

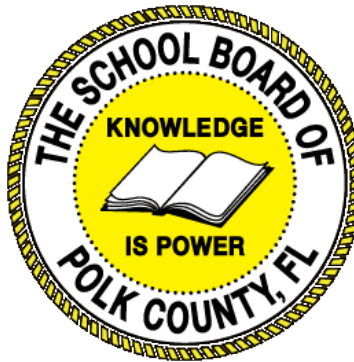
# Individual Test Item Specifications

---

8500355- Nutrition & Wellness

---

2015



*The contents of this document were developed under a grant from the United States Department of Education. However, the content does not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the federal government.*

## **Table of Contents**

I. Guide to the Individual Benchmark Specifications .....	1
Benchmark Classification System .....	1
Definitions of Benchmark Specifications .....	3
II. Individual Benchmark Specifications .....	4

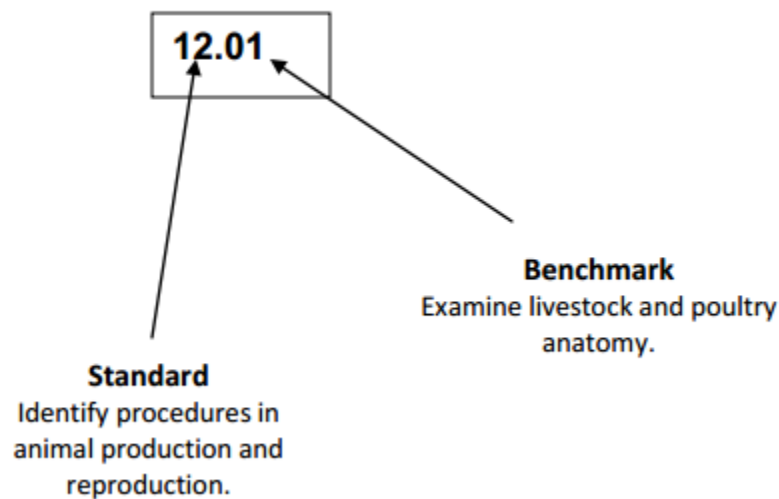
## I. Guide to the Individual Benchmark Specifications

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.

<b>Reporting Category</b>	is a grouping of related benchmarks that can be used to summarize and report achievement.
<b>Standard</b>	refers to the standard statement presented in the Florida Standards.
<b>Benchmark</b>	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.
<b>Item Types</b>	are used to assess the benchmark or group of benchmark.
<b>Cognitive Complexity</b>	ideal level at which item should be assessed.
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	define the range of content knowledge and that should be assessed in the items for the benchmark.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	define the characteristics of the answers that a student must choose or provide.
<b>Content Focus</b>	addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.
<b>Sample Items</b>	are provided for each type of question assessed. The correct answer for all sample items is provided.

## II. Individual Benchmark Specifications

<b>Standard</b>	04.0 Determine the relationship of nutrition to wellness.
<b>Benchmark</b>	04.01 Apply guidelines for using the MyPlate food guide to plan daily food choices and maintain wellness.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will identify how food choices affect wellness at all ages.
<b>Content Focus</b>	MyPlate food guide, daily intake
<b>Content Limits</b>	The item may include food choices as a part of a daily menu in which students have to evaluate the best nutrition choices. They could also include identifying food items that would not be a part of a daily food choice based on the food guide.
<b>Stimulus Attributes</b>	The stimulus may include a stem written as a question. The constructed response stimulus may be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	<p>Marianys is considering becoming a vegetarian. Which of the following foods should she add to her diet as an alternative to animal based protein?</p> <p>A. bananas B. broccoli C. oats D. soy Answer: D</p>

<b>Standard</b>	04.0 Determine the relationship of nutrition to wellness.
<b>Benchmark</b>	04.02 Describe the functions and sources of nutrients.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will understand the importance of nutrients to the functions of the body and be able to identify which foods provide which nutrients.
<b>Content Focus</b>	Nutrient, protein, vitamin, mineral, carbohydrate
<b>Content Limits</b>	The item may include identification of the source and function of given nutrient(s).
<b>Stimulus Attributes</b>	The stimulus should include a question stem which requires the student to construct a written response to show mastery. The selected response questions may include identifying nutrients in a given food.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	A doctor has discovered that Michael has a calcium deficiency. What are two symptoms of this deficiency? What are two items that can be added to Michael's diet to correct the deficiency? Rubric: 2 points: The response names symptoms and two items that can be added to the diet. 1 point: The response names only one symptom or the items that can be added to the diet are not correct. 0 points: The response is incorrect.

