Kentucky Occupational Skills Standards Assessment
KOSSA Scenario Benchmark Papers
Released 2008

Kentucky Department of Education
Division of Career and Technical Education

Introduction

The Kentucky Occupational Skill Standards Scenario Assessment assesses students' content and technical understanding of their program area. This type of writing assessment asks students to demonstrate their learning and accomplishment in their skill area. This type of writing assessment is different from other forms of writing assessed in Kentucky (e.g., writing for publication [portfolio writing] and on-demand writing). Writing for the KOSSA scenarios is more comparable to open-response assessment than any other type of writing that is formally assessed in Kentucky.

Background

During 2007-2008, Kentucky career and technical education teachers representing different program areas met with CTE consultants at the Kentucky Department of Education to benchmark student samples of skill standards scenarios at each level of KOSSA performance (4, 3, 2, 1). During the benchmarking process, CTE consultants and CTE teachers reviewed different prompts from past years of KOSSA and selected student scenario responses from the chosen program area prompts to determine a "benchmark" or model example, for each of the score points possible. A benchmark identifies a model response for a score point

For example, CTE teachers reviewed all of the student samples that scored "4" during the skill standard assessment to determine the best example or examples of responses that demonstrate the expectations of the prompt for that score point. When selected, that "4" benchmark becomes the standard by which other responses are scored. Responses that demonstrate the expectations similar to the "4," should score a "4" during the skill standard assessment. Likewise, teachers may use these benchmarks during instruction to help students improve so that they may perform better during the actual assessment. The process was repeated for all four score points.

It is the hope of the Kentucky Department of Education, the Division of Career and Technical Education, and the benchmark selection committee that these samples will provide CTE teachers resources to encourage even greater student achievement in the skill standards program areas.

Purpose of this document

The benchmarks selected for each score point and for each program area are intended to answer these questions:

- How are the prompts organized (so teachers may use them as a model for their own)?
- What are the standards by which student responses are scored?
- What do the responses look like at each of the score points?

- How can teachers help students improve their responses to better communicate their understanding of the content?
- How is this type of writing important to help scaffold instruction toward other important kinds of writing? (e.g., writing for publication)

Contents of this document

For each program area represented, teachers will find:

- Rubric for each scenario
- An unannotated copy of each benchmark
- An annotated copy of each benchmark
- A rationale for the score of the benchmark
- Instructional strategies to utilize when using the benchmarks for instruction (included on the rationale page)

How to use this document

Because the prompts for the different program areas identify specific expectations for student performance (4, 3, 2, 1) benchmarks are used to exemplify the standard for each of the scoring points.

By modeling the structure and organization of the prompts and scoring criteria, teachers may develop their own from their units of study. By using the benchmarks as instructional samples, teachers may better understand the expectations of the assessment to promote learning within their classrooms. This benchmark set will show teachers sample prompts for the different program areas and sample responses to use with students.

After asking students to write to a prompt, teachers may analyze their students' responses at the different score points to measure student learning during class and to gauge where their students may perform during the actual assessment.

It is important that teachers understand that the responses generated during the Skill Standards assessment is writing to demonstrate learning and it NOT the same as writing for publication (portfolio writing). These types of writing have different purpose. However, they are connected. Teachers should recognize how this type of writing may be scaffolded to help students eventually write for publication.

KOSSA Scenario Benchmark Paper
Programs' Selection Committee

Thank you to the following Educators who made the Benchmark Paper project a reality.

