

NM Public Education Department

HEALTH

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Health

The Health End-of-Course (EOC) exam is intended to measure student proficiency of the New Mexico Health Education Standards. This course-level exam is provided to all students who have completed Health or related courses. This exam can be given for the following STARS course codes:

1401 - Health Education

1402 - Health and Fitness

1403 - Community Health

1404 - Special Needs Health Education

1420 - GRADS

1499 - Health Education-Other

Intended as a final exam for the course, this is a summative exam covering a range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, student graduation requirements, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2016-17 school year, teachers were brought together in person or online as part of the blueprint and exam revision process. The NMPED extends our gratitude to all those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

Explanation of Blueprint Layout & Test Specifications Table

Standard	Standards with Test Item Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the 2009 New Mexico Health Education Standards: http://www.ped.state.nm.us/standards/Health/Health%20Education%20Standards%209-12.pdf</p> <p><i>Please note that vocabulary related to choices and behavior resulting in sexually transmitted diseases and other personal health issues will be covered on the exam. These questions are included to adhere to the New Mexico Health Education Graduation Course Requirements. Please see the Implementation Plan Guidance Document from PED: www.cdc.gov/HealthyYouth/yrbs.htm</i></p> <p><i>Opt-out policy requirements are found in: 6.29.6.11 NMAC: Sexuality Performance Standards Exemption</i></p> <p><i>New Mexico Teachers identified the standards to be measured on the EOC exam using the following criteria: 1) a great deal of instructional time is spent on the standard as identified in the curriculum and/or; 2) the standard is important to subsequent learning.</i></p> <p><i>It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</i></p>	<p>Standards with Test Item Specifications:</p> <ul style="list-style-type: none"> ● <i>This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam.</i> ● <i>Although the standard may be broader, the item specifications may place constraint on portions of the standards in order to provide more transparency as to what specifically will be measured relative to the standard.</i> ● <i>Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</i> ● <i>Topics and terms in bold will be emphasized on the exam.</i> <p>Item Types: <i>The item types for this EOC exam are limited to: MC = multiple choice with or without stimulus (e.g., picture, graph, table)</i></p> <p>Sample Question(s): <i>Sample questions have been provided to assist teachers to correlate the questions with the performance standards and the test item specification, when applicable.</i></p> <ul style="list-style-type: none"> ● <i>An * denotes the correct answer</i> ● <i>DOK = Depth of Knowledge</i> ● <i>Some sample questions may be released items from prior EOC exams</i>

Blueprint Table - Health

Standard/Benchmark	Performance Standards with Test Item Specifications
<p>I.I.2 I.I.3 I.III.2 I.III.3 I.VI.3</p> <p>Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</p> <p>Benchmark 1: Analyze how behavior can impact health maintenance and disease prevention.</p> <p>Benchmark 3: Explain the impact of personal health behaviors on the functioning of body systems.</p>	<p>Benchmark 1:</p> <p>2. Identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.);</p> <p>3. Identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships;</p> <p>Benchmark 3:</p> <p>2. Identify emotional and physical changes that occur during puberty; identify the impact of health screenings on personal health and wellness; identify ways in which diseases are transmitted (e.g., HIV, bacterial diseases, viral diseases, etc.);</p> <p>3. Describe how untreated health conditions can affect the functioning of body systems (e.g., an untreated sexually-transmitted infection and the effects on the reproductive system, untreated asthma on the respiratory system, etc.); explain the benefits of healthy food choices and physical activity on body systems (e.g., weight gain/loss, heart disease, diabetes, etc.).</p> <p>Benchmark 6:</p> <p>3. Understand the concept of sexually transmitted infections and recognize prevention strategies</p>

<p>Benchmark 6: Describe how to delay onset and reduce risks of potential health problems during adulthood.</p>	<p>including abstinence, the proper use of condoms and immunizations.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p> <ul style="list-style-type: none"> • MC = multiple choice with or without stimulus <p>Sample Question:</p> <p>What is the number one most preventable cause of death in the United States?</p> <ul style="list-style-type: none"> A. drinking alcohol B. smoking tobacco* C. sexual activity D. driving recklessly <p><i>Standard: 1.1.3</i> <i>DOK Level: 1</i></p>
<p>II.I.2 II.II.2 II.VI.2</p> <p>Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p>Performance Standards with Test Item Specifications</p> <p>Benchmark 1:</p> <p>2. Evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p> <p>Benchmark 2:</p> <p>2. Compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional</p>

