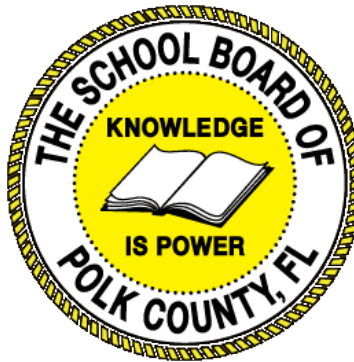


Individual Test Item Specifications

8500390- Principles of Food Preparation

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.

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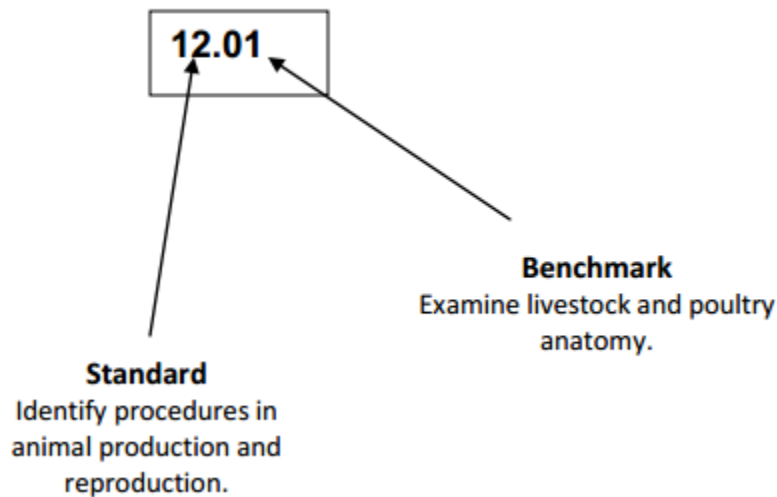
I. Guide to the Individual Benchmark Specifications

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 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	05.0 Explain principles of food selection and storage.
Benchmark	05.01 Identify quality characteristics, such as grades, size, freshness, and dating, used to select foods.
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 select ingredients and prepared foods with attention to quality.
Content Focus	Blemish, bruise, expiration date
Content Limits	The item should include how to select common items of produce, how to find expiration dates, meanings of various wording used on packaging, other general things to avoid when selecting ingredients and foods.
Stimulus Attributes	The stimulus may include a stem written as a question. It may include short video clip, recipe, diagram or scenario.
Response Attributes	The response may include videos of student performance.
Sample Item	Rihanna is shopping in the produce department for items for a fruit salad she is making for a friend's baby shower. Which produce item should she avoid? A. freshly washed blueberries B. watermelon grown in another state C. grapes situated next to the lemons D. cantaloupes with a fragrant cantaloupe smell Answer: A

Standard	05.0 Explain principles of food selection and storage.
Benchmark	05.02 Compare costs, nutritional values, and characteristics of fresh, frozen, dehydrated, and canned foods.
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 compare different forms of the same food.
Content Focus	Fresh, farm fresh, flash freeze, processed, dehydrator
Content Limits	The items will include foods that occur commonly in a variety of forms such as grain, fruits, vegetables, dairy products, and meat in fresh, frozen, dehydrated or canned form.
Stimulus Attributes	The stimulus may include a stem written as a question. It may include short video clip, recipe, diagram or scenario.
Response Attributes	The response may include videos of student performance.
Sample Item	<p>Cranberries can be purchased in many forms. Which form of cranberries is in its least processed form?</p> <p>A. cranberry juice B. cranberry sauce C. dried cranberries D. whole cranberries</p> <p>Answer: D</p>

Standard	05.0 Explain principles of food selection and storage
Benchmark	05.03 Choose appropriate storage methods for foods.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will pick the best ways to store food.
Content Focus	Airtight, room temperature, refrigerator, expiration date, use-by date, sell-by date, crisper sections of refrigerator
Content Limits	The items will include storage methods including resealable plastic bag, plastic wrap, air-tight container, glass container.
Stimulus Attributes	The stimulus may include a short video clip, recipe, diagram, or scenario.
Response Attributes	The response may include videos of student performance.
Sample Item	<p>T'Lisha opens a can of peaches for lunch but does not eat them all. Which storage method should she use for the remaining peaches?</p> <p>A. Put a piece of foil over the can and put it in the refrigerator. B. Put the peaches in a glass container and place in the freezer. C. Put a piece of plastic wrap over the container and put in the refrigerator. D. Put the remaining peaches into an airtight container and place it in the refrigerator.</p> <p>Answer: D</p>

