



# Performance Assessment Instrument



## Assessing Frozen Foods

## Objectives

1. Access a general frozen food item (TA #1.1)
2. Access a frozen animal protein (TA #1.2)
3. Access a fresh animal protein (TA #1.3)

## Type of Performance Assessment and Rationale

Type of assessment	Rationale
Process Assessment	Accessing frozen foods is a process driven job task. Each step is critical to ensuring that food recipients have access to food that is safe for consumption. This is due to food safety requirements from the Idaho Food Bank Food Safety Program.

## Instructor Directions

### *Assessment Set Up*

#### 1) Gather Resources

- Paper or Digital Flowchart
- Paper or Digital Job Aid for each section (general frozen food, frozen animal protein and fresh animal protein)
- Paper or Digital Assessment Checklist
- Thermometers
- Paper Food Items
  - Place two general frozen food items on the table. One must be bulk.
  - Place two frozen animal proteins on the table. One should be acceptable. One should be destroyed.
  - Place two fresh animal proteins on the table. One should be acceptable. One should be destroyed.
  - Food items should rotate between each assessment attempt. One should be acceptable. One should be destroyed.

## 2) Facilitation

- Welcome Learners
- Give Directions
  - Inform learners they need to demonstrate their ability to access different types of frozen food.
  - They may not use any other materials other than the job aid.
  - Learners must verbalize their thought process throughout the assessment. i.e., a food item was unacceptable because the temperature was too hot. Learners must still complete all steps of assessing food if they determine an item is unacceptable.
  - Time to complete should be less than 15 to 20 minutes total.
- Note: Learners will typically complete the steps in order. But they may go back and make adjustments. Update the checklist when this happens.
- Go over assessment with learners as they complete the assessment.
- If necessary, provide learners with remediation training based on their decisions on the assessment.

### ***Instructions to Learners***

This assessment will take approximately 15 to 20 minutes to complete.

1. Upon prompting from the instructor, gather your resources (job aid, flowchart, thermometers).
2. Begin Test
3. Follow the directions in the job aid.
4. When complete, return all resources to the instructor.

### ***Determining Mastery***

Accessing frozen foods is critical to the Idaho Food Bank's mission of a hunger free Idaho. The learner's ability to access frozen foods helps ensure the Idaho Food Bank is providing safe and nutritious food to its food recipients. Learners will pass if they have zero "no" responses.

### ***Providing Remediation***

Instructors will work with learners to schedule a separate time to repeat the assessment when needed. During this time, instructors will go over common mistakes. Learners may ask questions prior to retaking the assessment.

## Assessment Checklist

Did the learner:		Comments:	
	Food Item 1	Food Item 2	
<b>(1) Gather Resources</b>			
Get their job aids, flow charts and thermometers?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>(2) Assess Fresh Animal Protein</b>			
Take temperature and proceed according to temperature? <ul style="list-style-type: none"> <li>● Less than 41°F? - Proceed to Next Step</li> <li>● Greater than 41°F - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Verify the product date and proceed according to date? <ul style="list-style-type: none"> <li>● Within freeze by or refrigerate by date? - Proceed to Next Step</li> <li>● Past freeze by date? - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Verify that the product packaging is intact and proceed according to packaging status? <ul style="list-style-type: none"> <li>● Intact? - Proceed to Next Step</li> <li>● Damaged? - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Did the learner:		Comments:	
	Food Item 1	Food Item 2	
Determine if the food quality is acceptable? The food is without freeze burn, discoloration, or ice crystals? <ul style="list-style-type: none"> <li>• Acceptable Quality? - Accept the Product</li> <li>• Unacceptable Quality? - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>(3) Assess Frozen Animal Protein</b>			
Take temperature and proceed according to temperature? <ul style="list-style-type: none"> <li>• Less than 41°F? - Proceed to Next Step</li> <li>• Higher than 41°F? - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Verify the product date and proceed according to date? <ul style="list-style-type: none"> <li>• Within freeze by or refrigerate date? - Proceed to Next Step</li> <li>• Past Freeze by date? - Proceed to Next Step</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Did the learner:		Comments:	
	Food Item 1	Food Item 2	
Verify the product packaging is intact and proceed according to status?  <ul style="list-style-type: none"> <li>● Intact? - Proceed to Next Step</li> <li>● Damaged - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<b>(4) Assess General Frozen Food</b>			
Take temperature and proceed according to temperature?  <ul style="list-style-type: none"> <li>● Less than 20°F? - Proceed to Next Step</li> <li>● Higher than 20°F? - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>For Non-Bulk Items:</b> Verify the product packaging is intact and proceed according to status?  <ul style="list-style-type: none"> <li>● Intact? - Proceed to Next Step</li> <li>● Damaged? - Destroy Product</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Determine if the food quality is acceptable? The food is without ice crystals?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Did the learner:		Comments:	
	Food Item 1	Food Item 2	
<ul style="list-style-type: none"> <li>• Acceptable Quality? - Accept the product</li> <li>• Unacceptable Quality? - Destroy Product</li> </ul>			
<b>(5) Determine Mastery</b>			
Tally the number of “no” responses	_____ of “No” responses		
Are there 1 or less “no” responses?	<input type="checkbox"/> Yes <input type="checkbox"/> No		No=Remedial Training Yes=Mastery

### Operating Assumptions

- Learners possess all the resources and tools necessary to carry out their job.
- Learners know how to operate the various thermometers used at Idaho Food Bank.
- Learners will prepare their workstations and assemble the resources they need prior to beginning the task.
- The compliance standards and requirements for accepting frozen foods will not undergo any changes after implementation.
- Anyone who receives or stores frozen food will have continued access to the job aid, and that the dominant language spoken will remain English.
- Learners understand the importance of accepting quality products (to prevent food poisoning) and eliminate complaints from the recipients at the end of the chain.

- Learners can cue when to take three random temperature readings from a sample donation and when to take individual temperature readings of every item.
- Learners know the difference between bulk items and non-bulk items.





**The  
Idaho  
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