerate to reach an internal temperature of 41° F. or less within 4 hours. Keep refrigerated until time of service. Cut 6 x 9.								

Unit 8, Lesson 5, continued

Apple Cobbler

APPLE COBBLER

YIELD: 100 Portions (2 Pans)			EACH PORTION: 1 Square	
PAN SIZE: 18 by 26-inch Sheet Pan			TEMPERATURE: 425°F. Oven	
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Pie crust, dough. . .	15 lb 2 oz	.....	.....	<ol style="list-style-type: none"> 1. Prepare 1¹/₄ recipes Pie Crust (Recipe No. I-1). 2. Divide dough into 4-3 lb 12 oz pieces; use 2 pieces for each sheet pan. 3. Place dough on lightly floured board; sprinkle lightly with flour; flatten gently. 4. Roll 2 pieces dough into rectangular sheets about 1/8 inch thick and large enough to fit each pan. Press dough into bottom and sides of pan. Reserve remaining pieces for use in Step 6.
Pie filling, prepared, apple	28 lb. . .	3 gal (4-No. 10 cn)	.....	<ol style="list-style-type: none"> 5. Pour 14 lb (1¹/₂ gal) filling into each pan. 6. Roll remaining pieces of dough for top crusts. 7. Place top crusts carefully over filling in each pan. 8. Crimp to seal edges.

Unit 8, Lesson 5, continued

Cherry Pie

CHERRY PIE
(Canned Cherries–Cornstarch)

YIELD: 100 Portions (13 Pies)			EACH PORTION: 1/8 Pie	
PAN SIZE: 9-inch Pie Pan			TEMPERATURE: 425° F. Oven	
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Pie shells, unbaked	.....	13-2 crust	.....	1. See Recipe Nos. I-G-2 and I-1.
Cherries, canned red tart, pitted	19 lb 5 oz	2 1/4 gal (3-No. 10 cn	.....	2. Drain cherries; reserve juice for use in Step 3 and cherries for use in Step 5.
Reserved juice. ....	.....	1 1/3 qt. ...	.....	3. Combine reserved juice, sugar and salt; bring to a boil.
Sugar, granulated. .	5 lb 4 oz	3 qt. ....	.....
Salt. ....	.....	2 1/4 tsp. .	.....
Starch, corn.	12 oz. ...	2 2/3 cups	.....	4. Combine cornstarch and water; stir until smooth. Add gradually to boiling mixture. Cook at medium heat, stirring constantly until thick and clear. Remove from heat.
Water, cold. ....	.....	2 1/4 cups	.....
Food coloring, red (optional)	.....	1 1/2 tsp. ...	.....	5. Add red food coloring. Fold cherries carefully into thickened mixture. Cool thoroughly.
				6. Pour 3 cups filling into each unbaked pie shell. Cover with top crust. Seal edges.
				7. Bake 30 to 35 minutes or until lightly browned.
				8. Cut 8 wedges per pie.

NOTE: In Step 7, if convection oven is used, bake at 375°F. 20 to 25 minutes or until golden brown on high fan, open vent.

VARIATION

1. CHERRY PIE (PIE FILLING, PREPARED): Follow Step 1. Omit Steps 2 through 5. Use 22 lb 12 oz (3 1/4-No. 10 cn) canned cherry pie filling. In Step 6, pour 3 cups filling into each unbaked pie shell. Follow Steps 7 and 8.

Unit 8, Lesson 6

Soft Rolls

HOT ROLLS QUICK METHOD		
100 PORTIONS		PORTION SIZE: 1 ROLL
TEMPERATURE: 350 CONVECTION OVEN		PANS: 3 SHEET
INGREDIENTS	WEIGHTS	MEASURES
FLOUR, WHEAT G.P., SIFTED	12 LB.	
SUGAR	1 LB. 8 OZ.	
SALT	3 1/2 OZ.	
MILK, NONFAT, DRY	8 OZ.	
YEAST, INSTANT	3 OZ.	
WATER, 70°		3 QT. 1 PT. 1/2 CUP
SHORTENING	1 LB. 8 OZ.	
1. Place sugar, salt, and nonfat dry milk in mixing bowl.		
2. Place flour on top of ingredients in bowl.		
3. Add shortening and instant yeast.		
4. Add 3 quarts of water to mix.		
5. Mix with dough hook 1 to 2 minutes.		
6. Adjust dough consistency by adding remaining water or flour.		
7. Mix on medium speed to develop the gluten, about 10 minutes. Check for window.		
8. Scale to equal size. Round and cover.		
9. Let rest for 5 minutes.		
10. Scale to 2 to 2 1/4 ounce pieces. Shape. Place on parchment lined sheet pan 6 X 8.		
11. Proof until doubled in size.		
12. Bake until golden brown.		

Unit 8, Lesson 6, continued

Sweet Dough

SWEET DOUGH		
100 PORTIONS		PORTION SIZE: 1 ROLL
TEMPERATURE: 325 CONVECTION OVEN		PANS: 5 SHEET
INGREDIENTS	WEIGHTS	MEASURES
FLOUR, G. P.	6 LB. 10 OZ.	
BUTTER	1 LB.	
SUGAR, GRANULATED	1 LB. 3 OZ.	
SALT	1 1/2 OZ.	
NONFAT DRY MILK	4 OZ.	
EGGS, WHOLE		2 1/4 CUPS (12 EGGS)
YEAST INSTANT	5 OZ.	
WATER		4 CUPS
1. Place ingredients in mixing bowl in order listed except the water.		
2. Start the mixer on low speed, using a dough hook, add most of the water. Add remaining water only if the dough is still dense.		
3. As the dough absorbs the water, turn the mixer to medium speed and mix for 10 to 12 minutes.		
4. Cover for 10 minutes or until double in size.		
5. Punch down dough and divide in half.		
6. Roll into rectangle 1/4 inch thick.		
7. Mise en Place - (FOR BAKESHOP - DO NOT CONVERT) 1/2 pound butter melted, 1 pound brown sugar, 2 cups chopped unsalted nuts, 1 pound raisens, chocolate chips or other desired fillings. (Filling is for 33 portions.)		
8. Roll the dough lengthwise. Cut into one inch thick rolls. Place on greased parchment lined sheet pan.		
9. Proof until double in size. Bake until golden brown. About 15 minutes.		
10. After cooking let rest 1 minute, flip pan. Glaze when completely cooled.		

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Appendix E—Performance Evaluation Checklists

Introduction

Overview

This appendix contains feedback (answers) for review activities in the Performance Qualification Guide.

This appendix includes:

□ Unit 3 Checklists

- 3.4.1A - Maintain a chilled salad bar at safe serving temperatures
- 3.4.1B - Maintain a steam table at safe serving temperatures
- 3.4.2 - Store leftover food under refrigeration
- 3.5.1 - Clean/sanitize food and non-food contact surfaces
- 3.5.2 - Clean/sanitize ice machines
- 3.5.3 - Clean/sanitize reefers and freezers
- 3.6.1A - Wash dishes using a dishwasher: preparing the dishwasher
- 3.6.1B - Wash dishes using a dishwasher: clean and sanitize
- 3.6.1C - Wash dishes using a dishwasher: destain and store dinnerware
- 3.6.1D - Wash dishes using a dishwasher: descale the dishwasher
- 3.6.1E - Wash dishes using a dishwasher: disassemble the dishwasher
- 3.6.2A - Wash dishes manually: prepare the compartment
- 3.6.2B - Wash dishes manually: clean/ sanitize dishes
- 3.6.2C - Wash dishes manually: destain dinnerware
- 3.6.2D - Wash dishes manually: store dinnerware and secure equipment
- 3.8.1A - Sharpen and maintain a chef's knife
- 3.8.1B - Sharpen and maintain a boning knife
- 3.8.1C - Sharpen and maintain a paring knife

Continued next page

Introduction, continued

Overview, contd.

□ Unit 4 Checklists

- 4.4.1- Recipe conversions: yield adjustment
- 4.4.2 - Recipe conversions: quantity adjustment
- 4.4.3 - Recipe conversions: serving size adjustment
- 4.5.1A - Preparing fruits and vegetables
- 4.5.1B - Chopping
- 4.5.1C - Mincing
- 4.5.1D - Dicing – Method 1
- 4.5.1E - Dicing – Method 2 (Onion)
- 4.5.1F - Slicing

□ Unit 5 Checklists

- 5.2.1A - Cook eggs over easy to order
- 5.2.1B - Cook eggs over medium to order
- 5.2.1C - Cook eggs over hard to order
- 5.2.1D - Cook scrambled eggs to order
- 5.2.1E - Cook omelets to order
- 5.2.1F - Cook poached eggs
- 5.2.1G - Cook soft-cooked/boiled eggs
- 5.2.1H - Cook hard-cooked/boiled eggs
- 5.3.1A - Prepare pancakes from raw ingredients
- 5.3.1B - Prepare muffins from raw ingredients
- 5.3.1C - Prepare biscuits from raw ingredients
- 5.3.2 - Prepare pancakes using the progressive cooking method
- 5.4.1A - Prepare oatmeal
- 5.4.1B - Prepare grits
- 5.4.1C - Prepare Cream of Wheat
- 5.5.1 - Prepare a breakfast meat using the progressive cooking method
- 5.6.1A - Prepare brewed coffee
- 5.6.1B - Prepare brewed iced tea
- 5.6.1C - Prepare drink mix

Continued next page

Introduction, continued

Overview, contd.

□ Unit 6 Checklists

- 6.2.1 - Prepare pork or beef using the moist-heat cooking method
- 6.2.2 - Prepare pork or beef using the dry-heat cooking method
- 6.2.3 - Hand-carve pork or beef
- 6.3.1A - Prepare poultry using the dry-heat cooking method
- 6.3.1B - Hand-carve turkey
- 6.4.1 - Prepare seafood using a dry heat fat/fry cooking method
- 6.4.2A - Prepare tartar sauce
- 6.4.2B - Prepare cocktail sauce

□ Unit 7 Checklists

- 7.2.1 - Prepare an uncooked salad
- 7.2.2A - Prepare a fresh vegetable product
- 7.2.2B - Prepare frozen vegetables
- 7.3.1 - Prepare a clear/ light soup
- 7.3.2 - Prepare a heavy/thick soup
- 7.3.3 - Prepare rice (oven method)
- 7.4.1A - Prepare a white sauce
- 7.4.1B - Prepare a tomato/red sauce
- 7.4.2 - Prepare a cooked salad
- 7.4.3 - Prepare a pasta product
- 7.5.1A - Prepare baked potatoes
- 7.5.1B - Prepare boiled potatoes
- 7.5.1C - Prepare a fat fried potato product
- 7.5.2 - Prepare a brown sauce

Continued next page

Introduction, continued

□ Unit 8 Checklists

- 8.3.1A - Prepare bar cookies
- 8.3.1B - Prepare ice box/refrigerated cookies
- 8.3.1C - Prepare rolled cookies
- 8.3.1D - Prepare dropped cookies
- 8.3.1E - Prepare sheet cookies
- 8.4.1A - Prepare a frosted sheet cake (1) –baking the cake
- 8.4.1B - Prepare a frosted sheet cake (2) – preparing the frosting
- 8.4.1C - Prepare a frosted sheet cake (3) – frosting the cake
- 8.5.1A - Prepare one-crust pie – unbaked
- 8.5.1B - Prepare two-crust pie – baked
- 8.6.1A - Prepare soft rolls
- 8.6.1B - Prepare sweet rolls

There are no Performance Evaluation Checklists for Units 1 and 2

PERFORMANCE EVALUATION 3.4.1A

Maintain a Chilled Salad Bar at Safe Serving Temperatures

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.B.01 Maintain safe serving temperatures utilizing the following IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486:

- Steam Table
- Chilled Salad Bar

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Salad bar at proper temperature for holding and serving hot food items. • Proper equipment selected 100% of the time. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
--	--

TASK	COMMENTS								
	1 st Attempt		2 nd Attempt		3 rd Attempt				
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer placed the salad bar items in pans or trays.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer pre-chilled the salad bar items and salad bar pans in a refrigerator before placing the chilled items on the salad bar.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer determined the type of salad bar. <ul style="list-style-type: none"> • If the salad bar was to be chilled electrically, s/he turned on the salad bar one hour before placing the food items and skipped to step 6. • If the salad bar was to be chilled with ice, s/he verified proper drainage for ice, added ice to the salad bar, and continued to step 4. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
4. The performer determined if lettuce was to be served. <ul style="list-style-type: none"> • If lettuce was to be served and the salad bar was chilled using ice, the performer continued to step 5. • If the lettuce was to be served and the salad bar was chilled electrically, the performer skipped to step 6. • If no lettuce was to be served the performer skipped to step 6. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer placed a serving tray upside-down over the ice so that the ice does not come into direct contact with the lettuce pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer placed the chilled food and pans on the salad bar.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. Every 15 minutes, the performer placed a calibrated thermometer into the center of the food items, for at least 15 seconds, in a manner such that the thermometer did not come into contact with the serving pan or serving utensils.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer determined the temperature of the chilled food items. <ul style="list-style-type: none"> • If the food item was at 41 °F or less, s/he repeated step 7 every 15 minutes. • If the temperature of the food item was greater than 41 °F, and the salad bar was chilled using ice, s/he removed the chilled items and added ice to salad bar. • If the temperature of the food item was greater than 41 °F, and the salad bar was chilled electrically, s/he turned down the thermostat and repeated step 7. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 3.4.1B

Maintain a Steam Table at Safe Serving Temperatures

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
------------------------------------	---

EPQ
4.B.01 Maintain safe serving temperatures utilizing the following IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486:

- Steam Table
- Chilled Salad Bar

- | | |
|--|--|
| Criteria
Accuracy: <ul style="list-style-type: none"> • Steam table at proper temperature for holding and serving hot food items. • Proper equipment selected 100% of the time. | Safety: <ul style="list-style-type: none"> • Table equipped with sneeze shields • Proper equipment selected 100% of the time. |
|--|--|

TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	/ /	/ /	/ /	/ /	Date	Date	Date	
1. The performer turned on the hot food table and set temperature for 160 °F an hour prior to pacing hot food items to be served.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer determined temperature of the hot food table. <ul style="list-style-type: none"> • If the hot food table was at 160 °F or greater, s/he skipped to step 4. • If the hot food table was less than 160 °F, s/he continued to step 3. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer waited 15 minutes, and then repeated step 2.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed the food on the hot food table.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
5. Every fifteen minutes, the performer placed a calibrated thermometer into the center of the food items, for at least 15 seconds, in a manner such that the thermometer did not come into contact with the serving pan or serving utensils.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer determined the temperature of the hot food items. <ul style="list-style-type: none"> • If the food item was at 140 °F or greater, s/he repeated step 5 every 15 minutes. • If the food item was at less than 140 °F, s/he turned up the thermostat on the hot food table and repeated step 5. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 3.4.2

Store Leftover Food Under Refrigeration

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.C.01 Store leftover food IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series).									
Criteria Accuracy: <ul style="list-style-type: none"> Food items identified properly for storage. Food items wrapped appropriately. 	Safety: <ul style="list-style-type: none"> Wrap food according to the individual food's requirements for preservation before serving. 								
TASK	COMMENTS								
	Y	N	1st attempt ____/____/____ Date	Y	N	2nd attempt ____/____/____ Date	Y	N	3rd attempt ____/____/____ Date
1. The performer gathered the tools and equipment to be used.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer placed the item in an appropriate container when necessary.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer wrapped or sealed the container with a lid.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer labeled the item with the necessary information.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer placed the item in the refrigerator.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer checked internal temperature after two hours and discarded those items with temperatures greater than 70 °F.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer checked internal temperatures after two more hours and discarded those items with temperatures greater than 41 °F.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 3.5.1

Clean and Sanitize Food and Non-Food Contact Surfaces

Location: _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.C.02 Clean/Sanitize all food and non-food contact surfaces within food service spaces IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series).
 SupGuide: Ensure trashcans are included while performing this task.