Standard	6.0 Demonstrate food preparation skills. – The student will be able to:
Benchmark	6.01 Interpret and use recipes, to include increasing and decreasing ingredients and using substitutions.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,H
Benchmark Clarification	The student will alter recipes by increasing or decreasing yield and substituting ingredients.
Content Focus	Yield, convert, increase, decrease, multiply, divide, add, subtract -this list is not exhaustive and can be added to or deleted from
Content Limits	The items will include questions using basic math skills to change the yield of recipes to include halving, doubling and tripling yields. The questions may ask about substitutions for common kitchen ingredients to include eggs, oil, milk, sour cream & sugar.
Stimulus Attributes	The stimulus may include a stem written as a question. It may include short video clip, recipe, diagram or scenario.
Response Attributes	The response may include incorrect distractors and one correct answer. Videos of student performance may be included.
Sample Item	<p>Considering the following recipe for salsa, how many tablespoons of chopped onion should be used if tripling the recipe?</p> <p>Recipe:</p> <ul style="list-style-type: none"> 3 large tomatoes 4 teaspoons chopped onions 1 tablespoon cilantro 2 cloves crushed garlic juice of 1/2 lime <ul style="list-style-type: none"> A. 4 tablespoons B. 6 tablespoons C. 8 tablespoons D. 12 tablespoons <p>Answer: A</p>

Standard	6.0 Demonstrate food preparation skills.
Benchmark	06.02 Demonstrate basic food preparation skills such as techniques of cutting, mixing, and measuring.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L, H
Benchmark Clarification	The student will safely cut, mix, and measure as part of cooking process.
Content Focus	Bear-claw, pare, whip, mix, beat, fold, paring knife, chef's knife- this list is not exhaustive and can be added to or deleted from
Content Limits	The items may include questions about how to cut, mix and measure common ingredients both safely and efficiently using the right tool for the job. Items may be performance in nature.
Stimulus Attributes	The stimulus may include a stem written as a question. It may include short video clip, diagram or scenario.
Response Attributes	The response may include incorrect distractors and one correct answer. Videos of student performance may be included.
Sample Item	When using a chef's knife, which method is used to safely cut ingredients? A. bear claw B. bear hug C. crab claw D. crab hug Answer: A

Standard	6.0 Demonstrate food preparation skills.
Benchmark	06.03 Select use and care for and store food preparation equipment.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L, M
Benchmark Clarification	The student will choose the right tool or equipment for the task, use it correctly, clean and store safely.
Content Focus	Chef knife, paring knife, serrated knife, cutting board, grip net pad, vegetable peeler, measuring cups, measuring spoons, scale, rubber scraper, whisk, hand mixer, slice, dice, chop, mince - this list is not exhaustive and can be added to or deleted from
Content Limits	The items may include selecting the right tool for the jobs of cutting, mixing and measuring. The items may also include safe techniques in performing the tasks of cutting, mixing and measuring while using tools and equipment and the safe cleaning and storing of tools and equipment.
Stimulus Attributes	The stimulus may include a stem written as a question involving the selection & correct use of tools. Performance tasks may include asking student to demonstrate basic food preparation tasks while making a choice among various similar tools.
Response Attributes	The response may include incorrect distractors and one correct answer. Videos of student performance may be included.
Sample Item	What equipment is needed to perform the task of slicing onions into onion rings for burgers? A. slicer, grip net pad B. paring knife, cutting board C. chef knife, cutting board, grip net pad D. peeler, chef's knife, cutting board, grip net pad Answer: C

Standard	6.0 Demonstrate food preparation skills.
Benchmark	6.04 Explain the relationship between food-borne illnesses and the practices of food safety and sanitation.
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 relationship of poor personal hygiene and unsafe food handling practices resulting in sickness in self and others.
Content Focus	Handwashing, food-borne illness, clean, sanitize, microorganism, bacteria, pathogen, personal hygiene, temperature danger zone, clean/chill/cook/ separate concept
Content Limits	The items may include questions about how foodborne illnesses are transmitted, how to wash hands correctly, and basic personal hygiene as related to the kitchen. The items will not include questions about specific food-borne illnesses or the bacteria, virus, or pathogen that causes them.
Stimulus Attributes	The stimulus may include a stem written as a question. It may include short video clip, diagram or scenario.
Response Attributes	The response may include incorrect distractors and one correct answer. Videos of student performance may be included.
Sample Item	Which food safety rule is broken when some foods are not separately stored or prepared? A. allergic reaction B. cross contamination C. personal hygiene D. physical contamination Answer: B

