

# COMMERCIAL BAKING (VIRTUAL)



## PURPOSE

To evaluate each contestant's preparation for employment in the food service industry and to recognize outstanding students for excellence and professionalism in the commercial baking and pastry arts field.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with commercial baking/pastry arts as the occupational objective.

## CLOTHING REQUIREMENT

### Class G: Culinary/Commercial Baking Attire

- White or black work pants or black-and-white checkered chefs' pants\*.
- White chef's jacket.
- White or black leather work shoes (non-slip).
- White apron.
- White neckerchief.
- Side-Towels.
- Hairnet.

**Note:** Chef's hats (toques) will be supplied by the National Technical Committee, as well as food handlers' gloves.

\* Black-and-white checkered chef's pants not available through the SkillsUSA Store.

### Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
  - Official Competition Clothing.
  - Trade Appropriate Clothing.
  - Professional Dress.
  - Business Casual.

- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.
- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.
- Scoring deductions may only be given and/or disqualification of contestant if clothing safety standards are not met.

No facial jewelry is allowed. Earrings are not permitted even if covered by a bandage. A single watch or wedding ring is the only jewelry that will be allowed to be worn during the orientation and contest periods. All hair must be restrained by either a hat or hairnet. Beards must be covered by a snood during all periods of food handling.

These regulations refer to clothing items that are pictured and described at: [www.skillsusastore.org](http://www.skillsusastore.org). If you have questions about clothing or other logo items, call 1-888-501-2183.

Cellphones are not permitted and cannot be used in place of a kitchen timer.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. Contest problem (formulas, recipes, instructions)
2. Supplied by the contestant
  - a. Computer with high-speed internet capability and camera to use applications such as Zoom, Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: [www.speedtest.net](http://www.speedtest.net). Allow the page to load and click on GO.

- b. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles. Additional camera requirements will be located on the SkillsUSA website at <http://updates.skillsusa.org>.
- c. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite “hands and eyes” for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant’s work or presentation. However, the Proctor shall not serve as a judge nor have any influence on contestant scores.
- d. The contestant’s instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.
- e. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.
- f. All necessary food items for the contest, paper goods, etc. No outside food will be allowed.
- g. Contest site organized (workstations, ovens, stoves refrigeration, access to product and additional equipment) in

as fair a manner possible for each contestant

- h. Below is a minimum list of tools needed. Contestants may bring additional tools, but they must be stored in your workspace. Equipment check will occur during setup. Judging will also include the contestant’s ability to maintain a neat and clean workspace.
  1. All mixers, ovens, stoves necessary for food preparation
  2. All products for food presentation
  3. Bowl Stainless (1, 2, 3, and 4-quart)
  4. Brush, Bench
  5. Brush, Pastry
  6. Card Scraper/Bowl Scraper
  7. Container Dry Measuring
  8. Container for Cooling
  9. Container Liquid Measuring (1qt)
  10. Couche/Cloth
  11. Cutting Board or Mat
  12. Dough Container (for Fermentation)
  13. Dough Cutter/Bench Knife
  14. Dough Cutter/Knife/Pastry Blender
  15. Flower Nails
  16. Gloves, Food Service
  17. Ingredient Container for Scaling
  18. Knife, Chef (8-10")
  19. Knife, Paring
  20. Knife, Serrated (10")
  21. Marker (ex: Sharpie) or pencil to mark all items (ballpoint pen does not work)
  22. Microplane/Zester/Grater
  23. Oven Mitts/Pads
  24. Pan, Sauté (10-12")
  25. Pastry Bags
  26. Pastry Tip (Ateco 807 (.56")) or similar size (Round)
  27. Pastry Tips (Assorted Decorating)
  28. Pastry Wheel
  29. Rolling Pin/French Pin/Dowell
  30. Ruler
  31. Sauce Pan/Pot (2qt)
  32. Scale, Digital (5k or 10lb) (Battery Powered)
  33. Scissors
  34. Scoop, Portion #16
  35. Sifter – Small
  36. Silpat (Full Sheet)

37. Spatula, Offset
38. Spatula, Rubber
39. Spatula, Rubber Heat-Proof
40. Spatula, Assorted
41. Spoon, Chef
42. Spoon, Measuring
43. Thermometer (digital preferred)
44. Timer(s)
45. Towels, Cleaning
46. Towels, Side
47. Vegetable Peeler
48. Wire Whip/Whisk

**Note:** Your contest also may require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: <http://updates.skillsusa.org>.