- | | | | | |
|---|--|--|---|--|
| <input type="checkbox"/> Beverage Dispenser | <input type="checkbox"/> Food Mixer | <input type="checkbox"/> Grills | <input type="checkbox"/> Proof Box | <input type="checkbox"/> Steam-Jacked Kettle |
| <input type="checkbox"/> Bulkheads | <input type="checkbox"/> Food Processor | <input type="checkbox"/> Heating Warming Lamps | <input type="checkbox"/> Rangetops | <input type="checkbox"/> Tilt Skillet |
| <input type="checkbox"/> Cereal Dispenser | <input type="checkbox"/> Floor Coverings | <input type="checkbox"/> Lowerators | <input type="checkbox"/> Salad Bars | <input type="checkbox"/> Toaster |
| <input type="checkbox"/> Coffee Urn | <input type="checkbox"/> Garbage Container | <input type="checkbox"/> Meat Slicer | <input type="checkbox"/> Soft Ice Cream Dispenser | |
| <input type="checkbox"/> Cold Bar | <input type="checkbox"/> Garbage Disposal | <input type="checkbox"/> Milk Dispenser | <input type="checkbox"/> Sneeze Guard | |
| <input type="checkbox"/> Deep Fat Fryer | <input type="checkbox"/> Garbage Grinders | <input type="checkbox"/> Oven | <input type="checkbox"/> Stainless Steel Surface | |
| <input type="checkbox"/> Dishwasher | <input type="checkbox"/> Griddle | <input type="checkbox"/> Overheads | <input type="checkbox"/> Steam / Hot Table | |

- | | |
|---|--|
| Criteria
Accuracy: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. | Safety: <ul style="list-style-type: none"> • Follow the proper procedure for sanitation and cleaning. • Proper equipment selected 100% of the time. |
|---|--|

TASK	COMMENTS											
			1 st Attempt				2 nd Attempt				3 rd Attempt	
	Y	N	____/____/____ Date		Y	N	____/____/____ Date		Y	N	____/____/____ Date	
1. The performer obtained the appropriate job aid for the assigned equipment.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer followed correctly the job aid.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

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PERFORMANCE EVALUATION 3.5.2

Clean and Sanitize Ice Machines

Location: _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.C.05 CLEAN/SANITIZE ice machines IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	<u>Safety:</u> <ul style="list-style-type: none"> • Follow the proper procedure for sanitation and cleaning. • Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
		Date		Y	N	Date		Y	N	Date		
1. The performer secured (disconnected) power to the ice machine.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer removed any ice from the ice bin.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer sanitized the interior of the ice bin with a cleaning solution of mild detergent and water using a nylon bristle brush.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer rinsed the interior of the ice bin with clean water until all traces of cleaning solution were removed.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)			
5. The performer reconnected power to the ice machine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 3.5.3

Clean and Sanitize Reefers and Freezers

Location: _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.C.06 CLEAN/SANITIZE reefers/freezers IAW Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> • Follow the proper procedure for sanitation and cleaning. • Proper equipment selected 100% of the time.
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TASK	COMMENTS																	
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/	/	/	/	/	/	/	/	/	/	/					
		Date			Y	N	Date			Y	N	Date						
1. The performer obtained cleaning supplies including pans, scrub brushes, and washcloths.	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						
2. The performer transferred stores to a protected temporary storage facility.	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						
3. The performer secured power to the reefer or freezer.	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						
4. The performer removed all shelving and loose equipment.	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						
5. (Freezers only) The performer allowed the freezer to defrost.	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						
6. Using the two-pan method, the performer sanitized all overheads.	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						
7. Using the two-pan method, the performer sanitized all bulkheads.	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>						

Continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)			
8. Using the two-pan method, the performer sanitized all decks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Using the two-pan method, the performer sanitized all doors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Using the two-pan method, the performer sanitized all gaskets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The performer left the freezer door open, and allowed the interior to air dry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The performer scrubbed and sanitized all shelving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The performer secured all cleaning supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The performer allowed the shelves to air dry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Once the shelves and reefer or freezer have dried, the performer energized the power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The performer replaced all shelves and loose equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Once the reefer or freezer has returned to its set temperature, the performer transferred the foodstuffs back into the reefer or freezer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 3.6.1.A

Wash Dishes Using a Dishwashing Machine Preparing the Dishwasher

Location: _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.C.03 Wash dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
Sup Guide: The member will assemble, operate, de-scale, and disassemble the dishwashing machine.

Criteria Accuracy: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> • Exercise caution when working around hot water and hot surfaces. • Proper equipment selected 100% of the time.
--	---

TASK	COMMENTS								
	1 st Attempt		2 nd Attempt		3 rd Attempt				
	Y	N	Y	N	Y	N			
	____/____/____ Date		____/____/____ Date		____/____/____ Date				
1. The performer obtained container (hotel pan, bus pan, etc.) suitable to hold utensils used for the current meal.	<input type="checkbox"/>								
2. The performer added water (120 °F – 125 °F) to container obtained in step 1.	<input type="checkbox"/>								
3. The performer added 3 oz of dishwasher compound per gallon.	<input type="checkbox"/>								
4. The performer stirred or mixed solution into the water.	<input type="checkbox"/>								
5. The performer placed container near entrance window to scullery for collection of utensils.	<input type="checkbox"/>								
6. The performer verified dishwasher was plugged into AC outlet.	<input type="checkbox"/>								

Continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
TASK	COMMENTS								
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date
7. The performer replaced sprinkler manifold end caps on all (upper and lower) sprinkler manifolds.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer inserted upper sprinkler manifold on right side.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer inserted upper sprinkler manifold on left side.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer replaced bottom end tray near output.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer replaced drain tubes at front.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer replaced the two bottom trays at the rear.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13. The performer replaced the two notched bottom trays at the front.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
14. The performer replaced the two rectangular catch trays (strainers) in the bottom.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
15. The performer inserted the lower sprinkler manifold on the right side.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
16. The performer inserted the lower sprinkler manifold on the left side.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
17. The performer replaced the curtains (four long and one short) in their proper positions.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Continued next page									

Location FS "A" School TRACEN Petaluma	Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)				
TASK	COMMENTS								
	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date
18. The performer closed the levers (push downward) inside the front of the dishwasher to keep the water from draining.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
19. The performer closed the dishwasher doors.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
20. The performer turned the Vent switch to "On."	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
21. The performer turned the Power switch to "On" to: <input type="checkbox"/> Fill the wash and rinse tanks <input type="checkbox"/> Charge the wash tank with dishwashing compound <input type="checkbox"/> Fill the sanitizing tank	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
22. The performer waited fifteen minutes to allow the tanks to fill.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
23. The performer turned the Motor switch to "On" for two minutes to mix detergent.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
24. The performer turned the Water and Steam (booster heater) switch to "On."	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Continued next page									

Location FS "A" School TRACEN Petaluma	Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)				
TASK	COMMENTS								
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date
25. Verify the temperature ranges for sprays, detergent, and jet dry according to the values below: a) Wash temperature range: 140 °F–160 °F b) Rinse temperature range: 160 °F–180 °F c) Final rinse temperature range: 180 °F–194 °F	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
26. The performer checked detergent levels, the drain plug, and notified the supervisor. (This step applies only when there is an emergency)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 3.6.1.B

Wash Dishes Using a Dishwashing Machine Clean and Sanitize

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.C.03 Wash dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
Sup Guide: The member will assemble, operate, de-scale, and disassemble the dishwashing machine.

Criteria Accuracy: <ul style="list-style-type: none"> Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> Exercise caution when working around hot water and hot surfaces. Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS														
	1 st Attempt		2 nd Attempt		3 rd Attempt										
	Y	N	Y	N	Y	N	Y	N							
1. The performer received used dishes, utensils, pots, pans, and containers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
2. The performer determined the proper washing procedure for the items.															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">IF pot, pan, or container is:</td> <td>THEN:</td> </tr> <tr> <td>Small enough for a washware rack,</td> <td>Continue to step 3.</td> </tr> <tr> <td>Too large for a washware rack,</td> <td>Use the manual washing procedure.</td> </tr> </table>	IF pot, pan, or container is:	THEN:	Small enough for a washware rack,	Continue to step 3.	Too large for a washware rack,	Use the manual washing procedure.	<input type="checkbox"/>								
IF pot, pan, or container is:	THEN:														
Small enough for a washware rack,	Continue to step 3.														
Too large for a washware rack,	Use the manual washing procedure.														

Continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)																		
TASK	COMMENTS																				
	Y	N	1st Attempt _____ Date	Y	N	2nd Attempt _____ Date	Y	N	3rd Attempt _____ Date												
3. The performer prepared used items for cleaning and sanitizing, follow the directions in the table below.																					
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">IF the item is a/an:</td> <td>THEN:</td> </tr> <tr> <td>Eating utensil,</td> <td>Soak it in detergent solution.</td> </tr> <tr> <td>Serving utensil,</td> <td rowspan="5" style="text-align: center;">Flush/scrub/scrape it to remove gross or remaining food particles.</td> </tr> <tr> <td>Plate,</td> </tr> <tr> <td>Bowl,</td> </tr> <tr> <td>Cup,</td> </tr> <tr> <td>Saucer,</td> </tr> <tr> <td>Pot, pan, or container,</td> <td></td> </tr> </table>		IF the item is a/an:	THEN:	Eating utensil,	Soak it in detergent solution.	Serving utensil,	Flush/scrub/scrape it to remove gross or remaining food particles.	Plate,	Bowl,	Cup,	Saucer,	Pot, pan, or container,		<input type="checkbox"/>							
IF the item is a/an:	THEN:																				
Eating utensil,	Soak it in detergent solution.																				
Serving utensil,	Flush/scrub/scrape it to remove gross or remaining food particles.																				
Plate,																					
Bowl,																					
Cup,																					
Saucer,																					
Pot, pan, or container,																					
Continued next page																					

Location: _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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4. The performer placed items on washware rack according to the table below.

IF the item is a/an:	AND:	THEN:						
Eating utensil,	Has been pre-soaked in a detergent solution,	Place the utensils (no more than 15) handle-end down in a flatware dispenser basket.						
Serving utensil,	Flushed, scrubbed, and scraped to remove remaining food particles.	Place the items so that food-contact surfaces are subject to unobstructed application of detergent wash and clean rinse waters and permitted to drain freely when air-dried.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Plate,								
Bowl,								
Cup,								
Saucer								
Pot, pan, or container,								

Continued next page

Location FS "A" School TRACEN Petaluma		Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)					
TASK	COMMENTS										
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date		
5. The performer placed the rack, tray, or basket at the entrance to the dishwasher.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer pressed the booster heater on/off switch to "On."	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. The performer pressed the motor start switch to begin cleaning and sanitizing.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer observed the progress of the rack, tray, or basket in the dishwasher.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
9. The performer removed the rack, tray, or basket from the dishwasher output.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
10. The performer turned the booster heater on/off switch to "Off."	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
11. The performer turned the motor on/off switch to "Off."	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
12. The performer allowed the items to air dry on the drain board.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 3.6.1.C

Wash Dishes Using a Dishwashing Machine Destain and Store Dinnerware and Silverware

Location: _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ
4.C.03 Wash dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
Sup Guide: The member will assemble, operate, de-scale, and disassemble the dishwashing machine.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> Exercise caution when working around hot water and hot surfaces. Proper equipment selected 100% of the time.
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TASK	COMMENTS										
	1 st Attempt		2 nd Attempt		3 rd Attempt						
	Y	N	Y	N	Y	N	Y	N	Y	N	
1. The performer obtained a plastic bus bin or other large container suitable for holding dinnerware and silverware (may use a steam-jacketed kettle).	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
2. The performer added hot water to the container obtained in step 48.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
3. The performer dissolved destaining compound in hot water according to the destaining compound manufacturer instructions. (Use a milder solution for silverware.)	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
4. The performer placed the dinnerware and silverware in the destaining solution.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
5. The performer allowed the dinnerware and silverware to remain in the destaining solution for 30 minutes.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page

Location: _____		Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)				
TASK		COMMENTS								
		Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date
6. The performer rinsed the dinnerware and silverware with clean water.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer placed the dinnerware and silverware in the dishwashing machine for washing and sanitizing.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer grasped the cleaned and sanitized dinnerware and utensils by the handle.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer placed the dinnerware and utensils serving side down (or handle up) to prevent contaminating the cooking or eating surface.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 3.6.1.D

Wash Dishes Using a Dishwashing Machine Descale the Dishwasher

Location: _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ
4.C.03 Wash dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
Sup Guide: The member will assemble operate, de-scale, and disassemble the dishwashing machine.

