

The Biscuit Method

Directions: Prepare biscuits using the biscuit method. Complete the following steps.

1. Obtain a biscuit formula. Review the formula.
2. Convert the yield of the formula if necessary using the following formula:
 - Step 1** desired yield ÷ existing yield = conversion factor
 - Step 2** existing quantity × conversion factor = desired quantity
3. Complete the Job Plan Sheet below. Submit it to your instructor for approval.

Job Plan Sheet

Recipe: _____

Yield: _____

Portion size: _____

Ingredient:	Amount:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ingredient:	Amount:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Equipment:	Use:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Equipment:	Use:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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4. Make biscuits following your formula and approved Job Plan Sheet. Record the action taken at each step and how long it took in the production chart below.

Biscuit Method Production			
Step	Action Taken	Start Time	Stop Time
1. Gathering the ingredients			
2. Preparing the pan			
3. Scaling the ingredients			
4. Sifting the dry ingredients			
5. Cutting in the shortening			
6. Preparing the liquid ingredients			
7. Combining the liquid and dry ingredients			
8. Flouring the dough			
9. Kneading the dough			
10. Resting the dough			
11. Rolling the dough			
12. Shaping the dough			
13. Baking the dough			

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5. Review the duration of each step listed in the chart on the previous page. In the space provided, list the steps in which you can improve time.

6. Sample your biscuits. Then complete the Product Assessment chart below, evaluating the final product in each category listed. Rate your biscuits using the following scale (circle one):

1 = Poor; 2 = Fair; 3 = Good; 4 = Great.

Product Assessment	
Category	Results
Shape	
Crust	
Texture	
Aroma	
Flavor	

7. Present your biscuits to your instructor for evaluation. Have your instructor complete the Performance Checklist on page 66.

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Performance ✓ Checklist

Performance Standards
Level 4 —Performs skill without supervision and adapts to problem situations.
Level 3 —Performs skill satisfactorily without assistance or supervision.
Level 2 —Performs skill satisfactorily, but requires assistance or supervision.
Level 1 —Performs parts of skill satisfactorily, but requires considerable assistance or supervision.
Level 0 —Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

Performance Level Achieved: _____

- _____ 1. Follows safety and sanitation practices at all times during this job.
- _____ 2. Prepares the Job Plan Sheet correctly and professionally.
- _____ 3. Follows the Job Plan Sheet during preparation and baking.
- _____ 4. Executes the biscuit method correctly.
- _____ 5. Prepares the sheet pan correctly.
- _____ 6. Sifts the dry ingredients before combining them.
- _____ 7. Cuts the shortening into the dry ingredients at the correct time in the process.
- _____ 8. Whisks the eggs and milk together in a separate stainless steel bowl.
- _____ 9. Mixes the liquid and dry ingredients lightly.
- _____ 10. Performs the kneading process correctly.
- _____ 11. Lets the dough rest for 15 minutes before shaping and baking.
- _____ 12. Prepares biscuits that display quality characteristics for proper flavor, texture, doneness, and-appearance.

Instructor's Signature: _____ Date: _____

Cookie Production

Directions: Working in four teams, scale, mix, and bake different types of cookies.

1. Prepare three dozen of each of the following types of cookies. Obtain cookie formulas from your instructor. Then review the formulas.

Team A: Drop cookies

Team C: Molded cookies

Team B: Rolled cookies

Team D: Bar cookies

2. Make your cookies following your formulas. Convert the yield of the formulas as necessary using the following conversion formula:

Step 1 desired yield ÷ existing yield = conversion factor

Step 2 existing quantity × conversion factor = desired quantity

3. Make your cookies following your formulas. Record the action taken at each step in the chart below. Be sure to indicate your stop and start times for each ingredient.

Step	Action Taken	Start Time	Stop Time
1. Gathering ingredients			
2. Greasing the pan			
3. Scaling ingredients			
4. Sifting the dry ingredients			
5. Combining solid fat and sugar			
6. Adding eggs			
7. Adding flour and liquid ingredients			
8. Portioning batter			
9. Baking batter			
10. Cooling baked product			

4. Review the duration of each step in your formulas. On a separate sheet of paper, list the steps in which you can improve time.

(Continued on next page)

5. Sample your cookies. Then complete the Product Assessment chart below, evaluating the final products in each category listed. Rate your cookies using the following scale (circle one):

1 = Poor; 2 = Fair; 3 = Good; 4 = Great.

Share your results with the class.

Cookie Type: _____

Product Assessment				
Category	Results			
	Drop	Rolled	Molded	Bar
Shape				
Crust				
Texture				
Aroma				
Flavor				

6. Present your cookies to your instructor. Have your instructor complete the Performance Checklist below.

Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

Performance Level Achieved: _____

- _____ 1. Follows safety and sanitation practices at all times during this job.
- _____ 2. Accurately scales and mixes ingredients following formula directions.
- _____ 3. Correctly divides and bakes cookie batter for all formulas as directed.
- _____ 4. Produces cookies that display proper quality characteristics for flavor, texture, doneness, and-appearance.