<b>Standard</b>	4.0 Determine the relationship of nutrition to wellness.
<b>Benchmark</b>	04.03 Identify the effects of nutrient deficiencies and excesses.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will identify nutrient deficiencies and excesses based on symptoms experienced. They will also identify the long term effects of nutrient imbalance
<b>Content Focus</b>	Nutrient, protein, vitamin, mineral, carbohydrate, deficiency, excess
<b>Content Limits</b>	The item should include symptoms of nutrient deficiencies/excesses and long term effects. It should focus on major nutrients and not include micronutrients.
<b>Stimulus Attributes</b>	The item may use photos, charts, or graphs as needed.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Shaude has been diagnosed with scurvy. Which nutrient is she lacking in her diet? A. calcium B. protein C. vitamin C D. vitamin D Answer: C



<b>Standard</b>	4.0 Determine the relationship of nutrition to wellness.
<b>Benchmark</b>	4.04 Interpret the nutrition information found on food labels.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will read and interpret nutrition labels on food to evaluate the nutrient content of foods.
<b>Content Focus</b>	Percentage of daily value, myplate food guide, protein, mineral, carbohydrate, sugar, vitamin
<b>Content Limits</b>	The item should require students to demonstrate an understanding of how to read and interpret nutrition labels. They could allow for comparison/contrast between 2 or more labels to evaluate based on certain nutrient contents.
<b>Stimulus Attributes</b>	The item may use sample nutrition labels as needed.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Which two nutrients on a food label does a diabetic need to watch closely? A. fat and calories B. protein and cholesterol C. sodium and fat D. sugar and carbohydrates Answer: D

<b>Standard</b>	5.0 Analyze the effect of consumer issues on food selection.
<b>Benchmark</b>	5.01 Use comparative shopping techniques to determine the best value for the food dollar.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	L,M,H
<b>Benchmark Clarification</b>	The student will "shop" for the items on a given grocery list and stay within a budget using store ads and comparative shopping.
<b>Content Focus</b>	Budget, coupon, buy one get one, store promotions, price matching
<b>Content Limits</b>	The item should include students' use of multiple store ads.
<b>Stimulus Attributes</b>	The stimulus should include pictures of store ads for the students to compare the prices of given items. Short answer items could contain pictures or graphics as needed.
<b>Response Attributes</b>	The performance task may be presented as a poster or powerpoint type presentation. The short response should show the student has understanding of ads and comparison shopping.
<b>Sample Item</b>	How could a shopper use the technique of price matching in order to spend less money for the same amount of food? Rubric: 2 points: The response correctly explains price-matching. 1 point: The response partially explains price-matching. 0 points: The response is incorrect.

<b>Standard</b>	6.0 Specify the nutritional needs of the young adult.
<b>Benchmark</b>	6.01 Distinguish between the differences and similarities of the nutritional needs of the athlete and the average person.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
<b>Cognitive Complexity Level</b>	L.M
<b>Benchmark Clarification</b>	The student will understand the nutritional needs of the athlete and the average person
<b>Content Focus</b>	Athlete, average, daily intake, calorie
<b>Content Limits</b>	The selected response items should have students identify proper nutrition for athlete/average person.
<b>Stimulus Attributes</b>	The stimulus may include images, charts, or graphs as needed.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Timara has recently started training for a bodybuilding competition and needs to adjust her diet in order to meet the demands of the training. Which of the following nutrients will be most beneficial to help Timara build muscle? A. carbohydrates B. iron C. protein D. vitamin D Answer: C

<b>Standard</b>	6.0 Specify the nutritional needs of the young adult.
<b>Benchmark</b>	06.03 Design a nutrition and exercise program to meet individual needs.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will determine the nutrition and exercise needs of given individuals. The student will design a program for a given individual to demonstrate mastery.
<b>Content Focus</b>	Calorie needs, exercise routine, cardio, weights, daily needs
<b>Content Limits</b>	The item should require an understanding of calories and nutrient intake and output and how they affect weight gain/loss.
<b>Stimulus Attributes</b>	The stimulus may include images, charts, or graphs as needed.
<b>Response Attributes</b>	The extended response may require evaluation of a diet and exercise plan to determine if the plan will lead to weight gain or loss.
<b>Sample Item</b>	Natasha would like to tone and define her muscles. What should her weight routine include in order to help her achieve this goal? A. Use high weight and high reps. B. Use high weight and low reps. C. Use low weight and high reps. D. Use low weight and low reps. Answer: C