Standard	6.0 Demonstrate food preparation skills.
Benchmark	6.05 Identify ways of including family members in meal planning and preparation.
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 suggest ways to involve everyone in their home to help with meals.
Content Focus	Setting the table, washing dishes, basic food preparation, shopping, selecting recipes, online recipe websites,
Content Limits	The items may include questions about specific ways to involve family members of all ages in kitchen activities.
Stimulus Attributes	The stimulus may include a stem written as a question. It may include short video clip, diagram or scenario.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which mealtime activity would be appropriate for a five year-old to do to help her father get breakfast ready for the family? A. set the table B. fry a pound of bacon C. pour milk for everyone's cereal D. microwave water for hot chocolate Answer: A

Standard	6.0 Demonstrate food preparation skills.
Benchmark	6.06 Clean and maintain food preparation areas.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L, M
Benchmark Clarification	The student will keep the kitchen area clean and organized.
Content Focus	Clean, sanitize, degreaser, detergent, bleach
Content Limits	The items may include items about common kitchen cleaning products and chemicals, alternative cleaning methods such as using vinegar and baking soda. Test items may also include methods and techniques for cleaning as well as how to clean equipment.
Stimulus Attributes	The stimulus may include a stem written as a question. Graphics, scenarios, or video clips may be included.
Response Attributes	The response may include student created written responses or short video clips.
Sample Item	Jonathan spilled honey on the counter while making breakfast. Which method of cleaning the spill is most effective? A. Use a scrub brush to scrub area clean. B. Use a clean, dry sponge to wipe area clean. C. Use a damp, soapy cloth to wipe area clean. D. Use bleach and a wet sponge to wipe the area clean. Answer: C

Standard	6.0 Demonstrate food preparation skills.
Benchmark	6.07 Assess the quality of the prepared food.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will evaluate food based on flavor, texture, and appearance.
Content Focus	Texture, mouthfeel, savory, umami, sensory, garnish
Content Limits	The items may include questions about how ingredients and finished dishes should appear and what their texture should be. The items may also include questions about typical flavors of common ingredients and dishes.
Stimulus Attributes	The stimulus may include a stem written as a question. It may include short video clip, diagram or scenario.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used. Videos of student performance may be included.
Sample Item	What effect does the spice cinnamon usually impart when added to a recipe? A. extremely sour B. mildly salty C. slightly bitter D. slightly sweet Answer: D

Standard	7.0 Choose appropriate food service for various occasions.
Benchmark	7.01 Analyze the importance of etiquette and manners.
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 take a closer look at why a society needs manners.
Content Focus	Etiquette, manners, conventional, decorum
Content Limits	The items will include justification for the need for a society to have a system of etiquette. There will be no items about particular manners or etiquette.
Stimulus Attributes	The stimulus may use an image, chart, or graph as needed.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Why is important to have good manners? A. Having good manners increases your intelligence. B. Having good manners makes others feel important. C. Having good manners shows that you have more money than others. D. Having good manners makes others feel comfortable in your presence. Answer: D

Standard	7.0 Choose appropriate food service for various occasions.
Benchmark	7.02 Demonstrate etiquette and manners related to food service for various occasions.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L, H
Benchmark Clarification	The student will demonstrate examples of good manners in a dining situation.
Content Focus	Etiquette, manners, conventional, decorum, reservation, gratuity
Content Limits	The item should include demonstration of good manners as a diner both at home and in a restaurant.
Stimulus Attributes	The stimulus could use an image, chart, or graph as needed.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>What should you do if you are having problems getting food, such as corn, onto your fork?</p> <p>A. Use a spoon. B. Use your fingers for assistance. C. Grasp fork with two hands and use additional force. D. Use the tip of your knife to push food onto fork.</p> <p>Answer: D</p>