Allied Health
Tammy Geary, Oldham County Career and Technical Center
Ellen Osborn, Scott County High School

Child Development
Marilyn Bailey, Barren County High School
Kimberlea Embry, Butler County High School
Melanie Franks, East Carter High School
Debbie Isaacs, Campbell County High School
April Roberts, Western Hills High School
Stacy Skaggs, Green County High School

Culinary Arts
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Sandy Johnson, Bryan Station High School
Veronica Carmical, Whitley County High School

Financial Services
Janie Proffitt, Henderson County High School
Aimee Wilson, Western Hills High School
Janie Pennington, Elizabethtown High School

Horticulture
Christi Hack- Jessamine County
Regina Fritsch- Scott County
Camille Rice- Wolfe County

Live Stock
Kenny Brammell, East Carter High School
Doug Wilson, Jackson County High School
Donna Remington, Washington County High School

Marketing
David Silver, Madison Central High School
Patty Evans, Taylor County High School
Jane Harris, Retired Teacher, Hopkins County Central High School

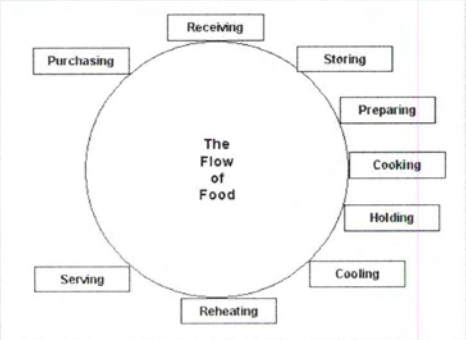
SCENARIO B

STANDARDS

OB004 Use HAACP principles and procedures to minimize the risks of food borne illness.
AC003 Understands the interaction of organisms with their environment.
EE001 Determine roles and functions of individuals engaged in food productions and services careers.
AA003 Demonstrate competence in writing and editing documents, using grammar and punctuation.

SCENARIO

As a new employee, you are required to complete a training course that clearly defines techniques for promoting food safety. Sanitation during the flow of food is an important part of this course of study.



TASK

A. Create a chart that identifies 4 common practices that can occur during the flow of food and are responsible for food borne illness. Include in the chart the stage of the flow of food at which the problem can occur and a procedure for elimination of the practice.

EVALUATION CRITERIA

You must score a 3 or 4 on the scenario to pass this portion of the assessment.

SCORING RUBRIC

4

- Correctly identified 4 practices responsible for food borne illness.
- Correctly identify stage of the flow of food for each practice.
- Most effective recommendation for eliminating each practice.
- Well organized and communicated effectively.
- Few grammatical and spelling errors but they do not distract the reader.

3

- Correctly identified 3 practices responsible for food borne illness.
- Correctly identify stage of the flow of food for each practice.
- Most effective recommendation for eliminating 3 factors.
- Well organized and communicated effectively.
- Some grammatical and spelling errors but they do not distract the reader.

2

- Correctly identified 2 practices responsible for food borne illness.
- Most effective recommendation eliminating 2 factors.
- Some organization and some parts are communicated correctly.
- Some grammatical and spelling errors that distract the reader

1

- Limited knowledge of safe food practices.
- Little correlation to stage of the flow of food process.
- Most effective procedures for elimination of food borne illness.
- Limited organization and limited communication.
- Many grammatical and spelling errors that distract the reader.

KOSSA Benchmark Sample Discussion

Program Area: Culinary & Food Service

Score Point 4

Sample 1

Score Rationale

This response scored a 4 because the student thoroughly answered all parts of the prompt and followed all of the directions within the prompt. The chart created made the student's response well organized and easy to identify the information requested for each common practice. The student demonstrated excellent use of spelling and grammar.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss common practices that can occur during the flow of food, food borne illnesses and procedures for eliminating practice.
- Show students how effective responses may be organized (use of numbers and a chart). Teachers may contrast this organization of the response with a response that is organized differently but equally effectively.
- Point out areas where student fully supports and identifies each practice, stage, cause of food borne illness and ways to eliminate the practice.
- Discuss with students the differences between "correctly and most effectively" identification of all parts each question asked (score point 4) and "correctly and effectively" identification of most parts each question asked (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _

