

Section 1 — Student Information

Student Name:		TEACHER USE ONLY	
Course: TFJ 201-02	Due Date:	Final Grade: _____	
Teacher: Mr. Ferguson	School: Renfrew Collegiate Institute	Date:	

Section 2 — Overall Demonstration of Learning

N/A <i>Not Applicable</i>	I <i>Inc.</i>	R <i>Remedial</i>	Level 1 <i>Missed the Mark!</i>		Level 2 <i>Getting There!!</i>		Level 3 <i>On Target!!!</i>		Level 4 <i>Bulls Eye!!!!</i>	
N/A	20% or 30%	R+ 45% R 40% R- 35%	1+ 59-57% 1 56-54% 1- 53-50%		2+ 69-67% 2 66-64% 2- 63-60%		3+ 79-77% 3 76-74% 3- 73-70%		4+ 99-95% 4 94-87% 4- 86-80%	

Section 3 — Culminating (Plan a Wedding & Wedding Dinner)

Criteria <i>Description</i>	I <i>Inc.</i>	R <i>Remedial</i>	Level 1 <i>Steward!</i>	Level 2 <i>Chef de partie!!</i>	Level 3 <i>Sous chef!!!</i>	Level 4 <i>Chef de cuisine!!!!</i>
knowledge/understanding and thinking/inquiry submitted assignment has all of the required components	inc.	too much information is lacking in the submission	submission is somewhat complete; but not appealing or professional	submission is mostly complete; mostly appealing and professional	submission is complete appealing and professional	submission is complete and the submission expands on all required info; highly appealing and professional; bound in a solid presentation
thinking/skills/inquiry demonstrate ability to transfer information/concepts learned in the course into new contexts for presentation	inc.	ability to transfer not demonstrated	limited ability in the transfer of information/concepts learned in the course into new contexts for presentation	some ability in the transfer of information/concepts learned in the course into new contexts for presentation	good ability in the transfer of information/concepts learned in the course into new contexts for presentation	exceptional ability in the transfer of information/ concepts learned in the course into new contexts for presentation
communication present your wedding plan and dinner	inc.	unclear; lack of purpose; weak or inappropriate language; no creativity; no eye contact; not engaging; bad body language	demonstrates limited clarity; communicates with limited sense of purpose; uses inappropriate language; demonstrates weak command of topic; demonstrates limited creativity in presenting ideas; audience is not engaged; poor: eye contact, body language (slouches, fidgets, verbal tics)	demonstrates moderate clarity; communicates with some sense of purpose; uses moderately appropriate language; demonstrates moderate command of topic; demonstrates adequate creativity in presenting ideas; audience has limited engagement; developing: better eye contact, body language (slouches, fidgets, verbal tics)	demonstrates considerable clarity; communicates with clear sense of purpose; uses germane vernacular demonstrates good command of topic; demonstrates good creativity in presenting ideas; audience is mostly engaged; good: eye contact, body language (slouches, fidgets, verbal tics).	demonstrates excellent clarity; communicates with strong sense of purpose; uses excellent germane vernacular; demonstrates excellent command of topic; demonstrates excellent creativity in presenting ideas; audience is highly engaged and eager; excellent: eye contact, body language (slouches, fidgets, verbal tics)
application grammar, spelling, punctuation	inc.	grammar, spelling, punctuation is not commensurate to the grade level	poor handout/instruction sheet. poor margins, sentences, spelling, punctuation, and capitalization	developing margins, sentences, spelling, punctuation, and capitalization	correct use handout/ instruction sheet. good margins; proper sentences. good spelling, punctuation, and capitalization	excellent use handout/instruction sheet. mastery use of margins; mastery of sentences, spelling, punctuation, and capitalization
application complete and detailed outline with accurate timelines	inc.	outline lacking too much detail/timelines	poor outline; poor detail and timelines are not realistic	developing details; timelines are more realistic	details are solid and timelines are realistic	excellent and refined details, timelines: realistic and highly refined
knowledge/understanding and thinking/inquiry menu is fully developed and meal workflow plan is accurate	inc.	menu is too incomplete and/or workflow is inaccurate	menu is lacking information; work-flow plan is poor	menu has most of the required information; work-flow plan is developing	menu includes all required information; work-flow plan is good	menu expands on all required info. with pictures etc; work-flow plan is excellent
application safety and proper kitchen procedures are followed	inc.	too many safety/procedure violations	poor: safety skills (cleaning up, setting table, washing up, carrying knives, etc.)	developing: safety skills (cleaning, setting tbl, washing up, carrying knives, etc.)	good: safety skills (cleaning up, setting table, washing up, carrying knives, etc.)	excellent: safety skills (cleaning up, setting table, washing up, carrying knives, etc.)
application food should have good flavour, texture, and be visually appealing	inc.	food tastes/looks too poor	food is bland and visually unappetizing, texture is poor	food has minimal flavour and is somewhat visually appetizing, texture is improving	food has good flavour and is visually appetizing, texture is good	food has excellent flavour and is very visually appetizing, texture is excellent
application food is presented in an appetizing way on the plate (i.e., no drips, or spills, plate is clean where there is no food)	inc.	not enough focus on presentation	presentation is poor	presentation is getting there	presentation is good	presentation is excellent
application place settings are neat and uniform	inc.	place settings are not uniform and/or are missing too many items	place settings are neat and mostly uniform, some things needed for the meal are missing	place settings are neat and uniform, less than 3 items needed for the meal are missing	place settings are neat and uniform, everything that is needed for the meal is in place	place settings are exceptionally neat and uniform, everything that is needed for any of the meal choices is in place; once the meal has been chosen, extraneous wares are removed
overall expectations met:		<ul style="list-style-type: none"> ▪ hospitality and tourism fundamentals: B1 A2 A3 A1.1 A1.2 A1.3 A2.1 A2.2 A2.3 A3.1 A3.3 ▪ hospitality and tourism skills: B1 B2 B3 B4 B1.1 B1.2 B1.3 B2.1 B2.2 B2.3 B2.4 B2.5 B2.6 B2.7 B2.8 B2.9 B3.1 B3.2 B4.1 B4.2 B4.3 B4.4 ▪ hospitality and tourism industry practices, the environment, and society: C2 C2.1 C2.2 ▪ professional practice and career opportunities: D1 D2 D3 D1.2 D1.3 D1.4 D2.1 D2.2 D2.3 D3.1 D3.3 D3.4 D3.8 				

➡ **Safety First** ⚙️ *Ensure that you follow all safety procedures* ⚙️ **Safety First** ⚙️

Dinner guests to mark in grey area only, please!