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(Purple General Purpose Answer Sheet, Form No. 16485)

Coming October 25, 2000...
Production Planning
Satellite Seminar times to be announced.

NFSMI, P.O. Drawer 188, University, MS 38677 1-800-321-3054 / 3061(Fax)  http://www.nfsmi.org
INTRODUCTION

The purpose of this satellite seminar, Building Quality Meals: Standardized Recipes and Portion Control, is to provide an opportunity for Child Nutrition Program personnel to learn about using standardized recipes and portion control techniques to prepare quality, nutritious meals for customers.

The following topics will be covered during this satellite seminar:

- Understanding standardized recipes
- Weighing and measuring techniques for preparing standardized recipes
- Culinary terms and techniques
- Portion control techniques
- Modifying recipes
- Standardizing recipes to meet the quality and preference standards of student customers

It is important to follow recipes exactly because our customers expect consistent quality.
<table>
<thead>
<tr>
<th>Cooking Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al dente</td>
<td>An Italian cooking term meaning to cook until tender but still slightly firm. Translated literally from Italian “to the tooth,” the term is usually used to describe cooking pasta, but it can also apply to vegetables.</td>
</tr>
<tr>
<td>A.P.</td>
<td>An abbreviation for “As Purchased” weight (in other words, before trimming or other preparation).</td>
</tr>
<tr>
<td>Bake</td>
<td>To cook by dry heat, usually in an oven. A suitable cooking method for meat, bread, and casseroles.</td>
</tr>
<tr>
<td>Barbecue</td>
<td>To roast or broil a food which is usually brushed with a highly seasoned sauce.</td>
</tr>
<tr>
<td>Baste</td>
<td>To spoon liquids, sauce, or meat juice over food to keep it moist during cooking and to add flavor.</td>
</tr>
<tr>
<td>Batch cooking</td>
<td>To cook smaller “batches” of food (rather than cooking one large amount and holding it throughout the meal). Also: cooking in smaller batches to meet the demand of children who eat at different times. Batch cooking is often done in food service with foods (such as pasta, steamed spinach, and hamburgers) that will not retain their fresh properties if large quantities are made and held.</td>
</tr>
<tr>
<td>Batter</td>
<td>A thin mixture of flour and liquid which can be poured or dropped from a spoon, such as for pancakes. Also, “to batter” means “to coat with batter.”</td>
</tr>
<tr>
<td>Beat</td>
<td>To mix vigorously by hand or with mixing equipment to make a mixture light, fluffy, or smooth.</td>
</tr>
<tr>
<td>Blend</td>
<td>To mix (stir) two or more ingredients.</td>
</tr>
<tr>
<td>Boil</td>
<td>To cook rapidly in water or liquid so that bubbles rise and break on the surface.</td>
</tr>
<tr>
<td>Braise</td>
<td>To cook slowly in a covered container with a small amount of liquid or water. A suitable cooking method for less tender cuts of meat.</td>
</tr>
<tr>
<td>Bread (Dredge)</td>
<td>To coat food with bread crumbs, cracker crumbs, or flour before cooking.</td>
</tr>
<tr>
<td>Broil</td>
<td>To cook by direct heat from a flame, electric unit, or glowing coals; a suitable cooking method for tender cuts of meat.</td>
</tr>
<tr>
<td>Brown</td>
<td>To cook food, generally meat, until it is uniformly brown on all sides.</td>
</tr>
<tr>
<td>Chill</td>
<td>To cool a food with ice water or refrigeration.</td>
</tr>
<tr>
<td>Chop</td>
<td>To cut food into small pieces with a knife or chopping equipment.</td>
</tr>
<tr>
<td>Convection oven</td>
<td>A more rapid way of cooking and browning foods due to a strong circulation of hot air.</td>
</tr>
</tbody>
</table>
### COOKING TERMS CONTINUED...