ASSESSMENT NAME 3002 B Culinary Arts

Promoting Food Safety

Practices	Why practice is responsible for food borne illness	Stage	Procedure to eliminate the practice
(1.) receiving non-quality products	spoiled food will invite bacteria & can harm you.	receiving	take an extra minute or two to completely check all products to make sure that all are quality items.
(2) storing thawed meat on/by raw vegetables	blood/juices from meat will ruin the vegetables, & will be harmful if used	Storing	organizing storage space and labeling seperate areas for each item will eliminate confusion as to where things should be stored.
(3) Cross contamination	using the same equipment for raw meats and other foods	Preparing	Color code the equipment with labels signifing which set tools should be used with meat/other. Example: pink code is for salads, blue code is for meats.
(4) under-cooking	undercooking food will lead to E. coli or salmanella poisening	cooking	Have Chefs learn the proper temperatures to cook foods. Then check them. This will insure properly cooked food each time. Example: Pork is fully cooked at 170°F.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

102661

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _

ASSESSMENT NAME 3002 B Culinary Arts

Created a chart identified w/common practice.

Promoting Food Safety

Practices	Why practice is responsible for food borne illness	Stage	Procedure to eliminate the practice
*1. receiving non-quality products	spoiled food will invite bacteria & can harm you.	receiving	take an extra minute or two to completely check all products to make sure that all are quality items.
*2. storing thawed meat on/by raw vegetables	blood/juices from meat will ruin the vegetables, & will be harmful if used	Storing	organizing storage space and labeling seperate areas for each item will eliminate confusion as to where things should be stored.
*3. Cross contamination	using the same equipment for raw meats and other foods	Preparing	Color code the equipment with labels signifing which set tools should be used with meat/other. Example: pink code is for salads, blue code is for meats.
*4. under-cooking	undercooking food will lead to E. coli or salmanella poisening	cooking	Have Chefs learn the proper temperatures to cook foods. Then check them. This will insure properly cooked food each time. Example: Pork is fully cooked at 170°F.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

4.3.2.1 Responce Samples *use as bench mark papers

Well organized
Followed Directions completley
Great Spelling & Grammar
Answered all parts of promt task

102661

KOSSA Benchmark Sample Discussion

Program Area: Culinary & Food Service

Score Point 3

Sample 1

Score Rationale

This response scored a 3 because the answers provided were rather brief and difficult to read. Even though the student provided the correct information, created a chart, and organized their answer well, the descriptions and information provided were brief. The student demonstrates an overall control of spelling and grammar but the overall answer is difficult to read.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss common practices that can occur during the flow of food, food borne illnesses and procedures for eliminating practice.
- Show students how effective responses may be organized (use of numbers and a chart). Teachers may contrast this organization of the response with a response that is organized differently but equally effectively.
- Point out areas where student supports and identifies each practice, stage, cause of food borne illness and ways to eliminate the practice while explaining how the answers could have been more detailed and thorough.
- Explain to students the importance in providing neat and legible answers.
- Discuss with students the differences between "correctly and effectively" identification of most parts each question asked (score point 3) and "correctly and most effectively" identification of all parts each question asked (score point 4) by comparing samples.

