



**HOSPITALITY – Culinary Arts
65026JA, Occupational Code (UC)**

TRAINING ACHIEVEMENT RECORD (TAR) FOR:

Student Name: _____

Student Identification Number: _____

JOB CORPS CENTER:

Center Name: _____

Center Address: _____

Center Phone Number: _____

Instructor Name: _____

CREDENTIAL ATTAINMENT:

Job Corps Training Prerequisite: Hospitality Foundations 65026JT

Date Completed: _____

Date Entered Current Training: _____

Completed or Terminated Training: _____

(DATE)

Certifications:

Certification Title	Date Attained
National Restaurant Association (NRA) ServSafe® Food Safety Certification	
American Culinary Federation (ACF) Certificate of Completion from Educational Assurance Program	

COMPLETING THE TRAINING ACHIEVEMENT RECORDS

- A. Students must complete all task items in this TAR to be recognized as program completers.
- B. Career Technical Competencies
 - 1. Job Corps instructors have the autonomy to decide the sequence of instruction, selection of curricula (including textbooks and electronic courseware), instructional materials, and equipment/tools.
 - 2. When a student performs a task listed in the “**DUTIES AND TASKS**” column, the instructor should rate the student’s level of performance by circling 1, 2, or 3 in the “**PERFORMANCE RATING**” column.
 - 3. Updates must occur, at a minimum, on a weekly basis.

Rating Scale:

- 3 – Proficient and able to teach others:** The student consistently performs the task accurately without supervision. The student possesses sufficient skill to teach the task to others.
- 2 – Proficient:** The student performs the task to industry standards with little or no supervision. **This is the minimum performance rating for TAR skill completion.**
- 1 – Exposed/not proficient:** Student has been introduced to the task, but cannot perform the task to industry standards.

If the student performs the task at level 1, the instructor will circle the number in ink but will not initial or date the task. When a student performs the task to the instructor’s satisfaction (**rating level 2 or 3**), the instructor will circle the appropriate performance rating, and enter the date (month/day/year) in the “**DATE COMPLETED**” column and ensure the instructor and student initial the TAR to certify skill level attainment. Instructors are encouraged to annotate skill acquisition at level 3 – there is no requirement to enter a date for a level 3 unless level 3 was achieved at the same time as level 2.

- 4. When a student completes the TAR or terminates the program before completing the TAR, the instructor must finalize the TAR by checking the appropriate box and entering the date (month/day/year) that the student completed the TAR or terminated the training program in the space provided at the top of page 1.

COMPLETING THE TRAINING ACHIEVEMENT RECORDS
(Continued)

5. “**EMPLOYER SPECIFIC SKILLS**,” is an optional section which can be used to make note of important job skills that the student has acquired, but which are not specifically listed elsewhere on the TAR, or to denote supplemental skills a prospective employer may require of a student before he or she is offered employment. Such skills may also have been acquired during Work-Based Learning opportunities.
6. For all students, center staff must record on the Job Corps Student Profile (Form ETA 6-40) the O*NET code(s) and the complete level(s) achieved. The original TAR must be filed in the student’s personnel file immediately upon TAR completion or upon separation for non-completers. Upon completion of all levels on the individual TAR or upon separation, whichever occurs first, the original TAR will be sent to student records for entry into the student’s personnel file and validation of credits in the Center Information System (CIS).
7. **Certification Instructions** – Instructors will complete the certification section of the TAR found on the last page, titled “CERTIFICATION RECORD.” This information is to be entered on the TAR and in CIS.

DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
A. Nutrition				
1. Describe dietary guidelines.	1 2 3			
2. Describe dietary allowances.	1 2 3			
3. Identify and describe the food pyramid.	1 2 3			
4. Describe the characteristics and functions of major nutrients.	1 2 3			
5. Describe the primary function of common vitamins and minerals.	1 2 3			
6. Describe the process of human digestion.	1 2 3			
7. Describe caloric need based on metabolic rate and exercise expenditure.	1 2 3			
8. Describe cooking techniques and storage principles for maximum retention of nutrients.	1 2 3			
B. Culinary Math				
1. Identify whole numbers, decimals, and fractions.	1 2 3			
2. Perform basic calculations (add, subtract, multiply, and divide) on fractions and decimals.	1 2 3			
3. Identify ratios and describe how they relate to fractions.	1 2 3			
4. Identify formulas used in baking.	1 2 3			
C. Culinary Measurement				
1. Identify weight and volume charts.	1 2 3			
2. Convert volume and weight measures.	1 2 3			
3. Convert U.S. and metric measurement systems.	1 2 3			
4. Identify and use tools for measuring.	1 2 3			
5. Demonstrate correct measurement.	1 2 3			
6. Demonstrate recipe conversion.	1 2 3			
7. Operate scales accurately.	1 2 3			
D. Tools and Equipment				
1. Identify, use, clean, and sanitize cutting tool.	1 2 3			
2. Identify, use, clean, and sanitize cutting boards.	1 2 3			
3. Identify, use, clean, and sanitize common hand tools.	1 2 3			
4. Identify, use, clean, and sanitize sieves and strainers.	1 2 3			
5. Identify, use, clean, and sanitize mixing bowls.	1 2 3			
6. Identify, use, clean, and sanitize pots, pans, and molds.	1 2 3			
7. Identify, use, clean, and sanitize mixers and choppers.	1 2 3			
8. Identify, use, clean, and sanitize slicers.	1 2 3			
9. Identify, use, clean, and sanitize ranges.	1 2 3			

^[1] For further explanation, please see the instruction page titled *Completing the Training Achievement Records*, which can be found at the beginning of this TAR.

DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
10. Identify, use, clean, and sanitize conventional and convection ovens and microwave ovens.	1 2 3			
11. Identify, use, clean, and sanitize deep fat fryers.	1 2 3			
12. Identify, use, clean, and sanitize steam-jacket kettle.	1 2 3			
13. Identify, use, clean, and sanitize compartment steamers.	1 2 3			
14. Identify broilers, char-broilers, and salamander.	1 2 3			
15. Identify, use, clean, and sanitize storage and service equipment.	1 2 3			
16. Properly store tools/equipment after use.	1 2 3			
E. Basic Knife Skills				
1. List the guidelines for general knife safety.	1 2 3			
2. Identify the parts of a knife.	1 2 3			
3. Describe how to care for knives safely and properly.	1 2 3			
4. Describe how to sharpen and hone knives.	1 2 3			
5. Identify the appropriate cutting surface.	1 2 3			
6. Identify and demonstrate basic knife cuts.	1 2 3			
F. Culinary Fundamentals				
1. Identify the various roles/responsibilities of culinarians.	1 2 3			
2. Review culinary terminology/vocabulary.	1 2 3			
3. Identify herbs and spices.	1 2 3			
4. Identify standard recipes used in professional kitchens.	1 2 3			
5. Describe the information contained on recipes.	1 2 3			
6. Review a recipe and determine the ingredients and equipment required.	1 2 3			
7. Read and interpret food labels.	1 2 3			
8. Demonstrate the technique for increasing and decreasing recipes.	1 2 3			
9. Identify and describe dry cooking techniques.	1 2 3			
10. Identify and describe dry cooking techniques using fat.	1 2 3			
11. Identify and describe moist cooking techniques.	1 2 3			
12. Identify and describe combination cooking techniques.	1 2 3			
13. Identify commercial can size in relation to portion control.	1 2 3			
14. Identify commercial food packaging in relation to purchasing.	1 2 3			
15. Define "mise en place" and describe how it relates to a professional kitchen.	1 2 3			
16. Create a standard mise en place station for an entrée.	1 2 3			
G. Fruits and Vegetables				
1. Identify types and varieties of vegetables.	1 2 3			
2. Determine good quality in fruits and vegetables.	1 2 3			
3. Distinguish between ripe and unripe fruits and vegetables.	1 2 3			

^[1] For further explanation, please see the instruction page titled *Completing the Training Achievement Records*, which can be found at the beginning of this TAR.

DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
4. Perform standard cuts on fruits and vegetables (small dice; medium dice; large dice; brunoise; julienne; batonnet, mandolin).	1 2 3			
5. Boil and steam vegetables.	1 2 3			
6. Bake vegetables.	1 2 3			
7. Sauté vegetables.	1 2 3			
8. Prepare fried (breaded and battered) vegetables and fruits.	1 2 3			
9. Blanch vegetables.	1 2 3			
10. Utilize and prepare canned vegetables.	1 2 3			
11. Utilize and prepare frozen vegetables.	1 2 3			
H. Meats, Poultry, and Fish/Shellfish				
1. Identify the types of meat (beef, veal, pork, lamb/mutton).	1 2 3			
2. Identify the grades of meat within USDA guidelines.	1 2 3			
3. Identify the different cuts of beef.	1 2 3			
4. Identify the different cuts of pork.	1 2 3			
5. Identify the various cuts of veal (as available).	1 2 3			
6. Identify the various cuts of lamb (as available).	1 2 3			
7. Review the common cooking methods for meats (braising, stewing, roasting).	1 2 3			
8. Describe the fabrication methods of meat (trimming, shaping medallions, cutting/pounding cutlets, cubing/mincing, tying a roast, grinding meats).	1 2 3			
9. Demonstrate the most common fabrication methods of meat (as available).	1 2 3			
10. Identify grades of poultry.	1 2 3			
11. Identify the various parts of a chicken.	1 2 3			
12. Dismember a whole chicken into appropriate parts.	1 2 3			
13. Review common cooking methods for poultry.	1 2 3			
14. Identify market forms of fish (whole, drawn, headed/gutted, dressed, steak, fillet).	1 2 3			
15. Identify common fish and shellfish.	1 2 3			
16. Describe the appropriate cooking methods for common fish and shellfish.	1 2 3			
17. Identify wild game and describe the appropriate cooking technique (as applicable to local availability).	1 2 3			
I. Stocks, Soup, and Sauces				
1. Identify stocks and describe several uses.	1 2 3			
2. Identify cooking techniques used to prepare stocks (simmering, browning, blanching, smothering).	1 2 3			
3. Describe and demonstrate the steps to prepare a basic chicken stock.	1 2 3			

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
4. Identify the types of soups (broths, consommés, vegetable, puree, cream, bisque).	1 2 3			
5. Prepare a broth/consommé.	1 2 3			
6. Prepare a vegetable soup.	1 2 3			
7. Prepare a puree soup.	1 2 3			
8. Prepare cream soup.	1 2 3			
9. Prepare a bisque.	1 2 3			
10. Identify thickening agents and prepare the three types of roux (brown, blond, and white).	1 2 3			
11. Identify the five “mother sauces” (veloute, tomato, béchamel, espanola, and hollandaise).	1 2 3			
12. Prepare the five mother sauces (veloute, tomato, béchamel, espanola, and hollandaise).	1 2 3			
13. Prepare derivatives of each of the five sauces.	1 2 3			
J. Starches				
1. Identify basic types of starches (potatoes, grains, pasta, legumes).	1 2 3			
2. Describe and demonstrate potato cooking techniques (boiling, baking, roasting, deep-fried, sautéed/pan-fried).	1 2 3			
3. Prepare a pilaf.	1 2 3			
4. Prepare a risotto.	1 2 3			
5. Identify the different types of pasta.	1 2 3			
6. Prepare pasta.	1 2 3			
7. Prepare legumes.	1 2 3			
K. Preparing Breakfast Items				
1. Identify tools and equipment specific to preparing breakfast dishes.	1 2 3			
2. Prepare fried eggs.	1 2 3			
3. Prepare poached eggs.	1 2 3			
4. Prepare boiled eggs.	1 2 3			
5. Prepare scrambled eggs.	1 2 3			
6. Prepare omelets.	1 2 3			
7. Prepare breakfast meats.	1 2 3			
8. Prepare pancakes, waffles, and crepes.	1 2 3			
9. Prepare breakfast potatoes.	1 2 3			
10. Prepare hot cereals.	1 2 3			
11. Toast breads.	1 2 3			
12. Prepare breakfast fruits.	1 2 3			

