

Retail Commercial Baking NOCTI-ACF

General Assessment Information

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Test Type: The Retail Commercial Baking NOCTI-ACF industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Florida, Massachusetts, Pennsylvania, and South Carolina.



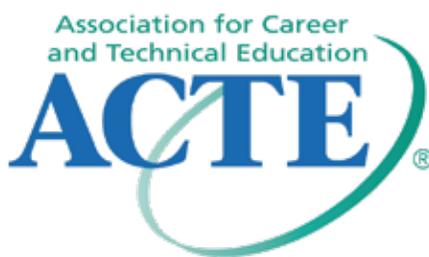
12.0501-Baking and Pastry
Arts/Baker/Pastry/Chef



Career Cluster 9 - Hospitality
and Tourism



51-3011.00 - Bakers
and Tourism



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division
baccalaureate/associate degree
category, 3 semester hours in Culinary
Arts or Commercial Baking

ACF Recognition Opportunities

NOCTI and ACF have co-branded the Retail Commercial Baking assessment in order to offer culinary learners expanded recognition opportunities.

- Earn NOCTI Workforce Competency Credential
- Earn College Credit Recommendation
- Qualify to apply for ACF Certification

Certified Fundamentals Pastry Cook Requirements:

- Successfully complete a secondary baking and pastry program.
- Pass the ACF Retail Commercial Baking written assessment with a minimum score of 70%.
- Pass the ACF Retail Commercial Baking performance assessment with a minimum score of 75%.
- Submit application with NOCTI assessments and payment for each applicant.
- Upon approval, ACF will award the CFPC® Certification.

Students studying outside of an ACFEF Secondary Certified Program must include a copy of the program's curriculum to document the ACF requirement of 30 hours of Nutrition and Sanitation instruction. Online courses are available for any candidate at <https://www.acfchefs.org/ACF/Certify/CEH/ACF/Certify/CEH/>.



**American Culinary Federation
Education Foundation**

Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 187

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Safety and Sanitation

- Identify causes and prevention of kitchen accidents
- Demonstrate safe and sanitary procedures for operating and maintaining large equipment, hand tools, and small wares
- Exhibit familiarity with laws and rules pertaining to the food service industry, of regulatory agencies such as OSHA
- Identify safe food handling processes
- Identify causes and signs of biological, physical, and chemical contamination
- Describe use, storage, and disposal of types of cleaners and sanitizers and their proper use
- Identify proper methods of waste disposal and recycling
- Identify and describe microorganisms related to food spoilage and food-borne illness, including growth environments

Business and Math Skills

- Perform basic mathematical operations pertaining to the food service industry (e.g., addition, subtraction, multiplication, division, conversions)
- Weigh and measure accurately
- Calculate preparation temperatures based on known variables (e.g., friction factor)

Identification, Classification, and Properties of Ingredients

- Identify, compare, and contrast ingredients and their sources
- Explain the strengthening or weakening effect of ingredients in the production of doughs and batters
- Select specific ingredients and/or substitutions appropriate to method and desired product outcome
- Identify and describe physical, chemical, and biological leaveners
- Identify and use herbs, spices, and flavor extracts

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Specific Standards and Competencies (continued)

Baking Preparation (Mise en Place)

- Demonstrate mise en place by planning assignment inventory of ingredients, equipment, and tools
- Break down assignments into tasks
- Utilize convenience products if and when necessary, preparing a sequenced and prioritized timeline
- Demonstrate a variety of cooking methods: baking, frying, and steaming
- Display understanding of basic bakery production and planning principles, including the importance of planning to the overall operation of a baking facility



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Specific Standards and Competencies (continued)

Basic Baking

- Read and prepare standardized recipes/formulas and menus
- Define terms related to baking methods, processes, and techniques
- Describe, compare, and contrast yeast and laminate dough types and related methods and processes
- Describe, compare, and contrast quick breads, including muffin and biscuit dough types and related methods and processes
- Describe, compare, and contrast pie dough types and related methods and processes
- Describe, compare, and contrast fruit pie filling methods
- Describe, compare, and contrast creaming and two-stage methods as they relate to cakes, cookies, quick breads, brownies, and short dough
- Describe, compare, and contrast egg foam method as it relates to sponge, génoise, and angel food
- Describe, compare, and contrast frosting, icing, and glaze types and methods
- Describe Pâte à Choux and products derived from it
- Describe, compare, and contrast custard types and related methods
- Describe proper gluten development in relationship to product outcomes
- Relate cooking times and temperatures to methods, products, and ingredients
- Indicate order for adding ingredients given various methods