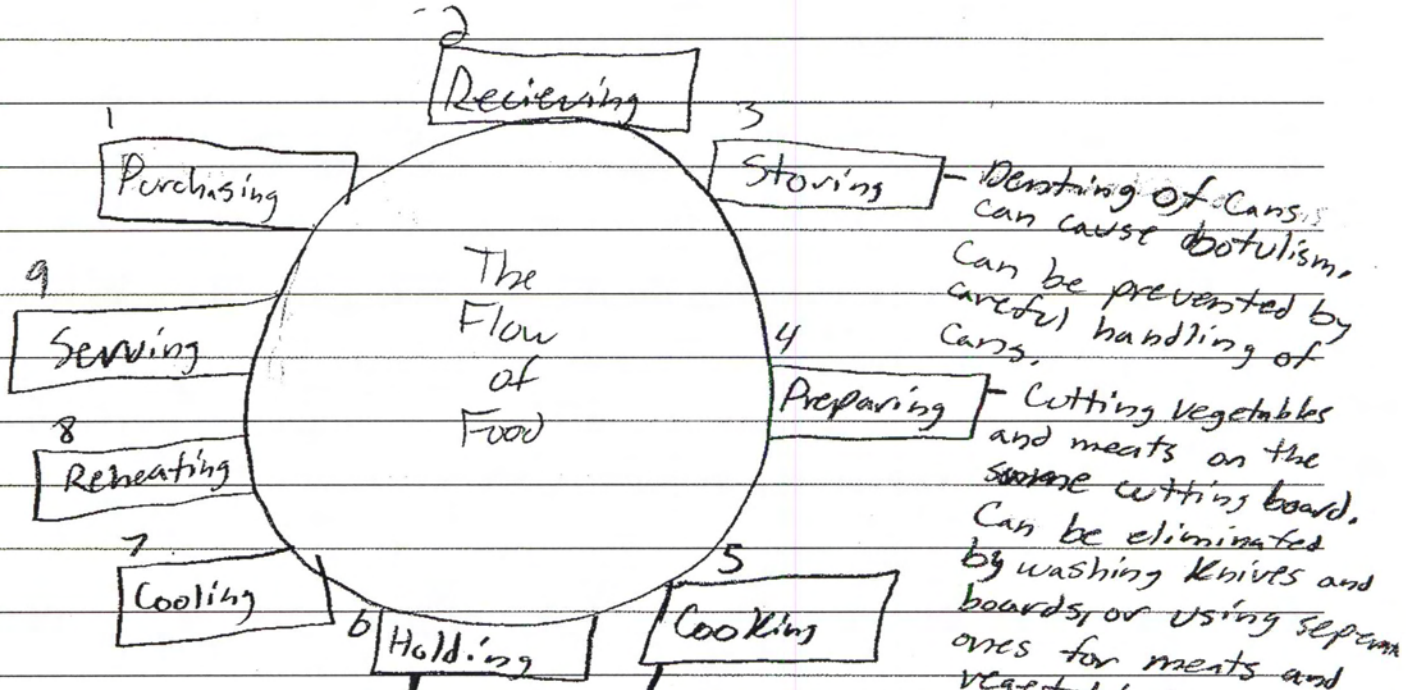
3

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

3

STATE STUDENT ID# _____

ASSESSMENT NAME Culinary and Food Service Assessment Scenario B

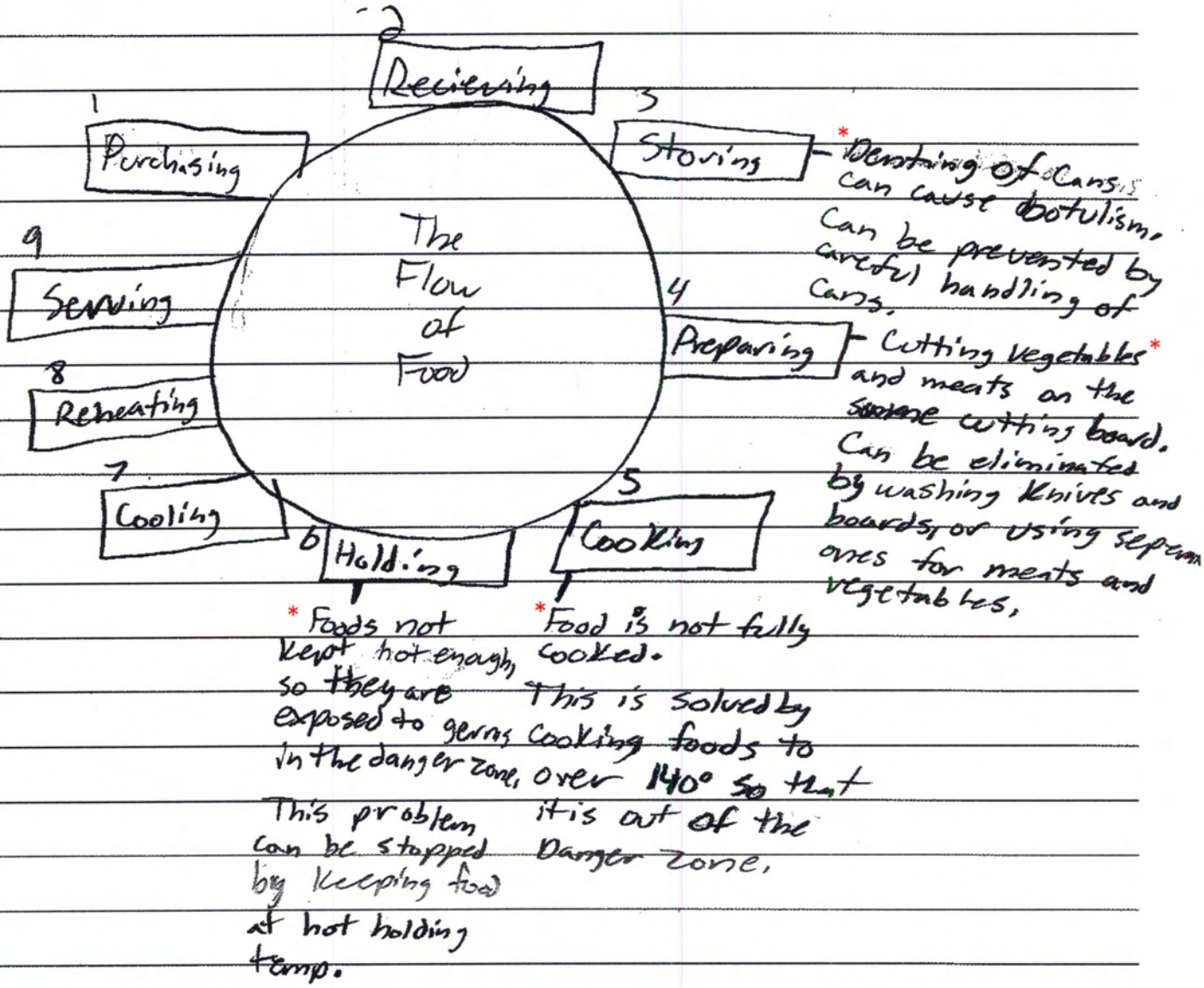


KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Culinary and Food Service Assessment Scenario B

Formed Chart w/correct information
Information Brief and Difficult to read.



Has Correct info, but Some info is brief. Could be explained better.

KOSSA Benchmark Sample Discussion

Program Area: Culinary & Food Service
Score Point 2
Sample 1

Score Rationale

This response scored a 2 because their organization process is very difficult to follow. Although the student made an attempt to organize the information, used a chart and correctly identified most practices, the answer as a whole is not well organized. This distracts the reader making is very hard to comprehend what the student was trying to convey. Some of the procedures for eliminating the practices were incorrect. The student did show good control of spelling and grammar.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss common practices that can occur during the flow of food, food borne illnesses and procedures for eliminating practice.
- Discuss how to effectively use a chart to organize your answers for easier reading.
- Point out the differences in providing thorough description and providing limited descriptions.
- Discuss with students the differences between "some" organization and explanation (score point 2) and "well" organization and "correct and most effective" explanation (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Culinary Senario B

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____ • Not labeled properly as solution or practice ;limited information

ASSESSMENT NAME Culinary Senario B

Flow of Food

(Keep good Hygiene to reduce cross contamination)

Purchasing

Recieving (rotate new and old goods)

Storing (Store at constant tempreature) Very Brief needs to tell what temp?

Preparing (Maintain good hygie and maintain holdinc and cooking tempreat

Cooking (cook at recommen tempreature)

Holding (Make sure food is covered and kept away from bacteria)

Serving (Make sure you use proper etiquate when serving and be nice)

*Limited information; does not label if info is practice or solution.