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cream</td>
<td>To work foods (such as shortening and sugar) together with a spoon or mixer, until soft, fluffy, and thoroughly blended.</td>
</tr>
<tr>
<td>Crumb (Coat)</td>
<td>To cover with crumbs, flour, or sugar.</td>
</tr>
<tr>
<td>Cut in</td>
<td>To mix solid fat, such as butter or margarine, into dry ingredients with a cutting motion until the shortening remains in small particles.</td>
</tr>
<tr>
<td>Dice</td>
<td>To cut into small cubes with a knife or cutting equipment.</td>
</tr>
<tr>
<td>Dough</td>
<td>A stiffer version of a batter, such as for bread or cookies.</td>
</tr>
<tr>
<td>Dredge (Bread)</td>
<td>To coat a food by dipping in crumbs, flour, cornmeal, sugar, or other coatings.</td>
</tr>
<tr>
<td>Fold</td>
<td>To combine food ingredients into a mixture using gentle turning motions (as few as possible) until the ingredients are blended.</td>
</tr>
<tr>
<td>Fry</td>
<td>To cook food in a small amount of fat over heat in a skillet, pan, or griddle. This can also refer to “deep frying” or “French-frying” in a large volume of preheated fat.</td>
</tr>
<tr>
<td>Glaze</td>
<td>To coat with an egg, sugar, or gelatin mixture to produce a glossy appearance on a food.</td>
</tr>
<tr>
<td>Grind</td>
<td>To mince or pulverize food, such as meat, into small particles by using a food chopping device or meat grinder.</td>
</tr>
<tr>
<td>IQF</td>
<td>An acronym for “Individually Quick Frozen.”</td>
</tr>
<tr>
<td>Julienne</td>
<td>To cut into thin, short strips.</td>
</tr>
<tr>
<td>Knead</td>
<td>To work with dough, such as bread dough, by pressing, folding, and stretching to develop the gluten in the dough structure.</td>
</tr>
<tr>
<td>Marinate</td>
<td>To modify a food’s flavor or texture by soaking, for a period of time, in a medium of oil, acid, and flavorings. Meats and vegetables are sometimes marinated, especially if they are to be grilled.</td>
</tr>
<tr>
<td>Melt</td>
<td>To turn a solid food into a liquid by heating.</td>
</tr>
<tr>
<td>Mince</td>
<td>To finely chop food, such as garlic, into very small pieces.</td>
</tr>
<tr>
<td>Mix</td>
<td>To blend or combine two or more foods or ingredients.</td>
</tr>
<tr>
<td>Parboil</td>
<td>To boil in water briefly as a preliminary cooking step. May be used with vegetables or meat before roasting or barbecuing.</td>
</tr>
<tr>
<td>Pare</td>
<td>To thinly trim off the outer covering or skin of a food, such as potatoes.</td>
</tr>
<tr>
<td>Peel</td>
<td>To strip off the outer covering of a food, such as oranges or bananas.</td>
</tr>
</tbody>
</table>
### COOKING TERMS CONTINUED...

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punch down</td>
<td>To remove air bubbles from risen yeast dough by pushing the dough down with the fists.</td>
</tr>
<tr>
<td>Reconstitute</td>
<td>To restore a concentrated food (such as a juice concentrate) to its original strength by adding liquid; to restore dried foods (such as nonfat dry milk or onions) to their original state by adding liquid.</td>
</tr>
<tr>
<td>Rehydrate</td>
<td>To add fluids back into a dried food such as dehydrated onions.</td>
</tr>
<tr>
<td>Roast</td>
<td>To bake without water, uncovered, in an oven. A suitable cooking method for tender meats or poultry.</td>
</tr>
<tr>
<td>Saute</td>
<td>To cook in a small amount of fat at a very high heat until tender.</td>
</tr>
<tr>
<td>Scald</td>
<td>To heat a liquid, such as milk, to a temperature just below the boiling point. Tiny bubbles will appear around the edge of the pan.</td>
</tr>
<tr>
<td>Score</td>
<td>To make shallow cuts lengthwise and crosswise on the surface of a dough or meat.</td>
</tr>
<tr>
<td>Shred</td>
<td>To cut or grate foods into narrow strips.</td>
</tr>
<tr>
<td>Simmer</td>
<td>To cook in liquid that is kept just below the boiling point.</td>
</tr>
<tr>
<td>Slice</td>
<td>To cut a food with a knife or slicing equipment.</td>
</tr>
<tr>
<td>Steam</td>
<td>To cook food in steam generated by boiling water or steam equipment.</td>
</tr>
<tr>
<td>Stir</td>
<td>To mix ingredients with a circular motion without beating.</td>
</tr>
<tr>
<td>Stir-fry</td>
<td>To quickly cook, in a small amount of oil, tossing and stirring lightly to preserve the shape of the food.</td>
</tr>
<tr>
<td>Stock</td>
<td>A natural soup or gravy base made from cooking vegetables, meat, fish, or poultry, in water.</td>
</tr>
<tr>
<td>Tender-crisp</td>
<td>To cook vegetables until “tender-crisp” means to cook until they are just beginning to become tender. Vegetables cooked this way remain bright in color.</td>
</tr>
<tr>
<td>Whip</td>
<td>To rapidly beat a food, such as eggs or cream, incorporating air to lighten the mixture and to increase its volume. Usually, whipping is done with a whisk, fork, or mixing equipment.</td>
</tr>
</tbody>
</table>