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Specific Standards and Competencies (continued)

Product Merchandising

- Determine methods of promoting baked goods, including seasonal merchandising strategies
- Create menu item descriptions for bakery goods
- Demonstrate food presentation techniques
- Discuss proper labeling requirements

Purchasing, Receiving, Inventory, and Storage

- Describe proper techniques of receiving and storing fresh, frozen, refrigerated, and staple goods
- Examine various inventory systems (e.g., FIFO)
- Discuss ethical issues as they relate to purchasing
- Order food requisitions from appropriate/reliable sources

Nutrition

- Discuss various alternatives to increase the wholesomeness of baked goods
- Interpret food labels in terms of the portion size, ingredients, and nutritional value
- Discuss ways of preventing food allergies (e.g., gluten)

Human Relations and Career Skills

- Demonstrate effective communication and interpersonal skills
- Identify career opportunities in the baking industry
- Identify professional organizations and explain their purposes and benefits to the industry

Sample Questions

When a grease fire occurs in a pan,

- A. cover the fire with salt
- B. smother with a tight lid
- C. spray the pan with water
- D. evacuate the building

Foods most likely to spoil rapidly tend to be

- A. high protein
- B. high acid
- C. low moisture
- D. gluten free

Twelve ounces is equal to

- A. 0.25 pounds
- B. 0.50 pounds
- C. 0.60 pounds
- D. 0.75 pounds

When using pastry flour instead of cake flour in a recipe, typically the cake would lack

- A. volume
- B. color
- C. taste
- D. freshness

Yeast is killed at approximately what temperature?

- A. 90 degrees Fahrenheit
- B. 100 degrees Fahrenheit
- C. 140 degrees Fahrenheit
- D. 160 degrees Fahrenheit

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Sample Questions (continued)

Pâte à Choux is a pastry made

- A. in a proof box
- B. in the refrigerator
- C. on a stove top
- D. on a wooden table

The mixing of butter or shortening with sugar is called

- A. kneading
- B. whipping
- C. blending
- D. creaming

The process of slowly whisking hot liquid into egg yolks to prevent curdling is known as

- A. folding
- B. emulsifying
- C. tempering
- D. conditioning

A self-serve display case should

- A. not be used for retail bakeshops
- B. save labor, help traffic flow, and increase sales
- C. increase labor due to constant re-stocking needs
- D. be placed directly in the main traffic flow

A dairy allergy is known as

- A. diabetes
- B. lactose intolerance
- C. celiac disease
- D. scurvy

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 4 hours and 45 minutes

Number of Jobs: 4

Areas Covered:

21% Soft Dinner Roll Dough

Participants will scale, round, and shape dough into rolls and loaf, prepare and apply egg wash, proof the dough, bake, and cool.

23% Cake Decorating

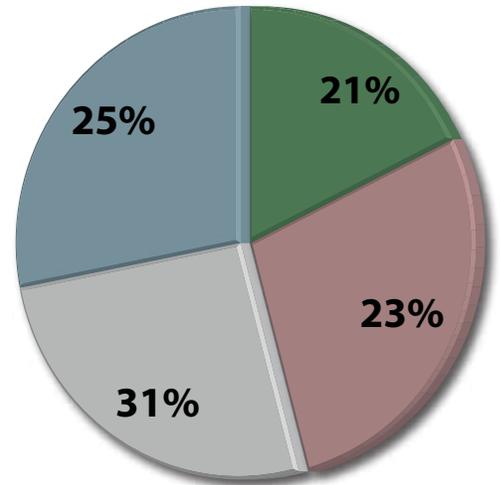
Participants will slice the cake in half, fill and ice the cake, decorate the cake with writing, borders, leaves and a flower, and follow instructions for storage and display.

31% Fruit Pie and Unbaked Fluted Pie Shell

Participants will scale ingredients, mix ingredients for pie dough and crumb topping, then refrigerate dough, roll, trim, and flute two pie shells. One shell will be left empty for evaluation; the other will be filled, topped, and baked. Participant will follow instructions for storage and display.

25% Pâte à Choux

Participants will scale ingredients, cook paste, mix ingredients, pipe with a pastry bag, bake the product to correct doneness, and follow instructions for storage and display.



Sample Job

Pâte à Choux

Maximum Time: 1 hour

Participant Activity: Participants will scale ingredients, bring ingredients to a boil to create paste, remove from heat and mix by hand. Participants will then pipe dough with pastry bag creating two types and desired sizes of pastry, bake the product to correct doneness, and follow instructions for storage and display.

