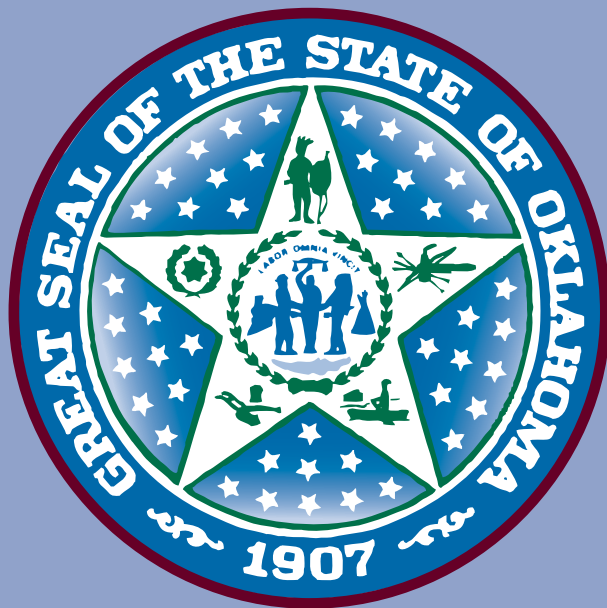


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

009 Family and Consumer Sciences



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD009-04

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: FAMILY AND CONSUMER SCIENCES

SUBAREAS:

- I. Child Development and Care
- II. Food Science and Nutrition
- III. Consumer Economics and Personal Resource Management
- IV. Housing and Interior Design
- V. Interpersonal and Family Relationships
- VI. Clothing and Textiles
- VII. Career and Leadership Skills

SUBAREA I—CHILD DEVELOPMENT AND CARE

Competency 0001

Understand physical, motor, cognitive, social, and emotional development in infants, toddlers, and preschool and school-age children.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of stages and characteristics of physical, motor, cognitive, social, and emotional development during infancy, childhood, and adolescence.

Recognize major theories of child development and factors that affect physical, motor, cognitive, social, and emotional development (e.g., self-concept, heredity, environment).

Examine principles and techniques for fostering physical, motor, cognitive, social, and emotional development in children, including the importance of play in children's development.

Analyze the effects of various factors on child development (e.g., environment, heredity).

Competency 0002

Understand types of special needs and how to care for children with special needs.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of types of special needs and characteristics of children with special needs, including children who are gifted/talented.

Identify the effects of various disabilities and impairments on child development and the educational rights of children with special needs and their families.

Demonstrate knowledge of skills for evaluating, selecting, creating, and modifying resources and activities to address individual special needs.

Competency 0003

Understand the physical care and safety of children and common health-related problems of childhood.

The following topics are examples of content that may be covered under this competency.

Examine knowledge of children's physical, dietary, and hygienic needs (e.g., nutritional guidelines, dental care, proper washing procedures) and developmentally appropriate methods for promoting self-care during childhood.

Identify regulations related to immunization for children and the purposes and characteristics of immunizations.

Recognize types, causes, and symptoms of common childhood illnesses and risk factors associated with specific health problems (e.g., housing with lead paint).

Demonstrate knowledge of causes of common childhood accidents and health emergencies, accident prevention methods (e.g., identifying safe and unsafe conditions in a child's environment), and first aid procedures (e.g., Heimlich maneuver, CPR).

Competency 0004

Understand child care guidelines and services for infants, toddlers, and preschool and school-age children.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of typical behaviors and abilities of infants, toddlers, and preschool and school-age children and caregiver guidelines for influencing their development.

Identify physical care and safety guidelines for caregivers of infants, toddlers, and preschool and school-age children.

Apply knowledge of types of child care options and programs for children and criteria and techniques for evaluating child care programs.

Recognize characteristics of high-quality individual and institutional caregivers and federal and state regulations relating to caregivers (e.g., licensing requirements, facilities).

Competency 0005

Understand care for children at risk or in crisis.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of types of crises affecting children (e.g., depression, child abuse, neglect, abduction) and strategies for helping prevent crises.

Examine risk factors, causes, and signs of child abuse and the emotional and psychological effects of child abuse.