Criteria Accuracy: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> • Exercise caution when working around hot water and hot surfaces. • Proper equipment selected 100% of the time.
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TASKS	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	/	/	/	/	/	/	/	/	/	/
		Date				Date				Date		
1. The performer obtained and dress in the required protective clothing listed above.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer drained the wash/rinse tanks (if applicable) and removed detergent from carrier.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer installed the overflow pipes, scrap trays, screens, spray manifolds (except final rinse manifolds), and curtains (inlet and discharge ends only).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed the final rinse spray manifold on top of the scrap tray in the wash tank.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer closed the drain valves.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer filled the tanks to within two inches from the top of the overflow pipe with clean, hot water.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Continued next page

Location: _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)								
TASKS	COMMENTS										
	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date		
7. The performer completed the tank filling begun in step 6.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer started the dishwasher.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
9. The performer allowed the dishwasher to run for one hour while maintaining normal operating temperatures.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
10. The performer stopped machine after one hour of operation.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
11. The performer opened the drain valves to completely drain the acid solution from the dishwasher.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
12. The performer inspected the interior of the dishwasher to determine if the parts are free of calcium or lime deposits.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
IF:										AND:	THEN:
Parts are free of calcium and lime deposits,										Parts are shiny,	Continue to step 14.
Parts are not free of calcium and lime deposits,	Parts are not shiny,	Repeat steps 5 through 12.									
13. The performer closed the drain valves, and filled the tanks with clean, hot water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
Continued next page											

Location: _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)							
TASKS	COMMENTS									
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date	
14. The performer added two cups of dishwashing machine compound per tank.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
15. The performer closed the dishwasher tank doors.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
16. The performer started the dishwasher.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
17. The performer operated the dishwasher for five minutes while maintaining operating temperatures.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
18. The performer stopped the dishwasher.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
19. The performer drained the dishwasher tanks.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
20. The performer refilled the dishwasher tanks with clear water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
21. The performer flushed the dishwasher tanks to remove all traces of acid and detergent.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
22. The performer replaced detergent in carrier.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

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PERFORMANCE EVALUATION 3.6.1.E

Wash Dishes Using a Dishwashing Machine Disassemble the Dishwasher

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.C.03 Wash dishes utilizing a dishwashing machine IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.
Sup Guide: The member will assemble, operate, de-scale, and disassemble the dishwashing machine.

Criteria Accuracy: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> • Exercise caution when working around hot water and hot surfaces. • Proper equipment selected 100% of the time.
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TASK	COMMENTS											
			1 st Attempt				2 nd Attempt				3 rd Attempt	
	Y	N	____/____/____ Date		Y	N	____/____/____ Date		Y	N	____/____/____ Date	
1. The performer secured the booster heater pump (Booster heater switch to "Off").	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer secured the dishwasher motor (Motor switch to "Off").	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer secured the dishwasher power (Power switch to "Off").	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer allowed the vent to continue running.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer opened the dishwasher doors and allow the dishwasher to cool/dry.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)							
TASK	COMMENTS									
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date	
6. The performer removed any warewashing trays from inside or near the inlet or outlet of the dishwasher (to allow for room to place the internal parts of the dishwasher after being removed).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer pulled the drain handles at the front of dishwasher (to allow the water to drain).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
8. The performer obtained warewashing trays (for the storing of parts that are to be removed in the following steps).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
9. The performer removed and placed the curtains (four large, one small) in the warewashing tray.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
10. The performer checked for loose curtain items.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
IF the:										THEN:
Curtains have no loose items, Curtains have loose items,										Continue to step 11. Set the curtain aside and refer to your supervisor.
11. The performer removed the two upper and two lower manifolds, and place the manifolds in washware tray to drain.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
12. The performer obtained a small container, and fill it with clean water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
Continued next page										

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)							
Location FS "A" School TRACEN Petaluma	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)							
TASK	COMMENTS									
	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date	
13. The performer removed the rubber plugs from the end of the manifolds and place them in the small container obtained in step 12 (to keep the plugs from drying out).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
14. The performer removed the two strainer baskets from the bottoms of the tanks.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
15. The performer rinsed the strainer baskets (to remove debris).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
16. The performer placed the strainer baskets in the washware tray (to dry).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
17. The performer removed the strainer trays (four pieces) from the bottoms of the tanks.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
18. The performer rinsed the strainer trays (to remove debris).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
19. The performer placed strainer trays in washware tray (to dry).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
20. The performer secured the vent motor (Vent switch to "Off").	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
21. The performer dried the sump area and sides of the tanks using a wet/damp cloth to ensure they are free of all food debris.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 3.6.2.A

Wash Dishes Using Manual Dishwashing Procedures Prepare Compartment

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.C.04 Wash dishes utilizing manual dishwashing procedures IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> Exercise caution when working around hot water and hot surface. Proper equipment selected 100% of the time.
--	---

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	/ /	/ /	/ /	/ /	Y	N	Date	Date
1. The performer obtained a hotel pan suitable to hold utensils used for the current meal.	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer added water to the hotel pan obtained in step 1.	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer added 3 oz of dishwashing compound per gallon.	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer stirred or mixed the pre-soak solution into the water.	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer placed the hotel pan near the entrance window to the scullery for members to place their soiled eating utensils.	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		

Continued next page

TASKS			COMMENTS																							
			Y	N	1 st Attempt		Y	N	2 nd Attempt		Y	N	3 rd Attempt													
					____/____/____ Date				____/____/____ Date				____/____/____ Date													
6. The performer filled sinks with potable water to desired level at temperatures listed in the table below: <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>Sink:</th> <th>Used for:</th> <th>Temperatures of:</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>Washing</td> <td>Not less than 110 °F</td> </tr> <tr> <td>#2</td> <td>Rinsing</td> <td>Not less than 110 °F</td> </tr> <tr> <td>#3</td> <td>Sanitizing</td> <td>171 °F or greater (for booster heater)</td> </tr> </tbody> </table>			Sink:	Used for:	Temperatures of:	#1	Washing	Not less than 110 °F	#2	Rinsing	Not less than 110 °F	#3	Sanitizing	171 °F or greater (for booster heater)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
Sink:	Used for:	Temperatures of:																								
#1	Washing	Not less than 110 °F																								
#2	Rinsing	Not less than 110 °F																								
#3	Sanitizing	171 °F or greater (for booster heater)																								
7. The performer verified water temperatures in the sinks using a numerically scaled indicating thermometer accurate to plus or minus 3 °F.			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>														
8. The performer added detergent to washing sink (sink #1), as per manufacturer directions.			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>														
Continued next page																										

TASKS	COMMENTS														
	Y	N	1 st Attempt		2 nd Attempt		3 rd Attempt								
			____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date						
9. The performer determined sanitizing method. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">IF sanitizing sink uses:</td> <td>THEN:</td> </tr> <tr> <td>A booster heater,</td> <td>Continue to step 5.</td> </tr> <tr> <td>Chemicals,</td> <td>Refer to the FS Sanitation Manual (COMDTINST M6240.4A), Enclosure 2 pages 5.2 – 5.3 and skip to step 7.</td> </tr> </table>	IF sanitizing sink uses:	THEN:	A booster heater,	Continue to step 5.	Chemicals,	Refer to the FS Sanitation Manual (COMDTINST M6240.4A), Enclosure 2 pages 5.2 – 5.3 and skip to step 7.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
IF sanitizing sink uses:	THEN:														
A booster heater,	Continue to step 5.														
Chemicals,	Refer to the FS Sanitation Manual (COMDTINST M6240.4A), Enclosure 2 pages 5.2 – 5.3 and skip to step 7.														
10. The performer turned on the booster heater.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>							
11. The performer verified that the booster heater is operational. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">IF the booster heater:</td> <td>THEN:</td> </tr> <tr> <td>Is operational,</td> <td>Continue to step 7.</td> </tr> <tr> <td>Is not operational,</td> <td>Follow procedures for chemical sanitation and refer the booster heater problem to your supervisor.</td> </tr> </table>	IF the booster heater:	THEN:	Is operational,	Continue to step 7.	Is not operational,	Follow procedures for chemical sanitation and refer the booster heater problem to your supervisor.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
IF the booster heater:	THEN:														
Is operational,	Continue to step 7.														
Is not operational,	Follow procedures for chemical sanitation and refer the booster heater problem to your supervisor.														

Continued next page

TASKS	COMMENTS											
	Y	N	1 st Attempt		Y	N	2 nd Attempt		Y	N	3 rd Attempt	
			____/____/____ Date				____/____/____ Date				____/____/____ Date	
12. The performer continued with the procedure to wash dishes manually.												
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 3.6.2.B

Wash Dishes Using Manual Dishwashing Procedures Clean and Sanitize Dishes and Utensils

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.C.04 Wash dishes utilizing manual dishwashing procedures IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> • Exercise caution when working around hot water and hot surface. • Proper equipment selected 100% of the time.
--	---

TASK	COMMENTS											
			1 st Attempt				2 nd Attempt				3 rd Attempt	
	Y	N	____/____/____ Date		Y	N	____/____/____ Date		Y	N	____/____/____ Date	
1. The performer pre-soaked eating utensils in the sanitizing solution.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer pre-flushed and pre-scraped large pots, pans, and containers, dishes, and utensils (to remove gross food particles and soil).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer washed large pots, pans, and containers, dishes, and utensils in the washing soap and water solution (sink #1).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer rinsed large pots, pans, containers, dishes, and utensils in the rinse water (sink #2).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Continued next page

Location: _____ _____		Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
TASK	Y	N	1 st Attempt		2 nd Attempt		3 rd Attempt				
			____/____/____ Date	Y N	____/____/____ Date	Y N	____/____/____ Date	Y N			
5. The performer placed large pots, pans, and containers, dishes, and utensils in the sanitizing solution (sink #3).	<input type="checkbox"/>	<input type="checkbox"/>									
6. The performer allowed large pots, pans, and containers, dishes, and utensils to remain in the sanitizing solution (sink #3) for required time.	<input type="checkbox"/>	<input type="checkbox"/>									
7. The performer removed large pots, pans, containers, dishes, and utensils from the sanitizing solution (sink #3) and allow to air dry. Do not towel dry.	<input type="checkbox"/>	<input type="checkbox"/>									
			<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go				

PERFORMANCE EVALUATION 3.6.2.C

Wash Dishes Using Manual Dishwashing Procedures Destaining Dinnerware and Silverware

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.C.04 Wash dishes utilizing manual dishwashing procedures IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

Criteria Accuracy: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> • Exercise caution when working around hot water and hot surface. • Proper equipment selected 100% of the time.
---	---

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	/ /	/ /	Y	N	/ /	/ /	Y	N	/ /	/ /
	Date		Date		Date		Date		Date		Date	
1. The performer obtained a plastic bus bin or other large container suitable for holding dinnerware and silverware (may use a steam-jacketed kettle).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer added hot water to the container obtained in step 1.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer dissolved destaining compound in hot water according to the destaining compound manufacturer instructions. (Use a milder solution for silverware.)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed dinnerware and silverware in the destaining solution.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Continued next page

Location: _____ _____		Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
	Y	N	1st Attempt ____/____/____ Date		Y	N	2nd Attempt ____/____/____ Date		Y	N	3rd Attempt ____/____/____ Date	
5.	The performer allowed the dinnerware and silverware to remain in the destaining solution for 30 minutes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The performer rinsed the dinnerware and silverware with clear water.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The performer placed the dinnerware and silverware in the three-compartment sink (or dishwashing machine) for washing and sanitizing.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The performer allowed the dinnerware and silverware to air dry before returning them to storage.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> Go <input type="checkbox"/> No Go					<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 3.6.2.D

**Wash Dishes Using Manual Dishwashing Procedures
Storing Dinnerware and Securing Dishwashing Equipment**

Location: _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.C.04 Wash dishes utilizing manual dishwashing procedures IAW the Food Service Sanitation Manual, COMDTINST M6240.4 (series) and Food Service Management General Messes, NAVSUP Publication 486.

Criteria Accuracy: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 	Safety: <ul style="list-style-type: none"> • Exercise caution when working around hot water and hot surface. • Proper equipment selected 100% of the time.
--	--

TASK	COMMENTS													
			1st Attempt				2nd Attempt				3rd Attempt			
	Y	N	____/____/____ Date		Y	N	____/____/____ Date		Y	N	____/____/____ Date			
1. The performer grasped cleaned and sanitized dinnerware and utensils by the handle (or surface other than the cooking or eating area).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
2. The performer placed the dinnerware and utensils face down (or handle up) to prevent contaminating the cooking or eating surface.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
3. The performer removed all food particles from the stainless steel surfaces.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
4. The performer washed the surfaces with warm soapy water.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
5. The performer rinsed the surfaces with clean water.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
6. The performer allowed the surfaces to air dry.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
			<input type="checkbox"/> Go <input type="checkbox"/> No Go						<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 3.8.1A

Sharpen and Maintain a Chef's Knife

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
--	---

EPQ
4.B.02 MAINTAIN the following knives using a sharpening stone and steel IAW "Professional Cooking" by Wayne Gisslen:

- Chef's knife
- Boning knife
- Paring knife

- | | |
|---|--|
| Criteria
<u>Accuracy:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Knife sharpened using a sharpening stone • Knife maintained using a butcher's steel | <u>Safety:</u> <ul style="list-style-type: none"> • Follow safety procedures correctly when handling knives. • Knife sharpened and maintained correctly 100% of the time. • Proper equipment selected 100% of the time. |
|---|--|

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	____/____/____	Y	N	____/____/____	Y	N	____/____/____	Y	N	____/____/____
1. The performer gathered the tools and equipment to be used.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer properly prepared the sharpening stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer stood directly in front of the stone, facing it fully, about half an arm's length away.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer exposed the proper face of the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
5. The performer held the knife firmly by the handle and then touched h/her fingertips of the other hand (the "guiding hand") to the back of the blade.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer held the blade level with the top surface of the stone and then touched the heel of the blade to a near corner of the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. While keeping the blade level with the top surface of the stone, the performer raised the back of the blade, forming a 20-degree angle with the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. While keeping the knife at a 20-degree angle to the sharpening stone, the performer drew the knife over the sharpening stone in a light, even stroke, starting with the heel of the knife and continuing to the tip.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. Sharpening in only one direction, the performer repeated step 7 five or six times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer examined the edge of the blade. <ul style="list-style-type: none"> • If s/he found grit or scratches on the flat of the blade, s/he noted that the angle was too shallow, wiped the blade, and sharpened again, this time keeping a 20-degree angle against the sharpening stone. • If s/he found grit only on the edge of the blade, and the flat of the blade was clean and smooth, s/he noted that the angle was correct and continued to the next step. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
continued next page									

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
11. The performer repeated steps 7 through 9 for the other side of the knife blade for the same number of strokes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
12. The performer turned the medium side of the stone up, and repeated steps 7 through 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
13. The performer turned the fine side of the stone up, and repeated steps 7 through 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
14. The performer picked up a steel and held it firmly, thumb on the top of the handle under the guard, with the point upward and slightly away from the body.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
15. If necessary, the performer turned the steel so the guard protected h/her hand.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
16. The performer touched the heel of the blade to one end of the steel, angled the blade to meet the steel at an angle of about 20 degrees, and with a quick sweeping motion, passed the knife lightly along the steel at a 20-degree angle to the steel starting with the heel of the blade and continuing to the tip.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
17. The performer repeated step 16 for the other side of the blade.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
18. The performer repeated steps 16 and 17 five to six times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

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PERFORMANCE EVALUATION 3.8.1B

Sharpen and Maintain a Boning Knife

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.B.02 MAINTAIN the following knives using a sharpening stone and steel IAW "Professional Cooking" by Wayne Gisslen:

- Chef's knife
- Boning knife
- Paring knife

Criteria
Accuracy:

- Proper equipment selected 100% of the time.
- Knife sharpened using a sharpening stone
- Knife maintained using a butcher's steel

Safety:

- Follow safety procedures correctly when handling knives.
- Knife sharpened and maintained correctly 100% of the time.
- Proper equipment selected 100% of the time.