## SCOPE OF THE CONTEST

### Knowledge Performance

The contest will include a written knowledge test assessing baking fundamentals. The written exam consists of 100 multiple-choice questions.\*\*

The written test will be scheduled during the contestant meeting and held before the performance portion of the contest.

\*\* The exam being offered is the Retail Baking Association standard Journeyman certification exam. The exam consists of 100 multiple-choice questions. Topics of the exam include: weights, measures and general baking math; classifications and properties of ingredients; handling and storage of ingredients; safety and handling; yeast-raised dough products; doughnut — cake and yeast-raised; cake decorating; cakes; production/scheduling/planning; laminated doughs; cookies, pies, and pastries; and customer service and merchandising of products

Successful completion of written and practical exam you can apply for the Journeyman Certificate through the Retail Bakers of America.

Successful completion of written and practical exam will replace the NOCTI requirements on

the American Culinary Certification Certified Fundamental Pastry Cook (CFPC) application

### Skill Performance

The skill performance of the contest will be the actual preparation of baked goods and the presentation of the finished products ready for sale to customers.

### Contest Guidelines

The skill performance portion of the contest will ask contestants to:

1. Demonstrate and apply food safety principles, procedures, HACCP and key practices for ensuring food safety
2. Coordinate *mise en place* and apply organizational skills
3. Demonstrate and apply knowledge of proper baking methods and techniques as required
4. Demonstrate knife skills and proper cutting techniques
5. Demonstrate and apply the proper use of equipment
6. Demonstrate and apply creative preparation, portioning and presentation of food items

**Note:** The **product formulas** and **evaluation rubrics** as well as other instructions needed for product preparation will be posted on the SkillsUSA website at: <http://updates.skillsusa.org>.

**Note:** A total of eight products will be prepared during the performance portion of the contest. Some of the formulas will have sub-formulas. The products will be selected by the national technical committee.

### Standards and Competencies

**Note for Virtual Competitions:** Contestants may not be required to perform all the standards and competencies listed in this section. However, contestants should be prepared to perform components in all areas. Prior to the competition, the technical committee may determine which standards and competencies contestants will be perform for the virtual contests. The technical committee will determine if additional information is needed for contestants prior to the competition.

These changes will be posted on the SkillsUSA Championships contest update website at: <http://updates.skillsusa.org>.

The following standards and competencies are those set forth by the Retail and Commercial Baking Industries as well as those established for the Culinary Arts and Hospitality industries.

**CB 1.0 — Follow Hazard Analysis Critical Control Points (HACCP) in a food preparation setting**

- 1.1 Document information on time and temperature in log
- 1.2 Store and rotate food according to policies (FIFO)
- 1.3 Use proper receiving procedures for the delivery of food
- 1.4 Wash hands according to proper procedures
- 1.5 Use properly calibrated thermometers
- 1.6 Use labels properly

**CB 2.0 — Maintain knowledge of safety, sanitation and HAZMAT policies, procedures and codes in a food preparation setting**

- 2.1 Validate that in-service training records and reports are up-to-date
- 2.2 Ensure that personal certifications are maintained
- 2.3 Ensure that proper containers are used for storage of food, chemicals and other supplies
- 2.4 Check that personal attire meets safety standards (e.g., covered hair)
- 2.5 Ensure that proper cleaning solutions are maintained and used
- 2.6 Ensure that spills and other safety problems are addressed immediately
- 2.7 Ensure that material safety data sheets are reviewed

**CB 3.0 — Maintain personal hygiene and compliance with dress code in a food preparation setting**

- 3.1 Demonstrate that uniforms are clean and fit properly
- 3.2 Demonstrate that hair restraints are used
- 3.3 Ensure that perfume and cologne use is minimal
- 3.4 Demonstrate that hands and nails are clean and groomed
- 3.5 Ensure that use of jewelry meets standards (e.g., only wedding rings)