Identify principles and procedures for reporting suspected child abuse.

Recognize types and characteristics of agencies, programs, and community resources that can provide care to children and families in crisis.

SUBAREA II—FOOD SCIENCE AND NUTRITION

Competency 0006

Understand nutritional requirements and basic principles of food science and nutrition.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of nutritional requirements for different age groups and the influence of various factors on nutritional intake requirements.

Examine principles and components of a balanced diet and the classification of foods according to the Food Guide Pyramid.

Recognize functions and sources of basic nutrients.

Identify the causes and effects of nutritional deficiencies and diseases.

Competency 0007

Understand food customs, food choices, eating habits, and relationships between diet, fitness, and health.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of factors (e.g., social, psychological, economic, cultural) affecting food customs and food choices.

Examine principles and techniques for establishing and maintaining healthy eating habits (e.g., factors to consider when selecting snack foods, healthy substitutes for specific foods).

Analyze the relationship of diet and nutrition to fitness and health (e.g., the role of nutrition in disease prevention; effects of diets that include excessive use of salt, sugar, or fat; effects of eating disorders).

Competency 0008

Understand food product information and techniques for food purchasing and preparation.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of information required for food labels and packaging and the role of the Food and Drug Administration and the U.S. Department of Agriculture in regulating label information and additives in the food industry.

Recognize types of food products; criteria for selecting fresh, canned, dried, frozen, and packaged food products; and ways to conserve time and money in purchasing food.

Apply food science principles and techniques for using recipes (e.g., purposes of ingredients, terms and units of measurement used in food preparation, principles for modifying a recipe).

Demonstrate knowledge of food preparation tools and techniques (e.g., small kitchen tools, cooking methods, factors affecting cooking rates and results).

Competency 0009

Understand meal and menu planning, and serving and dining etiquette.

The following topics are examples of content that may be covered under this competency.

Analyze factors (e.g., nutritional, social, cultural, economic, psychological, physical, family, sensory, technological) that affect meal and menu planning and preparation.

Recognize types of meal patterns and factors that affect meal patterns.

Identify types, principles, and components of meal service and table settings.

Apply principles and procedures of proper dining etiquette for various settings and situations.

Competency 0010

Understand kitchen management, sanitation, and proper food storage and handling techniques in the home and in commercial settings.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of guidelines for maintaining safety and sanitation in the kitchen and using time and energy efficiently.

Recognize types and uses of kitchen appliances and tools and procedures for their safe use and care.

Demonstrate knowledge of food-borne illnesses and their causes, and food storage and handling procedures that prevent contamination and illness.

Identify the role of federal, state, and local agencies involved in food safety and sanitation and types of state regulations relating to food service inspection and certification.

SUBAREA III—CONSUMER ECONOMICS AND PERSONAL RESOURCE MANAGEMENT

Competency 0011

Understand the role of the consumer in the U.S. economy.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of principles and components of the U.S. economic system (e.g., circular flow of the economy, role of the government, foreign trade, types and purposes of business activity, supply and demand, free enterprise system, the business cycle).

Analyze the influence of various factors (e.g., interest rates, advertising) on consumer purchasing decisions and the relationships between consumer income, spending, and saving.

Identify types and functions of individual taxes, and tax advantages of various investment options and contributions.

Competency 0012

Understand consumer rights, responsibilities, and protections.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of rights and responsibilities of consumers in various purchasing situations (e.g., rights in relation to product and service warranties and guarantees).

Identify the role of federal and state agencies, commissions, and legislation in protecting consumers, and ways in which state, local, and private agencies and groups advocate for consumers.

Recognize types and characteristics of consumer fraud and deception, and principles and procedures for seeking redress or registering consumer complaints.

Analyze techniques used in advertising and the influence and effects of various types of advertising.

Competency 0013

Understand skills and procedures for making major purchases (e.g., housing, motor vehicle) and choosing professional services (e.g., medical, legal).

The following topics are examples of content that may be covered under this competency.

Apply knowledge of factors and procedures in making major purchases (e.g., using comparison-shopping and negotiation skills, interpreting product labels or terminology in contracts).