Source: Child Care Recipes: Food for Health and Fun

**Don’t guess about a term that you don’t know.... that may lead to disaster!**
## Portion Control Utensils

### Scoops (or Dishers) (or Dippers)

<table>
<thead>
<tr>
<th>Size</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>⅜ cup</td>
</tr>
<tr>
<td>8</td>
<td>½ cup</td>
</tr>
<tr>
<td>10</td>
<td>⅜ cup</td>
</tr>
<tr>
<td>12</td>
<td>⅝ cup</td>
</tr>
<tr>
<td>16</td>
<td>¼ cup</td>
</tr>
<tr>
<td>20</td>
<td>3⅜ Tbsp</td>
</tr>
<tr>
<td>24</td>
<td>2⅞ Tbsp</td>
</tr>
<tr>
<td>30</td>
<td>2 Tbsp</td>
</tr>
<tr>
<td>40</td>
<td>1⅞ Tbsp</td>
</tr>
<tr>
<td>50</td>
<td>3¾ tsp</td>
</tr>
<tr>
<td>60</td>
<td>3¼ tsp</td>
</tr>
<tr>
<td>70</td>
<td>2¾ tsp</td>
</tr>
<tr>
<td>100</td>
<td>2 tsp</td>
</tr>
</tbody>
</table>

### Spoodles

<table>
<thead>
<tr>
<th>Spoodle Size</th>
<th>Contains Approximately</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 oz</td>
<td>¼ cup</td>
</tr>
<tr>
<td>3 oz</td>
<td>⅓ cup</td>
</tr>
<tr>
<td>4 oz</td>
<td>½ cup</td>
</tr>
<tr>
<td>6 oz</td>
<td>¾ cup</td>
</tr>
<tr>
<td>8 oz</td>
<td>1 cup</td>
</tr>
</tbody>
</table>

### Ladles

<table>
<thead>
<tr>
<th>Ladle size</th>
<th>Contains approximately</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 oz</td>
<td>⅛ cup</td>
</tr>
<tr>
<td>2 oz</td>
<td>¼ cup</td>
</tr>
<tr>
<td>4 oz</td>
<td>½ cup</td>
</tr>
<tr>
<td>6 oz</td>
<td>¾ cup</td>
</tr>
<tr>
<td>8 oz</td>
<td>1 cup</td>
</tr>
</tbody>
</table>

Source: Child Care Recipes: Food for Health and Fun

---

Portion control ensures that customers receive equal amounts of food.
PORTION CONTROL - PERFORMANCE CHECKLIST

Technician’s Name: ________________________ Date: ________________________
Instructor’s Name: ________________________ Title: ________________________
School: ______________________________________ Date: ________________________

ACTIVITY

- Controls the portion size by cutting appropriate foods into the number of specified portions.

- Serves the cut portions with appropriate utensil.

- Uses the correct procedure to check the weight of a portion.

- “Spot-checks” the portion sizes of foods, such as meats or cheese, being sliced into servings on the slicer.

- Serves the specified number of a counted food item.

- Uses the correct size scoop, spoodle, or ladle.

- Fills and serves one level scoop, spoodle, or ladle.

- Checks the serving size of foods which must be served with a serving spoon or tongs.

- Fills steamtable pans and sheet pans with appropriately sized servings of food.

Adapted from Louisiana Food Service Training Program
EIGHT STEPS TO STANDARDIZE A RECIPE

1. Begin with one recipe.

2. Review the ingredients and follow the directions exactly.

3. Prepare a recipe for 25 portions. Weighing is a two-step process. Weigh and record total combined ingredient weight and a portion size to equal the total given yield. Weights of ingredients are also used to determine pan sizes. Repeat process again, after the completion of the finished product. Note problems and suggestions.