Instructor's Signature: _____ Date: _____

Cake Production

Directions: Work in teams to prepare cakes. Then create icing and finish the cake for evaluation. Sell your cakes in the school restaurant, either whole or by the piece.

1. Divide into five teams. Each team will prepare their assigned cake. Obtain a cake formula from your instructor. Review the formula and the blending method.

Team A: Pound cake

Team D: Chiffon cake

Team B: Sponge or foam cake

Team E: High-ratio cake

Team C: Angel food cake

2. Prepare your team's cake as directed in the formula. Use the following formula to convert the yield of the recipe if needed. Create a Job Plan Sheet on a separate sheet of paper.

Step 1 $\text{desired yield} \div \text{existing yield} = \text{conversion factor}$

Step 2 $\text{existing quantity} \times \text{conversion factor} = \text{desired quantity}$

3. In the chart below, list the steps taken to make your assigned cake type, the actions taken at each step, and the start and stop times of each step.

Type of Cake: _____

Mixing Method: _____

Step	Action Taken	Start Time	Stop Time
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

(Continued on next page)

4. Bake your cake as directed in your formula. Test your cake for doneness.
5. Select and obtain an icing or sauce formula for your cake.
6. List the steps for preparing the icing or sauce and the action taken at each step in the chart that follows. Include your start and stop times for each step.

Type of Icing or Sauce: _____

Step	Action Taken	Start Time	Stop Time
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

7. Apply the icing or sauce to your cake as directed.
8. Taste and evaluate your cake. Rate your cake using the following scale (circle one):
1 = Poor; 2 = Fair; 3 = Good; 4 = Great.

Record your ratings in the Product Assessment chart on the next page. Share your results with the-class.

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Product Assessment		
Category	Results	
	Cake	Icing or Sauce
Shape		
Crust		
Texture		
Aroma		
Flavor		

9. Have your instructor evaluate your cake and icing or sauce using the Performance Checklist below.

Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

Performance Level Achieved: _____

- _____ 1. Follows safety and sanitation practices at all times during this job.
- _____ 2. Mixes the cake ingredients properly, resulting in a quality product.
- _____ 3. Uses the correct steps and actions in the blending method to create cake.
- _____ 4. Scales the batter correctly into prepared pans for even baking.
- _____ 5. Bakes cake at proper temperature for the appropriate time.
- _____ 6. Selects the appropriate icing or sauce for the cake.
- _____ 7. Produces icing or sauce of the right consistency.
- _____ 8. Produces cake that displays quality characteristics for proper flavor, texture, doneness, and-appearance.

Instructor's Signature: _____ **Date:** _____

Specialty Dessert Production

Directions: Work in teams to prepare specialty desserts. Sell your desserts in the school restaurant, either whole or by the serving.

1. Divide into four teams. Each team will prepare three of their assigned type of specialty dessert. Obtain your specialty dessert formula from your instructor. Review the formula. Create a Job Plan Sheet on a separate sheet of paper.

Team A: Pudding (chocolate or vanilla)

Team C: Mousse

Team B: Baked custard

Team D: Molded gelatin

2. Prepare 10 servings of your team's assigned specialty dessert. Use the following formula to convert the yield of the recipe if needed.

Step 1 $\text{desired yield} \div \text{existing yield} = \text{conversion factor}$

Step 2 $\text{existing quantity} \times \text{conversion factor} = \text{desired quantity}$

3. In the chart below, list the steps taken to make your assigned specialty dessert, the action taken at each step, and the start and stop times of each step.

Type of Specialty Dessert: _____

Step	Action Taken	Start Time	Stop Time
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

4. Make your specialty dessert as directed in your formula.

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5. Taste and evaluate your dessert. Rate your dessert using the following scale (circle one):

1 = Poor; 2 = Fair; 3 = Good; 4 = Great.

Record your ratings in the Product Assessment chart below. Share your results with the class.

Product Assessment	
Category	Results
Shape	
Crust	
Texture	
Aroma	
Flavor	

6. Review the duration of each step of your formula. On a separate sheet of paper, list the steps in which you can improve.

7. Have your instructor evaluate your dessert using the Performance Checklist below.

Performance ✓ Checklist

Performance Standards
Level 4 —Performs skill without supervision and adapts to problem situations.
Level 3 —Performs skill satisfactorily without assistance or supervision.
Level 2 —Performs skill satisfactorily, but requires assistance or supervision.
Level 1 —Performs parts of skill satisfactorily, but requires considerable assistance or supervision.
Level 0 —Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

Performance Level Achieved: _____

- _____ 1. Follows safety and sanitation practices at all times during this job.
- _____ 2. Mixes the dessert ingredients properly, resulting in a quality product.
- _____ 3. Takes the correct steps and actions to create the dessert.
- _____ 4. Prepares a dessert that displays quality characteristics for proper flavor, texture, temperature, and appearance.

Instructor's Signature: _____ Date: _____