Examine considerations involved in the selection, purchase, and maintenance of housing (e.g., advantages and disadvantages of renting versus buying, types of mortgages, maintenance and upkeep costs).

Examine factors and considerations involved in the selection, purchase, and maintenance of a motor vehicle (e.g., advantages and disadvantages of leasing versus owning, sources for researching and comparing automobiles, choosing repair services).

Demonstrate knowledge of types of professional services, reasons professional services are required (e.g., wills, funerals, health care) and factors that influence the choice of professional services.

Competency 0014

Understand personal financial management, including the use of credit, insurance, and investments.

The following topics are examples of content that may be covered under this competency.

Examine steps and considerations in planning and maintaining a personal or family budget and money management guidelines appropriate for various situations.

Identify types of credit and their characteristics, procedures for obtaining credit, factors that affect eligibility for credit, and legal rights and protections in relation to credit.

Demonstrate knowledge of terms related to insurance, types of insurance coverage, and appropriate insurance choices for various situations.

Identify types of savings and investment vehicles (e.g., IRAs, 401ks, certificates of deposit, mutual funds, annuities, money market funds), risks and benefits associated with various investment options, and savings and investment strategies appropriate to various financial goals.

Competency 0015

Understand the management of personal and family resources.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of personal and family resources (e.g., time, abilities, energy) and factors affecting them (e.g., technological advances, economic factors).

Examine time management principles and techniques, and types and benefits of leisure activities.

Understand principles and methods for recycling and conserving nonrenewable energy resources in the home.

Apply decision-making and goal-setting skills and procedures for managing personal and family resources in various situations.

SUBAREA IV—HOUSING AND INTERIOR DESIGN

Competency 0016

Understand living environments and considerations involved in housing decisions.

The following topics are examples of content that may be covered under this competency.

Identify factors (e.g., lifestyle, stage in the family cycle, special needs) that affect housing needs and influence the choice of a living environment.

Demonstrate knowledge of procedures for evaluating alternative living environments (e.g., identifying options for existing or new housing; identifying personal needs and priorities; recognizing advantages and disadvantages of renting, leasing, buying, and building; conducting inspections).

Examine environmental, structural, and consumer considerations in housing decisions (e.g., climate, architectural style, safety, storage needs).

Competency 0017

Understand the elements and principles of interior design.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the components of living environments (e.g., exterior styles, interior treatments, furniture, accessories, appliances) and their characteristics.

Apply aesthetic and functional principles and considerations in planning and arranging interior spaces.

Analyze relationships between elements of living environments (e.g., lighting, window treatments) and energy conservation.

Competency 0018

Understand housing and environmental adaptations for individual and family needs.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of personal and family needs in relation to housing and the relationships between living environments and personal and family functioning.

Examine management and resource considerations in adapting environments for individual and family needs.

Identify principles, techniques, and issues related to remodeling or changing living environments.

Recognize ways to adapt living environments to meet particular needs and the effects of adaptations on individual and family functioning.

SUBAREA V—INTERPERSONAL AND FAMILY RELATIONSHIPS

Competency 0019

Understand human development and physical, mental, and emotional well-being during adulthood.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the stages and characteristics of adulthood and factors that affect physical, mental, and emotional well-being.

Identify procedures for evaluating and maintaining personal health, techniques for preventing or managing stress, and sources of information on health and health issues.

Analyze the role of work in adulthood, human needs met through work and employment, and factors affecting employment.

Demonstrate knowledge of characteristics and stages of aging; physical, social, and emotional factors related to the aging process; attitudes and myths about aging; and resources and facilities that help older adults maintain independence.

Competency 0020

Understand interpersonal relationships.

The following topics are examples of content that may be covered under this competency.

Identify characteristics of positive and negative relationships and of dependent, independent, and interdependent relationships.

Examine the formation of positive relationships in the family, workplace, and community.

Analyze ways in which various factors (e.g., social skills, verbal and nonverbal communication) affect interpersonal relationships in adulthood, and social and cultural influences on interpersonal communication.

Demonstrate knowledge of factors involved in the decision-making process concerning interpersonal relationships.