4. Taste-test the product with the food service staff and students. Judge the product for appearance, consistency, texture, flavor and overall acceptability.

5. Make adjustments, if needed. If changes are necessary, repeat the recipe preparation process until a consistent quality product is achieved. Re-test, if necessary.

6. Increase the recipe to 50 and 100 portions before increasing the recipe to the number needed for the meal service. Repeat the weighing process. Note adjustments and suggestions. As a general rule, double the spices and herbs in a recipe when increasing from 50-100 portions. Increase the spice or herb by 25 percent for each additional 100 portions.

7. Review the recipe with the preparation staff.

8. Record the recipe in a standard format for the recipe card file.

Every recipe should be standardized for your facility!
STANDARDIZED RECIPES - PERFORMANCE CHECKLIST

Technician's Name: ________________________ Date:__________________________
Instructor's Name:__________________________ Date:__________________________
School:___________________________________

ACTIVITY

\- Reads the complete recipe carefully. Asks questions to clarify instructions and terms.

\- Assembles ingredients, utensils, and equipment in order of use.

\- Does pre-preparation steps (greasing pans, preheating equipment, etc.).

\- Uses scales correctly to measure most dry ingredients.

\- Uses liquid volume measures correctly.

\- Uses dry volume measures to correctly measure small amounts of dry ingredients.

\- Stirs food which packs before measuring by volume.

\- If scales are not available, packs brown sugar or presses solid shortening into volume measure.

\- Follows procedure specified in the recipe and asks for clarification when in doubt.

\- Follows recipe instructions, recording any modifications. Keeps record of preparation and cooking time.

\- Portions and serves finished products properly.

Adapted from Louisiana Food Service Training Program
PRETEST

(Directions: Please indicate your answer by darkening the appropriate circle on the purple answer sheet.)

1. A standardized recipe:
   a. Has been tested and adjusted in a school facility and is proven to produce good results.
   b. Is written by USDA for the Child Nutrition Program.
   c. Comes from a food journal.
   d. Has a picture of the food.

2. Quantity recipes from USDA include:
   a. The recipe title and its file number.
   b. Nutrients per serving.
   c. A marketing guide.
   d. All of the above

3. Using standardized recipes:
   a. Provides the same number of servings every time.
   b. Increases food cost.
   c. Decreases the accuracy of nutrient analysis.
   d. All of the above

4. When using a standardized recipe,
   a. Read it completely.
   b. Check with the manager if you do not understand terms.
   c. Assemble all materials before starting preparation.
   d. All of the above

5. Weighing food is:
   a. More exact than measuring volume.
   b. Less exact than measuring volume.
   c. Harder than measuring volume.
   d. Only used for liquid ingredients.

6. Stir ingredients and lightly spoon ingredients that tend to pack such as:
   a. Flour
   b. Brown sugar
   c. Powdered sugar
   d. Both a and c

7. To quickly cook in a small amount of oil, tossing and stirring lightly to preserve the shape of the food.
   a. Braise
   b. Steam
   c. Stir-fry
   d. Roast

8. Serving the correct portion size:
   a. Helps students feel they are treated fairly.
   b. Is not important as long as every student is served.
   c. Helps prevent running out of food.
   d. Both a and c

9. Which of the following make exact measurements?
   a. Ladles
   b. Spoodles
   c. Scoops
   d. All of the above

10. Standardized recipes are required for every menu item that has two or more ingredients or that requires any preparation.
    a. True
    b. False
POSTTEST, Page 1
(Directions: Please indicate you answer by darkening the appropriate circle on the purple answer sheet)

11. A recipe is standardized when:
   a. It is found in a culinary magazine.
   b. USDA prints it.
   c. It is evaluated and adjusted in the kitchen where it will be prepared.
   d. Students like it.