KOSSA Benchmark Sample Discussion

Program Area: Culinary & Food Service
Score Point 2
Sample 2

Score Rationale

This response scored a 2 because the student provided limited information and did not answer all questions being asked. The information that was provided was not labeled properly as to whether they were stating a practice or a solution making their answer difficult to understand. The student did show good control of spelling and grammar.

Teaching Points

Teachers may use this sample during instruction to:

- Discuss common practices that can occur during the flow of food, food borne illnesses and procedures for eliminating practice.
- Point out the importance of providing all information being asked and labeling the information correctly. Discuss how this can affect their overall score by comparing samples that completed these steps correctly. Students should see how this can affect the overall comprehension to their answer.
- Discuss with students the differences between "some" explanation (score point 2) and "correct and most effective" explanation (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Scenario B Culinary and Food Service

A.

common practice	not properly storing food at its right temperature	using the same preparation tools on two different foods, such as a raw meat and a vegetable
Stage	Storing	Preparing
elimination	make sure that food is kept below freezing point or above boiling point	use different sets of utensils; correctly sanitizing utensils after every use prevents cross-contamination
common practice	food is not held at the right temperature	food isn't served at a safe temperature
Stage	Holding	Serving
elimination	making sure that food is held at right temperature so that bacteria will be killed or frozen	prevents food borne illnesses from developing by keeping food away from danger zone temperature.

made chart but not organized ;hard to follow; Brief Descriptions

Incorrect Stages

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _

ASSESSMENT NAME Scenario B Culinary and Food Serve

A

common practice	not properly storing food at its right temperature	using the same preparation tools on two different foods, such as a raw meat and a vegetable
Stage	Storing	Preparing
elimination	make sure that food is kept below freezing point or above boiling point	use different sets of utensils; correctly sanitizing utensils after every use prevents cross-contamination
common practice	food is not held at the right temperature	food isn't served at a safe temperature
Stage	Holding	Serving
elimination	making sure that food is held at right temperature so that bacteria will be killed or frozen	prevents food borne illnesses from developing by keeping food away from danger zone temperature.

KOSSA Benchmark Sample Discussion

Program Area: Culinary & Food Service

Score Point 1

Sample 2

Score Rationale

This student response scored a 1 because the student did not follow the directions completely. Although the student identified 4 practices, the student did not create a chart for any of their information. They also neglected to address why each practice is responsible for food borne illnesses and the stage in which the practice occurs. Even though there were a few misspelled words, the errors did not distract the reader.