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
L. Pantry and Cold Foods Cook				
1. Prepare temporary emulsified (vinaigrette) dressing.	1 2 3			
2. Prepare permanent emulsified dressing.	1 2 3			
3. Create a basic mayonnaise.	1 2 3			
4. Identify the variety of greens used in a green salad.	1 2 3			
5. Describe and demonstrate the process to create a green salad.	1 2 3			
6. Identify various other types of salads, besides greens.	1 2 3			
7. Prepare a potato salad.	1 2 3			
8. Prepare a pasta salad.	1 2 3			
9. Prepare a protein salad.	1 2 3			
10. Prepare bound meat salads.	1 2 3			
11. Prepare coleslaw.	1 2 3			
12. Prepare a fruit salad.	1 2 3			
13. Prepare gelatin salads.	1 2 3			
14. Prepare cold sandwiches.	1 2 3			
15. Prepare mixed filling sandwiches (tuna, ham, egg salad).	1 2 3			
M. Station/Line Cook				
1. Identify and select the ingredients for entrée dishes.	1 2 3			
2. Identify and select pre-fabricated entrée items.	1 2 3			
3. Identify and control proper portion sizes in entrée items.	1 2 3			
4. Bread meat, fish, poultry, and seafood for entrée production (as applicable).	1 2 3			
5. Batter meat, fish, poultry, and seafood for entrée production (as applicable).	1 2 3			
N. Sauté and Pan-Fry Cook				
1. Identify the cuts of meat, poultry, shellfish, and fish used for sautéing and pan-frying.	1 2 3			
2. Set up sauté and pan-frying station including all normal mise en place.	1 2 3			
3. Identify the various types of fats for sautéing and pan-frying.	1 2 3			
4. Determine the correct amounts of foods to be sautéed or pan-fried based on the size of the portions and/or pans.	1 2 3			
5. Identify stocks and other flavorings used to deglaze the pans after an item has been sautéed.	1 2 3			
6. Describe the appropriate method for making pan sauces for sautéed items.	1 2 3			
7. Identify and prepare sauces or condiments to accompany pan-fried items.	1 2 3			
8. Distinguish when a food is cooked properly utilizing the sauté and pan-frying techniques.	1 2 3			
9. Sauté and pan-fry food items.	1 2 3			
10. Prepare edible garnishes suitable for sautéed and pan-fried items.	1 2 3			

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
11. Set up plated sautéed and pan-fried items for service.	1 2 3			
O. Deep-Fry Cook				
1. Identify the cuts of meat, poultry, shellfish, and fish used for deep-frying.	1 2 3			
2. Identify equipment used to deep-fry foods.	1 2 3			
3. Set up deep-frying station including all normal mise en place.	1 2 3			
4. Identify the various types of fats for deep-frying.	1 2 3			
5. Determine the correct amounts of foods to be deep-fried based on the size of the frying compartment and submerging basket.	1 2 3			
6. Determine when to use frying baskets or the floating method for deep-frying foods.	1 2 3			
7. Distinguish when a food is cooked properly utilizing a deep-frying technique.	1 2 3			
8. Prepare edible garnishes suitable for deep-fried items.	1 2 3			
9. Set up plated deep-fried items for service.	1 2 3			
P. Braise, Stew and Roast Cook				
1. Identify the cuts of meat, poultry, shellfish, and fish used for braising, stewing, and roasting.	1 2 3			
2. Identify equipment used for braising, stewing, and roasting.	1 2 3			
3. Set up braising, stewing, and roasting station including all normal mise en place.	1 2 3			
4. Identify the various types of flavoring vegetables, herbs, and spices used in braising, stewing, and roasting.	1 2 3			
5. Distinguish when a food is cooked properly utilizing a braising, stewing, or roasting technique.	1 2 3			
6. Prepare edible garnishes suitable for braised, stewed, and roasted items.	1 2 3			
7. Set up plated braised, stewed, and roasted items for service.	1 2 3			
Q. Poach Cook				
1. Identify the cuts of meat, poultry, shellfish, and fish used for poaching.	1 2 3			
2. Identify equipment used for poaching.	1 2 3			
3. Set up poaching station including all normal mise en place.	1 2 3			
4. Identify the various types of flavoring vegetables, herbs, and spices used in making poaching liquids.	1 2 3			
5. Distinguish when a food is cooked properly utilizing the poaching method.	1 2 3			
6. Prepare edible garnishes suitable for poached items.	1 2 3			
7. Set up plated poached items for service.	1 2 3			
R. Broiler Cook				

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
1. Identify and select the cuts of meat, poultry, shellfish, and fish used for broiling.	1 2 3			
2. Prepare and use marinades and seasoning mixes for broiling.	1 2 3			
3. Identify and use oils and butters for basting mixes.	1 2 3			
4. Distinguish the different degree of doneness in meat, poultry, and seafood.	1 2 3			
5. Identify all of the materials for grilled/broiled sandwiches.	1 2 3			
6. Identify materials for making grilled/broiled hors d'oeuvres.	1 2 3			
7. Set up grill/broiler station including all normal mise en place.	1 2 3			
8. Prepare grilled sandwiches: Monte Cristos, Rubens.	1 2 3			
S. Garnishes and Plating				
1. Prepare a variety of fruit and vegetable plate garnishes.	1 2 3			
2. Prepare vegetable garnishes to accompany grilled broiled items.	1 2 3			
3. Create soup garnishes.	1 2 3			
4. Prepare appetizer garnishes and relishes.	1 2 3			
5. Describe appropriate garnishes for lunch and dinner entrée plates.	1 2 3			
T. Introduction to Pastries and Baking				
1. Identify tools specific to the bakeshop.	1 2 3			
2. Identify key ingredients used in the bakeshop (flours, meals, starches, egg products, sweeteners, leavening agents, bakers' fillings, nuts, fruits).	1 2 3			
3. Explain the importance of correct baking temperatures and times.	1 2 3			
4. Prepare baked goods and pastry products from mixes and ready-made batters.	1 2 3			
5. Identify and use frozen prepared baked goods and pastry products.	1 2 3			
6. Prepare cakes.	1 2 3			
7. Prepare cookies.	1 2 3			
8. Prepare quick breads.	1 2 3			
9. Prepare pies.	1 2 3			
U. Front-of-the-House				
1. Demonstrate proper plate setting.	1 2 3			
2. Demonstrate proper napkin folding.	1 2 3			
3. Describe the appropriate method for taking orders.	1 2 3			
V. Contemporary Cooking				
1. Identify contemporary nutritional issues such as vegetarianism.	1 2 3			
2. Describe the basics of vegetarian cooking.	1 2 3			
3. Identify and describe heart health menus.	1 2 3			

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
4. Identify religious dietary laws.	1 2 3			
EMPLOYER-SPECIFIC SKILLS (Optional)				
1.	1 2 3			
2.	1 2 3			
3.	1 2 3			

ServSafe® Food Safety Certification

The following duties and tasks are requirements of the ServSafe® Food Safety Certification. The duties and tasks listed below are 100% aligned with the *ServSafe® Essentials* textbook. **This section is OPTIONAL and completer status is not dependent on completing this section or passing the ServSafe® Food Safety Certification exam.** However, instructors are encouraged to complete this section to ensure their students receive ServSafe® Food Safety Certification, or an equivalent certification in a food safety/sanitation training program.

DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
A. Providing Safe Food				
1. Analyze evidence to determine the presence of foodborne-illness outbreaks.	1 2 3			
2. Identify the characteristics of potentially hazardous food.	1 2 3			
3. Recognize risks associated with high-risk populations.	1 2 3			
B. Understanding the Microworld				
1. Identify characteristics of major foodborne pathogens including sources, food involved in outbreaks, and methods of prevention.	1 2 3			
2. Identify factors that affect the growth of foodborne pathogens (FAT TOM).	1 2 3			
3. Identify major foodborne illnesses and their symptoms.	1 2 3			
4. Differentiate between foodborne infections, intoxications, and toxin-mediated infections.	1 2 3			
C. Identifying Contamination, Food Allergens, and Foodborne Illnesses				
1. Identify biological, chemical, and physical contaminants.	1 2 3			
2. Identify the eight most common allergens, associated symptoms, and methods of prevention.	1 2 3			
3. Identify methods to prevent biological, chemical, and physical contamination.	1 2 3			

