



2026

Food Science and Technology

2026 Updates

Below is a summary of updates to the Food Science and Technology CDE Handbook for the 2026 convention cycle. We plan to release handbook changes that may impact instruction in June of the year prior but may finalize smaller updates through February of the competition year. All updates and changes aim to provide a positive, relevant experience for all competitors.

HANDBOOK UPDATE:

JULY 2025

JANUARY 2026

Policies and Guidelines

I. Eligibility of Students

- Added — Eligibility is based on the National FFA membership year (August 1–July 31)—not a school’s academic calendar or “rising grade” designation.

Rationale: Clarifying that a student must be a 7th-grade member on the date of the qualifying event to compete or qualify at a state qualifying event. A student who is still a 6th-grade member on that date is not eligible to qualify and may compete for 7th-grade consideration only in qualifying events held on or after August 1.

- Updated the exam reference
Principles of Food Science. 6th edition. 2026. Janet D. Ward, Larry Ward, and Jodi Songer Riedel. The Goodheart-Willcox Company, Inc., <https://www.g-w.com/principles-of-food-science-2026>

Rationale: Updated from the 4th to the 6th edition as it was over ten years old.

Refer to the National FFA Career and Leadership Events webpage on [FFA.org](https://ffa.org) for the most up-to-date career and leadership development handbook edition.

CONTACT

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FFA VISION

Growing the next generation of leaders who will change the world.

FFA MISSION

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

FFA CODE OF CONDUCT

FFA members participating in National FFA programs understand and agree to abide by the National FFA Code of Conduct at:
<https://ffa.app.box.com/s/x6l2lkovv4x9tgieg73mei30zvli5i>

Guiding Principles

National awards and competitive events should:

1. Inspire members to explore, learn, and be prepared for future careers related to the AFNR career pathways and FFA AFNR Value Chain.
2. Recognize achievements in skill development and knowledge, including:
 - a. leveraging relevant technologies
 - b. utilizing creative problem-solving
 - c. meeting developmentally appropriate learning objectives (Bloom's Taxonomy)
 - d. utilizing employability skills (teamwork, communication, collaboration)
3. Be accessible and engaging for all students and FFA members.
4. Provide awards and recognition opportunities for students at all levels.
5. Work with other groups to utilize or partner with existing experiences.
6. Provide feedback that promotes personal and professional growth.

Agriculture, Food and Natural Resources (AFNR)

Career Cluster Content Standards

The National Council for Agricultural Education has provided permission to the National FFA Organization to use the National AFNR Career Cluster Content Standards in the development of their educational resource materials. The National Council for Agricultural Education is the owner and developer of the National AFNR Career Cluster Content Standards © 2016 and reserves all rights to the original material used here with permission. In addition, The National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation (NASDCTE/NCTEF) has provided permission to use the Common Career and Technical Core (CCTC) Standards in support of this project. NASDCTE/NCTEF are the owners and developers of the Common Career and Technical Core (CCTC) Standards © 2012 and reserve all rights to the original material used here with permission.

The National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into the national award and recognition programs for the benefit of members, school administration, and agriculture as a whole. For a complete set of the standards, please visit the [2016 AFNR Career Cluster Content Standards](https://ffa.app.box.com/s/hrxlqv7q6zo54xfi5x5kyltlyusqjihy0). You may access the standards alignments for this event at <https://ffa.app.box.com/s/hrxlqv7q6zo54xfi5x5kyltlyusqjihy0>.

Professional Integrity

FFA members participating in national FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in National FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the [Standard Operating Procedures on the Use of Artificial Intelligence \(AI\) for National Programs and Events document](#).

Member Safety

At National FFA, we're committed to creating a safe, inclusive, and supportive environment for all members— students, educators, and families alike. We believe in fostering premier leadership, personal growth, and career success, and that starts with a community built on respect and professionalism. These guidelines outline the expectations for behavior and conduct across all FFA activities and spaces. By upholding these principles, members help ensure FFA remains a place where everyone can thrive.