**CB 4.0 — Maintain safe and sanitary work area(s)**

- 4.1 Show that location of first aid kit is clearly marked
- 4.2 Show that MSDS sheets are used properly
- 4.3 Show that sanitizers are located at every station
- 4.4 Show that work area, tools and equipment are cleaned and sanitized after each activity
- 4.5 Ensure that chemicals are stored properly
- 4.6 Ensure that sharp objects are stored properly
- 4.7 Demonstrate that fire codes are followed

**CB 5.0 — Hold and store food at proper temperature**

- 5.1 Show that food products are labeled and dated
- 5.2 Ensure that food is rotated in a timely manner
- 5.3 Ensure that temperature of food and storage containers is within guidelines
- 5.4 Show that the thermometer is calibrated
- 5.5 Demonstrate that temperatures are checked and logged regularly
- 5.6 Ensure that storage guidelines are followed
- 5.7 Prepare food according to specifications

**CB 6.0 — Review menu, recipes/formulas and instructions**

- 6.1 Demonstrate that clarification is sought when questions arise
- 6.2 Ensure that recipe/formula reviewed is up-to-date
- 6.3 Ensure that quantity of food is verified
- 6.4 Ensure that menu items are consistent with recipes/formulas
- 6.5 Demonstrate that recipes/formulas are available and referenced when needed

**CB 7.0 — Identify and select the necessary ingredients**

- 7.1 Identify and use appropriate substitutions if necessary
- 7.2 Verify ingredient list
- 7.3 Verify that preparation ingredients are consistent with recipe/formula
- 7.4 Ensure that requisition forms are used when appropriate for special items
- 7.5 Verify that stock levels are checked
- 7.6 Verify that freshness and proper rotation are checked

**CB 8.0 — Follow recipes/formulas and customer requests**

- 8.1 Demonstrate that proper weights and measurements are used
- 8.2 Ensure that substitutions are made upon customer requests
- 8.3 Verify that recipe/formula is followed consistently
- 8.4 Identify that cooking/baking and serving times are consistent with recipes/formulas
- 8.5 Identify that food is consistent with customer request and recipe/formula
- 8.6 Ensure that order is checked for special instructions
- 8.7 Verify that the customer reports satisfaction

**CB 9.0 — Prepare food to proper temperature and taste**

- 9.1 Verify proper temperature requirements
- 9.2 Use thermometer correctly
- 9.3 Set food warmers to proper temperature
- 9.4 Calibrate thermometers correctly
- 9.5 Verify that potentially hazardous foods have reached safe temperatures

**CB 10.0 — Communicate necessary information to co-workers in a food preparation setting**

- 10.1 Follow chain of command
- 10.2 Communicate requests for special orders to chef prior to preparation
- 10.3 Verify customer requests with food server
- 10.4 Share customer feedback
- 10.5 Monitor and communicate quantity of returned items
- 10.6 Use shift logs
- 10.7 Use warning tags
- 10.8 Ensure that products are labeled

**CB 11.0 — Review standards and customer requests for finished product**

- 11.1 Identify special requests
- 11.2 Identify necessary garnishes
- 11.3 Identify appropriate portions
- 11.4 Identify appropriate container (e.g., plate, banquet container)

**CB 12.0 — Assemble product for delivery**

- 12.1 Use appropriate serving containers
- 12.2 Ensure that serving containers (e.g., plates, flatware) are clean

- 12.3 Use proper hygiene when assembling the final product (e.g., hair covering)
- 12.4 Verify that all menu items are present
- 12.5 Use proper serving tools
- 12.6 Verify that product is visually inspected
- 12.7 Notify food servers of the availability of order

**CB 13.0 — Monitor holding time and temperature**

- 13.1 Verify that heat lamps are in working order
- 13.2 Calibrate thermometers properly
- 13.3 Rotate finished food at appropriate time intervals
- 13.4 Verify that holding time and temperatures comply with standard policies
- 13.5 Check maintenance logs on equipment
- 13.6 Use thermometers consistently
- 13.7 Use Hazard Analysis Critical Control Point (HAACP) logs
- 13.8 Use serving and holding tools correctly

**CB 14.0 — Assess final product for quality assurance**

- 14.1 Verify that the ticket is compared to the finished dish
- 14.2 Match the final product to customer request
- 14.3 Verify that the presentation of product is consistent
- 14.4 Ensure that the final product is prepared at the correct temperature
- 14.5 Ensure that the final product is seasoned at correct level
- 14.6 Ask service staff about the customer reaction

**CB 15.0 — Gather the necessary equipment in the food preparation setting**

- 15.1 Use the right tool or piece of equipment for task
- 15.2 Ensure that tools and equipment are transported to work area safely
- 15.3 Use checklists to verify equipment

**CB 16.0 — Verify that equipment and tools are in working order**

- 16.1 Inspect equipment and tools visually
- 16.2 Identify equipment and tools with missing parts
- 16.3 Ensure that equipment is tested before use (e.g., oven temperature)

- 16.4 Ensure that defective tools and equipment are reported to supervisors
- 16.5 Verify that maintenance logs are maintained
- 16.6 Ensure that tools and equipment that create safety hazards are removed

**CB 17.0 — Communicate deficiencies and other necessary information to the supervisor**

- 17.1 Identify unsafe tools and equipment clearly
- 17.2 Describe deficiencies in detail
- 17.3 Report deficiencies to appropriate personnel
- 17.4 Log deficiencies
- 17.5 Ensure that maintenance logs reflect deficiencies
- 17.6 Verify that documentation procedures are followed

**CB 18.0 — Use tools and equipment in a safe and sanitary manner**

- 18.1 Verify that tools and equipment are cleaned and sanitized before and after use
- 18.2 Use proper colored cutting board (e.g., blue/fish; red/raw meat; green/vegetables)
- 18.3 Use proper food handler gloves
- 18.4 Verify that knives are sharpened on a regular basis
- 18.5 Use equipment safety devices (e.g., guards on electronic cutters)
- 18.6 Follow manufacturer's operating instructions for equipment

**CB 19.0 — Clean and sanitize equipment and tools after every use**

- 19.1 Use proper chemical mixture to clean and sanitize equipment and tools
- 19.2 Ensure that cutting boards are properly bleached
- 19.3 When cleaning tools and equipment, use hot water
- 19.4 Ensure that policies and procedures for using chemicals and sanitizers are followed

**CB 20.0 — Store tools and equipment in proper area after use**

- 20.1 Verify that equipment and tools are cleaned, sanitized and covered before storage

- 20.2 Ensure that cleaning supplies are stored in the proper area
- 20.3 Return tools and equipment to proper storage place
- 20.4 Ensure that equipment sanitization storage rules are followed

**CB 21.0 — Maintain awareness of surroundings in the food preparation setting**

- 21.1 Report security or safety problems promptly to appropriate personnel
- 21.2 Ensure that hazardous situations are dealt with promptly
- 21.3 Verify that work area is visually scanned on a regular basis for safety and security problems
- 21.4 Identify emergency exits and procedures
- 21.5 Check emergency equipment regularly
- 21.6 Monitor location of co-workers

**CB 22.0 — Advise management of safety and security concerns**

- 22.1 Notify supervisory personnel promptly about safety and security concerns
- 22.2 Document safety concerns in a timely manner
- 22.3 Forward concerns to appropriate personnel
- 22.4 Document concerns containing all relevant information
- 22.5 Ensure that follow-up activities occur after concerns have been forwarded

**CB 23.0 — Take appropriate action to protect guest and employee safety**

- 23.1 Correct hazardous conditions promptly and safely
- 23.2 Notify management and/or outside agencies (e.g., fire department, ambulance) promptly of problems
- 23.3 Use proper safety equipment
- 23.4 Follow written policies and procedures
- 23.5 Document outstanding hazards
- 23.6 Monitor customer behavior for potential harm to others
- 23.7 Verify that visible signage is posted around hazardous areas (e.g., wet floor)