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
D. Practicing Safe Foodhandling				
1. Identify personal behaviors that can contaminate food.	1 2 3			
2. Identify proper hand-washing procedures.	1 2 3			
3. Identify when hands should be washed.	1 2 3			
4. Identify appropriate hand antiseptics and when to use them.	1 2 3			
5. Identify hand maintenance requirements.	1 2 3			
6. Identify proper procedure for covering cuts, wounds, and sores.	1 2 3			
7. Identify procedure that must be followed when using gloves.	1 2 3			
8. Identify jewelry that poses a hazard to food safety.	1 2 3			
9. Identify requirements for employee work attire.	1 2 3			
10. Identify the regulatory exceptions for allowing bare-hand contact with ready-to-eat and cooked foods.	1 2 3			
11. Identify criteria for excluding employees from the establishment or restricting them from working with or around food.	1 2 3			
12. Identify criteria for excluding or restricting employees from working with establishments that serve high-risk populations.	1 2 3			
13. Identify illnesses that must be reported to the health agency.	1 2 3			
14. Identify policies that should be implemented at the establishment regarding eating, drinking, and smoking while working with food.	1 2 3			
E. Introduction to the Flow of Food				
1. Identify methods for preventing cross-contamination.	1 2 3			
2. Identify methods for preventing time-temperature abuse.	1 2 3			
3. Identify different types of temperature-measuring devices and their uses.	1 2 3			
4. Calibrate and maintain different temperature-measuring devices.	1 2 3			
5. Properly measure the temperature of food at each point in the flow of food.	1 2 3			
F. The Flow of Food: Purchasing and Receiving				
1. Identify and approve food source.	1 2 3			
2. Identify "accept" and "reject" criteria for the following: <ul style="list-style-type: none"> ▪ Meat and poultry. ▪ Seafood. ▪ Milk and dairy products. ▪ Eggs. ▪ Fruit and vegetables. ▪ Canned goods and other dry foods. ▪ Ready-to-eat food. ▪ Frozen food. ▪ Bakery goods. 	1 2 3			

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
G. The Flow of Food: Storage				
1. Properly label and date-mark refrigerated, frozen, and dry food prior to storage.	1 2 3			
2. Properly store refrigerated, frozen, dry, and canned foods.	1 2 3			
3. Apply first-in, first-out (FIFO) practices as they relate to refrigerated, frozen, and dry-storage areas.	1 2 3			
4. Properly store raw food to prevent cross-contamination.	1 2 3			
5. Identify temperature requirements for refrigerated and dry-storage areas.	1 2 3			
6. Identify proper storage containers for refrigerated, frozen, and dry foods.	1 2 3			
H. The Flow of Food: Preparation				
1. Identify proper methods for thawing food.	1 2 3			
2. Identify the minimum internal cooking times and temperatures for potentially hazardous foods.	1 2 3			
3. Identify the proper procedure for cooking potentially hazardous food in the microwave.	1 2 3			
4. Identify methods and time and temperature requirements for cooling cooked food.	1 2 3			
5. Identify time and temperature requirements for reheating cooked, potentially hazardous food.	1 2 3			
6. Identify method for preventing contamination and time and temperature abuse when preparing food.	1 2 3			
7. Recognize the importance of informing consumers of risks when serving raw or undercooked food.	1 2 3			
I. The Flow of Food: Service				
1. Identify time and temperature requirements for holding hot and cold, potentially hazardous food.	1 2 3			
2. Identify procedure for preventing time-temperature abuse and cross-contamination when displaying and serving food.	1 2 3			
3. Identify the requirements for using time rather than temperature as the method of control when holding ready-to-eat food.	1 2 3			
4. Implement methods for minimizing bare-hand contact with ready-to-eat food.	1 2 3			
5. Identify hazards associated with the transportation of food and methods for preventing them.	1 2 3			
6. Identify hazards associated with the service of food off site and methods for preventing them.	1 2 3			

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DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
7. Identify hazards associated with vending food and methods for preventing them.	1 2 3			
8. Prevent customers from contaminating self-service areas.	1 2 3			
9. Prevent employees from contaminating food.	1 2 3			
J. Food Safety Management Systems				
1. Identify how active managerial control can impact food safety.	1 2 3			
2. Identify Hazard Analysis Critical Control Point (HACCP) principles for preventing foodborne illness.	1 2 3			
3. Implement HACCP principles when applicable.	1 2 3			
4. Identify when an HACCP plan is required.	1 2 3			
5. Implement a crisis management program.	1 2 3			
6. Cooperate with regulatory agencies in the event of a foodborne-illness investigation.	1 2 3			
K. Sanitary Facilities and Equipment				
1. Identify organizations that certify equipment that meets sanitation standards.	1 2 3			
2. Identify methods for preventing ventilation systems from contaminating food and food-contact surfaces.	1 2 3			
3. Identify characteristics of an appropriate food-contact and nonfood-contact surface.	1 2 3			
4. Identify the requirements for installing stationary and mobile equipment.	1 2 3			
5. Recognize the importance of maintaining equipment.	1 2 3			
6. Identify and prevent cross-connect and backflow.	1 2 3			
7. Identify requirements for handwashing facilities including appropriate locations and numbers.	1 2 3			
8. Identify the proper response to a waste water overflow.	1 2 3			
9. Recognize the importance of properly installing and maintaining grease traps.	1 2 3			
10. Identify potable water sources and testing requirements.	1 2 3			
11. Identify lighting-intensity requirements for different areas of the establishment.	1 2 3			
12. Identify methods for preventing lighting sources from contaminating foods.	1 2 3			
13. Identify when a plan review is required.	1 2 3			
14. Identify requirements for storing indoor and outdoor waste.	1 2 3			
15. Identify proper methods for cleaning waste receptacles.	1 2 3			