Please take a moment to review these policies, [here](#) (Member Safety at FFA.org), which includes an agreement to abide by the [National FFA Code of Conduct](#). Adherence is essential—violations may result in disciplinary action, including restricted access to events.

2026 CAREER AND LEADERSHIP DEVELOPMENT EVENTS GUIDELINES

POLICIES AND GUIDELINES

I. Eligibility of Students

- a. Eligibility is based on the National FFA membership year (August 1–July 31)—not a school’s academic calendar or “rising grade” designation.
- b. Each student must be a student FFA member on the current roster in good standing with the local chapter, state FFA association, and the National FFA Organization during the school year in which the student qualified to participate at the national level.
- c. If a student’s name is not on the chapter’s official roster, please work with the National FFA membership team to update the membership before the national event.
- d. The student, at the national event, must be:
 - i. A secondary education (grades 7–12) FFA member during the school year in which the participant qualified to participate at the national level as determined by the roster at the time of qualifying.
 - ii. A graduating senior is eligible to compete in state and national career and leadership development events up to and including their first national convention following graduation.)
 - iii. Participants in the Creed Speaking and Conduct of Chapter Meetings LDEs must qualify as a 7th, 8th, or 9th grade member.
- e. If a student moves to a different chapter or a different state once the student has qualified as a state representative in an event, that student may be allowed to compete in the national event with the school they qualified with during the qualifying year.
- f. A student may only participate in the same official CDE/LDE once. No student may participate in more than one National FFA event each year.
- g. Each student participating in a national event must complete an online Waiver and release of Liability through the convention registration system.

II. Selection/Certification of State Teams

- a. Each state will submit a team declaration form by July 1, before the national FFA convention. Participation in each declared event will incur an entry processing fee. [State Staff Declaration Instructions](#)
- b. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter.
- c. All students must be certified online by the designated deadline of Sept. 1 or within 10 days of the qualifying date if after the deadline. Advisors or state staff must certify members in each event by the certification deadline [How to certify a team or member Instructions](#)
- d. Once the original certification has been completed, no member may be added without first deleting a member. (See III. Drop/Add Process).
- e. State staff shall approve students are eligible (See I. Eligibility of Students). [State Staff Certification Approval Instructions](#) If an ineligible student participates in any career or leadership development event, the member will be disqualified, which may also impact the team’s ranking.
- f. States may approve teams comprised of fewer members than the required members.
- g. Substitutions of any student or team are subject to the determination and approval of the state association.
- h. If reputable international competitions invite teams to competition the national organization will certify National FFA Career and Leadership Development Event winners for international competition when states request. This is with the understanding that the state team will provide their travel expenses.

III. Drop/Add Process

- a. If a student needs to be substituted or dropped, the online drop/add process must be used to substitute or drop the team member. A team member must be dropped before another team member may be substituted. [How to Drop/Add a team member Instructions](#)
- b. The Drop/Add must be submitted one hour before the first event component or official activity of an event as listed in the schedule of events. Changes will not be permitted after this time.
- c. Members added to any team must meet all the eligibility and membership requirements described in this Guide's other sections.
- d. Substitutions may be allowed after the online document submission date (See individual Event Handbooks for details).
- d. Any assistance given to a student from any source other than the career development event officials or assistants will be sufficient to disqualify that student from the career and leadership development event.
- e. Event superintendents may stop any student if they deem their manner hazardous to themselves or others. Such action may result in a zero or lower score for that student for that section of the career or leadership development event.
- f. Students who start an event and do not complete it without notifying event officials at the time of departure may be disqualified. This can affect the overall team rank and position; in some events, it could also disqualify the entire team.
- g. Students will not be allowed to utilize personal electronic communication devices other than those approved by the event officials during the entire event. Students who access personal electronic communication devices without prior approval from the event officials may be disqualified from the national event.