Teaching Points

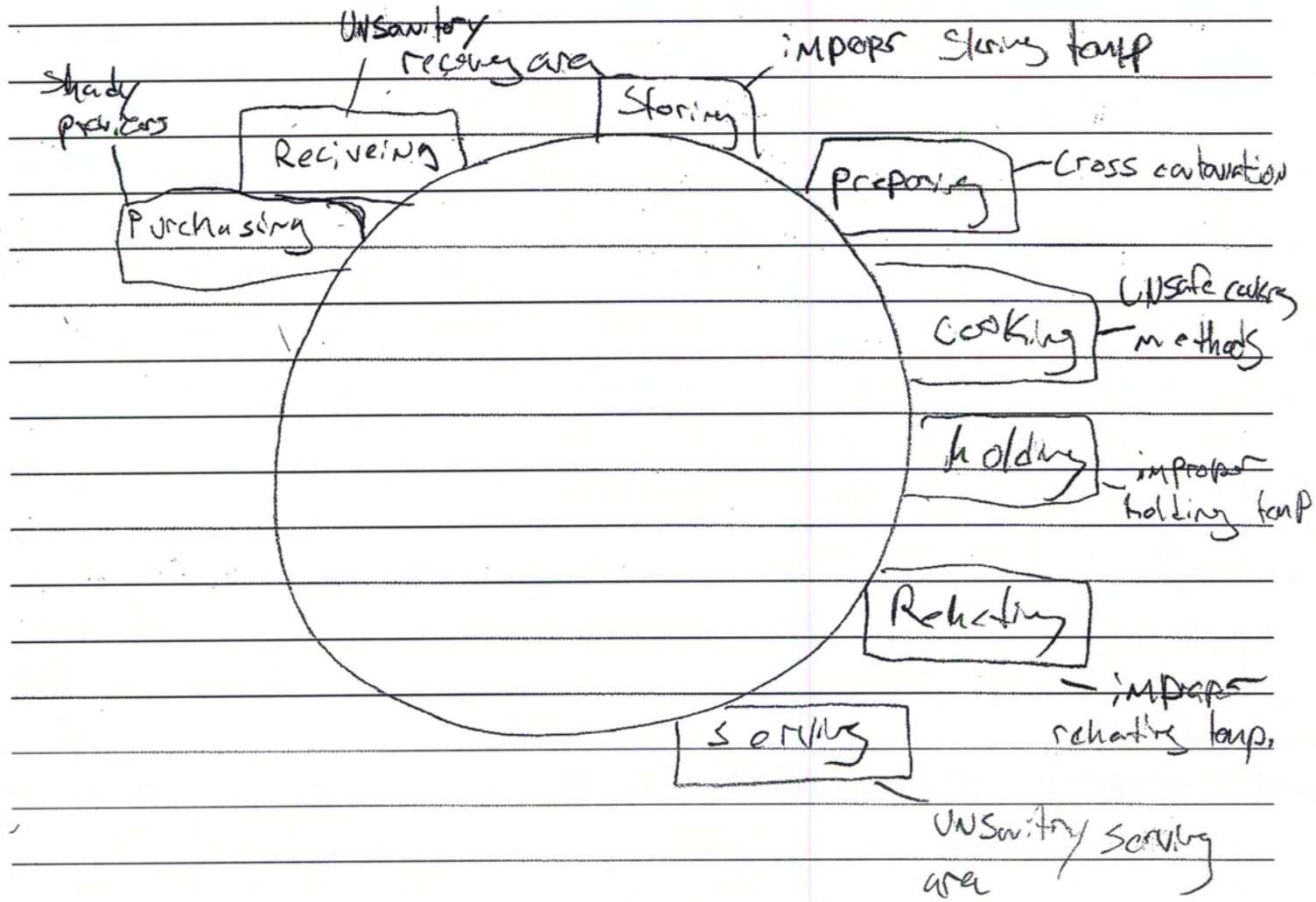
Teachers may use this sample during instruction to:

- Discuss the importance of reading and following directions thoroughly. Explain how answering only some of the questions asked does not grant them the best score. Stress to students the importance of reading the prompt completely to make sure they have completed everything being asked.
- Discuss common practices that can occur during the flow of food, food borne illnesses and procedures for eliminating practices.
- Show students how using a chart can help them to organize their thoughts.
- Point out the importance of using proper grammar and spelling.
- Discuss with students the differences between "limited or little" explanation (score point 1) and "correct and most effective" explanation (score point 3) by comparing samples.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# ____

ASSESSMENT NAME Culinary and Food Service SCENARIO B



1. on thing that could go wrong is that the food could be contaminated ~~with~~ by cross contamination during the preparing phase
2. the food could be contaminated by unfit cooking methods or unsanitary cooking methods

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

3. the food could be contaminated with unsanitary holding items during the reheating and serving phases.

4. the food could be contaminated during the purchasing of the storing phase.