12. USDA quantity recipes need to be standardized in a facility for the following reasons:
   a. New equipment
   b. Ingredient availability
   c. Method of service
   d. All of the above

13. Using standardized recipes:
   a. Provides the same number of servings every time.
   b. Increases food cost.
   c. Decreases the accuracy of nutrient analysis.
   d. All of the above

14. Standardized recipes produce products consistent in:
   a. Quality
   b. Yield
   c. Nutritional value
   d. All of the above

15. Volume measure is recommended for:
   a. Liquid ingredients
   b. Solid shortening
   c. Large amounts of sugar
   d. Both a and b

16. The number on a scoop or disher indicates the number of:
   a. Fluid ounces per level scoopful
   b. Tablespoons per level scoopful
   c. Level scoopfuls per quart
   d. Teaspoons per level scoopful

17. To cut food like carrots or zucchini in narrow, lengthwise strips, resembling matchsticks is to:
   a. Shred
   b. Julienne
   c. Dice
   d. Chop

18. When using a traditional spring scale:
   a. Make sure the scale is calibrated on a regular basis.
   b. Be sure the pointer is on zero when you begin.
   c. Place ingredients directly on the platform.
   d. Both a and b

19. Advantages of using standardized recipes are:
   a. Easier to train new employees and cross train personnel.
   b. Helps managers in menu planning for costing menus and purchasing.
   c. Will serve as documentation for reviewers to analyze for compliance with nutritional goals.
   d. All of the above

20. Once a recipe is standardized, it never has to be standardized again.
   a. True
   b. False
POSTTEST, Page 2

(Directions: Please darken the appropriate circle on the answer sheet to indicate how much you agree or disagree with the following statements.)

USE THE FOLLOWING SCALE:
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

21. The satellite seminar was presented at a convenient time of day for me.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

22. The length of this satellite seminar was good.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

23. This satellite seminar presented information which will be valuable to me or members of my staff.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

24. The speakers who illustrated key points were effective.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

25. This satellite seminar maintained my interest.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

26. The overall content presented in this satellite seminar was appropriate for the topic.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

27. The printed materials which accompanied this satellite seminar were effective.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

28. I received at least one idea which I can use in my program.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

29. The television production quality of this satellite seminar was good.
   A. Strongly agree
   B. Agree
   C. Neither agree nor disagree
   D. Disagree
   E. Strongly disagree

30. My position title:
   A. Principal, Teacher, Counselor
   B. State Office/Personnel
   C. Director or Supervisor
   D. Manager
   E. Food Service Assistant

If you had a question that was not answered, write the question below. We will compile a list of questions with answers and return it to your state director.

http://www.nfsmi.org

NFSMI, P.O. Drawer 188, University, MS 38677    1-800-321-3054 / 3061(Fax)
REFERENCES AND RESOURCES

NFSMI Materials*
Cooking for the New Generation
Creating Healthy Menus for the Mainline, Part II
Culinary Techniques for Healthy School Meals
Healthy Cuisine for Kids
On the Road to Professional Food Preparation

USDA Materials*
Child Care Recipes: Food for Health and Fun
A Menu Planner for Healthy School Meals
Quantity Recipes for School Food Service
A Tool Kit for Healthy School Meals: Recipes and Training Manual

Other Materials
Travel Guide to Healthy School Meals* (Oregon Department of Education)

*Please refer to the NFSMI Resource Guide for more complete information.

PRETEST/POSTTEST ANSWER KEYS

Pretest 1.a, 2.d, 3.a, 4.d, 5.a, 6.d, 7.c, 8.d, 9.d, 10.a


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BUILDING QUALITY MEALS: STANDARDIZED RECIPES AND PORTION CONTROL

A National Satellite Seminar
April 12, 2000

National Food Service Management Institute
The University of Mississippi

American School Food Service Association

Continuing Education Credit Request

DATE______________________________________________
SITESITE ______________________________________________________________________________________________________________________________________
FACILITATOR_______________________________
ASFSA MEMBERSHIP NUMBER_____________________________________________
NAME___________________________________________
ADDRESS_______________________________________________________________________________________________
____________________________________________________________________________________________
CITY_________________________STATE___________ZIP________________________
TELEPHONE________________________________________
NUMBER HOURS CREDIT EARNED______________________

Please complete form and hold until re-certification is due. Submit this form along with re-certification application and other documentation to your state School Food Service Association processor or to the ASFSA Certification Department at the address below:

Certification Department
American School Food Service Association
700 South Washington Street, Suite 300
Alexandria, VA 22314-4287

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