**CB 24.0 — Follow security policies and procedures**

- 24.1 Review safety and security policies frequently
- 24.2 Verify that security documentation is complete and accurate

- 24.3 Verify that company reports (e.g., shrinkage reports) indicate security policies are being followed
- 24.4 Ensure that unauthorized individuals are identified and removed from premises
- 24.5 Verify that the work environment is checked frequently for potential security problems

**CB 25.0 — Follow safety and emergency procedures, including appropriate workplace behavior**

- 25.1 Follow emergency procedures according to company policy
- 25.2 Notify proper authorities of emergency situations
- 25.3 Use emergency equipment properly
- 25.4 Verify that safety-related training and certifications (e.g., CPR) are up-to-date
- 25.5 Report suspicious activity to appropriate personnel
- 25.6 Document incident reports properly and in a timely manner

**CB 26.0 — Identify problems with customer satisfaction**

- 26.1 Ensure that customers are asked about their source of dissatisfaction
- 26.2 Repeat problem description to customer to verify understanding
- 26.3 Assess customer body language for signs of dissatisfaction
- 26.4 Document problems in a timely manner
- 26.5 Review customer feedback
- 26.6 After a problem has been identified, ensure that follow up activity occurs

**CB 27.0 — Resolve problem or offer alternative solutions according to company procedures and guidelines**

- 27.1 Identify that the solution is consistent with company policies and procedures
- 27.2 Document the resolution to the problem as company policy requires
- 27.3 Ensure that proper attitude is maintained at all times
- 27.4 Verify that problems are referred to proper personnel when appropriate
- 27.5 Perform the resolution of a problem in a timely manner
- 27.6 After a problem has been identified, verify that follow-up activities occur

**CB 28.0 — Follow up on guest satisfaction and employee actions**

- 28.1 Verify that customer satisfaction is checked after solution is offered
- 28.2 Identify that customer comment cards indicate customer satisfaction
- 28.3 Contact customers about the resolution of outstanding problems
- 28.4 Ensure that follow-through activities with guest are performed
- 28.5 Document customer satisfaction level

**CB 29.0 — Document incident and outcome**

- 29.1 Verify that documents and forms are complete and accurate
- 29.2 Ensure that documentation is provided to appropriate personnel
- 29.3 Identify that documentation is completed in a timely manner
- 29.4 Notify co-workers of the outcome and any changes in policy
- 29.5 Verify that documentation is reviewed to ensure that the problem does not recur

**Committee Identified Academic Skills**

The technical committee has identified that the following academic skills are embedded in this contest.

**Math Skills**

- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Simplify numerical expressions.
- Use scientific notation.
- Solve practical problems involving percentages.
- Solve single variable algebraic expressions.
- Solve problems using proportions, formulas and functions.

**Science Skills**

- Use knowledge of cell theory.
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems).
- Describe basic needs of organisms.
- Classify living organisms.
- Use knowledge of carbon, water and nitrogen cycles.

- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gases.
- Describe characteristics of types of matter based on physical and chemical properties.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color).
- Use knowledge of chemical properties (acidity, basicity, combustibility and reactivity).

### Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice.
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Use test structures to aid comprehension.
- Understand source, viewpoint and purpose of texts.
- Organize and synthesize information of use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate expository writing.
- Demonstrate information writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

### Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

#### Math Standards

- Numbers and operations.

- Algebra.
- Geometry.
- Measurement.
- Problem solving.
- Communication.
- Connections.
- Representation.

**Source:** NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

#### Science Standards

- Understands the structure and function of cells and organisms.
- Understands relationships among organisms and their physical environment.
- Understands biological evolution and the diversity of life.
- Understands the structure and properties of matter.
- Understands the sources and properties of energy.
- Understands the nature of scientific inquiry

**Source:** McREL compendium of national science standards. To view and search the compendium, visit: [www2.mcrel.org/compendium/browse.asp](http://www2.mcrel.org/compendium/browse.asp).

#### Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students use a variety of technological and information resources (e.g., libraries,



databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

**Source:** IRA/NCTE Standards for the English Language Arts. To view the standards, visit: [www.ncte.org/standards](http://www.ncte.org/standards).