IV. Disqualification

- a. FFA members participating in national FFA programs and events understand and agree that all work must result from their effort and ability, created and completed alone (except for partner or chapter applications). Details about Professional Integrity, the Use of Artificial Intelligence (AI) for National Programs and Events, and the National FFA Code of Conduct are included in event handbooks.
- b. Any verbal or non-verbal communication between students during an event that is not part of the event will be sufficient cause to eliminate the team member involved from the career development event.
- c. Teams or students arriving after the career development event has begun may be disqualified or penalized. This includes a zero or lower score for that team or student for the missed section of the career or leadership development event.
- h. Any CDE/LDE student, team, advisor, or coach who is proven to have gained access to event materials intended for or utilized by the event committee during the competition will be disqualified from the national event.

Purpose

The food science and technology career development event is designed to promote learning activities in food science and technology related to the food industry and to assist students in developing practical knowledge of principles used in a team decision-making process.

Objectives

The food science and technology career development event provides the opportunity for the participant to:

- Gain an awareness of career and professional food science and technology opportunities.
- Experience group participation and leadership responsibilities in a competitive food science and technology program.
- Develop technical competence and personal initiative in a food science and technology occupation.

Event Rules

Review the Career and Leadership Development Event Policy and Guidelines for information on eligibility, selection, certification, team member changes, disqualification and more.

[General Information for National Competition](#) can provide general guidance on preparing for national competition.

- The team will consist of four members, with all four scores contributing to the team score.
- It is highly recommended that participants wear FFA Official Dress for this event.
- Teams and/or individuals will not be permitted to use electronic media during the event unless provided by the National FFA.
- This includes, but is not limited to, cell phones, smart watches/fitness bands, cameras, etc.
- Any participant possessing an unauthorized electronic device, except a calculator, in the event area is subject to disqualification.

Equipment

Each participant must provide these items:

- A clipboard that is clean and free of notes.
- Two sharpened No. 2 pencils.
- Calculators used in this event must be non-programmable and non-graphing. Calculators should have only basic functions such as addition, subtraction, multiplication, division, equals, percent, square root, +/- key. No other calculators can be used during the event, including smartphones.

Allergy Information: Food products used in this event may contain or come in contact with potential allergens. Within the constraints of the event, reasonable accommodations can be made for the nine recognized allergens (milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, soybeans, and sesame) and food intolerances **upon request**

Advisors of students needing reasonable accommodations (ADA, food allergies, IEP, or other conditions) that may affect event participation or the provision of snacks/meals must complete the online [Request for Accommodation Form \(ADA and other\)](#) at least 30 days in advance (**by September 15**). If any student is not in your classroom, please **confirm their status with their other teachers**. National FFA cannot guarantee that we can secure and

provide the requested accommodation for late or on-site requests. This may result in the student being denied participation in a component of the event.

All requests will remain confidential, and a national FFA staff member will contact the participant's advisor to gather additional information and/or discuss the requested reasonable accommodation(s) or assistance. For questions about the ADA and/or other Accommodation Process, please email ADARequests@ffa.org.

TEAM ACTIVITIES

Team Product Development Project (400 points possible per team)

Each team will receive a product development scenario that outlines the need for a new or redesigned product that appeals to a target market segment. The team's task will be to design a new food product or reformulate an existing one based on the information in the scenario.

Product development scenarios will describe a category, platform and market. These may include but are not limited to the categories, platforms and markets listed below.

CATEGORIES

- Cereal
- Snacks
- Meals
- Side dishes
- Beverages
- Supplements
- Condiments
- Desserts

PLATFORM

- Frozen
- Refrigerated
- Shelf-stable
- Convenience
- Ready to eat
- Heat and serve

MARKET (DOMESTIC AND INTERNATIONAL)

- Retail
- Wholesale
- Foodservice
- Convenience store

Information about the product will be provided in the superintendent's letter, which is part of the team orientation information.

