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| central florida assessment collaborative |
| Individual Test Item Specifications |
| Nutrition and Wellness |
| 2014 |

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I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and MAFS. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

* Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.



Each MAFS benchmark is labeled with a system of letters and numbers.

* The four letters in the *first position* of the label identify the **Subject**.
* The number(s) in the *second position* represents the **Grade Level**.
* The letter(s) in the *third position* represents the **Category**.
* The number in the fourth position shows the **Domain**.
* The number in the *fifth position* identifies the **Cluster**.
* The number in the last position identifies the specific **Standard**.



Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided:

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| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS or domain in the MAFS. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the MAFS. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement. |
| **Item Types** | are used to assess the benchmark or group of benchmark. |
| **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes** | define the characteristics of the answers that a student must choose or provide. |
| **Sample Items** | are provided for each type of question assessed. The Correct Answer for all sample items is provided. |

II. Individual Benchmark Specifications

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| **Benchmark Number** | 04.01 |
| **Standard** | 04.0 Determine the relationship of nutrition to wellness. |
| **Benchmark** | Apply guidelines for using the MyPlate food guide to plan daily food choices and maintain wellness. |
| **Also Assesses** | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to show their knowledge of volume, weight, and portions of MyPlate. |
| **Content Limits** | Items are limited to identify and examining the aspects of MyPlate. |
| **Stimulus Attributes** | diagram/picture of MyPlate |
| **Response Attributes** | None Specified |
| **Sample Item** | If Brad was to eat seafood twice a week, what part of the MyPlate would he be varying?   1. dairy 2. grains 3. protein 4. vegetables   Correct Answer: C |

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| **Benchmark Number** | 04.02 |
| **Standard** | 04.0 Determine the relationship of nutrition to wellness. |
| **Benchmark** | Describe the functions and sources of nutrients. |
| **Also Assesses** | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to describe the functions and sources of nutrients. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Building and maintaining tissues, regulating mineral and fluid balance, and maintaining acid-base balance in the body is a function of which nutrient?   1. carbohydrates 2. fats 3. proteins 4. water   Correct Answer: C |

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| **Benchmark Number** | 04.03 |
| **Standard** | 04.0 Determine the relationship of nutrition to wellness. |
| **Benchmark** | Identify the effects of nutrient deficiencies and excesses. |
| **Also Assesses** | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to identify the effects of nutrient deficiencies and excesses. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Stacy is a young child whose chest bones bulge and legs bow out. Stacy **most** likely has a deficiency in what Vitamin?   1. Vitamin A 2. Vitamin D 3. Vitamin E 4. Vitamin K   Correct Answer: B |

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| **Benchmark Number** | 04.04 |
| **Standard** | 04.0 Determine the relationship of nutrition to wellness. |
| **Benchmark** | Interpret the nutrition information found on food labels. |
| **Also Assesses** | SC.812.L.18.2; SC.912.L.18.3; SC912.L.18.4 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to interpret info found on food labels. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Diagram, pictures |
| **Response Attributes** | None Specified |
| **Sample Item** | The Percent Daily Values of someone on a 2, 000 calorie is recommended to have no more than 65g of fat per day. If one serving size of potato chips contains 7 grams of fat, how many grams of fat are left for their daily intake?     1. 9.29 grams 2. 58 grams 3. 285.7 grams 4. 1,993 grams   Correct Answer: B |

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| **Benchmark Number** | 05.01 |
| **Standard** | 05.0 Analyze the effects of consumer issues on food selection. |
| **Benchmark** | Use comparative shopping techniques to determine the best value for the food dollar. |
| **Also Assesses** | SC.912.L.17.18; SC.912.L.17.20; SC.912.N.1.1 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to use shopping techniques to determine the best value for the food dollar. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Diagram/picture of coupons, unit price labels, advertisements. |
| **Response Attributes** | None Specified |
| **Sample Item** | Jenna wants to compare the unit price of frozen corn to canned corn. A 10-ounce bag of frozen corn has 2 ½ servings and costs 79 cents. A 15-ounce can of corn has 3 ½ servings and costs 99 cents.  Which one has the lower unit cost **and** what is its price per ounce?   1. canned corn; 6.6 cents/ounce 2. canned corn; 9.9 cents/ounce 3. frozen corn; 5.3 cents/ounce 4. frozen corn; 7.9 cents/ounce   Correct Answer: A |