<b>Standard</b>	7.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness.
<b>Benchmark</b>	7.02 Determine the effects of eating disorders on self, family and others.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will understand how eating disorders affect more than the person with the disorder.
<b>Content Focus</b>	Anorexia, bulimia, binge eating disorder
<b>Content Limits</b>	The selected response items should have students identify the effects of the eating disorder.
<b>Stimulus Attributes</b>	The stimulus may include images, charts, or graphs as needed.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	In order to keep their organs and other body parts healthy, doctors want people to weigh no less than what percentage below their suggested weights according to the height and weight chart? A. 10% B. 15% C. 25% D. 35% Answer: B

<b>Standard</b>	7.0 Assess the effects of food choices for people with special needs, including eating disorders and medical conditions, on wellness.
<b>Benchmark</b>	7.03 Explain how to encourage healthful eating habits for people in every stage of the life cycle.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will explain and identify strategies to encourage healthy eating for others.
<b>Content Focus</b>	Vocabulary related to healthy eating habits at all ages and levels of ability
<b>Content Limits</b>	The selected response items should have students identify healthy eating habits based on age. The short and extended response questions should require students to show understanding of how age and ability affect food choices.
<b>Stimulus Attributes</b>	The stimulus may include images, charts, or graphs as needed. The extended response question should require a student to apply knowledge.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Sarah is babysitting a three-year old boy who does not want to eat his dinner. Explain two techniques she could use to encourage the young boy to eat. Rubric 2 points: The response accurately explains two techniques. 1 point: The response accurately explains only one technique, or it names two but does not explain them accurately. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

<b>Standard</b>	8.0 Apply the principles of meal planning, management and etiquette.
<b>Benchmark</b>	08.02 Plan menus considering nutritional needs, schedules, budget, aesthetics, and food preferences.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	M,L
<b>Benchmark Clarification</b>	The student will understand how to meal plan based on considerations of budget, schedules, nutritional needs and food preference.
<b>Content Focus</b>	Budget, myplate food guide, nutritional needs
<b>Content Limits</b>	The selected response items should include questions on how costs, time, visual appeal and preferences affect menu planning.
<b>Stimulus Attributes</b>	The stimulus may include images, charts, or graphs as needed. The item should focus on considerations for menu planning. The short and extended response items should require the explanation of how the challenges of menu planning can be addressed.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Plan a one-day menu for a 16 year-old boy who wants to gain weight in order to play football at his high school. Consider nutrient and calorie intake as well as calorie output. Rubric 4 points: The response correctly explains three appropriately planned meals. 3 points: The response explains only three planned meals but there are some errors. 2 points: The response correctly explains two appropriately planned meals. 1 point: The response correctly explains one appropriately planned meal. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

<b>Standard</b>	8.0 Apply the principles of meal planning, management and etiquette.
<b>Benchmark</b>	08.03 Identify roles and responsibilities of family members in planning, preparing a serving foods.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
<b>Cognitive Complexity Level</b>	L
<b>Benchmark Clarification</b>	The student will correctly identify how all members of a family can be involved in planning, preparing, and serving foods.
<b>Content Focus</b>	Age appropriate, division of labor, food preparation tasks
<b>Content Limits</b>	The student will need to understand what tasks are age appropriate for younger family members.
<b>Stimulus Attributes</b>	The stimulus should include stems written as a question for the selected response. The item should focus on age appropriate tasks and division of labor when it comes to meal prep for all members of the family.
<b>Response Attributes</b>	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Sabrina is four years old and loves to help her mom in the kitchen. Which meal preparation task is appropriate for Sabrina to complete? A. baking bread B. chopping vegetables C. peeling potatoes D. washing fruit Answer: D



