



# **Introduction to Culinary Arts (Proc 17)**

**PRE-TEST/POST-TEST TEKS BLUEPRINT**

*\* This course will be retiring Summer 2025 due to the creation of new content or updated TEKS.*

# Pre-Test/Post-Test Development Overview

## TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

## Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

## Introduction to Culinary Arts (Proc 17) Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(C) calculate numerical concepts such as weights, measurements, and percentages	Food Math & Measurements
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	(D) identify how scientific principles are used in the food service industry	Scientific Principles: Chemical Properties
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	(B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies	Marketing & the Food Industry
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(A) use information technology tools and applications to perform workplace responsibilities	Technology & Restaurants
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	(B) demonstrate knowledge and use of point-of-sale systems	Technology & Restaurants
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(A) explain the different types and functions of kitchen, front-of the-house, and support roles	Careers in the Culinary Industry
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(B) investigate quality-control standards and practices	Food Quality & Palatability Factors
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service	Structure of the Food Service Industry
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(D) illustrate various place settings using proper placement of dining utensils	Eating with Emily Post
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	(E) demonstrate the proper service techniques in food service operations	Eating with Emily Post
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(A) assess workplace conditions with regard to safety and health	Food Industry Safety
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(B) analyze potential effects caused by common chemicals and hazardous materials	Sanitation & Safety in Food Production
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(D) apply safety and sanitation standards common to the workplace	Food Industry Safety
(7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:	(E) research sources of food borne illness and determine ways to prevent them	It's Alive: Foodborne Illnesses
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(A) define job-specific technical vocabulary	Introduction to Culinary Techniques & Methods

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(B) analyze customer comments to formulate improvements in services and products and training of staff	Customer Service in the Hospitality & Tourism Industry
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(C) detail ways to achieve high rates of customer satisfaction	Customer Service in the Hospitality & Tourism Industry
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(D) use different types of payment options to facilitate customer payments for services	Customer Service in the Hospitality & Tourism Industry
(13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:	(E) demonstrate technical skills used in producing quality food service	Introduction to Culinary Techniques & Methods
(14) The student understands factors that affect the food service industry. The student is expected to:	(A) outline the history and growth of the food service industry	Structure of the Food Service Industry
(14) The student understands factors that affect the food service industry. The student is expected to:	(B) identify an entrepreneur who has made significant contributions to the food service industry	Structure of the Food Service Industry
(14) The student understands factors that affect the food service industry. The student is expected to:	(C) explain cultural globalization and its influence on food	Global Cuisine: North America Global Cuisine: Mediterranean Global Cuisine: Europe Global Cuisine: South America Global Cuisine: Asia
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(A) identify the role of mise en place	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(B) identify and use large and small equipment in the professional food service setting	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(C) identify the types of knives and proper usage in a commercial kitchen	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(D) demonstrate proper knife safety, handling, cleaning, and storage	Kitchen Equipment
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage	Fruits & Vegetables
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(F) differentiate between dry goods and identify factors such as purchasing and storage	Desserts & Baked Goods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage	Meat, Poultry & Seafood
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(H) describe the methods of cooking, including dry heat, moist heat, and combination heat	Introduction to Culinary Techniques & Methods
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	(I) differentiate between common baking methods and identify common ingredients used in baking	Desserts & Baked Goods