Individual Test Item Specifications

8129210- Food Science 2

2015

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Table of Contents

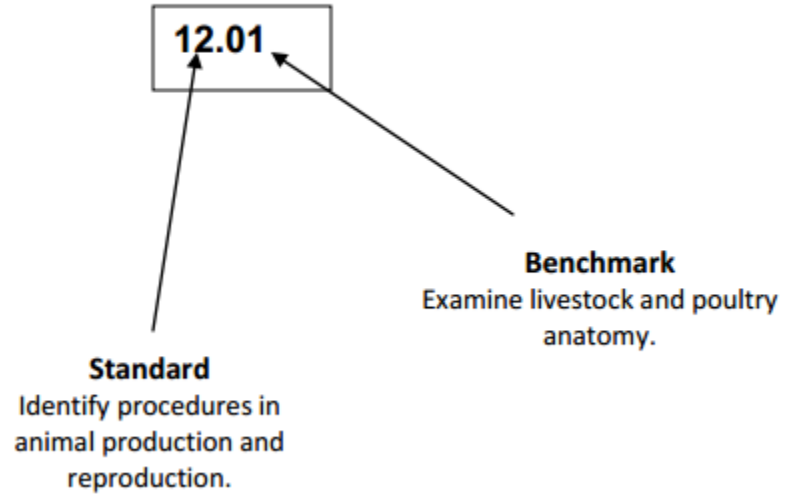
I. Guide to the Individual Benchmark Specifications

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 Florida Standards. 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.

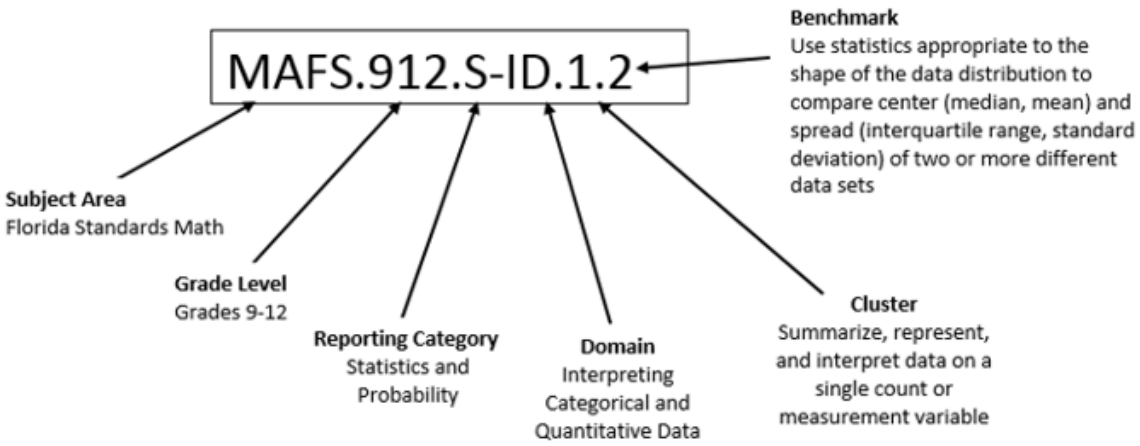
An example, from Agritechnology 1:



The image above describes the components of a Career and Technical Education Standard and Benchmark classification system.

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 **Benchmark**.



The image above describes the components of a Florida Standard and Benchmark classification system.

Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for the Florida Department of Education Career and Technical Education item banks. For each benchmark assessed, the following information is provided.

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 Florida Standards.
Benchmark	refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark.
Item Types	are used to assess the benchmark or group of benchmark.
Cognitive Complexity	ideal level at which item should be assessed.
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.
Content Focus	addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each type of question assessed. The correct answer for all sample items is provided.