Each team will be provided with packaging materials, ingredients and necessary ingredient information to develop, label and package a product. The team will have 60 minutes to respond to the product development scenario, reformulate and create a product, calculate a nutritional label, develop the ingredient statement and information panel, and develop the front or principal display panel to reflect the new product.

The team will be responsible for understanding and using the following concepts to develop a presentation:

- | | | |
|----------------------|-----------------------|---------------------------|
| • Cost of goods sold | • Marketing and sales | • Food safety |
| • Nutrition | • Product | • Formulation concepts |
| • Target audience | • Processing | • Quality of presentation |
| • Quality control | • Packaging | |

After this time period, each team member will contribute to a 10-minute oral presentation before a panel of judges. No electronic media will be used in the presentation.

Following the presentation, there will be a 10-minute question-and-answer period with the judges, during which each team member is expected to contribute. All materials will be collected after the presentation.

The total time for each team will be 80 minutes. The total number of points possible for this activity will be 400.

EXAMPLE OF SCENARIO PRODUCT FROM PAST EVENTS:

Category	Platform	Market	Actual Product
Side dish	Ready to prepare	Retail or big box	Whole grain, low-sodium side dish
Beverage	Shelf-stable	Retail	Shelf-stable specialty coffee
Side dish	Refrigerated	Retail	Side salad for baby boomers
Snack	Shelf-stable	Retail	Non-nut snack bar
Breakfast	Ready to eat	Retail	Single-serve cereal for kids

Evaluation criteria and points for team product development activity can be found on the Team Product Development Project Scorecard.

Food Safety Audit team activity (80 points possible per team)

- Teams will be given 4-8 situations (e.g., photos, videos, written scenarios, live demonstrations) to observe. They will also be given policies to outline the food safety requirements of the location or facility. After evaluating the policies and situations provided, the team will complete the safety audit form. The sections of the form will include.
- List the reason(s) or what the issue is in the situation provided.
- List the action to correct the situation.
- Choose the related policy or policies that it violates, i.e. Facility, Sanitation, Pest Control, GMPs, Allergens, or Foreign Material. If more than one policy is violated the team will list it in the second column.
- Choose the risk type that the situation created, i.e. Biological, Chemical or Physical

<i>Situation (Picture Video, Written Scenario, Live Demonstration)</i>	<i>Food Safety Observation or Concern</i>	<i>Corrective Action</i>	<i>Related Policies</i>	<i>Related Policies</i>	<i>Risk Type</i>	<i>Total Point s</i>
<i>4-8 situations to observe with policies to outline the food safety requirements</i>	<i>List reasons or explain what the issue is</i>	<i>List the action to correct this situation</i>	<i>Facility, Sanitation, Pest Control, GMPs, Allergens, Foreign Material</i>	<i>Facility, Sanitation, Pest Control, GMPs, Allergens, Foreign Material - Use only if it violates more than one policy</i>	<i>Biological, Chemical, or Physical</i>	<i>80</i>
<i>Point Value</i>	<i>40%</i>	<i>45%</i>	<i>10%</i>		<i>5%</i>	

FOOD SAFETY AUDIT TEAM ACTIVITY EXAMPLE

Teams will be given 4-8 situations (e.g., photos, videos, written scenarios, live demonstrations) to observe. They will also be given policies outlining the food safety requirements for the location or facility. After evaluating the provided policies and situations, the team will complete the safety audit form. The sections of the form will include. * Review [the 2023 Safety and Sanitation team activity](#) to see the complete presentation with larger images and the policies.