Competency 0021

Understand pregnancy and childbirth, parenthood, and the roles and responsibilities of parents.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of stages and physical changes that occur during pregnancy and childbirth and the effects of various factors (e.g., medical care, drugs, disease, nutrition, environment) on prenatal, perinatal, and postnatal health.

Examine life choices related to parenting (e.g., marriage, use of birth control, family planning) and factors that affect decisions about whether and when to have children.

Identify ways to prepare for parenthood and the responsibilities of parenthood.

Analyze methods for guiding children's behavior, promoting responsible and independent behavior, and fostering a child's positive self-concept.

Competency 0022

Understand families and family welfare.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of types of families and family structures (e.g., extended, single parent, dual career), roles of family members, and the functions of families in society.

Identify social and economic conditions that affect families; and community, private, and government resources and services available to assist families in need.

Examine types of family conflicts and crises (e.g., divorce, moving, family violence, alcoholism, natural disaster), the effects of conflicts and crises on personal and family life, and factors that influence a family's or an individual's ability to deal with conflicts and crises.

SUBAREA VI—CLOTHING AND TEXTILES

Competency 0023

Understand the functions of clothing and principles of clothing design.

The following topics are examples of content that may be covered under this competency.

Examine historical, social, and cultural influences on clothing styles.

Recognize the social and cultural functions of clothing in contemporary society and the functions of dress standards and uniforms in various occupations.

Demonstrate knowledge of elements and principles of clothing design and relationships between the design of clothing items and their uses or purposes.

Demonstrate knowledge of how to use design elements and principles to create an effect or illusion in an article of clothing.

Competency 0024

Understand wardrobe planning and consumer skills in selecting and purchasing clothing.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of factors that affect wardrobe needs and clothing selection, and considerations in developing a wardrobe and grooming plan.

Examine procedures for minimizing clothing expenditures and increasing wardrobe resources.

Identify mandatory and voluntary information on clothing labels and tags and the characteristics of fit and quality construction in clothing.

Apply knowledge of consumer rights and responsibilities in purchasing clothing.

Competency 0025

Understand types of textiles and the characteristics, uses, and care of fabrics.

The following topics are examples of content that may be covered under this competency.

Identify sources and characteristics of natural fibers; terms used to describe natural fibers; and sources, trade names, and characteristics of manufactured fibers.

Recognize types of fibers appropriate for various purposes and types and uses of woven, nonwoven, knitted, and layered fabrics.

Demonstrate knowledge of principles and techniques of fabric design; types, characteristics, and purposes of fabric finishes; and the effects of construction techniques on fabrics.

Identify procedures for the care of different types of fabrics and clothing and guidelines for the maintenance and storage of clothing in various situations.

Competency 0026

Understand equipment and procedures used in clothing construction.

The following topics are examples of content that may be covered under this competency.

Identify types of clothing construction equipment and supplies and their functions.

Apply procedures for selecting, altering, and using patterns.

Demonstrate knowledge of steps and procedures in clothing construction.

Apply principles and procedures for altering and repairing garments.

SUBAREA VII—CAREER AND LEADERSHIP SKILLS

Competency 0027

Demonstrate knowledge of career options related to family and consumer sciences.

The following topics are examples of content that may be covered under this competency.

Identify considerations and procedures in establishing achievable goals related to career success (e.g., identifying strengths and preferences).

Demonstrate knowledge of various types of career opportunities, factors to consider when investigating and evaluating careers, and resources for conducting career research.

Examine training requirements, skills, and aptitudes for careers in occupations related to family and consumer sciences.

Competency 0028

Understand processes and skills for seeking and maintaining employment.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of steps in searching for a job and factors affecting the success of a job search (e.g., personal appearance and demeanor, résumé quality, performance on employment tests).

Examine skills and procedures for applying and interviewing for a job (e.g., writing an effective letter of application, completing application forms, communicating effectively during an interview).

Identify characteristics of professionalism (e.g., flexibility, initiative, cooperation) and elements of a positive work attitude.

Competency 0029

Demonstrate knowledge of workplace skills, behaviors, and responsibilities.

The following topics are examples of content that may be covered under this competency.

Apply principles of effective communication in the workplace.