II. Individual Benchmark Specifications

Standard	14.0 Evaluate the significance and implications of changes and trends in the food products and processing industry.
Benchmark	14.01 Discuss the history and describe and explain the components. (e.g., processing, distribution, byproducts) of the food products and processing industry.)
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L, M
Benchmark Clarification	The student will explain the parts of the U.S. Food Industry in relation to Food Science and how this industry develops constant food products for consumers.
Content Focus	Production, manufacturing, distribution, marketing, consumer, per capita, allied industries, tariff
Content Limits	The items are limited to historical inferences of food production but do not assess historical people.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	The U.S. food industry is composed primarily of how many components? A. 1 B. 2 C. 3 D. 4 Answer: D

Standard	14.0 Evaluate the significance and implications of changes and trends in the food products and processing industry.
Benchmark	14.04 Identify and explain environmental and safety concerns about the food supply.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how food product affects the environment.
Content Focus	Potable, natural resources, erosion, wastewater, processing
Content Limits	The items are limited to effects food production have on the environment but do not assess environment's influence on food production.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is BOD? A. Biological Oxygen Demand B. Biochemical Oxygen Demand C. Biological Ozone Demand D. Biochemical Ozone Demand Answer: A

Standard	14.0 Evaluate the significance and implications of changes and trends in the food products and processing industry.
Benchmark	14.06 Determine appropriate industry response to consumer concerns to assure a safe and wholesome food supply.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will discuss how to respond to consumer's concerns about their food products.
Content Focus	Consumer, corrective action, food hazard, communication
Content Limits	The items are limited to ensuring effective communication to consumers but does not assess how consumers effectively communicate with food companies.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is the appropriate method of response that food companies should follow? A. coupons in the mail B. social media post C. written letter D. written postcard Answer: B

Standard	15.0 Analyze the dangers of food hazards.
Benchmark	15.01 Explain types of biological hazards.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss biological food hazards.
Content Focus	Biological hazard, bacteria, microorganism, contamination
Content Limits	Items that assess this standard are limited to biological hazard- related information but does not assess non- food hazards.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why should consumers be concerned about consuming food containing food hazards? A. Consuming hazards can cause weight loss conditions. B. Consuming hazards pose no risk; the food is safe to eat. C. Consuming hazards pose high risk to injury or even death. D. Consuming hazards can make you sick but cannot kill you. Answer: C

Standard	15.0 Analyze the dangers of food hazards.
Benchmark	15.02 Explain types of chemical hazards.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss chemical food hazards.
Content Focus	Chemical hazard, cleaner, sanitizer, contamination
Content Limits	Items that assess this standard are limited to chemical hazard- related information but does not assess non- food hazards.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why should consumers be concerned with consuming food containing food hazards? A. consuming hazards pose no risk, the food is safe to eat B. consuming hazards pose high risk to injury or even death C. consuming hazards can make you sick but cannot kill you D. consuming hazards can cause weight loss conditions Answer: B

Standard	15.0 Analyze the dangers of food hazards.
Benchmark	15.03 Explain types of physical hazards.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss physical food hazards.
Content Focus	Physical hazard, foreign object, contamination
Content Limits	Items that assess this standard are limited to physical hazard- related information but does not assess non- food hazards.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why should consumers be concerned with consuming food containing food hazards? A. consuming hazards pose no risk, the food is safe to eat B. consuming hazards pose high risk to injury or even death C. consuming hazards can make you sick but cannot kill you D. consuming hazards can cause weight loss conditions Answer: B

Standard	15.0 Analyze the dangers of food hazards.
Benchmark	15.04 Identify the roles food allergens play in food safety.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss allergens in relation to food hazards.
Content Focus	Allergen,allergic reaction, enzyme
Content Limits	Items that assess this standard are limited to food hazard- related information but does not assess non- food hazards.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why should consumers be concerned with consuming food containing food hazards? A. consuming hazards pose no risk, the food is safe to eat B. consuming hazards pose high risk to injury or even death C. consuming hazards can make you sick but cannot kill you D. consuming hazards can cause weight loss conditions Answer: B

Standard	16.0 Apply safety and sanitation procedures in the handling, processing and storing of food products.
Benchmark	16.01 Explain techniques and procedures for the safe handling of food products.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how to properly and safely handle food products.
Content Focus	FATTOM, time and temperature control, holding times
Content Limits	Items that assess this standard are limited to how to properly and safely handle food products but do not assess how to cook a food dish/ product.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why should raw meat be cooked? A. to kill off bacteria present B. to provide better seasoning C. to help the food taste better D. to make the meat more palatable Answer: A