- List the reason(s) or what the issue is in the situation provided.
- List the action to correct the situation.
- Choose the related policy or policies that it violates, i.e. Facility, Sanitation, Pest Control, GMPs, Allergens, or Foreign Material. If more than one policy is violated the team will list it in the second column.
- Choose the risk type that the situation created, i.e. Biological, Chemical or Physical

Situation (Picture Video, Written Scenario, Live Demonstration)	Food Safety Observation or Concern	Corrective Action	Related Policies 1	Related Policies 2	Risk Type	Total Points
4-8 situations to observe with policies to outline the food safety requirements	List reasons or explain what the issue is	List the action to correct this situation	Facility, Sanitation, Pest Control, GMPS, Allergens, Foreign Material	Facility, Sanitation, Pest Control, GMPS, Allergens, Foreign Material - Use only if violates more than one policy	Biological, Chemical, or Physical	80
Photo # 1	Dirty area, unclean conditions	Clean the area, ensure frequency of cleaning is suitable, retrain sanitation employees who perform the task	Sanitation	Sanitation	Biological	
	Open door that can allow rodents and other contamination into the facility	Close the door, submit a maintenance request if door is damaged	GMPS	Facility, Pest Control, GMPS	Biological	
Photo #2	Temporary repair on air hose, green tape	submit work request to fix hose or replace	GMPS	Facility	Physical	
Photo #3	Employee is not wearing gloves and is going to touch food	Ask employee to put on gloves and retrain	GMPS	GMPS	Biological	
	Employee has a pen in smock pocket	Ask employee to remove the pen and retrain	GMPS	GMPS	Physical	
	Employee is not wearing their hair net properly	Ask employee to fix their hair net and retrain	GMPS	GMPS	Physical	
Point Value	40%	45%	10%		5%	

INDIVIDUAL ACTIVITIES

Objective Test (150 points possible per individual)

The objective questions administered during the food science and technology examination will be designed to determine each team member's understanding of the basic principles of food science and technology. The test will be created using the textbooks and websites specified in the reference section.

Team members will work individually to answer each of the 50 questions. Each person will have 60 minutes to complete the examination. Each question will be worth three points, for a total of 150 points.

PRACTICUMS

Problem Solving/Math Practicum (25 points possible per individual)

- Participants will answer a series of five mathematical calculations based on common food science themes. Questions may include nutrition calculations, ingredient quantity, cost-benefit estimation of cost/margin of goods sold, conversions, processing conditions, etc.
- *Example Question:* The perfect glass of sweet tea is 20 percent sugar. Jim is making a one-gallon container of sweet tea. How many cups of sugar should he add?
 - a. 2.4 cups
 - b. 3.2 cups
 - c. 3.4 cups
 - d. 4 cups

Food Safety and Quality Practicums (50 points)

Customer Inquiry

- Each participant will be given five scenarios representing general consumer inquiries. Participants must determine if the consumer inquiry reflects a quality or safety issue (two points per scenario) and determine if it is a biological, chemical or physical concern or hazard (three points per scenario). This is for a total of 25 points.

PRODUCT SPECIFICATION COMPLIANCE

- Students will be given sample sets (actual products and/or data sets) and will be responsible for determining compliance with the provided specification requirements. This may include, but is not limited to, determining if the products are within the net weight standards, product sizing requirements, pH, color analysis, viscosity measurement, fill level tolerances, packaging specification compliance, etc. Participants will be asked five questions regarding potential compliance violations presented within the sample set. (25 points)

Sensory Evaluation Practicums (40 points)

Triangle Tests

- Four different triangle tests will be conducted. Participants must identify the different samples through flavor, aroma, visual cues and/or textural differences. Answers will be given on the sheet provided. No list will be provided for this segment of the practicum. Each test is worth five points.

Aromas

- Each participant will be asked to identify four different aromas from vials provided at each station and record the answer on the sheet provided. A list of potential aromas will be provided to each person. Each sample is worth 5 points. (20 points)

10. Apple	17. Clove	25. Lime	33. Peppermint
11. Banana	18. Coconut	26. Maple	34. Raspberry
12. Basil	19. Coffee	27. Molasses	35. Sage
13. Butter	20. Garlic	28. Nutmeg	36. Smoke (liquid)
14. Cherry	21. Ginger	29. Onion	37. Strawberry
15. Chocolate	22. Grape	30. Orange	38. Vanilla
16. Cinnamon	23. Lemon	31. Oregano	39. Watermelon
	24. Licorice (anise)	32. Peach	40. Wintergreen