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer gathered the tools and equipment to be used.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer properly prepared the sharpening stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer stood directly in front of the stone, facing it fully, about half an arm's length away.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer exposed the proper face of the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
5. The performer held the knife firmly by the handle and then touched h/her fingertips of the other hand (the "guiding hand") to the back of the blade.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer held the blade level with the top surface of the stone and then touched the heel of the blade to a near corner of the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. While keeping the blade level with the top surface of the stone, the performer raised the back of the blade, forming a 20-degree angle with the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. While keeping the knife at a 20-degree angle to the sharpening stone, the performer drew the knife over the sharpening stone in a light, even stroke, starting with the heel of the knife and continuing to the tip.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. Sharpening in only one direction, the performer repeated step 7 five or six times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer examined the edge of the blade. <ul style="list-style-type: none"> • If s/he found grit or scratches on the flat of the blade, s/he noted that the angle was too shallow, wiped the blade, and sharpened again, this time keeping a 20-degree angle against the sharpening stone. • If s/he found grit only on the edge of the blade, and the flat of the blade was clean and smooth, s/he noted that the angle was correct and continued to the next step. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Continued next page									

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
11. The performer repeated steps 7 through 9 for the other side of the knife blade for the same number of strokes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
12. The performer turned the medium side of the stone up, and repeated steps 7 through 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
13. The performer turned the fine side of the stone up, and repeated steps 7 through 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
14. The performer picked up a steel and held it firmly, thumb on the top of the handle under the guard, with the point upward and slightly away from the body.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
15. If necessary, the performer turned the steel so the guard protected h/her hand.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
16. The performer touched the heel of the blade to one end of the steel, angled the blade to meet the steel at an angle of about 20 degrees, and with a quick sweeping motion, passed the knife lightly along the steel at a 20-degree angle to the steel starting with the heel of the blade and continuing to the tip.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
17. The performer repeated step 16 for the other side of the blade.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
18. The performer repeated steps 16 and 17 five to six times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

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PERFORMANCE EVALUATION 3.8.1C

Sharpen and Maintain a Paring Knife

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.B.02 MAINTAIN the following knives using a sharpening stone and steel IAW "Professional Cooking" by Wayne Gisslen:

- Chef's knife
- Boning knife
- Paring knife

Criteria
Accuracy:

- Proper equipment selected 100% of the time.
- Knife sharpened using a sharpening stone
- Knife maintained using a butcher's steel

Safety:

- Follow safety procedures correctly when handling knives.
- Knife sharpened and maintained correctly 100% of the time.
- Proper equipment selected 100% of the time.

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer gathered the tools and equipment to be used.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer properly prepared the sharpening stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer stood directly in front of the stone, facing it fully, about half an arm's length away.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer exposed the proper face of the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
5. The performer held the knife firmly by the handle and then touched h/her fingertips of the other hand (the "guiding hand") to the back of the blade.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer held the blade level with the top surface of the stone and then touched the heel of the blade to a near corner of the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. While keeping the blade level with the top surface of the stone, the performer raised the back of the blade, forming a 20-degree angle with the stone.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. While keeping the knife at a 20-degree angle to the sharpening stone, the performer drew the knife over the sharpening stone in a light, even stroke, starting with the heel of the knife and continuing to the tip.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. Sharpening in only one direction, the performer repeated step 7 five or six times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer examined the edge of the blade. <ul style="list-style-type: none"> • If s/he found grit or scratches on the flat of the blade, s/he noted that the angle was too shallow, wiped the blade, and sharpened again, this time keeping a 20-degree angle against the sharpening stone. • If s/he found grit only on the edge of the blade, and the flat of the blade was clean and smooth, s/he noted that the angle was correct and continued to the next step. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Continued next page									

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
11. The performer repeated steps 7 through 9 for the other side of the knife blade for the same number of strokes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
12. The performer turned the medium side of the stone up, and repeated steps 7 through 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
13. The performer turned the fine side of the stone up, and repeated steps 7 through 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
14. The performer picked up a steel and held it firmly, thumb on the top of the handle under the guard, with the point upward and slightly away from the body.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
15. If necessary, the performer turned the steel so the guard protected h/her hand.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
16. The performer touched the heel of the blade to one end of the steel, angled the blade to meet the steel at an angle of about 20 degrees, and with a quick sweeping motion, passed the knife lightly along the steel at a 20-degree angle to the steel starting with the heel of the blade and continuing to the tip.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
17. The performer repeated step 16 for the other side of the blade.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
18. The performer repeated steps 16 and 17 five to six times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

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PERFORMANCE EVALUATION 4.4.1

Recipe Conversions: Yield Adjustment

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.01 PERFORM the three types of recipe adjustments IAW Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Quantity of all ingredients adjusted to correct values (with 100% accuracy) Convert all fractions to decimals 	<u>Safety:</u> <ul style="list-style-type: none"> Use the correct procedure
---	---

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer obtained the working factor for a yield adjustment.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer converted fractions to decimals and/or ounces to decimal portions of pounds, as necessary.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer multiplied the quantity of each ingredient listed in the recipe by the working factor.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 4.4.2

Recipe Conversions: Quantity Adjustment

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.01 PERFORM the three types of recipe adjustments IAW Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Quantity of all ingredients adjusted to correct values (with 100% accuracy) Convert all fractions to decimals 	Safety: <ul style="list-style-type: none"> Use the correct procedure.
--	---

TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	Y	N	Y	N				
1. The performer obtained the working factor for a quantity adjustment.	<input type="checkbox"/>	<input type="checkbox"/>								
2. The performer converted fractions to decimals and/or ounces to decimal portions of pounds, as necessary.	<input type="checkbox"/>	<input type="checkbox"/>								
3. The performer multiplied the quantity of each ingredient listed in the recipe by the working factor.	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

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PERFORMANCE EVALUATION 4.4.3

Recipe Conversions: Serving Size Adjustment

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
--------------------------------	---

EPQ
4.A.01 PERFORM the three types of recipe adjustments IAW Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Quantity of all ingredients adjusted to correct values (with 100% accuracy) Convert all fractions to decimals 	<u>Safety:</u> <ul style="list-style-type: none"> Use the correct procedure
---	---

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	/ / / Date	Y	N	/ / / Date	Y	N	/ / / Date	
1. The performer obtained the working factor for a serving size adjustment. (This may include finding and combining/multiplying an additional working factor for a yield adjustment.)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer converted fractions to decimals and/or ounces to decimal portions of pounds, as necessary.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer multiplied the quantity of each ingredient listed in the recipe by the working factor.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go					

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PERFORMANCE EVALUATION 4.5.1A

Preparing Fruits and Vegetables

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQs

4.A.15 WASH fresh fruits and vegetables for consumption IAW "Professional Cooking" by Wayne Gisslen and the Food Service Sanitation Manual, COMDTINST M6240.4 (series).

4.A.18 PREPARE a fresh and frozen vegetable product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

- | | |
|---|--|
| <p>Criteria</p> <p>Accuracy:</p> <ul style="list-style-type: none"> • Follow the proper sanitation and food handling procedure. • Washed and prepared fruits correctly. • Prepared vegetables correctly, according with the proper procedure. • Proper equipment selected 100% of the time. | <p>Safety:</p> <ul style="list-style-type: none"> • Follow the quality indicators and preparation procedure correctly. • Knife and tools used correctly 100% of the time. • Proper equipment selected 100% of the time. |
|---|--|

TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	_____/_____/_____ Date	Y	N	_____/_____/_____ Date	Y	N	_____/_____/_____ Date	
1. The performer gathered the equipment and ingredients to be used.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer prepared the area.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer washed and scrubbed the fruit or vegetable according to the fruit or vegetable being prepared.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer trimmed bruised and blemished parts.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer removed leaves, stems, seeds, and any part that would not be used.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
6. The performer prepared the fruit and vegetable according to the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 4.5.1B

Chopping

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.02 PERFORM the following cutting techniques on at least two different food items IAW "Professional Cooking" by Wayne Gisslen:
 Dice, Chop, Mince, Slice. **SupGuide:** Member will be required to display two proper techniques using the appropriate knife for each.

- | | |
|--|---|
| Criteria
<u>Accuracy:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Washed fruits and vegetables prepared and stored correctly. The 90% of food item should be chopped into irregular shape and same size. | <u>Safety:</u> <ul style="list-style-type: none"> Follow the quality indicators and pre-preparation procedure correctly. Knife used correctly 100% of the time. |
|--|---|

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. The performer placed and, as necessary, held the food item on the cutting board.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date
2. The performer held the tip of the knife against the cutting board.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date
3. The performer rocked the knife rapidly up and down cutting the item. At the same time, s/he gradually moved the knife sideways across the product so that the cuts passed through all parts of the pile of food.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date

Continued next page

TASK	COMMENTS								
	Y	N		Y	N		Y	N	
4. After several cuts, the performer redistributed the pile and repeated steps 2 through 4, continuing until the product was chopped to the degree of fineness required by the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 4.5.1C

Mincing

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.02 PERFORM the following cutting techniques on at least two different food items IAW "Professional Cooking" by Wayne Gisslen:
 Dice, Chop, Mince, Slice. **SupGuide:** Member will be required to display two proper techniques using the appropriate knife for each.

- | | |
|--|---|
| Criteria
<u>Accuracy:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Washed fruits and vegetables prepared and stored correctly. The 90% of food item should be chopped into irregular shape and same size. | <u>Safety:</u> <ul style="list-style-type: none"> Follow the quality indicators and pre-preparation procedure correctly. Knife used correctly 100% of the time. |
|--|---|

TASK	COMMENTS												
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt		
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1. The performer placed and, as necessary, held the food item on the cutting board.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
2. The performer held the tip of the knife against the cutting board.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
3. The performer rocked the knife rapidly up and down cutting the item. At the same time, s/he gradually moved the knife sideways across the product so that the cuts passed through all parts of the pile of food.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page

TASK	COMMENTS								
	Y	N		Y	N		Y	N	
4. After several cuts, the performer redistributed the pile and repeated steps 2 through 4, continuing until the product was minced/chopped to the degree of fineness required by the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 4.5.1D

Dicing – Method 1

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.02 PERFORM the following cutting techniques on at least two different food items IAW "Professional Cooking" by Wayne Gisslen:
 Dice, Chop, Mince, Slice. **SupGuide:** Member will be required to display two proper techniques using the appropriate knife for each.

- | | |
|---|--|
| Criteria
<u>Accuracy:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Washed fruits and vegetables prepared and stored correctly. The 90% of food item should be diced into even pieces. | Safety: <ul style="list-style-type: none"> Follow the quality indicators and pre-preparation procedure correctly. Knife used correctly 100% of the time. Proper equipment selected 100% of the time. |
|---|--|

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/	/	/	/	/	/	/	/	/	/
		Date			Date			Date			Date	
1. The performer cut the item lengthwise to the thickness required by the recipe.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer laid the smaller of the two pieces on the cutting board, cut side down.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer cut the piece lengthwise into strips/batonnets of the same width.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer piled the batonnets together and cut crosswise into even smaller pieces (cubes) of similar thickness.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer repeated steps 1 through 4 with the remaining piece(s).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 4.5.1E

Dicing – Method 2 (Onion)

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.02 PERFORM the following cutting techniques on at least two different food items IAW “Professional Cooking” by Wayne Gisslen:
 Dice, Chop, Mince, Slice. **SupGuide:** Member will be required to display two proper techniques using the appropriate knife for each.

- | | |
|--|--|
| Criteria
Accuracy: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Washed fruits and vegetables prepared and stored correctly. • The 90% of food item should be diced into even pieces. | Safety: <ul style="list-style-type: none"> • Follow the quality indicators and pre-preparation procedure correctly. • Knife used correctly 100% of the time. • Proper equipment selected 100% of the time. |
|--|--|

TASK	COMMENTS													
	1st Attempt		2nd Attempt		3rd Attempt									
	Y	N	/	/	/	/	/	/	/	/	/	/		
		Date			Date			Date			Date			
1. The performer cut the peeled onion in half lengthwise, through the root end.	<input type="checkbox"/>	<input type="checkbox"/>												
2. The performer placed one half on the cutting board, cut side down.	<input type="checkbox"/>	<input type="checkbox"/>												
3. With the root end away from him or her, the performer made a series of vertical lengthwise cuts almost to the root end.	<input type="checkbox"/>	<input type="checkbox"/>												
4. Holding the onion carefully at the top, the performer made a few horizontal cuts toward but not through the root end.	<input type="checkbox"/>	<input type="checkbox"/>												
5. The performer sliced across the onion separating it into dice, and continued making slices almost to the root end.	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

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PERFORMANCE EVALUATION 4.5.1F

Slicing

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.02 PERFORM the following cutting techniques on at least two different food items IAW "Professional Cooking" by Wayne Gisslen:
 Dice, chop, mince, slice. **SupGuide:** Member will be required to display two proper techniques using the appropriate knife for each.