^[1] For further explanation, please see the instruction page titled *Completing the Training Achievement Records*, which can be found at the beginning of this TAR.

DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
16. Recognize the need for frequent waste removal to prevent odor and pest problems.	1 2 3			
17. Identify characteristics of appropriate flooring for food establishments.	1 2 3			
18. Recognize the importance of complying with Americans with Disabilities Act (ADA) requirements for facility design.	1 2 3			
19. Recognize the importance of keeping physical facilities in proper repair.	1 2 3			
20. Identify requirements for dishwashing facilities.	1 2 3			
L. Cleaning and Sanitizing				
1. Explain the difference between cleaning and sanitizing.	1 2 3			
2. Identify approved sanitizers.	1 2 3			
3. Identify factors affecting efficiency of sanitizers (i.e., time, temperature concentration, water hardness, and pH).	1 2 3			
4. Use the appropriate test kit for each sanitizer.	1 2 3			
5. Follow the requirements for frequency of cleaning and sanitizing food-contact surfaces.	1 2 3			
6. Properly clean and sanitize items in a three-compartment sink.	1 2 3			
7. Properly clean and sanitize food-contact surfaces.	1 2 3			
8. Properly clean nonfood-contact surfaces.	1 2 3			
9. Identify proper machine dishwashing techniques.	1 2 3			
10. Identify storage requirements for poisonous or toxic materials.	1 2 3			
11. Dispose of poisonous or toxic materials according to legal requirements.	1 2 3			
12. Follow the legal requirements for the use of poisonous or toxic materials in a food establishment.	1 2 3			
13. Properly store tools, equipment, and utensils that have been sanitized.	1 2 3			
M. Integrated Pest Management				
1. Identify requirements of an integrated pest management program.	1 2 3			
2. Differentiate between pest prevention and pest control.	1 2 3			
3. Identify ways to prevent pests from entering the facility.	1 2 3			
4. Identify the signs of pest infestation and/or activity.	1 2 3			
5. Identify requirements for applying pesticides.	1 2 3			
6. Identify proper storage requirements for pesticides and pest-application products.	1 2 3			
N. Food Safety Regulations and Standards				
1. Identify the principles and procedures needed to comply with food safety regulations.	1 2 3			

^[1] For further explanation, please see the instruction page titled *Completing the Training Achievement Records*, which can be found at the beginning of this TAR.

DUTIES AND TASKS	PERFORMANCE RATING ¹	DATE COMPLETED	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
2. Identify state and local regulatory agencies and regulations that require food safety compliance.	1 2 3			
3. Identify the proper procedure for guiding a health inspector through the establishment.	1 2 3			
O. Employee Food Safety Training				
1. Recognize a manager's responsibility to provide food safety training to employees.	1 2 3			
2. Identify the need to maintain food safety training records.	1 2 3			
3. Identify appropriate training tools for teaching food safety.	1 2 3			
4. Recognize that food handlers require initial and ongoing food safety training.	1 2 3			
P. ServSafe® Food Safety Certification				
1. Prepare for ServSafe® Food Safety Certification Exam.	1 2 3			
2. Complete ServSafe® Food Safety Certification Exam.	Pass / No			

CERTIFICATION RECORD – INSTRUCTORS MUST ENTER INFORMATION HERE AND INTO CIS

Certification Attained:	Certification Exam:
	Date Completed:
	Exam Results: (Please circle) Pass / Fail Test Score or % _____

Certification Attained:	Certification Exam:
	Date Completed:
	Exam Results: (Please circle) Pass / Fail Test Score or % _____

Certification Attained:	Certification Exam:
	Date Completed:
	Exam Results: (Please circle) Pass / Fail Test Score or % _____

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