<b>Standard</b>	8.0 Apply the principles of meal planning, management and etiquette.
<b>Benchmark</b>	08.05 Plan appropriate table settings and service.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will understand how different situations call for different table setting and service.
<b>Content Focus</b>	Formal, informal, basic, table setting, table service
<b>Content Limits</b>	The selected response stems should focus on how the event determines the type of table setting. The short response should include explaining or drawing the appropriate table setting. The performance task could have students design and set a table when g
<b>Stimulus Attributes</b>	The stimulus may contain pictures of table settings. Selected response should contain a stem written as a question. Short response and performance tasks should require students to demonstrate their understanding of table settings for different situations
<b>Response Attributes</b>	The short response may include the student identifying missing or wrongly placed items, drawing an appropriate table setting or explaining how to properly set a table.
<b>Sample Item</b>	Mark has been asked to set the tables appropriately for a military ball. Which type of table setting should he use? A. basic B. casual C. formal D. informal Answer: C

<b>Standard</b>	8.o Apply the principles of meal planning, management, and etiquette.
<b>Benchmark</b>	o8.o6 Demonstrate socially acceptable table manners and etiquette.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will show they understand proper table manners and etiquette
<b>Content Focus</b>	Salad fork, dinner fork, goblet, napkin, dinner plate, salad plate
<b>Content Limits</b>	The selected response items should focus on identification of proper utensil usage.
<b>Stimulus Attributes</b>	The stimulus should focus on proper table manners and utensil usage. The short response could use pictures as needed.
<b>Response Attributes</b>	The short response may include the student identifying etiquette for using each piece of the table setting.
<b>Sample Item</b>	Brandon is at a formal dinner with his family. When he is finished with his salad, what should he do with his salad fork? A. leave it on his plate B. place it in the center of the table C. put it back on the table D. wrap it in his napkin Answer: A

<b>Standard</b>	9.0 Apply basic food preparation skills.
<b>Benchmark</b>	09.01 Analyze recipes to determine the elements of a well-written, complete recipe.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will determine if a recipe contains all elements.
<b>Content Focus</b>	Ingredients, steps, instructions
<b>Content Limits</b>	The selected response items should cover the parts of a recipe, reading a recipe and what to do if something is missing from a recipe.
<b>Stimulus Attributes</b>	The item may contain pictures or a sample recipe card for evaluation.
<b>Response Attributes</b>	The response should require interpretation of the elements of a recipe.
<b>Sample Item</b>	Tracey receives a new recipe from a friend, but she notices the baking instructions do not include the temperature at which to bake the item. In this case, what temperature should Tracey use to bake this dish? A. 300°F B. 350°F C. 400°F D. 450°F Answer: B

<b>Standard</b>	9.0 Apply basic food preparation skills.
<b>Benchmark</b>	09.02 Use recipes to prepare a variety of foods.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	H
<b>Benchmark Clarification</b>	The student will choose a recipe, create a shopping list, and prepare the food at home or in a lab.
<b>Content Focus</b>	Ingredients, staples, basic cooking terminology
<b>Content Limits</b>	The performance tasks should require a student to use a recipe, from planning a grocery list to serving the prepared food.
<b>Stimulus Attributes</b>	The stimulus should allow the student to complete the activity with little cost. The item could be prepared at home or within a lab.
<b>Response Attributes</b>	The response may be presented in the form of pictures or a project poster if it must be completed outside of the classroom.
<b>Sample Item</b>	<p>Choose your favorite appetizer or dessert recipe. Using the recipe, create a grocery list and an estimated food cost analysis. Prepare and serve your food item.</p> <p>Rubric</p> <p>4 points: The response includes a grocery list and an estimated food cost analysis. The food item has been prepared and served correctly.</p> <p>3 points: The response includes a grocery list and an estimated food cost analysis that may contain some errors. The food item has been prepared and served adequately.</p> <p>2 points: The response contains most of the items but there are many errors.</p> <p>1 point: The response only partially completes some of the required tasks.</p> <p>0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

<b>Standard</b>	9.0 Apply basic food preparation skills.
<b>Benchmark</b>	09.03 Demonstrate proper procedures for measuring various types of ingredients.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will recognize proper measuring procedures and be able to demonstrate each procedure.
<b>Content Focus</b>	Dry ingredients, wet ingredients
<b>Content Limits</b>	The item should show how measurements of wet and dry ingredients differ and how the techniques used to measure each type of ingredient are due to these differences.
<b>Stimulus Attributes</b>	The stimulus should focus on the different measuring techniques for dry and wet ingredients and understanding why they are measured differently.
<b>Response Attributes</b>	The performance task may be evaluated with a cooking lab or with demonstration of measuring techniques with given ingredients.
<b>Sample Item</b>	Avery is making chocolate chip cookies. The recipe calls for 3 cups of flour. How should he measure the flour? A. Dig the measuring cup into the flour bag. B. Pour the flour from the bag into the measuring cup until it is full. C. Spoon the flour into the measuring cup and level each cup with the spoon. D. Use the back of a spoon to press as much flour as possible into the measuring cup. Answer: C