- | | |
|---|--|
| Criteria
<u>Accuracy:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Washed fruits and vegetables, and prepared and stored correctly. The 90% of item should be sliced correctly. | Safety: <ul style="list-style-type: none"> Follow the quality indicators and pre-preparation procedure correctly. Knife used correctly 100% of the time. Proper equipment selected 100% of the time. |
|---|--|

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. The performer held the knife at a sharp angle, with the tip of the knife on the cutting board.	<input type="checkbox"/>											
2. The performer moved the knife forward and downward, to slice through the item.	<input type="checkbox"/>											
3. The performer finished the cut with the knife against the board.	<input type="checkbox"/>											
4. For the second slice, the performer raised the heel of the knife and pulled it backward.	<input type="checkbox"/>											

<input type="checkbox"/> Go <input type="checkbox"/> No Go

<input type="checkbox"/> Go <input type="checkbox"/> No Go

<input type="checkbox"/> Go <input type="checkbox"/> No Go

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PERFORMANCE EVALUATION 5.2.1A

Cook Eggs Over Easy to Order

Location: _____ _____	Completed by: _____ Reviewed by: _____ <small>(Enter your name) (Obtain Supervisor's signature)</small>
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook until egg white is just set and yolk is still liquid.
- Keep yolk intact.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	Y	N	Y	N				
1. The performer prepared the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	
4. The performer slid the eggs onto the griddle surface.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	

continued next page

Location: _____		Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)					
5. The performer cooked the eggs until the whites were almost set (opaque but not solid white) and did not allow the eggs to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer flipped the eggs over.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. The performer cooked only until the white was just set, but the yolk was still liquid (a quick count to ten is usually sufficient).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer carefully removed the eggs from the griddle, and served them on a platter as removed (did not re-flip).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 5.2.1B

Cook Eggs Over Medium to Order

Location: _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

- | | |
|---|---|
| <p>Criteria
 <u>Accuracy:</u></p> <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Use the proper temperature. • Cook until egg white is just set and yolk is partially set. • Keep yolk intact. | <p><u>Safety:</u></p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time. |
|---|---|

TASK	COMMENTS												
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt		
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1. The performer preparee the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>
4. The performer slid the eggs onto the griddle surface.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>

continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
5. The performer cooked the eggs until the whites were almost set (opaque but not solid white). Did not allow the eggs to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer flipped the eggs over.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer cooked only until the white was just set, but the yolk was still liquid (a quick count to twenty is usually sufficient).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer carefully removed the eggs from the griddle, and served them on a platter as removed (did not re-flip).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 5.2.1C

Cook Eggs Over Hard to Order

Location: _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

<p>Criteria <u>Accuracy:</u></p> <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Use the proper temperature. • Cook until egg white is just set and yolk is completely set, but not overcooked. • Keep yolk intact. 	<p><u>Safety:</u></p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time.
--	---

TASK	COMMENTS								
	1st Attempt		2nd Attempt		3rd Attempt				
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer prepared the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer broke the eggs into a dish.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location: _____ _____	Completed by: _____ (Enter your name)						Reviewed by: _____ (Obtain Supervisor's signature)					
4. The performer slid the eggs onto the griddle surface.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
5. The performer broke the yolk, cooked the eggs until the whites were almost set (opaque but not solid white) and did not allow the eggs to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
6. The performer flipped the eggs over.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
7. The performer cooked only until the yolk was completely set.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
8. The performer carefully removed the eggs from the griddle, and served them on a platter as removed (did not re-flip).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 5.2.1D

Cook Scrambled Eggs to Order

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

Criteria Accuracy: <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Use the proper temperature. • Cook until eggs are set but still soft and moist. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time.
---	--

TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	Y	N	Y	N				
1. The performer prepared the griddle for cooking, and preheated it to 325 °F.	<input type="checkbox"/>									
2. The performer broke the eggs into a dish.	<input type="checkbox"/>									
3. When the griddle was hot enough, the performer lightly sprayed the surface with pan coating.	<input type="checkbox"/>									
4. The performer used a 4-oz ladle to pour the eggs onto it.	<input type="checkbox"/>									

continued next page

Location: _____		Completed by: _____ (Enter your name)						Reviewed by: _____ (Obtain Supervisor's signature)					
5.	The performer cooked the eggs, stirring gently in a circular or figure eight motion, ensuring that the eggs were not broken into very small particles.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
6.	The performer lifted portions of coagulated egg so that uncooked egg could run underneath.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
7.	When the eggs were set but still soft and moist, the performer removed them from the heat.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
8.	The performer turned the eggs out onto a plate.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
				<input type="checkbox"/> Go <input type="checkbox"/> No Go						<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 5.2.1E

Cook Omelets to Order

Location: _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.13 Prepare the following eggs cooked to order IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Over easy
- Over medium
- Over hard
- Scrambled
- Omelet

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook the right amount; do not over or undercook.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/	/	/	/	/	/	/	/		
		Date				Date				Date		
1. The performer prepared the griddle for cooking.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer broke two or three eggs into a small bowl and beat them just until well mixed.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer greased the griddle lightly.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer added the eggs, north to south.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
5. The performer placed the filling, if used, across the center, north to south.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer folded the north or south edge partway in, then the opposite edge.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer folded the east (or west) edge one-third of the way in, as shown, then folded it in the same direction again.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
8. The performer turned the omelet out onto a plate, and served it.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go				

PERFORMANCE EVALUATION 5.2.1F

Cook Poached Eggs

Location: _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.14 Prepare the following simmered egg products IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
- Soft cooked/boiled
- Hard cooked/boiled

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook the right amount; do not over or undercook.
- Cooked egg has bright, shiny appearance
- Cooked egg has compact, round shape, not spread or flattened
- Cooked egg is firm but tender whites; warm, liquid yolks.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer brought the water to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer broke the eggs, one at time, into a dish or a small plate and slid them into the simmering water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer poached the eggs 3 to 5 minutes, until the whites were coagulated but the yolks were still soft.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer removed the eggs with a slotted spoon or skimmer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. The performer determined how the eggs were to be prepared for serving: <ul style="list-style-type: none"> • To serve immediately, drained very well • To hold for later use, plunged immediately into cold water to stop the cooking, and then reheated them briefly in hot water at serving time. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 5.2.1G

Cook Soft-Cooked/Boiled Eggs

Location: _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.14 Prepare the following simmered egg products IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
- Soft cooked/boiled
- Hard cooked/boiled

Criteria
Accuracy:

- Select proper equipment 100% of the time.
- Use the proper temperature.
- Cook the right amount of time; do not over or undercook.

Safety:

- Proper equipment selected 100% of the time.
- Use wholesome eggs 100% of the time.

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer brought the eggs to room temperature by: <ul style="list-style-type: none"> • Removing the eggs from the cooler one hour before cooking. • Placing the eggs in warm water for 5 minutes, and then draining them. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer placed the eggs in boiling water, then returned the water to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer simmered the eggs for 3–4 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer drained the eggs immediately.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location: _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
5. The performer determined how long to cool the eggs under cold water: <ul style="list-style-type: none"> • If the eggs were to be served hot, cooled the eggs for just a few seconds. • If the eggs were to be held for later use, cooled them further. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer peeled the eggs, starting at the large end (where the air sac is located). For easier peeling, the performer peeled the eggs while still warm, holding them under running water to help loosen the shell.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 5.2.1H

Cook Hard-Cooked/Boiled Eggs

Location: _____ _____	Completed by: _____ Reviewed by: _____ <small>(Enter your name) (Obtain Supervisor's signature)</small>
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EPQ
4.A.14 Prepare the following simmered egg products IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poached
- Soft cooked/boiled
- Hard cooked/boiled

Criteria Accuracy: <ul style="list-style-type: none"> • Use the proper temperature. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use wholesome eggs 100% of the time.
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TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	_____ / _____ / _____ Date	Y	N	_____ / _____ / _____ Date	Y	N	_____ / _____ / _____ Date	Y	N	_____ / _____ / _____ Date
1. The performer brought the eggs to room temperature by: <ul style="list-style-type: none"> • Removing the eggs from the cooler one hour before cooking. • Placing the eggs in warm water for 5 minutes, and then draining them. 	<input type="checkbox"/>	<input type="checkbox"/>										
2. The performer placed the eggs in boiling water, then returned the water to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>										
3. The performer simmered the eggs for 12–15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>										
4. The performer drained the eggs immediately.	<input type="checkbox"/>	<input type="checkbox"/>										

continued next page

Location: _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
TASK	COMMENTS								
	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date
5. The performer determined how long to cool the eggs under cold running water depending on whether the eggs will be served hot or held for later use.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer peeled the eggs by: <ul style="list-style-type: none"> • Cracking the shell and starting at the large end (where the air sac is located), • Or peeling the eggs while still warm, and holding them under running water to help loosen the shell. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 5.3.1A

Prepare Pancakes from Raw Ingredients

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.27 PREPARE the following quick bread products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Pancakes • Muffins • Biscuits 									
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 								
TASK	COMMENTS								
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date
1. The performer stirred together the dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer combined the liquid ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer added liquid ingredients to dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer mixed just until dry ingredients were thoroughly moistened. Did not over mix.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Continued next page									

Location _____	Completed by: _____ Reviewed by: _____							
	(Enter your name)				(Obtain Supervisor's signature)			
5. Using a ladle or scoop, the performer measured 1/4-cup portions onto a lightly greased, preheated griddle.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6. The performer allowed space for spreading.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
7. The performer griddled the pancakes until the tops were full of bubbles and began to look dry and the bottoms were golden brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
8. The performer turned pancakes and browned other side.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
9. The performer removed pancakes from griddle and served.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 5.3.1B

Prepare Muffins from Raw Ingredients

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.27 PREPARE the following quick bread products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Pancakes • Muffins • Biscuits 									
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Muffins are prepared according to the recipe. • Muffins are properly cooked (not over/under-cooked). 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 								
TASK	COMMENTS								
			1st Attempt			2nd Attempt			3rd Attempt
	Y	N	_____/_____/_____ Date	Y	N	_____/_____/_____ Date	Y	N	_____/_____/_____ Date
1. The performer preheated oven to temperature listed in recipe guidelines.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer greased each cup of a twelve-cup muffin pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer sifted together dry ingredients into mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer added shortening, eggs, and water to dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
continued next page									

Location _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)	
5. The performer mixed ingredients in step 3 and step 4 at low speed until dry ingredients were moistened to create a batter. Note: Did not over mix.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The performer determined variation to add to muffin batter. <ul style="list-style-type: none"> • For blueberry, added fresh or thawed frozen, or canned blueberries according to the recipe. • For raisins, folded in raisins according to recipe. • For banana, added ripe mashed bananas according to the recipe. • For apple, folded in sugar, cinnamon, fresh, peeled, and chopped or canned apples according to the recipe. • For cinnamon crumb top, mixed softened butter or margarine, cinnamon, general purpose flour, packed brown sugar, and sprinkled on top of each muffin according to the recipe. • For cranberry, folded in washed, drained, and chopped fresh, dried, or frozen cranberries according to the recipe. • For date, folded in chopped and pitted dates according to the recipe. • For nut, folded in unsalted and chopped nuts according to the recipe. • For oatmeal raisin, added rolled oats and raisins according to the recipe. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The performer filled each cup of a twelve-cup muffin pan $\frac{2}{3}$ full.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
8. The performer baked muffins 20 to 25 minutes or until lightly browned.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
9. The performer removed muffins from oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
10. The performer allowed muffins to cool.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
11. The performer followed proper storage procedures.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 5.3.1C

Prepare Biscuits from Raw Ingredients

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.27 PREPARE the following quick bread products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Pancakes
- Muffins
- Biscuits

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly.
--	---

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer scaled all ingredients together into a mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer combined dry ingredients, and cut in fat.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer combined the liquid ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer added the liquid to the dry ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location _____	Completed by: _____ (Enter your name)				Reviewed by: _____ (Obtain Supervisor's signature)				
5. The performer mixed just until the ingredients were combined and soft dough is formed.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer brought the dough to the bench and kneaded it lightly by pressing it out and folding it in half.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer rotated the dough 90 degrees after each fold.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer repeated step 8 and 9 about 3 to 5 times, until the dough was soft and slightly elastic but not sticky. Did not over work the dough.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer started making up the biscuits:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer rolled the biscuit dough into a sheet about ½ inch, evenly and uniformly thick.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer cut the dough into desired shapes, using round hand cutters or pastry cutters.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer placed the biscuits ½ inch apart on baking sheet.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13. The performer baked the dough as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
14. If desired or indicated, the performer brushed the tops of the dough with egg wash or milk before baking to aid browning.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go						<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 5.3.2

Prepare Pancakes using the Progressive Cooking Method

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.03 COOK, progressively, two items from an approved weekly menu IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 								
TASK	COMMENTS								
	Y	N	1st Attempt	Y	N	2nd Attempt	Y	N	3rd Attempt
			____/____/____ Date			____/____/____ Date			____/____/____ Date
1. The performer prepared enough product to last on the serving line for 15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer observed the quantity and quality of product on the serving line as it diminished.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. Just before the quantity or quality of product became too low, the performer prepared enough product to last another 15 minutes on the serving line.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 5.4.1A

Prepare Oatmeal

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.26 PREPARE the following cooked cereals IAW product instructions:

- Oatmeal
- Grits
- Cream of Wheat

SupGuide: Ensure member DOES NOT use instant products.

Criteria
Accuracy:

- Proper equipment selected 100% of the time.
- Product prepared properly 100% of the time, following the recipe guideline.

Safety:

- Proper equipment selected 100% of the time.
- Equipment use correctly.