Scoring

Activities	Individual Points	Team Points
Team product development project		400
Team food safety audit		80
Math/Problem solving	25	100
Food safety and quality	50	200
Sensory evaluation	40	160
Objective test	150	600
MAXIMUM POINTS POSSIBLE	265	1,560

TIEBREAKERS

Team:

- Team product development
- Team food safety audit
- Individual test (combined score)

Individual:

- Written exam
- Food safety and quality
- Sensory evaluation

Awards

Awards will be presented to individuals and teams based on their rankings at an awards ceremony. Advisors of cash award recipients will receive information about claiming their award following the convention. Guidelines for amounts and recipients of cash awards are available [here](#).

References

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to use the best instructional materials available. Make sure to use discretion when selecting website references using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- Past CDE materials and other resources are available by logging in at FFA.org.

EXAM REFERENCES

- <https://ffa.box.com/v/2026-FoodScience-Handbook>
- Principles of Food Sanitation. 5th Edition. 2006. Norman G. Marriott and Robert B. Gravani, Springer Science + Business Media, Inc.
- Institute of Food Technology website, <http://www.ift.org>
- USDA Food Safety and Inspection Service website, <http://www.fsis.usda.gov>

US Food and Drug Administration, <http://www.FDA.gov>

MATH/ PROBLEM SOLVING REFERENCE

The event will utilize the USDA Food Safety Inspection Service Processing Inspectors' Calculations Handbook (revised 1995) as the resource for the development of problem-solving problems relating to the following sections: Conversions (e.g., metric, US equivalents, grams, ounces, percent, ppm, Celsius, Fahrenheit); Pearson's Square; Percent of an ingredient in a formula; Yield; Shrink loss; Volume of a container; Calorie calculations; Total energy calculations. The resource can be found at this link:

https://www.fsis.usda.gov/sites/default/files/media_file/2020-07/7620.3.pdf

GENERAL REFERENCES

- Penn State Kitchen Chemistry: Experiments, resources and materials for educators and students, <http://foodscience.psu.edu/public/kitchen-chemistry>
- Food Safety Education, <https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/download-materials/for-kids-and-teens/for-kids-and-teens>
- Partnership for Food Safety Education, <http://www.fightbac.org>
- FoodSafety.gov, <http://www.foodsafety.gov>
- Good Manufacturing Practices, <https://www.fda.gov/food/current-good-manufacturing-practices-cgmps/good-manufacturing-practices-gmps-21st-century-food-processing>
- Inspection Service Processing Inspectors' Calculations Handbook (revised 1995): <http://www.aamp.com/foodsafety/documents/Directive7620-3.pdf>
- The New and Improved Nutrition Facts Label - Key Changes, <https://www.fda.gov/media/99331/download>
- USDA Food Safety Inspection Service Processing Inspectors' Calculations Handbook (revised 1995) the collection of sample calculations for food processing relating to the following sections: Conversions (e.g., metric, US equivalents, grams, ounces, percent, ppm, Celsius, Fahrenheit); Pearson's Square; Percent of an ingredient in a formula; Yield; Shrink loss; Volume of a container; Calorie calculations; Total energy calculations. https://www.fsis.usda.gov/sites/default/files/media_file/2020-07/7620.3.pdf

Team Product Development Project Scorecard

400 POINTS

Chapter	State	Team Number	
		Possible Score	Team Score
Package Display Components			
Use and development of nutrition label			
• Required information present		10	
• Correct calculations		10	
• Correct organization		10	
Use and development of the ingredient statement			
• Present		10	
• Correct order and all ingredients included		10	
• Location on package		10	
Use of principle display panel to convey information			
• All required components		15	
• Correct information		15	
• Location on package		10	
<i>Package Design Subtotal</i>		100	
Product Development Oral Presentation			
Cost of goods sold			
• Costing		20	
• Accuracy			
Nutrition			
• Communicate nutritional quality of product		20	
• Apply nutritional quality to health benefits			
Target audience			
• Identification of key consumer		20	
Quality control			
• Key quality attribute of consistent product		20	
• Examples: flavor, color, texture, net weight, size, etc.			
Marketing and sales			
• Communicated with future users		20	
• Promotions			
• Market location			
Product			
• Appearance		20	
• Texture			
• Shelf-life			
• Interaction of ingredients			
• Creativity			