Standard	7.0 Choose appropriate food service for various occasions.
Benchmark	7.03 Plan appropriate table settings and service.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L, M
Benchmark Clarification	The student will set a table correctly.
Content Focus	Flatware, dinnerware, glassware, placemat
Content Limits	The items should include traditional American table service common in households to include dinner salad fork, dinner fork, spoon, dinner (or butter) knife, glassware and dinnerware. The items should not include obscure pieces of tableware.
Stimulus Attributes	The stimulus could use an image, chart, or graph as needed.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>What is the correct placement of silverware?</p> <p>A. Spoon and fork on the left side of the plate.</p> <p>B. Spoon and knife on the left side of the plate.</p> <p>C. Spoon, fork, and knife on the right side of the plate.</p> <p>D. Fork on the left side of the plate and knife and spoon on the right.</p> <p>Answer: A</p>

Standard	7.0 Choose appropriate food service for various occasions.
Benchmark	7.04 Plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will plan and prepare popular ethnic foods and common party foods.
Content Focus	Salsa, guacamole, tacos, queso, tortilla, burrito, enchilada, lasagna, pizza, pasta, marinara, alfredo, stir fry, egg roll, hot dogs, ice cream, burgers, birthday cake, etc.
Content Limits	The items may include most popular ethnic foods served in average sized city - Mexican, Italian, Asian - as well as any popular regional foods. The items may also include common party foods served in the United States.
Stimulus Attributes	The stimulus may use an image, chart, or graph as needed.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Kalysia is preparing a Mexican fiesta birthday party. Which dip might she serve to fit this theme? A. creamy spinach dip B. baba ghanoush C. guacamole D. hot pizza dip Answer: C

Standard	7.0 Choose appropriate food service for various occasions.
Benchmark	7.06 Assess the quality of prepared food.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will grade prepared food.
Content Focus	Quality, standard, texture, taste, mouthfeel, seasoning, flavor, temperature
Content Limits	The items should involve questions about following recipes, making precise measurements, proper preparation and cooking techniques, being able to determine the effects of overcooking, undercooking, over/under seasoning, using the wrong preparation techniques, using the wrong cooking techniques, substituting ingredients, making predictions based on prior knowledge
Stimulus Attributes	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.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	MaryBeth boils some eggs for 20 minutes. What will be the most likely result of this action? A. They will be hard boiled, but edible. B. They will be hard boiled and rubbery. C. They will be soft boiled and runny. D. They will be parboiled and crumbly. Answer: B

Standard	7.0 Choose appropriate food service for various occasions.
Benchmark	7.07 Identify ways to establish or maintain family meal traditions.
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 identify family meal traditions.
Content Focus	Tradition, family mealtime
Content Limits	The items may include, but are not limited to, common mealtime traditions such as table setting, birthdays, holidays, spiritual traditions, guests.
Stimulus Attributes	The stimulus could use an image, chart, or graph as needed.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	What is an important benefit of inviting guests to eat a meal with your family? A. better nutrition B. building community C. convenient mealtimes D. greater affordability Answer: B

Standard	8.0 Demonstrate leadership and organizational skills.
Benchmark	8.01 Identify professional and youth organizations.
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 identify student organizations that are active in their school.
Content Focus	FCCLA, HOSA, TSA, FFA, FBLA, Skills USA, DECA, Beta, NHS, 4-H
Content Limits	The items should include questions about student organizations commonly available to high school students.
Stimulus Attributes	The stimulus may include descriptions of membership requirements, interest area, activities available to members.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which student organization is associated with Family and Consumer Science classes? A. Beta B. FCCLA C. HOSA D. TSA Answer: B

Standard	8.0 Demonstrate leadership and organizational skills.
Benchmark	8.02 Identify purposes and functions of professional and youth organizations.
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 identify purposes and functions of student organizations that are active in their school.
Content Focus	FCCLA, HOSA, TSA, FFA, FBLA, Skills USA, DECA, Beta, NHS, 4-H
Content Limits	The items should include questions about purposes and functions of student organizations commonly available to high school students.
Stimulus Attributes	The stimulus may include purposes and functions of organizations.
Response Attributes	The response may include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Identify two of the purposes of FCCLA. Answers can be any two of the eight purposes of FCCLA: To provide opportunities for personal development and preparation for adult life To strengthen the function of the family as a basic unit of society To encourage democracy through cooperative action in the home and community To encourage individual and group involvement in helping achieve global cooperation and harmony To promote greater understanding between youth and adults To provide opportunities for making decisions and for assuming responsibilities To prepare for the multiple roles of men and women in today's society To promote family and consumer sciences and related occupations