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer measured the correct amount of water and salt into a pot and brought it to a boil.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer added the cereal slowly stirring constantly.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer stirred until some thickening took place, then stopped stirring.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer reduced heat to slow simmer, covered the pot, and cooked until desired doneness and consistency were reached.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
												continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
5. The performer kept the pot covered until served to prevent drying.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 5.4.1B

Prepare Grits

Location _____	Completed by: _____ <small>(Enter your name)</small>		Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>							
EPQ 4.A.26 PREPARE the following cooked cereals IAW product instructions: <ul style="list-style-type: none"> • Oatmeal • Grits • Cream of Wheat SupGuide: Ensure member DOES NOT use instant products.										
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time • Product prepared properly 100% of the time, following the recipe guideline 			Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 							
TASK	COMMENTS									
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date	
1. The performer measured the correct amount of water and salt into a pot and brought it to a boil.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer added the cereal slowly, stirring constantly.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer stirred until some thickening took place, then stopped stirring.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer reduced heat to slow simmer, covered the pot, and cooked the grits until desired doneness and consistency were reached.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer kept the pot covered until served to prevent drying.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 5.4.1C

Prepare Cream of Wheat

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.26 PREPARE the following cooked cereals IAW product instructions:

- Oatmeal
- Grits
- Cream of Wheat

SupGuide: Ensure member DOES NOT use instant products.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly.
---	---

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date			
1. The performer measured the correct amount of water and salt into a pot and brought it to a boil.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
2. The performer added a small amount of cold water to the cereal, to separate the granules before adding it to boiling water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
3. The performer added the cereal slowly stirring constantly.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
4. The performer stirred until some thickening took place, then stopped stirring.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				

continued next page

Location _____		Completed by: _____ (Enter your name)						Reviewed by: _____ (Obtain Supervisor's signature)					
5. The performer reduced heat to slow simmer, covered the pot, and cooked the cereal until desired doneness and consistency were reached.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer kept the pot covered until served to prevent drying.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 5.5.1

Prepare a Breakfast Meat Using the Progressive Cooking Method

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.03 COOK, progressively, two items from an approved weekly menu IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guidelines. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly. 								
	COMMENTS								
TASK	Y	N	1st Attempt	Y	N	2nd Attempt	Y	N	3rd Attempt
			____/____/____ Date			____/____/____ Date			____/____/____ Date
1. The performer prepared enough product to last on the serving line for 15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer observed the quantity and quality of product on the serving line as it diminished.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. Just before the quantity or quality of product became too low, the performer prepared enough product to last another 15 minutes on the serving line.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

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PERFORMANCE EVALUATION 5.6.1A

Prepare Brewed Coffee

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.04 PREPARE brewed coffee, drink-mix, and brewed iced tea IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

Criteria Accuracy: <ul style="list-style-type: none"> Use the correct grind Follow good brewing procedure 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Use fresh coffee 100% of the time
--	---

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer read the recipe details.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer collected equipment and ingredients, including: <ul style="list-style-type: none"> Coffee Disposable filters Filter funnel Coffee urn/pot Automatic drip coffeemaker 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer placed the pot underneath the filter funnel.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer inserted a disposable filter in the filter funnel.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. The performer determined whether the coffee must be ground: <ul style="list-style-type: none"> For coffee already ground, the performer added 1 pound of ground coffee for each 1 ³/₄ to 2 ¹/₂ gallons of water into the coffee filter, and skipped to step 9. For coffee not already ground, the performer placed the filter/funnel in the proper slot on the coffee grinder. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer put coffee beans in the grinder (1 pound of coffee for each 1 ³ / ₄ to 2 ¹ / ₂ gallons of water).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer pressed Start on the grinder.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. When the grinder stopped grinding, the performer removed the filter/funnel from the grinder.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer placed filter/funnel into the proper slot in the coffeemaker.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer turned on the coffeemaker.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer pressed start on the coffeemaker.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer checked the coffee six minutes later.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13. If the coffee was too strong, the performer added water after removing the used grounds, otherwise, went to step 10.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
14. The performer held the coffee at proper temperature of 185 °F to 190 °F, for no more than an hour.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 5.6.1B

Prepare Brewed Iced Tea

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.04 PREPARE brewed coffee, drink-mix, and brewed iced tea IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Follow the correct procedure 100% of the time 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Use fresh water 100% of the time.
---	---

TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer read the recipe guideline details.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer collected equipment and ingredients.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer boiled 1 quart of water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed 2 oz. of tea in a pot.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer poured the boiled water over the tea.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer steeped the tea 5 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)																	
7. The performer removed tea bags, or strained out loose leaves.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
8. The performer poured the tea into the dispenser.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
9. The performer added 3 quarts of cold tap water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
10. The performer held the tea at room temperature for up to four hours.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
11. The performer served the tea over ice.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>										
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go											

PERFORMANCE EVALUATION 5.6.1C

Prepare Drink Mix

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.04 PREPARE brewed coffee, drink-mix, and brewed iced tea IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.									
Criteria Accuracy: <ul style="list-style-type: none"> • Use the right proportion of mix and water 100% of the time 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Use fresh water 100% of the time. 								
	COMMENTS								
TASK	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date
1. The performer poured the amount of water needed, as required by the directions, into a mixing container.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer mixed the water and the drink mix outside of the dispenser.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer poured the mixture into the dispenser.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer turned on the machine.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 6.2.1

Prepare Pork or Beef Using the Moist Heat Cooking Method

Location FS "A" School TRACEN Petaluma	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.06 PREPARE at least one of the following meats using moist heat cooking method IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Poultry • Beef • Pork • Seafood SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly 100% of the time. 								
TASK	COMMENTS								
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date
1. The performer used the proper temperature to be cooked: <ul style="list-style-type: none"> <input type="checkbox"/> To simmer, the performer used very gently bubbling water at 185 °F to 205 °F. <input type="checkbox"/> To steam, the performer wrapped the item tightly or placed in a covered pan at about 212 °F. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer removed the product at 10–15 °F below the desired temperature.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer let the product rest 15–30 minutes before carving.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 6.2.2

Prepare Pork or Beef Using the Dry Heat Cooking Method

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ 4.A.05 Prepare at least one of the following meats using dry heat cooking method IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poultry
- Beef
- Pork
- Seafood

SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Equipment used correctly 100% of the time.
---	--

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	Date	Y	N	Date	Y	N	Date	Y	N	Date
1. The performer cooked the product at a temperature between 250 and 325 °F.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer removed the product at 10–15 °F below the desired temperature.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer let the product rest 15–30 minutes before carving.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 6.2.3

Hand-Carve Pork or Beef

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.12 CARVE the following cooked meats IAW "Professional Cooking" by Wayne Gisslen:

- Whole turkey
- Roast beef or pork

SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Proper knife selected 100% of the time 	<u>Safety:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Equipment used correctly 100% of the time
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	/ / /	Y	N	/ / /	Y	N	/ / /	Y	N	/ / /
		Date			Date			Date			Date	
1. The performer placed the roast on a clean, sanitary cutting board.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer held the knife at a 90° angle and used a fork to hold the meat steady.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer sliced the meat to the desired thickness across the grain.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer arranged the slice shingle-style in a pan, using the best looking for the tops.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 6.3.1a

Prepare Poultry Using the Dry Heat Cooking Method

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.05 Prepare at least one of the following meats using dry heat cooking method IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Poultry
- Beef
- Pork
- Seafood

SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.

<p>Criteria <u>Accuracy:</u></p> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<p><u>Safety:</u></p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly 100% of the time.
--	---

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	Y	N	Y	N				
1. The performer determined poultry preparation: <ul style="list-style-type: none"> <input type="checkbox"/> For mixed light and dark poultry parts, the performer arranged the pieces separately on a sheet pan or in baking pans, skin side up, and continued with step 8. <input type="checkbox"/> For a whole bird, the performer followed steps 2 through 8. 	/	/	/	/	/	/	/	/	/	/
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
2. The performer removed the giblets from the cavity.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer checked inside of the poultry to make sure it had been well cleaned.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer seasoned the poultry as desired, following the recipe guideline.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer placed the poultry breast up with the neck toward him or her.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer tucked and locked the wings behind the back.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer placed the poultry on one side in a roasting pan, on a rack.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer determined the proper temperature: <input type="checkbox"/> For large poultry, the performer placed it in an oven preheated at 250 to 325 °F, and basted it with fat during the roasting every 20 to 30 minutes. <input type="checkbox"/> For small poultry, the performer placed it in an oven preheated at 325 to 375 °F, and basted it with fat during the roasting every 20 to 30 minutes. <input type="checkbox"/> For poultry parts (or < 4 to 5 pounds), the performer placed it in an oven preheated at 450 °F for 15 minutes, then reduced it to 250 to 325 °F. <input type="checkbox"/> For a duck or goose, the performer placed it in an oven preheated at 400 to 425 °F.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 6.3.1b

Hand-Carve Turkey

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.12 Carve the following cooked meats IAW "Professional Cooking" by Wayne Gisslen:

- Whole turkey
- Roast beef or pork

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Proper knife selected 100% of the time. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly 100% of the time.
--	---

TASK	COMMENTS										
	1st Attempt		2nd Attempt		3rd Attempt						
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	
		Date	Date	Date	Date	Date	Date	Date	Date	Date	
1. The performer placed the cooked turkey on a clean, sanitary cutting board.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
2. Using a knife, the performer cut through the skin between the breastbone and legs separating the white meat from the dark.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. The performer cut the drumsticks and thighs apart at the joints, and set them aside.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4. Using a utility knife, the performer carefully removed the breast meat from the body cavity and set the breast meat aside.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5. The performer placed the breast section on a cutting board, carefully removing the skin, and sliced the breast across the grain.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
6. The performer carefully placed the sliced breast meat in a serving dish and covered it with skin.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
7. Using gloved hands, the performer removed the dark meat from the legs and thighs, and placed it in a hotel pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
8. The performer removed the remaining white meat from the body cavity and wings and placed it in the hotel pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 6.4.1

Prepare Seafood Using A Dry-Heat Fat/Fry Cooking Method

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.07 Prepare at least one of the following meats using dry heat fat/fry cooking method IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Poultry • Beef • Pork • Seafood SupGuide: Supervisor will ensure member selects a different meat for each cooking method listed in EPQ 4.A.05 through EPQ 4.A.07.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly 100% of the time. 								
TASK	COMMENTS								
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date
1. The performer preheated a sauté pan on high heat.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer added a small amount of fat to the pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. As soon as the fat was hot, the performer added the product. Did not overcrowd the pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer flipped or turned the food with a spatula as often as necessary for the food to cook or heat evenly.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
Continued next page									
5. The performer removed the food and served it immediately.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 6.4.2A

Prepare Tartar Sauce

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.09 Prepare the following cold sauces IAW "Professional Cooking" by Wayne Gisslen:

- Tartar sauce
- Cocktail sauce

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly 100% of the time.
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TASK	COMMENTS														
			1st Attempt					2nd Attempt					3rd Attempt		
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date			
1. The performer combined the ingredients according to the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
2. The performer covered and refrigerated the mixture.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
3. The performer kept the sauce refrigerated until serving time.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 6.4.2B

Prepare Cocktail Sauce

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain supervisor's signature)
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EPQ
4.A.09 Prepare the following cold sauces IAW "Professional Cooking" by Wayne Gisslen:

- Tartar sauce
- Cocktail sauce

Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. • Equipment used correctly 100% of the time.
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TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer combined and blended the ingredients according to the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer covered and refrigerated the mixture.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer kept the sauce refrigerated at least one hour before serving.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer kept the sauce refrigerated until serving time.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

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PERFORMANCE EVALUATION 7.2.1

Prepare an Uncooked Salad

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.16 Prepare at least one uncooked salad IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer washed the greens thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer removed the parts of the greens that will not be used.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer cut the greens according to guidelines for the product being prepared.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer washed the greens in several changes of cold water, until they were completely clean.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer drained the greens well.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer crisped the greens.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer cut or tore the greens into bite-size pieces.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)	
8. The performer mixed the greens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The performer plated the salads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The performer garnished the salads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.2.2A

Prepare a Fresh Vegetable Product

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.18 Prepare a fresh and frozen vegetable product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer washed the vegetables according to the rules of good sanitation and food handling.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer cut the vegetables as close as possible to serving time, according to the product being prepared.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer cooked the vegetables according to the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 7.2.2B

Prepare Frozen Vegetables

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.18 Prepare a fresh and frozen vegetable product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time. 								
TASK	COMMENTS								
	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date
1. The performer cooked the vegetables according to package directions.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go

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PERFORMANCE EVALUATION 7.3.1

Prepare a Clear/Light Soup

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.10 Prepare a clear/light soup IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date				Date				Date		
1. The performer started with a clear, flavorful stock or broth.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer cut the vegetables uniformly.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer cooked the vegetables in butter over low heat until they were about half cooked. The performer did not let them brown.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer cooked starches such as grains and pasta separately and added them to the soup later.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer added the stock, bringing it to a boil, and skimmed the mixture carefully.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer degreased the soup and seasoned it with salt and pepper.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

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PERFORMANCE EVALUATION 7.3.2

Prepare a Heavy/Thick Soup

Location FS "A" School TRACEN Petaluma	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.11 Prepare a heavy/thick soup IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
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TASK	COMMENTS										
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N
1. The performer sweated the vegetable ingredients (except tomatoes) in butter without letting them color.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
2. The performer added flour, stirred well to make a roux and cooked the roux for a few minutes without letting it start to brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. The performer added white stock, beating with a whip as he/she slowly poured it in.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4. The performer added any vegetables, other solid ingredients, or flavorings that were not sautéed earlier.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5. The performer simmered the mixture until all ingredients were tender.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6. The performer skimmed any fat that rose to the surface.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
7. The performer pureed and/or strained the mixture.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Location FS "A" School TRACEN Petaluma	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
8. The performer added hot white stock or milk to the thin soup until it was the proper consistency.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer adjusted seasonings as necessary.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. At service time, the performer finished with heavy cream or liaison.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 7.3.3

Prepare Rice (Oven Method)

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.19 Prepare at least one rice product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	/ /	/ /	Y	N	/ /	/ /	Y	N	/ /	/ /
	Date		Date		Date		Date		Date		Date	
1. The performer washed the rice in cold water until the water was clear.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer combined all ingredients in a shallow steamer pan.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer covered the steamer pan with foil or a tight lid.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed the steamer pan in a 375 °F oven.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer cooked the rice for the appropriate time. <ul style="list-style-type: none"> Long- and medium-grain rice for 60 minutes Parboiled rice for 60-90 minutes Brown rice for 1 hour 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer tested the rice for doneness, and cooked 5–10 minutes more where necessary.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)	
7. The performer fluffed the rice with a fork or slotted spoon to let the steam escape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.4.1A

Prepare a White Sauce

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
 4.A.08 Prepare the following sauces IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Brown sauce
- White sauce
- Tomato sauce

Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /		
		Date		Y	N	Date		Y	N	Date		
1. The performer prepared a roux by: <ul style="list-style-type: none"> • Melting fat • Adding the same proportion of flour as fat • Stirring until the fat and flour were thoroughly mixed. • S/he then cooked the roux on moderate heat for a few minutes, stopping as soon as the roux had a frothy, chalky, slightly gritty appearance, and before it began to color. 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer incorporated the roux into white stock.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. Using another saucepan, the performer scalded the milk.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)	
4. The performer gradually added the hot stock to the roux, beating constantly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The performer brought the mixture to a boil, stirring constantly, and then reduced the heat to a simmer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The performer stuck a bay leaf to an onion with a clove and added it to the sauce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The performer let the mixture simmer for at least one minute or, if possible, for 30 minutes or more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The performer stirred the mixture occasionally while it cooked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The performer adjusted the consistency of the mixture with more hot milk, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The performer seasoned the mixture very lightly with salt and pepper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The performer flavored the sauce with cheese and dry mustard, and Worcestershire sauce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The performer covered the sauce to prevent skin formation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The performer kept the sauce warm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.4.1B