Standard	16.0 Apply safety and sanitation procedures in the handling, processing and storing of food products.
Benchmark	16.04 Describe the importance of performing quality-assurance tests on food products.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how to perform quality- assurance tests.
Content Focus	FQA test, triangle test, consumer acceptance, research
Content Limits	Items that assess this standard are limited to food quality assurance test methods and procedures but does not assess how to analyze data on FQA tests.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	When do FQA tests occur? A. during the marketing phases of the food product B. during the developmental stages of a food product C. during the product processing phases of the product D. during the entire time the food product is present in the food market Answer: D

Standard	16.0 Apply safety and sanitation procedures in the handling, processing and storing of food products.
Benchmark	16.07 Describe the effects foodborne pathogens have on food products and humans.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will discuss how pathogens affect food products.
Content Focus	Pathogen, bacteria, microorganisms, contamination
Content Limits	Items that assess this standard are limited to how pathogens affect the wholesomeness of food but does not assess how employees should implement sanitation procedures.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is a pathogen? A. an antioxidant B. food that is nontoxic C. food that causes disease D. a disease-causing organism Answer: D

Standard	16.0 Apply safety and sanitation procedures in the handling, processing and storing of food products.
Benchmark	16.08 Explain the importance of microbiological tests in food product preparation, listing common spoilage and pathogenic microorganisms.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will discuss how microbiological tests are conducted in relation to the pathogens present in food.
Content Focus	Pathogen, bacteria, microorganisms, contamination, microbiology
Content Limits	Items that assess this standard are limited to how pathogens affect the wholesomeness of food but does not assess how employees should implement sanitation procedures.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is a microorganism? A. bacteria B. livestock C. microscopic organism D. macroscopic organisms Answer: C

Standard	16.0 Apply safety and sanitation procedures in the handling, processing and storing of food products.
Benchmark	16.10 Explain the importance of record keeping in a food products and processing system.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will explain how to maintain records when verifying holding temperatures of food.
Content Focus	Temperature, records, HACCP
Content Limits	Items that assess this standard are limited to how to keep temperature logs but does not assess how to develop an entire HACCP plan.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why is a temperature log important? A. to know if the food was cut properly B. to know if the food contains hazards C. to know if the food is holding properly D. to know if the food is prepared correctly Answer: C

Standard	17.0 Discuss the role of regulatory agencies in the food industry.
Benchmark	17.02 Identify food safety regulatory agencies.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how food safety regulatory agencies maintain a wholesome food supply.
Content Focus	USDA, FDA, HACCP, IFT, food laws
Content Limits	Items that assess this standard are limited to those agencies which govern food laws but does not assess dates in which laws were implemented.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is a regulatory agency? A. an organization that maintains implemented laws B. an organization that educates others about laws C. an organization that removes implemented laws D. an organization that improves food products Answer: A

Standard	17.0 Discuss the role of regulatory agencies in the food industry.
Benchmark	17.04 Discuss the role of sanitation during food processing.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss sanitation methods used in food production and processing.
Content Focus	Sanitize, food processing, bacteria
Content Limits	Items that assess this hazard are limited to sanitation methods used in the food industry but does not assess how to clean facility equipment.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	How do sanitizers kill bacteria in food? A. Sanitizers do not kill bacteria. B. Sanitizers wipe away bacteria. C. Sanitizers sterilize bacteria, slowing reproduction. D. Sanitizers kill bacteria in their current position but do not remove them from the surface. Answer: D

Standard	17.0 Discuss the role of regulatory agencies in the food industry.
Benchmark	17.05 Describe regulations governing the food industry and how they are enforced.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how regulations are enforced in the food industry.
Content Focus	USDA, FDA, HACCP, IFT, food laws
Content Limits	Items that assess this standard are limited to those regulation which govern food laws but does not assess dates in which regulations were implemented.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is a regulatory agency? A. organization that maintains implemented laws. B. organization that educates others about laws C. organization that removes implemented laws. D. organization that improves food products Answer: A

Standard	18.0 Manage operational procedures and create equipment and facility maintenance plans.
Benchmark	18.01 Explain the importance of developing and maintaining Sanitation Standard Operating Procedures (SSOP).
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how SSOP's are implemented in the Food Industry.
Content Focus	SSOP, sanitation,
Content Limits	Items that assess this standard are limited to information related to SSOP's but does not assess HACCP plans.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is an SOP? A. Sanitation Operating Procedure B. Standard Operating Procedure C. Sanitation Opposition Procedure D. Sanitizer Operating Procedure Answer: B