<p>Benchmark 1: Evaluate the availability and validity of health information, products and services.</p> <p>Benchmark 2: Demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information.</p> <p>Benchmark 3: Evaluate factors that influence personal selection of health products and services.</p> <p>Benchmark 6: Analyze situations requiring professional health services.</p>	<p>well-being;</p> <p>Benchmark 6:</p> <p>2. Analyze situations related to health crises and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide; a friend tells you he is smoking, a friend tells you she is pregnant, etc.)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p> <ul style="list-style-type: none"> • MC = multiple choice with or without stimulus <p>Sample Question:</p> <p>Look at the advertisement below:</p> 
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	<p>What is this advertisement promoting to its viewer?</p> <p>A. The effects of smoking do not have negative health effects. B. Even if a person has started smoking, quitting now, allows their body to repair itself. * C. Quitting smoking after being a habitual smoker for many years, will decrease your self-image. D. Smoking is an inexpensive habit.</p> <p><i>Standard: II.1.2</i> <i>DOK Level: 2</i></p>
<p>III.I.1 III.II.2 III.III.3 III.V.1 III.VI.1 III.VII.1 III.VII.2</p> <p>Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Benchmark 1: Analyze the role of individual responsibility for enhancing health.</p>	<p>Performance Standards with Test Item Specifications</p> <p>Benchmark 1:</p> <p>1. (a) Analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being. (b) Demonstrate decision-making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p> <p>Benchmark 2:</p> <p>2. Chart and analyze individual health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition logs, youth reported data for risk and resiliency factors, etc.)</p>

<p>Benchmark 2: Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.</p> <p>Benchmark 3: Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.</p> <p>Benchmark 5: Develop injury prevention strategies for personal, family, peer and community health:</p> <p>Benchmark 6: Demonstrate ways to avoid and reduce threatening situations.</p> <p>Benchmark 7: Evaluate strategies to manage stress.</p>	<p>Benchmark 3:</p> <p>3. Identify consequences of risky and harmful behaviors on self and/or others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p> <p>Benchmark 5:</p> <p>1. Analyze personal, family, peer and community factors that contribute to intention and unintentional injuries (i.e., use of alcohol or other drugs, steroid use, food safety, etc.)</p> <p>Benchmark 6:</p> <p>1. Recognize threatening situations and formulate strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;</p> <p>Benchmark 7:</p> <p>1. Evaluate stressors and strategies to reduce their harmful effects;</p> <p>2. Explain the immediate and long-term effects of stress on the body;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p> <ul style="list-style-type: none"> • MC = multiple choice with or without stimulus <p>Sample Question:</p>
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	<p>A 25 year old male has been consuming enough alcohol to become intoxicated every day since the age of 13. What is the long term physical effect of this behavior?</p> <p>A. headache B. nausea C. hang over D. cirrhosis*</p> <p><i>Standard: III.III.3</i> <i>DOK Level: 1</i></p>
<p>IV.II.1 IV.III.2</p> <p>Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>Benchmark 2: Evaluate the effect of media and other factors on personal, family, peer and community health</p> <p>Benchmark 3: Evaluate the impact of technology on personal, family, peer and community health.</p>	<p>Performance Standards with Test Item Specifications</p> <p>Benchmark 2:</p> <ol style="list-style-type: none"> 1. Analyze health-related advertisements and their influences on health behaviors (e.g., messages around sexual behavior, STI/HIV, condom use, exercise, nutrition, violence, alcohol, etc.); 2. Compare and contrast how advances in technology positively or negatively impact personal, family, peer and community health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.). <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p> <ul style="list-style-type: none"> • MC = multiple choice with or without stimulus <p>Sample Question:</p> <p>Look at the advertisement below:</p>