	Possible Score	Team Score
Processing • Description of how to make product • Equipment • Flow diagram, unit operations • People	20	
Packaging • Materials used • Appropriate for the use of the product • Creativity	20	
Food Safety • Discussed potential hazards/concerns associated with products	20	
Formulation concepts		
• How well did the product match concept/product development scenario?	30	
• Category	5	
• Platform	5	
Quality of presentation		
• Equitable participation of team members	5	
• Organization	5	
• Use of time allowed	5	
• Professionalism	5	
• Presence and enthusiasm	5	
• Mannerisms	5	
<i>Product Development Oral Presentation Subtotal</i>	250	
Response to judges' questions		
Team participation in question response • All team members contributed	25	
Quality of response • Accuracy • Ability to answer • Originality • Knowledge	25	
<i>Response to Judges' Questions Subtotal</i>	50	
TOTAL POINTS	400	

Food Safety Audit Report Form

80 POINTS

Plant	Date
Location	
Inspection Team Members' State	Team Number
Plant Contact	
Contact Information	

<i>Situation (Picture Video, Written Scenario, Live Demonstration)</i>	<i>Food Safety Observation or Concern</i>	<i>Corrective Action</i>	<i>Related Policies 1</i>	<i>Related Policies 2</i>	<i>Risk Type</i>	<i>Total Points</i>
<i>4-8 situations to observe with policies to outline the food safety requirements</i>	<i>List reasons or explain what the issue is</i>	<i>List the action to correct this situation</i>	<i>Facility, Sanitation, Pest Control, GMPS, Allergens, Foreign Material Use #2 only if violates more than one policy</i>	<i>Facility, Sanitation, Pest Control, GMPS, Allergens, Foreign Material Use #2 only if violates more than one policy</i>	<i>Biological, Chemical, or Physical</i>	80
Photo # 1						
Photo # 2						
Photo # 3						
Photo # 4						
Photo # 5						
Photo # 6						
Photo # 7						
Photo # 8						
Point Value	40%	45%	10%		5%	

Inspection Team Representative Signature_____

Customer Inquiry Rubric

25 POINTS

Chapter	State	Team Number	Points Possible	Points Earned
Scenario # 1: This issue represented in this scenario is a:			2	
☐ Food Quality Issue ☐ Food Safety Issue				
Is the concern or hazard primarily <i>(Check only one)</i> :			3	
☐ Biological ☐ Chemical ☐ Physical				
Scenario # 2: This issue represented in this scenario is a:			2	
☐ Food Quality Issue ☐ Food Safety Issue				
Is the concern or hazard primarily <i>(Check only one)</i> :			3	
☐ Biological ☐ Chemical ☐ Physical				
Scenario # 3: This issue represented in this scenario is a:			2	
☐ Food Quality Issue ☐ Food Safety Issue				
Is the concern or hazard primarily <i>(Check only one)</i> :			3	
☐ Biological ☐ Chemical ☐ Physical				
Scenario # 4: This issue represented in this scenario is a:			2	
☐ Food Quality Issue ☐ Food Safety Issue				
Is the concern or hazard primarily <i>(Check only one)</i> :			3	
☐ Biological ☐ Chemical ☐ Physical				
Scenario # 5: This issue represented in this scenario is a:			2	
☐ Food Quality Issue ☐ Food Safety Issue				
Is the concern or hazard primarily <i>(Check only one)</i> :			3	
☐ Biological ☐ Chemical ☐ Physical				
TOTAL			25	