<b>Standard</b>	9.0 Apply basic food preparation skills.
<b>Benchmark</b>	09.04 Practice safety and sanitation procedures in food preparation.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will recognize proper safety and sanitation procedures and be able to demonstrate each procedure.
<b>Content Focus</b>	Oven mitt, hot pad, cutting surface, cutting board
<b>Content Limits</b>	The item should focus on safety procedures such as handling sharp or hot items. It should not focus on cross-contamination or foodborne illness. The student may demonstrate safety procedures to prevent injury.
<b>Stimulus Attributes</b>	The performance and extended response tasks should require students to show a firm understanding of proper safety procedures.
<b>Response Attributes</b>	The responses to short and extended response items should have students describe procedures or steps in food safety. The performance task response may be observed as part of a lab or demonstration.
<b>Sample Item</b>	Marques has just finished washing, rinsing and sanitizing the dishes at his work. How should he dry them? A. Let them air dry in the sink. B. Let them air dry on a drying rack. C. Dry them with a clean dishtowel. D. Dry them with paper towels. Answer: A

<b>Standard</b>	10.0 Practice appropriate food storage methods.
<b>Benchmark</b>	10.01 Explain how proper food-handling practices can prevent food-borne illnesses.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	M
<b>Benchmark Clarification</b>	The student will identify and explain food-handling procedures for preventing foodborne illness.
<b>Content Focus</b>	Food-borne illness, sanitize, disinfectant, cross-contamination
<b>Content Limits</b>	The content should focus on sanitation and food handling procedures to prevent cross-contamination.
<b>Stimulus Attributes</b>	The stimulus may contain pictures, charts, or graphs as needed.
<b>Response Attributes</b>	The short response questions should require a student to explain procedures and safe handling of food.
<b>Sample Item</b>	Dylan needs to dice uncooked chicken in order to prepare a meal. Explain the steps he will need to take to ensure he prevents foodborne illness and cross contamination within his kitchen. Rubric 4 points: All steps are completed accurately. 3 points: One step is not adequately completed. 2 points: Two steps are not completed accurately. 1 point: Three steps are not completed accurately. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

<b>Standard</b>	11.0 Integrate important scientific and technological principles to nutrition and wellness.
<b>Benchmark</b>	11.02 Practice ways to preserve foods while retaining quality and nutrients.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will identify and demonstrate ways to preserve quality and nutrients when storing foods.
<b>Content Focus</b>	Flash-freeze, blanch
<b>Content Limits</b>	The content should focus on preservation of food for future consumption.
<b>Stimulus Attributes</b>	The stimulus should focus on everyday food storage and preservation. It could contain pictures or graphs as needed.
<b>Response Attributes</b>	The performance task may be observed as a part of a lab in the classroom if available.
<b>Sample Item</b>	Devon is helping his mom put away the leftovers from dinner. How should he store the leftovers in order to preserve the food? A. Let the food cool slowly on the stove before putting it away. B. Choose small containers even if it means using more of them. C. Choose a large container, and fill it all the way to the top with the hot leftovers. D. Choose a larger than needed container in order to leave empty space at the top. Answer: B



<b>Standard</b>	12.0 Demonstrate leadership and organizational skills.
<b>Benchmark</b>	12.02 Identify purpose/function of leadership roles and demonstrate confidence in organizational responsibilities.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will recognize each leadership role and function of each leader within an organization.
<b>Content Focus</b>	Leadership, roles, organization, responsibility, integrity
<b>Content Limits</b>	The content should focus on leadership within organizations and the importance of leadership roles.
<b>Stimulus Attributes</b>	The stimulus should focus on overall leadership qualities and organizations.
<b>Response Attributes</b>	The response should show general leadership qualities and characteristics.
<b>Sample Item</b>	In the general set up of an organization, which leadership role has the responsibility to handle all money and to track the income and expenses of the organization? A. president B. secretary C. treasurer D. vice president Answer: C