Standard	18.0 Manage operational procedures and create equipment and facility maintenance plans.
Benchmark	18.04 Explain the purpose of Good Manufacturing Practices (GMP).
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss why GMPs should be used the in the Food Industry.
Content Focus	GMP, food processing
Content Limits	Items that assess this standard are limited to GMPs but does not assess SSOPs or HACCP plans.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why should GMPs be implemented in the food industry? A. elderly safety B. employer safety C. food safety D. manager safety Answer: C

Standard	19.0 Implement Hazard Analysis and Critical Control Point (HACCP) procedures to establish operating parameters.
Benchmark	19.04 Identify the seven principles of HACCP.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will discuss the 7 principles of HACCP.
Content Focus	HACCP, food safety
Content Limits	Items that assess this standard are limited to HACCP principles but does not assess food contamination.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Who governs Hazard Analysis and Critical Control Point (HACCP)? A. Environmental Protection Agency (EPA) B. Food and Drug Administration (FDA) C. Sanitation Standard Operating Procedures (SSOP) D. United States Department of Agriculture (USDA) Answer: D

Standard	19.0 Implement Hazard Analysis and Critical Control Point (HACCP) procedures to establish operating parameters.
Benchmark	19.05 Explain the implementation of the seven principles of HACCP.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will discuss how to implement the 7 principles of HACCP.
Content Focus	HACCP, food safety
Content Limits	Items that assess this standard are limited to HACCP principles but does not assess food contamination.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Who governs HACCP? A. USDA B.FDA C.EPA D.SSOP Answer: A

Standard	19.0 Implement Hazard Analysis and Critical Control Point (HACCP) procedures to establish operating parameters.
Benchmark	19.06 Implement an HACCP program for a food products and processing facility.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will implement the 7 principles of HACCP.
Content Focus	HACCP, food safety
Content Limits	Items that assess this standard are limited to HACCP principles but does not assess food contamination.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Who governs HACCP? A. USDA B.FDA C.EPA D.SSOP Answer: A

Standard	21.0 Describe the biological composition and processing of foods.
Benchmark	21.05 Apply the principles of managing Food, Acid, Time, Temperature, Oxygen, and Moisture (FATTOM) in controlling food spoilage.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will explain how to use FATTOM to prevent food from spoiling.
Content Focus	FATTOM, spoilage, contamination
Content Limits	Items that assess this standard are limited to information related to FATTOM but does not assess HACCP plans.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	How does spoilage occur? A. depletion of mold B. growth of mold only C. growth of bacterial populations D. depletion of bacterial populations Answer: C

Standard	25.0 Write lab reports to record, interpret and evaluate data.
Benchmark	25.02 Identify and use the basic units of the metric system of measurement.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how to measure objects using a variety of methods.
Content Focus	Volume, various units of measurement, measurement tools, etc
Content Limits	Items that assess this standard are limited to basic units of measurement used in food but does not asses units of measurement related to items like furniture or structures.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	What is volume in relation to food products? A. measuring system B. source of ingredients C. source of safety D. source of time Answer: A

Standard	25.0 Write lab reports to record, interpret and evaluate data.
Benchmark	25.04 Practice the expected safety procedures and care while working in the food science laboratory.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how to implement safety procedures in a food science lab.
Content Focus	Personal safety, terms related to safety equipment
Content Limits	Items that assess this standard are limited to personal safety when working in food science labs but does not assess food safety.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	Why are goggles used when working with chemicals? A. to avoid contact with clothing B. to avoid contact with eyes C. to avoid contact with feet D. to avoid contact with hands Answer: B

Standard	27.0 Students examine the scope of career opportunities in and the importance of agriculture to the economy.
Benchmark	27.01 Define and explore agriculture and agribusinesses and their role in the economy.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss how agribusiness is incorporated into the Food Industry.
Content Focus	Agribusiness, economy, food industry, economics, finance
Content Limits	Items that assess this standard are limited to how agribusiness is utilized in the food industry but does not assess how to run a business.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, and/or charts.
Sample Item	How can business principles be applied in a food- related business? A. distribution B. marketing C. processing D. production Answer: B