

| | Student Name: |
|---|---------------|
| | Date: |
| I | Section #: |

| | PT 1 Food Truck Wars? | | |
|-------|---|-----|------|
| Deliv | Deliverables | | |
| | 1. The student completes research on culinary and hospitality careers. | Yes | No |
| | 2. The student meets all of the required tasks to design and create the food truck concept. | Yes | NO |
| | 3. The student meets all of the required tasks to design and create the food truck menu. | Yes | 140 |
| | 4. The student meets all of the required tasks to design and create the food truck prototype. | | No 8 |
| | 5. The student meets all of the required tasks to create and present a business plan. | Yes | No 8 |

Relational Skills and Personal Attributes

| Quality Indicators | Meets or Exceeds Expectations | Not Yet or Inconsistently Meets Expectations | Does Not Meet Expectations | Comments |
|--------------------------|---|--|----------------------------|----------|
| Applied Knowledge: | Student demonstrates all of | Student demonstrates some | Student does not | |
| Critical Thinking Skills | the requisite skills when | of the requisite skills when | demonstrate enough of the | |
| | designing a food truck and | designing a food truck and | requisite skills to | |
| | menu; these skills include | menu, but does not | demonstrate applied | |
| | critical thinking | demonstrate the following | knowledge when designing a | |
| | creativity | skills: | food truck and menu. | |
| | ability to make sound | □ critical thinking | | |
| | decisions | □ creativity | | |
| | ability to solve problems | ☐ ability to make sound | | |
| | | decisions | | 1 |







| | | ability to understand the | |
|-------------------------------|-------------------------------|---|--------------------------|
| | | design a rood truck; | |
| | | docion a food trick: | |
| | checked: | resources necessary to | |
| | demonstrate the skills | ability to understand the | |
| | industry but does not | following indicators: | |
| industry | hospitality and food services | industry through the | |
| hospitality and food services | concepts about the | hospitality and food services | |
| understanding of key | understanding of key | concepts about the | |
| background knowledge and | knowledge and | understanding of key | |
| requisite skills to display | display background | background knowledge and | |
| demonstrate enough of the | of the requisite skills to | the requisite skills to display | Career Navigation Skills |
| Student does not | Student demonstrates some | Student demonstrates all of | Applied Knowledge: |
| | well | | |
| | □ ability to organize ideas | • ability to organize ideas well | |
| | ☐ ability to plan well | | |
| | ability to reason logically | ability to plan well | |
| | ability to solve problems | ability to reason logically | |
| | decisions | ability to solve problems | |
| | ability to make sound | decisions | |
| | □ creativity | ability to make sound | |
| business plan. | critical thinking | creativity | |
| knowledge when creating a | following skills: | critical thinking | |
| demonstrate applied | does not demonstrate the | these skills include | |
| requisite skills to | creating a business plan, but | creating a business plan; | |
| demonstrate enough of the | of the requisite skills when | the requisite skills when | Critical Thinking Skills |
| Student does not | Student demonstrates some | Student demonstrates all of | Applied Knowledge: |
| | well | | |
| | □ ability to organize ideas | | |
| | ability to plan well | • ability to organize ideas well | |
| | □ ability to reason logically | ability to plan well | |
| | ☐ ability to solve problems | ability to reason logically | |







| | business plan; | קמייית המיין | |
|---------------------------|-------------------------------|---|---------------------------|
| | materials needed for the | husiness plan: | |
| | information to price | materials needed for the | |
| | □ ability to research | information to price | |
| literacy. | checked: | ability to research | |
| demonstrate financial | demonstrate the skills | following indicators: | |
| requisite skills to | literacy skills but does not | skills by meeting the | |
| demonstrate enough of the | of the required financial | the requisite financial literacy | |
| Student does not | Student demonstrates some | Student demonstrates all of | Financial Literacy Skills |
| | | about a business plan. | |
| | מצטמר מ צמטוורטט קומוו. | communicate information | |
| | | complete a business plan; | |
| | Communicate information | • use information to | |
| | complete a business plan: | | |
| | use information to | complete a business plan; | |
| | complete a business plan; | organize information to | |
| | □ organize information to | complete a business plan; | |
| | complete a business plan; | locate information to | |
| skills. | ☐ locate information to | following indicators: | |
| requisite information use | requisite information skills: | skills by meeting the | Information Use |
| demonstrate enough of the | demonstrate one of the | the requisite information | Communication Skills: |
| Student does not | Student does not | Student demonstrates all of | Executive and |
| | business plan. | | |
| | to create and present a | | |
| | ☐ ability to understand how | | |
| | create a menu; | | |
| | resources necessary to | business plan. | |
| | ☐ ability to understand the | create and present a | |
| | design a food truck; | ability to understand how to | |
| | resources necessary to | create a menu; | |
| | ☐ ability to understand the | resources necessary to | |





Teacher Rubric Unit 3 PT1

| serv | curi | loca | dev | eng | the | Civic Engagement Skills Stud | bus | info | abil |
|-------------------------------|------------------------------|-------------------------------|----------------------------|--------------------------|---------------------------|------------------------------|----------------|-------------------------|----------------------------|
| services with a Venn diagram. | current trends in food truck | local issues and illustrating | developing an awareness of | engagement skills by | the requisite civic | Student demonstrates all of | business plan. | information to create a | ability to apply financial |
| services with a Venn diagram. | current trends in food truck | local issues and illustrating | developing an awareness of | engagement skills by | of the requisite civic | Student demonstrates some | business plan. | information to create a | ability to apply financial |
| | | | | civic engagement skills. | demonstrate the requisite | Student does not | | | |
| | | | | | | | | | |

NOTES:

