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**Retail Commercial  
Baking**

## General Assessment Information

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**Test Type:** The Retail Commercial Baking assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

**Revision Team:** The assessment content is based on input from subject matter experts representing the following states: Florida, Massachusetts, Pennsylvania, South Carolina.



12.0501- Baking and Pastry Arts/Baker/Pastry Chef



Career Cluster -  
Hospitality and Tourism



51-3011.00 - Bakers

## Written Assessment

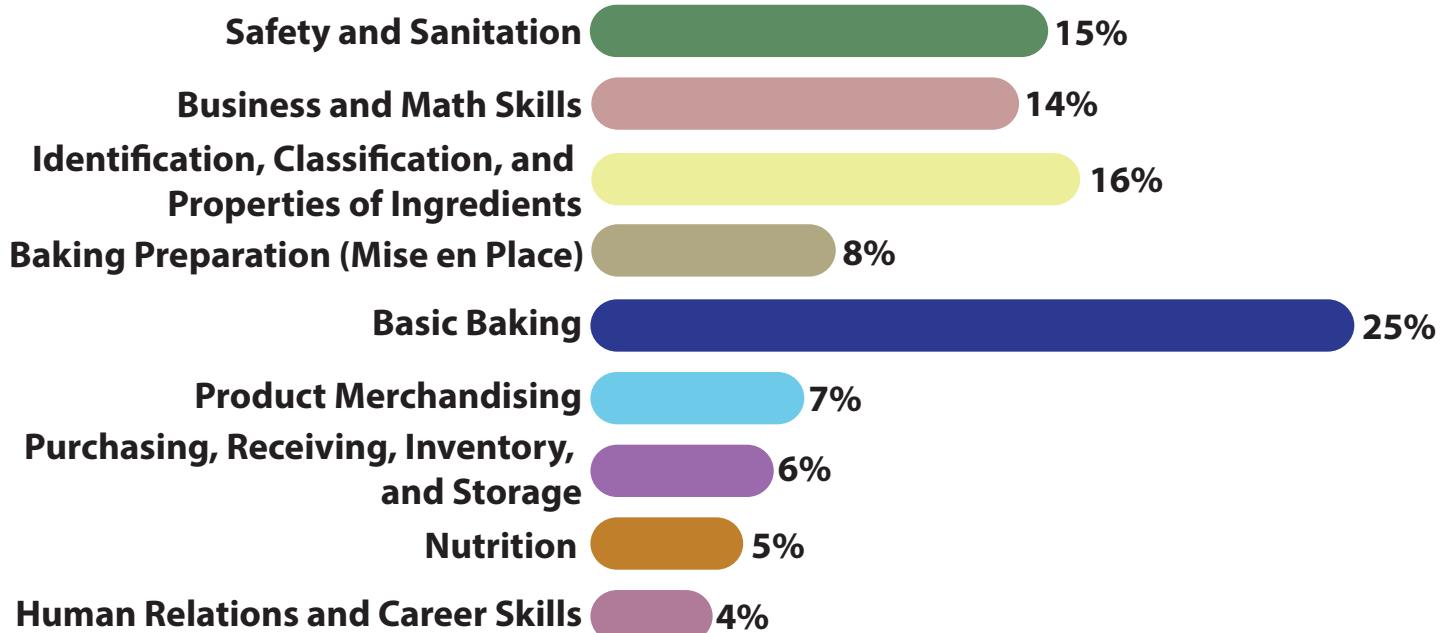
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 182

**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

### 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

## 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.

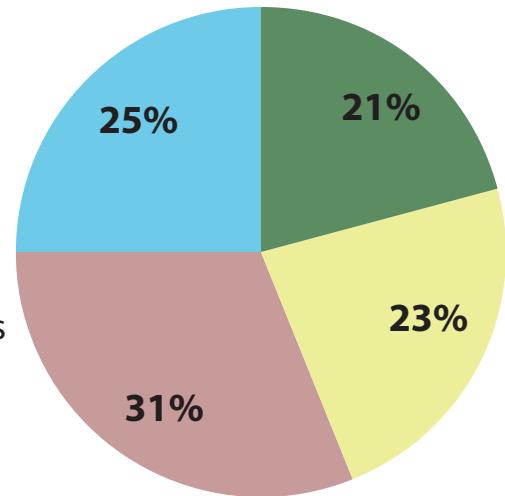
**Administration Time:** 4 hours and 45 minutes

**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.