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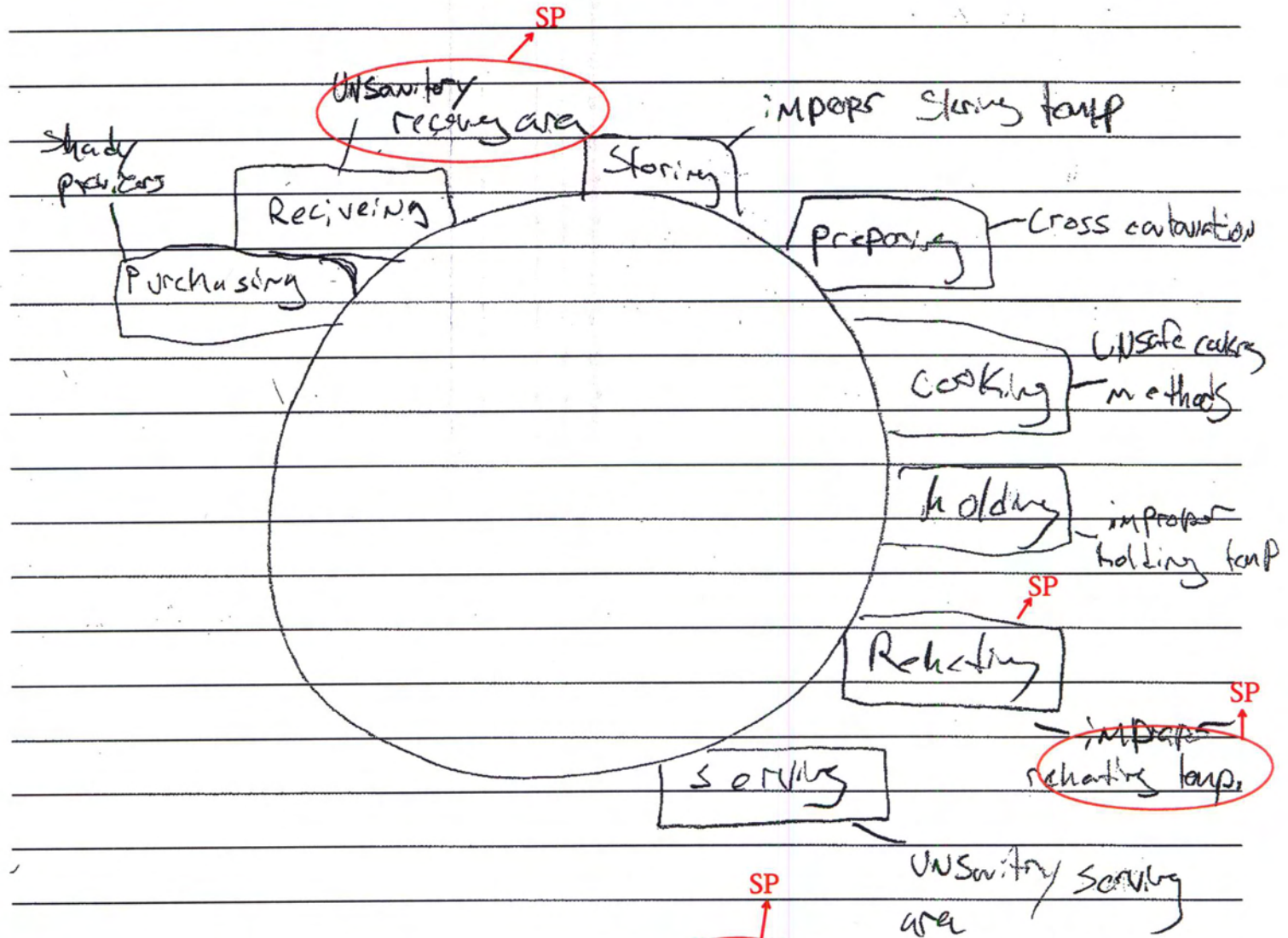
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Culinary and Food Service SCENARIO B



Difficult to read

1. on thing that could go wrong is that the food could be contaminated ~~with~~ by cross contamination during the preparing phase
2. the food could be contaminated by unfit cooking methods or un sanitary cooking methods

Did not answer all parts of question

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

3. the food could be contaminated with un sanitary holding items during the re heating and serving phases.

4. the food could be contaminated during the purchasing of the storing phase.