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| **Benchmark Number** | 06.01 |
| **Standard** | 06.0 Specify the nutritional needs of the young adult. |
| **Benchmark** | Distinguish between the differences and similarities of the nutritional needs of the athlete and the average person. |
| **Also Assesses** | SC.912.L.17.18 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to know the differences and similarities of the nutritional needs of the athlete and the average person. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Diagram, picture |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the preferred liquid for fluid replacement during a sporting event?   1. energy drink 2. protein shake 3. sports drink 4. water   Correct Answer: D |

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| **Benchmark Number** | 06.02 |
| **Standard** | 06.0 Specify the nutritional needs of the young adult. |
| **Benchmark** | Describe methods to determine whether a person's weight is at a healthy level. |
| **Also Assesses** | SC.912.L.17.18 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to know how to determine if a person's weight is at a healthy level. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following helps to identify amounts of body fats and risk of disease according to one’s body weight/height?   1. Bioelectrical Impedance 2. Body Composition 3. Body Mass Index 4. Skinfold Test   Correct Answer: C |

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| **Benchmark Number** | 06.03 |
| **Standard** | 06.0 Specify the nutritional needs of the young adult. |
| **Benchmark** | Design a nutrition and exercise program to meet individual needs. |
| **Also Assesses** | SC.912.L.17.18 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to identify various nutrition and exercise programs to meet individual needs. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is the best way to begin an exercise program?   1. low frequency, high intensity, moderate duration 2. low frequency, low intensity, moderate duration 3. moderate frequency, low intensity, short duration 4. moderate frequency, moderate intensity, high duration   Correct Answer: C |

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| **Benchmark Number** | 06.04 |
| **Standard** | 06.0 Specify the nutritional needs of the young adult. |
| **Benchmark** | Establish guidelines for weight maintenance. |
| **Also Assesses** | SC.912.L.17.18 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to establish guidelines for weight maintenance. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Choosing calorie dense foods containing healthy fats, snacking on dried fruits and getting adequate amounts of rest are crucial for those who want to do what?   1. gain weight 2. lose weight 3. maintain weight 4. stay physically fit   Correct Answer: A |

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| **Benchmark Number** | 07.01 |
| **Standard** | 07.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| **Benchmark** | Analyze the causes of weight problems and eating disorders. |
| **Also Assesses** | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to analyze the causes of weight problems and eating disorders. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | There are many probable causes of eating disorders. Which cause(s) are possible theories?   1. Genetic influence at birth 2. Prolonged drug use 3. Social pressure from peers 4. Social pressure and genetic influence   Correct Answer: D |

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| **Benchmark Number** | 07.02 |
| **Standard** | 07.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| **Benchmark** | Determine the effects of eating disorders on self, family, and others. |
| **Also Assesses** | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to understand effects of eating disorders. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What eating disorder can result in burning of the esophagus from acids in the stomach?   1. Anorexia 2. Anorexia Nervosa 3. Binge-eating 4. Bulimia Nervosa   Correct Answer: C |

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| **Benchmark Number** | 07.03 |
| **Standard** | 07.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| **Benchmark** | Explain how to encourage healthful eating habits for people in every stage of the life cycle. |
| **Also Assesses** | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to explain how to encourage healthful eating habits for all ages. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Pregnant women who are strict vegetarians need to make sure they get enough of which of the following either from fortified foods or supplements?   1. Calcium 2. Protein 3. Vitamin B12 4. Vitamin C   Correct Answer: C |

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| **Benchmark Number** | 07.04 |
| **Standard** | 07.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness. |
| **Benchmark** | Develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs. |
| **Also Assesses** | SC.912.L.14.46; SC.912.L.14.6; L.17.20 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response |
| **Ideal Cognitive Complexity Level** | Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | An older adult who takes large daily doses of aspirin may need to increase their intake of which of the following?   1. Calcium 2. Iron 3. Magnesium 4. Vitamin C   Correct Answer: B |

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| **Benchmark Number** | 08.02 |
| **Standard** | 08.0 Apply the principles of meal planning, management and etiquette. |
| **Benchmark** | Plan menus considering nutritional needs, schedules, budget, aesthetics, and food preferences. |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to plan menus considering nutritional needs, schedules, budgets, and food preferences. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which characteristic of an appealing meal is not met by a menu of orange juice, chicken, sweet potato, and carrots?   1. color 2. flavor 3. shape and size 4. texture   Correct Answer: A |

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| **Benchmark Number** | 08.04 |
| **Standard** | 08.0 Apply the principles of meal planning, management and etiquette. |
| **Benchmark** | Identify meal-planning strategies for families with busy schedules. |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to plan meals for a family with a busy schedule. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Steaming, microwaving, and stir-frying are cooking methods that not only retain more nutrients, but are ideal for families who have which of the following characteristics?   1. have a busy schedule 2. have a strict budget 3. have special needs 4. have to conserve energy   Correct Answer: A |

