

NM Public Education Department

NUTRITION

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 18-19

ASSESSMENT BLUEPRINT

The Family and Consumer Science Nutrition End-of-Course Exam is designed to measure student proficiency of the Family and Consumer Science National Standards. This course-level exam is provided to all students who have completed Nutrition.

This exam can be given for the following STARS course code:

0504 - Nutrition

Intended as a final exam for the course, this is a summative exam covering a wide 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.

Standards Alignment

The standards identified on this blueprint align to the Family and Consumer Science National Standards (3.0) found at: <http://www.nasafacs.org/national-standards-and-competencies.html>. Specific to Nutrition in the Standards, please note:

- The Area of Study: 14.0 Nutrition and Wellness,
- Comprehensive Standard: Demonstrate nutrition and wellness practices that enhance individual and family well-being

Sample Questions

New Mexico Public Education Department has released sample questions (prior exam questions in the test bank). Sample questions are located at the end of the blueprint. For some performance competencies, questions in the test bank are limited and, therefore, only a limited number of sample questions are made available. For each sample questions, also are identified:

- the Depth of Knowledge (DOK) level;
- the correct answer, which is marked by an asterisk (*); and
- the alignment to the Standards and Competencies in the Consumer Science National Standards (3.0).

Blueprint Table—FACS: Nutrition

REPORTING CATEGORY	STANDARD	COMPETENCIES
14.1 A HEALTHY LIFESTYLE	14.1.1	<p>Analyze factors that influence nutrition and wellness practices across the life span.</p> <p>Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.</p>
	14.1.4	Analyze the effects of global and local events and conditions on food choices and practices.
	14.1.5	Analyze legislation and regulations related to nutrition and wellness.
14.2 NUTRITIONAL NEEDS	14.2.1	<p>Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</p> <p>Analyze the effect of nutrients on health, appearance, and peak performance.</p>
	14.2.2	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
14.3 FOOD HANDLING	14.3.1	<p>Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>Apply various dietary guidelines in planning to meet nutrition and wellness needs.</p>
	14.3.2	Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
14.4	14.4.1	Evaluate factors that affect food safety from production through consumption.

REPORTING CATEGORY	STANDARD	COMPETENCIES
FOOD SAFETY		Analyze conditions and practices that promote safe food handling.
	14.4.2	Analyze safety and sanitation practices throughout the food chain.
	14.4.5	Analyze food-borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
14.5 SCIENCE AND TECHNOLOGY RELATED TO FOOD	14.5.2	Evaluate the influence of science and technology on food composition, safety, and other issues. Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
	14.5.3	Analyze the effects of technological advances on selection, preparation, and home storage of food.
	14.5.4	Analyze the effects of food science and technology on meeting nutritional needs.

Nutrition Reporting Category Alignment Framework					
Standard		(Count by DOK)			Grand Total
		1	2	3	
14.1 A Healthy Lifestyle	14.1.1			1	1
	14.1.4		1		1
	14.1.5	1	2	1	4
14.2 Nutritional Needs	14.2.1		1		1
	14.2.2			1	1
	14.2.3			2	2
	14.2.4			1	1
14.3 Food Handling	14.3.1	4	2		6
	14.3.2	2			2
14.4 Food Safety	14.4.1	2			2
	14.4.2		2	1	3
	14.4.5		1		1
14.5 Science & Technology Related to Food	14.5.2		1		1
	14.5.3	1			1
	14.5.4		1		1
Grand Total		10	11	7	28

Sample Questions FACS: Nutrition

14.4.1

Competency: Analyze conditions and practices that promote safe food handling.

Select the group of foods that would **most rapidly** become unsafe or contaminated if left at room temperature.

- A. salad greens, tortillas, mushrooms
- B. sliced melons, eggs, chicken *
- C. donuts, bread, dried fruit
- D. beans, rice, canned tuna

DOK 1

14.3.2

Competency: Design strategies that meet the health and nutrition requirements of individuals and families

Adam went to his doctor for an annual physical. What type of diet did his doctor **most likely** suggest to help him control his high blood pressure?

- A. a diet that would increase his glucose
- B. a diet to decrease his sodium intake *
- C. a diet that included more saturated fats
- D. a diet that would require less lactose

DOK 1

Sample Questions FACS: Nutrition Continued

14.5.2

Competency: Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

Sustainability refers to the productivity and profitability while still caring for the environment. What steps can consumers take to help reduce the negative impact they have on the environment when choosing foods?

- A. choose highly packaged and processed foods, stock up on frozen foods, and eat more plant-focused diets
- B. buy regionally grown fruits and vegetables, purchase in season fruits and vegetables, choose products that are less processed and have less packaging *
- C. eat more meat-focused diets, limit the trips you make to the grocery store, and choose highly packaged and processed foods
- D. plant gardens, stock up on frozen foods, and eat more meat-focused diets

DOK 1

14.3.2

Competency: Design strategies that meet the health and nutrition requirements of individuals and families

Janay's typical dinner includes the following foods: a hamburger, French fries (with ketchup), a small salad (with ranch dressing), a cinnamon roll, and a soda. What conclusions can you draw if Janay continues to eat this type of meal?

- A. Her diet is high in protein, which will increase her muscle mass.
- B. Her diet is high in carbohydrates, which will lead to a decrease of energy.
- C. Her diet is high in carbohydrates, which will lead to an increased risk of unhealthy weight gain. *
- D. Her diet is well-balanced, which will support a healthy heart.

DOK 3

Sample Questions FACS: Nutrition Continued

14.3.1

Competency: Apply various dietary guidelines in planning to meet nutrition and wellness needs.

The following formula is used to calculate Body Mass Index (BMI). In order to find a person's BMI one would need to use weight in pounds and height in inches.

$$BMI = \frac{weight(lb) \times 703}{(height(in))^2}$$

Source: http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/index.html?s_cid=tw_ob064

Christopher is a 15 years old who weighs 153 pounds and is 5' 6". Using the Body Mass Index formula provided, which is the correct body mass index for Christopher?

- A. 24.69 % *
 - B. 17.12%
 - C. 25.45%
 - D. 31.97 %
- DOK 3

All sample items were released from the NMPED 2015-16 operational form. Some items were edited prior to being released.