Prepare a Tomato/Red Sauce

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
EPQ 4.A.08 Prepare the following sauces IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <ul style="list-style-type: none"> • Brown sauce • White sauce • Tomato sauce 									
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<u>Safety:</u> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 								
TASK	COMMENTS								
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date
1. The performer sautéed the garlic, onions, peppers, and mushrooms in olive oil for 10 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. With the exception of the oil and basil listed at the end of the recipe, the performer added the remaining ingredients and simmered the sauce for 1½ to 2 hours.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer added the remaining oil and basil and stirred.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 7.4.2

Prepare a Cooked Salad

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.17 Prepare at least one cooked salad IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	/ /	/ /	Y	N	/ /	/ /	Y	N	/ /	/ /
	Date		Date		Date		Date		Date		Date	
1. The performer determined how to handle the cooked ingredients and acted accordingly: <ul style="list-style-type: none"> If the ingredients were already cooked, s/he checked that they were cool before mixing. If the ingredients were leftovers, s/he checked that they had been handled according to the rules of good sanitation and food handling. S/he continued to handle them according to these rules. If the ingredients were not yet cooked, s/he cooked them and cooled them before mixing them with other ingredients. 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer cut the ingredients into bite-size pieces.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer mixed the ingredients.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
4. The performer kept the salad mixture chilled.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer chose attractive, colorful garnishes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			

PERFORMANCE EVALUATION 7.4.3

Prepare a Pasta Product

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)						
EPQ 4.A.20 Prepare at least one pasta product IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7.									
Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 			Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time. 						
TASK	COMMENTS								
	Y	N	1 st Attempt _____/_____/_____ Date	Y	N	2 nd Attempt _____/_____/_____ Date	Y	N	3 rd Attempt _____/_____/_____ Date
1. The performer brought salted water to a boil, using at least four quarts of salted water per pound of pasta and 1-1/2 tablespoons of salt per 4 quarts of water	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. Once the water was boiling rapidly, the performer placed the pasta in the water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. As the pasta softened, the performer stirred it gently to keep it from sticking together and to the bottom of the pot.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer let the water continue to boil and stirred it a few times.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. As soon as the pasta is cooked <i>al dente</i> , the performer drained the pasta in a colander and rinsed it with cold running water—enough to stop the cooking but not enough to cool the pasta.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
6. The performer transferred the pasta to a steam table pan and tossed it with oil to prevent sticking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 7.5.1A

Prepare Baked Potatoes

Location _____ _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ

4.A.21 Prepare potato products utilizing the following cooking methods IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Baked
- Boiled/Simmered
- Dry heat using fat/frying

<p>Criteria Accuracy:</p> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<p>Safety:</p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer scrubbed the potatoes well and pierced the ends with a fork or skewer to let steam escape.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer rubbed the skins lightly with oil in order to crisp them, or left them dry to keep them tender.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer preheated the oven to 400 °F.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer placed the potatoes on sheet pans or on sheet pan racks and placed them in the oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
5. The performer baked the potatoes until done (about 1 hour), testing for doneness by checking their temperature. The performer considered the potatoes done when their internal temperature reached 208 °F to 211 °F. At this point they felt consistently soft all around with no hard spots and could be pierced easily with a fork.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer removed the potatoes from the oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 7.5.1B

Prepare Boiled Potatoes

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ

4.A.21 Prepare potato products utilizing the following cooking methods IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Baked
- Boiled/Simmered
- Dry heat using fat/frying

Criteria Accuracy: <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/	/	/	/	/	/	/	/		
		Date				Date				Date		
1. The performer peeled and eyed the potatoes.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer cut potatoes into uniform portions.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer trimmed the pieces to shape.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer placed the pieces in a pot and covered them with salted water.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer brought the water to a boil, then lowered the heat, and simmered the pieces until they were tender.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ (Enter your name)		Reviewed by: _____ (Obtain Supervisor's signature)			
6. The performer drained the potatoes and let them steam dry in the colander for 1 minute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The performer placed the potatoes in a hotel pan, and covered them with a clean, damp towel to hold for service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 7.5.1C

Prepare a Fat Fried Potato Product

Location _____ _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ

4.A.21 Prepare potato products utilizing the following cooking methods IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Baked
- Boiled/Simmered
- Dry heat using fat/frying

<p>Criteria Accuracy:</p> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<p>Safety:</p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
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TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	Date	Y	N	Date	Y	N	Date	
1. The performer fried the potatoes, in small quantities, in fat heated to 350–375 °F until brown and crisp	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer drained the potatoes well.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go					

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PERFORMANCE EVALUATION 7.5.2

Prepare a Brown Sauce

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.08 Prepare the following sauces IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Brown sauce
- White sauce
- Tomato sauce

<p>Criteria Accuracy:</p> <ul style="list-style-type: none"> • Product prepared properly 100% of the time, following the recipe guideline. 	<p>Safety:</p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time.
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TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	_____/_____/_____ Date	Y	N	_____/_____/_____ Date	Y	N	_____/_____/_____ Date	
1. The performer melted butter in a sauté pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. When butter was hot, the performer sautéed the onions and garlic until they softened.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer added flour and stirred to make the roux.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer cooked the mixture for 15 to 20 minutes, stirring repeatedly until the roux was lightly browned.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer added beef stock to the roux, stirring continuously until it became slightly thickened and smooth.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
6. The performer added seasonings to the roux to taste and continued to cook it until it thickened.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go					

PERFORMANCE EVALUATION 8.3.1A

Prepare Bar Cookies

Location _____ _____	Completed by: _____ <small>(Enter your name)</small>	Reviewed by: _____ <small>(Obtain Supervisor's signature)</small>
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EPQ
4.A.24 Prepare at least three of the following types of cookies from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Bars
- Ice Box/Refrigerated
- Rolled
- Dropped
- Sheet

<p>Criteria <u>Accuracy:</u></p> <ul style="list-style-type: none"> • Select proper equipment 100% of the time. • Follow recipes guidelines • Use the proper temperature 	<p><u>Safety:</u></p> <ul style="list-style-type: none"> • Proper equipment selected 100% of the time • Remove loose clothing when working around mixers • Exercise caution when working with hot pans
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TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer has preheated the oven to the temperature indicated in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer measured the bar cookie dough into three equal portions (or four equal portions for smaller cookies).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer shaped the portions of dough into cylinders the length of the sheet pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	COMMENTS										
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date		
4. The performer placed and spaced apart three cylinders length-wise on each sheet pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
5. The performer flattened the dough into strips approximately 3 to 4 inches wide and 1/4 to 1/2 inch thick.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer brushed the strips with egg wash. (This step is performed if required.)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. The performer baked the dough strips as directed in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer removed the cookies from the oven after the time required by the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
9. The performer cut each flattened strip into bars approximately 1 3/4 inches wide while the flattened bars were still warm.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
10. The performer allowed the bars to cool on a cooling rack.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 8.3.1B

Prepare Ice Box/Refrigerated Cookies

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.24 Prepare at least three of the following types of cookies from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Bars
- Ice Box/Refrigerated
- Rolled
- Dropped
- Sheet

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Select proper equipment 100% of the time Follow recipes guidelines Use the proper temperature 	<u>Safety:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time Remove loose clothing when working around mixers Exercise caution when working with hot pans
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	/	/	/	/	/	/	/	/	/	/
		Date				Date				Date		
1. The performer divided the icebox/refrigerated cookie dough into 4 portions of uniform size.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer formed the dough into cylinders from 1 to 2 inches in diameter (depending upon the cookie size desired).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer wrapped the cylinders in parchment or waxed paper and placed them on sheet pans.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	COMMENTS										
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date		
4. The performer refrigerated the wrapped cylinders at least one hour or overnight.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
5. The performer unwrapped the dough cylinders.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer cut the dough cylinders into slices of uniform thickness ($\frac{1}{4}$ to $\frac{1}{2}$ inch). Sliced the dough by hand with a knife.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. The performer placed the slices on a prepared baking sheet, allowing for 2 inches between slices (usually in 4 rows with six cookies in each row).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer baked as directed in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
9. The performer removed the cookies from the oven after the time required by the recipe, or after the cookie edges became a light brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
10. The performer placed the sheet pan on a cooling rack.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

PERFORMANCE EVALUATION 8.3.1C

Prepare Rolled Cookies

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ <small>(Enter your name) (Obtain Supervisor's signature)</small>								
EPQ 4.A.24 Prepare at least three of the following types of cookies from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7: <input type="checkbox"/> Bars <input type="checkbox"/> Ice Box/Refrigerated <input type="checkbox"/> Rolled <input type="checkbox"/> Dropped <input type="checkbox"/> Sheet									
Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Select proper equipment 100% of the time Follow recipes guidelines Use the proper temperature 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time Remove loose clothing when working around mixers Exercise caution when working with hot pans 								
TASK	COMMENTS								
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date
1. The performer shaped the dough, and chilled it thoroughly.	□	□		□	□		□	□	
2. The performer floured a workbench or canvas.	□	□		□	□		□	□	
3. The performer rolled the dough to 1/4-inch thickness on the floured canvas or workbench.	□	□		□	□		□	□	
continued next page									

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	COMMENTS										
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date		
4. The performer cut out the cookies evenly using a cookie cutter.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
5. The performer placed and spaced the cut out cookies on a prepared sheet pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer baked as directed in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. The performer removed the cookies from the oven after the time required by the recipe has elapsed, or after the cookie edges become a light brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer placed the sheet pan on a cooling rack, allowing the cookies to continue cooking on the sheet pan while cooling.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 8.3.1D

Prepare Dropped Cookies

Location <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.24 Prepare at least three of the following types of cookies from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Bars
- Ice Box/Refrigerated
- Rolled
- Dropped
- Sheet

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Select proper equipment 100% of the time. Follow recipes guidelines Use the proper temperature 	<u>Safety:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Remove loose clothing when working around mixers Exercise caution when working with hot pans
---	--

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer determined the size of the scoop he used by the size of the dropped cookie to be made.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer placed the cookies on a prepared sheet pan using the proper scoop.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
TASK	COMMENTS									
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date	
3. The performer dipped a weight (glass, mallet, or fork) in sugar and flattened the cookies. (This step is required if the cookies need to be flattened.)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
4. The performer baked the cookies as directed in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer removed the cookies from the oven after the time required in the recipe, or after the cookie edges turned a darker brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer placed the sheet pan on a cooling rack, allowing the cookies to continue cooking on the sheet pan while cooling.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 8.3.1E

Prepare Sheet Cookies

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.24 Prepare at least three of the following types of cookies from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- Bars
- Ice Box/Refrigerated
- Rolled
- Dropped
- Sheet

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Select proper equipment 100% of the time. Follow recipes guidelines Use the proper temperature 	<u>Safety:</u> <ul style="list-style-type: none"> Proper equipment selected 100% of the time. Remove loose clothing when working around mixers Exercise caution when working with hot pans
---	--

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer prepared a sheet pan with parchment paper or non-stick oil spray.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer spread the cookie mixture into the prepared sheet pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer leveled or even the cookie mixture within the sheet pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	COMMENTS										
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date		
4. The performer brushed the cookie mixture with an egg wash. (This step is performed if required.)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
5. The performer added the topping to the mixture. (This step is performed if required.)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
6. The performer baked as directed in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
7. The performer removed the cookies from the oven after the time required by the recipe has elapsed, or after the cookie edges become a darker brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
8. The performer placed the sheet pan on a cooling rack, allowing the cookies to continue cooking on the sheet pan while cooling.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 8.4.1A

Prepare a Frosted Sheet Cake (Baking the Cake)

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.23 Prepare a frosted sheet cake IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.
 SupGuide: Member will be required to bake a sheet cake, prepare from raw ingredients a buttercream frosting/icing, and frost the cake.

Criteria
Accuracy:

- Product prepared properly 100% of the time, following the recipe guideline.

Safety:

- Proper equipment selected 100% of the time.

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer checked to make sure the oven racks were level and in the proper position for baking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer preheated the oven to the temperature specified in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer greased and lined the baking pan with paper to ensure easy removal.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

continued next page

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
TASK	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date	
4. The performer weighed or measured all ingredients according to the values specified in the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
5. The performer combined the ingredients according to the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer mixed the ingredients to make the batter according to the recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer poured the batter into the prepared sheet pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
8. The performer spread the batter evenly in the sheet pan using a spatula.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
9. The performer immediately placed the baking pan into the preheated oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
10. The performer spaced the sheet pans evenly in the oven to allow heat to circulate around each pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
11. The performer determined the doneness of the cake. <ul style="list-style-type: none"> • When the cake was lightly brown and pulled away from the sides of the sheet pan, and a toothpick inserted at the center of the cake came out clean, the performer considered the cake done and moved on to step 12. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
continued next page										

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
TASK	Y	N	1 st Attempt		Y	N	2 nd Attempt		Y	N	3 rd Attempt	
			____/____/____ Date				____/____/____ Date				____/____/____ Date	
12. The performer removed the sheet pan from the oven.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
13. The performer placed the sheet pan on a rack away from drafts to cool.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
14. The performer allowed the cake to cool for 15 minutes (the cake should still be slightly warm) before removing it from the sheet pan.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
15. The performer immediately removed any paper liners.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
16. The performer turned the cake right side up to cool.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go					<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		

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PERFORMANCE EVALUATION 8.4.1B

Prepare a Frosted Sheet Cake (Preparing the Frosting)

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.23 Prepare a frosted sheet cake IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.
 SupGuide: Member will be required to bake a sheet cake, prepare from raw ingredients a buttercream frosting/icing, and frost the cake.

Criteria Accuracy: <ul style="list-style-type: none"> Product prepared properly 100% of the time, following the recipe guideline. 	Safety: <ul style="list-style-type: none"> Proper equipment selected 100% of the time.
---	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt							
	Y	N	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
		Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
1. The performer creamed together the butter, shortening, and sugar until well blended, using the paddle attachment.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer added powdered sugar about 4 cups at time while mixing on low speed. The sugar was incorporated after each addition.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer added milk and vanilla	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer mixed on low speed for 3 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)											
TASK	Y	N	1 st Attempt		Y	N	2 nd Attempt		Y	N	3 rd Attempt	
			____/____/____ Date				____/____/____ Date				____/____/____ Date	
5. The performer scraped down the bowl.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer mixed for 1 minute on medium speed and adjusted the consistency with the remaining lemon juice.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer mixed on medium for 2 minutes.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
8. If food coloring was required in the frosting, the performer mixed the food coloring with a small amount of the frosting, and then added the colored small amount to the larger amount until the desired color was obtained.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go	

PERFORMANCE EVALUATION 8.4.1C

Prepare a Frosted Sheet Cake (Frosting the Cake)

Location _____ _____	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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EPQ
4.A.23 Prepare a frosted sheet cake IAW "Professional Cooking" by Wayne Gisslen, Armed Forces Recipe Service (AFRS), NAVSUP Publication 7 and product instructions.
 SupGuide: Member will be required to bake a sheet cake, prepare from raw ingredients a buttercream frosting/icing, and frost the cake.