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| **Benchmark Number** | 08.05 |
| **Standard** | 08.0 Apply the principles of meal planning, management and etiquette. |
| **Benchmark** | Plan appropriate table settings and service. |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice, Extended Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to plan appropriate table setting and service. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Where is the knife placed when properly setting the table?   1. to the left of the plate with the blade toward the plate 2. to the right of the plate with the blade toward the plate 3. to the left of the plate with the blade facing away from the plate 4. to the right of the plate with the blade facing away from the plate   Correct Answer: B |

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| **Benchmark Number** | 08.06 |
| **Standard** | 08.0 Apply the principles of meal planning, management and etiquette. |
| **Benchmark** | Demonstrate socially acceptable table manners and etiquette. |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to identify appropriate table manners and etiquette. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following choices shows proper etiquette at a formal dinner?   1. If the food too hot, gently blow on it. 2. Cut up all of your food at once before eating. 3. Use one hand to eat and keep the other hand in your lap. 4. When you are finished eating, return the flatware back to its original place setting.   Correct Answer: C |

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| **Benchmark Number** | 09.01 |
| **Standard** | 09.0 Apply basic food preparation skills. |
| **Benchmark** | Analyze recipes to determine the elements of a well-written, complete recipe. |
| **Also Assesses** | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The students will be able to identify the elements of a well-written recipe. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | In a recipe, what does the ingredient list tell you?   1. how to combine the ingredients 2. the amount of ingredients needed 3. the method for measuring ingredients 4. the yield produced by the ingredients   Correct Answer: B |

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| **Benchmark Number** | 09.03 |
| **Standard** | 09.0 Apply basic food preparation skills. |
| **Benchmark** | Demonstrate proper procedures for measuring various types of ingredients. |
| **Also Assesses** | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge, Performance |
| **Item Types** | Multiple Choice, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The students will be able to identify proper procedures for measuring various ingredients. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which instrument is best to use when leveling ingredients in a dry measuring cup?   1. A spoon 2. Either A or C 3. The straight edge of a knife 4. Your finger   Correct Answer: B |

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| **Benchmark Number** | 09.04 |
| **Standard** | 09.0 Apply basic food preparation skills. |
| **Benchmark** | Practice safety and sanitation procedures in food preparation. |
| **Also Assesses** | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to understand safety and sanitation procedures. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What degree range, considered “The Danger Zone”, does bacteria grow most rapidly?   1. 0-40 degrees F 2. 40-140 degrees F 3. 60-160 degrees F 4. 125-160 degrees F   Correct Answer: B |

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| **Benchmark Number** | 09.06 |
| **Standard** | 09.0 Apply basic food preparation skills. |
| **Benchmark** | Clean and maintain food preparation areas. |
| **Also Assesses** | SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to keep food prep areas clean. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | How many seconds should you wash your hands with warm soap and water?   1. 5 2. 10 3. 15 4. 20   Correct Answer: D |

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| **Benchmark Number** | 10.01 |
| **Standard** | 10.0 Practice appropriate food storage methods. |
| **Benchmark** | Explain how proper food-handling practices can prevent food-borne illnesses. |
| **Also Assesses** | SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice, Constructed Response |
| **Ideal Cognitive Complexity Level** | Moderate Complexity |
| **Benchmark Clarification** | The student will be able to properly handle food in order to prevent food-borne illness. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What does using a different knife for cutting raw poultry than for cutting vegetables prevent?   1. Cross-contaminants 2. Environmental contaminants 3. Knife dulling 4. Pesticide residues   Correct Answer: A |

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| **Benchmark Number** | 10.02 |
| **Standard** | 10.0 Practice appropriate food storage methods. |
| **Benchmark** | Discuss causes, signs and preventions of food contaminations. |
| **Also Assesses** | SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity |
| **Benchmark Clarification** | The students will be able to identify causes and signs of food spoilage. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is not a safe method for thawing food?   1. In the microwave 2. In the refrigerator 3. On the counter 4. Under cold running water   Correct Answer: C |

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| **Benchmark Number** | 11.02 |
| **Standard** | 11.00 Integrate important scientific and technological principles to nutrition and wellness. |
| **Benchmark** | Practice ways to preserve foods while retaining quality and nutrients. |
| **Also Assesses** | N/A |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low Complexity |
| **Benchmark Clarification** | The students will be able to preserve foods while retaining quality and nutrients. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Where is the best place to store an unopened can of beans?   1. A cool, dry place 2. The cabinet above the stove 3. The cabinet below the sink 4. The refrigerator   Correct Answer: A |