	 <p>What message is this advertisement conveying to the viewer?</p> <p>A. The advertisement is equating the negative effect of consuming sugary beverages to weight gain.*</p> <p>B. The advertisement is promoting the consumption of diet beverages.</p> <p>C. The advertisement is advocating drinking eight glasses of water a day.</p> <p>D. The advertisement is recommending drinking four sugary drinks a day.</p> <p><i>Standard: IV.II.1</i> <i>DOK Level: 2</i></p>
<p>V.III.1 V.VI.2</p> <p>Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to</p>	<p>Performance Standards with Test Item Specifications</p> <p>Benchmark 3:</p> <p>1. Analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.);</p> <p>Benchmark 6:</p>

<p>enhance health.</p> <p>Benchmark 3: Demonstrate positive ways to express needs, wants and feelings.</p> <p>Benchmark 6: Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.</p>	<p>2. Role play and analyze refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None <p>Item Types:</p> <ul style="list-style-type: none"> • MC = multiple choice with or without stimulus <p>Sample Question:</p> <p>A friend has recently been diagnosed with cancer and refuses to accept treatment. He says, “Nothing is wrong. I’m fine.” What stage of <i>grief</i> is he likely experiencing?</p> <p>A. anger B. acceptance C. denial * D. sadness</p> <p><i>Standard: V.III.1</i> <i>DOK Level: 1</i> <i>This is a released item from the NMPED 2016-17 operational form.</i></p>
<p>VI.I.1 VI.III.1</p> <p>Content Standard 6: Students will demonstrate the ability</p>	<p>Performance Standards with Test Item Specifications</p> <p>Benchmark 1:</p> <p>1. Analyze and demonstrate strategies used to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental,</p>

<p>to use goal-setting and decision-making skills to enhance health.</p> <p>Benchmark 1: Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</p> <p>Benchmark 3: Predict the immediate and long-term impact of health decisions on the individual, family, peers and community.</p>	<p>social and emotional well-being.</p> <p>Benchmark 3:</p> <p>1. Predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.);</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None
	<p>Item Types:</p> <ul style="list-style-type: none"> • MC = multiple choice with or without stimulus
	<p>Sample Question:</p> <p>List the correct order of steps for decision making.</p> <p>A. define the problem, list the possible options, decide and act, evaluate end result*</p> <p>B. evaluate end result, list the possible options, rethink the problem, decide and act</p> <p>C. define the problem, reevaluate the problem, think about answers, act</p> <p>D. list possible options, decide on action, evaluate end result, act</p> <p><i>Standard: VI.I.1</i> <i>DOK Level: 2</i></p>
<p>VII.III.1</p>	<p>Performance Standards with Test Item Specifications</p>

<p>Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health.</p> <p>Benchmark 3: Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues.</p>	<p>Benchmark 3:</p> <p>1. Analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and illustrate ways to overcome those barriers.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • None
	<p>Item Types:</p> <ul style="list-style-type: none"> • MC = multiple choice with or without stimulus
	<p>Sample Question:</p> <p>Andrew’s friend Angela tells him that she is very depressed. What is the best way for Andrew to help her?</p> <p>A. Andrew should keep it secret and hope the situation improves. B. Andrew should give Angela his personal advice. C. Andrew should change the subject as not to upset Angela. D. Andrew should tell a trusted and knowledgeable adult like a counselor or a teacher. *</p> <p><i>Standard: VII.III.1</i> <i>DOK Level: 1</i> <i>This item was released from the NMPED 2016-17 operational form.</i></p>

Health EOC Alignment Framework				
Standard	Count by DOK			Grand Total
	1	2	3	
I.I.2	1	1		2
I.I.3	2			2
I.III.2	2			2
I.III.3	1	1		2
I.VI.3	1	1		2
II.I.2		1		1
II.II.2	1			1
II.VI.2	1	1		2
III.I.1	2			2
III.II.2		1	1	2
III.III.3	1	1		2
III.V.1		1		1
III.VI.1		1		1
III.VII.1		1		1
III.VII.2		1		1
IV.II.1	1	1		2
IV.III.2	1			1
V.III.1	1	1		2
V.VI.2	1			1

VI.I.1		1	1	2
VI.III.1	1			1
VII.III.1	1			1
Grand Total	30	18	2	34