Criteria
Accuracy:

- Product prepared properly 100% of the time, following the recipe guideline.

Safety:

- Proper equipment selected 100% of the time.

TASK	COMMENTS									
	1st Attempt		2nd Attempt		3rd Attempt					
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	
1. The performer removed any loose crumbs from the cake before frosting the cake.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2. The performer trimmed the cake with a sharp knife, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3. The performer frosted the cake by putting frosting on the top of the sheet cake, starting at the center of the sheet cake, and working outward.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go					

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PERFORMANCE EVALUATION 8.5.1A

Prepare One-Crust Pie (Unbaked)

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.22 Prepare the following from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- One-crust pie
- Two-crust pie

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Select proper equipment 100% of the time. Follow recipes guidelines Use the proper temperature 	<u>Safety:</u> <ul style="list-style-type: none"> Remove loose clothing when working around mixers Exercise caution when working with hot pans
--	--

TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer sifted flour in a mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer cut or rubbed shortening into flour until incorporated in walnut sized pieces.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer dissolved salt in 32 °F water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer added water and salt mixture to flour and shortening mixture.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

continued next page

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
TASK	COMMENTS									
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date	
5. The performer combined dough mixture and water until dough is just formed.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
6. The performer scaled dough according to the recipe equaling the number of pie crusts to be made.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
7. The performer flattened dough portions into small patties (about 1/2" to 3/4" thick) and wrapped each patty with plastic wrap.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
8. The performer placed flattened and wrapped dough patties in refrigerator to chill for at least one hour.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
9. The performer removed one pie dough at a time from the refrigerator once the pie dough was chilled.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
10. The performer unwrapped and place dough patty on lightly floured board.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
11. Using a floured rolling pin, the performer rolled the patty lightly with quick strokes from the center out to the edge in all directions.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
12. The performer shifted or turned dough frequently to prevent sticking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
13. If the edges split while rolling out the dough, the performer pinched the cracks together.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
continued next page										

Location <hr/> <hr/>	Completed by: _____ (Enter your name)	Reviewed by: _____ (Obtain Supervisor's signature)
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TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	/	/	/	/	/	/	/	/
		Date			Date			Date		
14. The performer formed a circular pie crust 1/8" thick and one inch larger than the outer edge of an upside down pie pan.	<input type="checkbox"/>	<input type="checkbox"/>								
15. The performer folded the rolled dough into quarters (triangular in shape).	<input type="checkbox"/>	<input type="checkbox"/>								
16. The performer placed the folded dough in ungreased pie pan with corner of triangle at center.	<input type="checkbox"/>	<input type="checkbox"/>								
17. The performer carefully unfolded the dough and fit it into the pie pan, being careful not to leave any air spaces between the pie pan and the dough.	<input type="checkbox"/>	<input type="checkbox"/>								
18. The performer trimmed the ragged edge of the dough with the edge of the pie pan using a knife or dough cutter.	<input type="checkbox"/>	<input type="checkbox"/>								
19. The performer fluted the edge of the dough with a fork.	<input type="checkbox"/>	<input type="checkbox"/>								
20. The performer docked the dough on the bottom and sides to prevent puffing during baking.	<input type="checkbox"/>	<input type="checkbox"/>								
21. The performer preheated a conventional oven to 400 °F (or a convection oven to 350 °F).	<input type="checkbox"/>	<input type="checkbox"/>								
22. The performer heavily sprayed empty pie tin with pan spray.	<input type="checkbox"/>	<input type="checkbox"/>								

continued next page

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	COMMENTS										
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date		
23. The performer placed empty pie tin on top of the pie crust.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
24. The performer placed pie crust in the oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
25. The performer removed single pie crust after 8–10 minutes or when crust was golden brown.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
26. The performer allowed single pie crust to cool.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
27. The performer followed directions of pie filling recipe to make pie filling.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
28. The performer added pie filling to the cooked pie crust.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
29. The performer placed single crust pie in cooler to later add topping (meringue, whipped cream, etc.).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
30. The performer added pie topping to single crust pie once pie has cooled.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
31. The performer properly held and store single crust pie for later serving.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go		

PERFORMANCE EVALUATION 8.5.1B

Prepare Two-Crust Pie (Baked)

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.22 Prepare the following from raw ingredients IAW "Professional Cooking" by Wayne Gisslen and Armed Forces Recipe Service (AFRS), NAVSUP Publication 7:

- One-crust pie
- Two-crust pie

- | | |
|--|---|
| Criteria
<u>Accuracy:</u> <ul style="list-style-type: none"> • Select proper equipment 100% of the time • Follow recipes guidelines • Use the proper temperature | <u>Safety:</u> <ul style="list-style-type: none"> • Remove loose clothing when working around mixers • Exercise caution when working with hot pans |
|--|---|

TASK	COMMENTS											
	1 st Attempt		2 nd Attempt		3 rd Attempt		1 st Attempt		2 nd Attempt		3 rd Attempt	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. The performer preheated the convection oven according to temperature listed in the two-crust pie recipe.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date
2. The performer sifted flour in a mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date
3. The performer cut or rubbed shortening into the flour until incorporated into walnut sized pieces.	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date	<input type="checkbox"/>	<input type="checkbox"/>	____/____/____ Date

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Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
TASK	COMMENTS								
	Y	N	1st Attempt _____/_____/_____ Date	Y	N	2nd Attempt _____/_____/_____ Date	Y	N	3rd Attempt _____/_____/_____ Date
4. The performer dissolved salt in 32 °F water.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5. The performer added water and salt mixture to flour and shortening mixture.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer combined flour and shortening mixture and water until dough is just formed.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer scaled dough according to the recipe equaling the number of piecrusts to be made.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer flattened dough portions into small patties (about 1/2" to 3/4" thick) and wrapped each patty with plastic wrap.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer placed flattened and wrapped dough patties in refrigerator to chill for at least 1 hour.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer removed one pie dough patty at a time from refrigerator once pie dough had been chilled.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
continued next page									

Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	COMMENTS										
	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date		
11. The performer unwrapped the patty and placed it on a lightly floured board.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
12. The performer rolled the pie dough patty lightly using a floured rolling pin. S/he used quick strokes from the center out to the edges in all directions.											
13. The performer shifted or turned the dough frequently to prevent sticking.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
14. If the edges split while rolling out dough, the performer pinched the cracks together	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
15. The performer formed a circular piecrust 1/8 inch thick and one inch larger than the outer edge of the pie pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
16. The performer folded the rolled dough in quarters.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
17. The performer repeated steps 10 through 15 to create a second piecrust.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
18. The performer placed the first folded dough piecrust in an ungreased pie pan with the point of the triangle at the center.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
Continued next page											

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
19. The performer unfolded the dough carefully and fit it into the pie pan being careful not to leave any air spaces between pie pan and dough.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
20. The performer trimmed the ragged edge of the dough about 1/2 inch beyond the edge of the pie pan.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
21. The performer added pie filling to the piecrust.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
22. The performer placed second folded dough piecrust on top of first piecrust and pie filling.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
23. The performer rolled the first and second piecrusts together, and folded them under.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
24. The performer crimped the edge of dough with thumb and forefinger to make a high fluted edge.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
25. The performer baked the two-crust pie for 20 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
26. The performer made egg wash and sugar (if needed).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
27. The performer baked the two-crust pie until desired color is achieved.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
continued next page									

Location _____ _____	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
TASK	COMMENTS									
	Y	N	1st Attempt ____/____/____ Date	Y	N	2nd Attempt ____/____/____ Date	Y	N	3rd Attempt ____/____/____ Date	
28. The performer allowed the pie to cool until cooled to room temperature on the bottom.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
29. The performer properly held and stored the pie for serving.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go			<input type="checkbox"/> Go <input type="checkbox"/> No Go				

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PERFORMANCE EVALUATION 8.6.1A

Prepare Soft Rolls

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)
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EPQ
4.A.25 Prepare the following yeast-raised products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen:

Soft Rolls
 Sweet Roll Dough

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Select proper equipment 100% of the time Follow recipes guidelines Use the proper temperature 	Safety: <ul style="list-style-type: none"> Remove loose clothing when working around mixers Exercise caution when working with hot pans
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TASK	COMMENTS									
	1 st Attempt		2 nd Attempt		3 rd Attempt					
	Y	N	Y	N	Y	N				
1. The performer ensured that the proof box was operating and set at the correct temperature and humidity (85 °F, 85–90% humidity).	<input type="checkbox"/>									
2. The performer weighed all ingredients accurately.	<input type="checkbox"/>									
3. The performer combined all dry ingredients and 80% of the water in the mixing bowl of a vertical mixer.	<input type="checkbox"/>									
4. The performer mixed all ingredients according to the recipe guidelines using a dough arm attachment, adding part of, all of, or more than the remaining 20% of the water as necessary.	<input type="checkbox"/>									

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Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
TASK	COMMENTS								
	Y	N	1st Attempt _____ Date	Y	N	2nd Attempt _____ Date	Y	N	3rd Attempt _____ Date
5. The performer checked the dough for smoothness and elasticity.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer covered the mixing bowl with a plastic cover.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer allowed the dough to rest until it was relaxed (about 15–20 minutes).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer punched down the dough.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer removed the dough from the mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer divided the dough into equal portions using a bench scraper.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer rounded the equal portions of dough.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer loosely covered the divided portions with plastic wrap.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13. The performer allowed the dough to relax by benching the rounded portions for at least 10–15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
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Location _____ _____		Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	Y	N	1 st Attempt		Y	N	2 nd Attempt		Y	N	3 rd Attempt	
			____/____/____ Date				____/____/____ Date				____/____/____ Date	
14. The performer made up or panned the dough into one of the following forms: <ul style="list-style-type: none"> • Tied or knotted rolls • Pan rolls • Parker house rolls • Cloverleaf rolls • Butterflake rolls. 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
15. The performer placed the made-up or panned soft rolls in the proof box.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
16. The performer allowed the rolls to ferment in the proof box until they doubled in size or until the imprint of a finger stayed in the dough (usually 20–30 minutes).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
17. The performer preheated the oven to 400 °F (or if a convection oven was used, to 350 °F).	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
18. The performer placed the made-up or panned soft rolls in the oven.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
19. The performer baked the soft rolls for the amount of time required by recipe.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
20. The performer removed the baked soft rolls from the oven.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
continued next page												

Location _____ _____		Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)									
TASK	Y	N	1 st Attempt		2 nd Attempt		3 rd Attempt				
			_____/_____/_____ Date	Y N	_____/_____/_____ Date	Y N	_____/_____/_____ Date	Y N			
21. If the rolls were to have soft crusts, the performer brushed the rolls with melted shortening before cooling.											
22. The performer left the rolls on the sheet pan to cool.	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
23. The performer determined the proper storage method for the soft rolls: <ul style="list-style-type: none"> If the rolls were to be served within eight hours, s/he left the rolls on the cooling racks. If the rolls were to be held for more than eight hours, s/he wrapped the cooled rolls in moisture proof bags. 	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go		<input type="checkbox"/> Go <input type="checkbox"/> No Go				

PERFORMANCE EVALUATION 8.6.1B

Prepare Sweet Rolls

Location <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	Completed by: _____ Reviewed by: _____ <div style="display: flex; justify-content: space-between; font-size: small;"> (Enter your name) (Obtain Supervisor's signature) </div>
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EPQ
4.A.25 Prepare the following yeast-raised products from raw ingredients IAW "Professional Cooking" by Wayne Gisslen:

- Soft Rolls
- Sweet Roll Dough

Criteria <u>Accuracy:</u> <ul style="list-style-type: none"> Select proper equipment 100% of the time Follow recipes guidelines Use the proper temperature 	Safety: <ul style="list-style-type: none"> Remove loose clothing when working around mixers Exercise caution when working with hot pans
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TASK	COMMENTS											
	1st Attempt		2nd Attempt		3rd Attempt		1st Attempt		2nd Attempt		3rd Attempt	
	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date	Y	N	____/____/____ Date
1. The performer ensured that the proof box was operating and set at the correct temperature and humidity (85 °F, 85–90% humidity).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2. The performer weighed all ingredients accurately.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3. The performer combined all dry ingredients and 80% of the water in the mixing bowl of a vertical mixer.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4. The performer mixed all ingredients according to the recipe guidelines using a dough arm attachment, adding part of, all of, or more than the remaining 20% of the water as necessary.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

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Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)								
TASK	COMMENTS								
	Y	N	1st Attempt _____ Date	Y	N	2nd Attempt _____ Date	Y	N	3rd Attempt _____ Date
5. The performer checked the dough for smoothness and elasticity.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6. The performer covered the mixing bowl with a plastic cover.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7. The performer allowed the dough to rise in volume according to the baking, rolling, and filling methods.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8. The performer punched down the dough.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9. The performer removed the dough from the mixing bowl.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10. The performer divided the dough into equal portions using a bench scraper.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
11. The performer rounded the equal portions of dough.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
12. The performer loosely covered the divided portions with plastic wrap.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
13. The performer allowed the dough to relax by benching the rounded portions for at least 10–15 minutes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
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Location <hr/> <hr/>	Completed by: _____ Reviewed by: _____ (Enter your name) (Obtain Supervisor's signature)										
TASK	Y	N	1 st Attempt ____/____/____ Date	Y	N	2 nd Attempt ____/____/____ Date	Y	N	3 rd Attempt ____/____/____ Date		
14. The performer shaped the dough into the desired sweet dough shapes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
15. The performer placed the shaped dough in the proof box.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
16. The performer allowed the rolls to ferment in the proof box until they doubled in size or until the imprint of a finger stayed in the dough (usually 20–30 minutes).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
17. The performer preheated the oven to 400 °F (or if a convection oven was used, to 350 °F).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
18. The performer placed the rolls in the oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
19. The performer baked the rolls for the amount of time required by recipe.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
20. The performer removed the baked rolls from the oven.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
21. The performer let the rolls cool for five minutes; s/he did not let them cool completely.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
22. The performer placed the desired topping/glaze on the warm rolls.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
			<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go				<input type="checkbox"/> Go <input type="checkbox"/> No Go

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