



# Culinary Math Management – Virginia 2021 *(all changes for state competition in red)*



**Culinary Math Management**, an individual or team event, recognizes participants who use Family and Consumer Sciences skills to create an oral presentation to demonstrate the application of mathematical concepts in the culinary arts industry using the annual topic. Prior to competition, participants must prepare a **file folder**, **oral presentation**, and **visuals**. ~~On-site, participants respond to a case study.~~

## 2020-2021 Topic: Kitchen Ratios

### EVENT LEVELS

**Level 3:** grades 11–12\*\*

**Level 4:** Postsecondary\*\*

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.



### ELIGIBILITY & GENERAL INFORMATION

- Review all “General Policies” in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education\*\*. Students enrolled in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.



- ~~A case study document will be provided for completion during the in-person competition. Participants may bring a calculator, but not a mobile device with a calculator app, for the case study.~~ If events are held virtually, these points will be automatically awarded to all participants.
- ~~Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at in-person competitions.~~
- Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- ~~National Leadership Conference (in-person competition) participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.~~ If events are held virtually, these points will be automatically awarded to all participants.

\*\*Eligible Virginia courses for this event include:

8275 - Culinary Arts I

8276 - Culinary Arts II

8279 - Culinary Arts Specialization

8250/8249 – Introduction to Culinary Arts

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	In-Person Competition Participant Set Up/ Prep Time	In-Person Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	In-Person Competition Evaluation Interview Time	In-Person Competition Total Event Time
1-3	File Folder, Visuals, Oral Presentation	<del>Table—Yes</del> <del>Electrical Access—No</del> <del>Wall Space—no</del> <del>Supplies—no</del>	Official dress - or- Professional dress appropriate to this event	5-minutes setup/10 minutes case study	5-minutes prior to presentation	<del>In-person: 1 min. warning at 4 min.; stopped at 5 min./10 min. case study.</del> Virtual: 6 min. to include additional questions	5-minutes	30-minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
✓		✓	✓	✓		✓		✓	✓

# CULINARY MATH MANAGEMENT

## Procedures and Time Requirements for In-Person Competition

All National Leadership Conference (in-person competition) participants will take the Culinary Math Management Test during the online testing window, May 10-21, 2021, following the online testing specifications. Participants will have 20 minutes to complete the test. Tests will be evaluated and the results will be factored into the team's final score.

Each entry will submit a file folder with required documents to the event room consultant at the designated participation time.	
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist. Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins.
10 minutes	Participant(s) will be given 10 minutes to complete the case study in a separate case study room. The completed case study will be given to evaluators prior to the oral presentation.
5 minutes	The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. Participant(s) will be stopped at 5 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant(s) about the oral presentation and the case study.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participants at the end of scoring.

## Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
File Folder Document	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. The document should include one page for each of the file folder contents as described below.
Oral Presentation Video (to include Question Responses)	The oral presentation video may be up to 6 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file <del>can</del> <b>MUST</b> be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, Punctuality, and Case Study.

## Specifications

### Test

All National Leadership Conference participants in state competition will take the Culinary Math Management test online prior to competition. Participants will have 20 minutes to complete the test. Test questions may include multiple choice, true/false, or multi-step *problem solving*.

### File Folder

Participant(s) will upload submit one letter-size file folder containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time documents as described above. The file folder must be labeled (either typed or handwritten) in the top-left corner with name of event, event level, participant's name, and state.

1- 8 ½" x 11" page	Project Identification Page	Use plain paper, with no graphics or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1- 8 ½" x 11" page	FCCLA Planning Process	Summarize how each step of the <i>Planning Process</i> was used to develop the Culinary Math Management project.

## Culinary Math Management Specifications (continued)

1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
1- 8 ½” x 11” page	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .

### Case Study—In Person Competition Only

~~Participants will be given a written case study, based on the annual topic, to evaluate their understanding of the application of mathematical concepts in culinary arts management. Each individual or team will complete one Culinary Math Management Case Study Form which will be turned in to the evaluators prior to the oral presentation. Work will take place within the case study room/station with no spectators. No pre-written material is allowed. Participant(s) will be provided blank Case Study Forms that should be used to respond and relay the developed solution(s). After oral presentation, evaluators have the opportunity to ask participants questions about the case study responses.~~

<del>Knowledge of Subject</del>	<del>Show evidence of knowledge and subject.</del>
<del>Appropriate Solution(s)</del>	<del>Present solution(s) which are feasible and suitable for the situation.</del>

### Oral Presentation

The oral presentation may be up to ~~5 minutes~~ (6 minutes for virtual competition) in length and is delivered to evaluators. The presentation should illustrate the use of mathematics in culinary arts and **must be based on the annual topic** as listed in the event description. This is not based on a project, but serves as an illustration/demonstration of participant’s knowledge of the annual topic and its application to the field.



Organization/ Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of culinary arts mathematics concepts.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuels</i> or notecards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding the <del>case study and</del> presentation. <del>Questions are asked after the presentation.</del>  For virtual competitions, include responses to the following questions at the end of the oral presentation: 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?

### Visuels/Props

*Visuels/props* may include posters, charts, slides, presentation software, video, etc. and may be used to illustrate or demonstrate *content*. Audio/visual recordings are limited to one-minute playing time.

Effectively Illustrate <i>Content</i>	The <i>visuels</i> chosen to present the culinary arts mathematics concepts are clear, concise, and visually appealing.
Use of <i>Visuels</i>	<i>Visuels</i> support, illustrate, or complement presentation.





# CULINARY MATH MANAGEMENT

## Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

FILE FOLDER							Points
<b>FCCLA Planning Process Summary Page 0–5 points</b>	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Works Cited/ Bibliography 0–3 points</b>	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
ORAL PRESENTATION							Points
<b>Organization/ Delivery 0–5 points</b>	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter 0-5 points</b>	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Voice – pitch, tempo, volume 0-3 points</b>	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice 0-3 points</b>	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation 0-3 points</b>	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions 0-3 points</b>	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation			
VISUALS							Points
<b>Effectively Illustrate Content 0-5 points</b>	<b>0</b> Visuals not provided	<b>1</b> Visuals are weak in supporting the presentation	<b>2</b> Visuals support the presentation but do not complement the content	<b>3</b> Visuals support the presentation but do not complement the content	<b>4</b> Visuals support the presentation but do not complement the content	<b>5</b> Visuals support and complement the presentation	
<b>Use of Visuals during Presentation 0-5 points</b>	<b>0</b> Visuals not used during presentation	<b>1</b> Visuals used to limit amount of speaking time	<b>2</b> Visuals used minimally during presentation	<b>3</b> Visuals incorporated throughout presentation	<b>4</b> Visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and visuals	

# Culinary Math Management Rubric (continued)

Points

<b>CASE STUDY</b>																	
<b>Knowledge of Subject Matter</b> 0-15 points	<b>0</b> No case study response provided	<b>1</b> Case study is incomplete	<b>2</b>	<b>3</b>	<b>4</b> Case study response included a limited amount of current data and knowledge	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b> Case study response included an adequate amount of current data and knowledge	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b> Case study response included extensive amount of current data and knowledge	<b>13</b>	<b>14</b>	<b>15</b>	<b>15</b>
<b>Appropriate Solutions</b> 0-15 points	<b>0</b> No case study response provided	<b>1</b> Case study is incomplete	<b>2</b>	<b>3</b>	<b>4</b> Solution was partially feasible or appropriate for the situation	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b> Solution was adequate for the situation	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b> Solution was feasible and appropriate for the situation, with each step of action apparent and well communicated	<b>13</b>	<b>14</b>	<b>15</b>	<b>15</b>

**Evaluator's Comments – include two things done well and two opportunities for improvement:**

TOTAL  
(70 points possible)

Evaluator # \_\_\_\_\_  
 Evaluation Initial \_\_\_\_\_  
 Room Consultant Initial \_\_\_\_\_