Recognize types of technology used in the workplace, their uses and significance.

Demonstrate knowledge of work etiquette, interpersonal skills, and techniques for handling stress or conflict in the workplace.

Identify individual rights and responsibilities in relation to employment (e.g., protection from harassment and discrimination, employer's performance expectations).

Competency 0030

Understand the role of vocational student organizations and school partnerships with business and industry in developing students' career and leadership skills.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the role of vocational student organizations and activities in developing student professionalism and leadership traits.

Examine methods of encouraging and supporting student organizations and activities (e.g., advising, supervising, instructing, recognizing student achievements).

Demonstrate knowledge of how to develop educational partnerships with business and industry and of the benefits of these partnerships.

Identify skills for maintaining effective communication with business and industry partners regarding program goals and activities.

PRACTICE TEST QUESTIONS AND ANSWERS: FAMILY AND CONSUMER SCIENCES

Practice Selected-Response Questions

Competency 0001

Understand physical, motor, cognitive, social, and emotional development in infants, toddlers, and preschool and school-age children.

1. A parent notices that her three-year-old child frequently plays side by side with another three year old, but without interacting directly. In this situation, the parent's most appropriate action would be to:
 - A. recognize that such behavior is typical of young children and avoid interfering with their play.
 - B. sit down with the two children and prompt them to play more cooperatively.
 - C. take the children aside individually and attempt to find out why they do not interact.
 - D. bring out a new toy and tell the children that they may play with it, but they will have to share.

Correct Response: A. Behavior of this type, called parallel play, is typical of three year olds, who are learning from each other even though they are not interacting directly. Therefore, it should be allowed to continue.

Competency 0005

Understand care for children at risk or in crisis.

2. Which of the following strategies would be most appropriate for helping young children learn to avoid abduction?
- A. using fairy tales such as "Little Red Riding Hood" to explain the concept of abduction
 - B. conducting counseling sessions with primary caregivers and children during which survivors of abduction relate their experiences
 - C. educating children and primary caregivers about the circumstances and numbers of abductions in their community
 - D. discussing potentially risky situations and having children role-play safe behavior with teachers and primary caregivers

Correct Response: D. Discussing risk situations and role-playing safe behaviors would give children the knowledge, skills, and practice needed to deal with potentially dangerous situations when they occur.

Competency 0010

Understand kitchen management, sanitation, and proper food storage and handling techniques in the home and in commercial settings.

3. The chances of contracting food poisoning are likely to be increased most by which of the following food-handling practices?
- A. partially thawing a steak before cooking
 - B. letting a cooked casserole cool completely before refrigerating
 - C. eating vegetables directly from a can without heating them first
 - D. slicing raw meat on a cutting board after slicing vegetables on it

Correct Response: B. Food poisoning can be caused by eating food containing dangerous levels of harmful bacteria. Bacteria are prevented from multiplying at cold temperatures but will begin to grow at room temperature. Therefore, cooked food that is to be stored should be refrigerated promptly.

Competency 0012

Understand consumer rights, responsibilities, and protections.

4. Which of the following scenarios is an example of bait-and-switch selling?
- A. Cecelia sees a product advertised, but when she gets to the store, the salesperson tells her that the item is out of stock. The salesperson then shows her a similar, more expensive product.
 - B. Ronnie goes to a store to buy an advertised item. After comparing the item with the other available merchandise, he decides to purchase a similar but more expensive item.
 - C. Marta sees a product advertised, but when she gets to the store the item is not on display. The salesperson locates the product in a storage room, and Marta decides to buy the item after examining it closely.
 - D. George is told by a salesperson that the product he saw advertised is currently out of stock, but that a new shipment is expected at the store soon. He is invited to return to inspect the item, and he is given a slip that guarantees him the sale price.

Correct Response: A. "Bait-and-switch" selling is the illegal practice of advertising a product at an extraordinary bargain price for the purpose of drawing customers into a situation where they can be persuaded to make a more expensive purchase. The advertisement omits mentioning that only a small quantity of items are available at the special price. Upon arriving at the store, the buyer is informed by a salesperson that the advertised item is out of stock and shown a more expensive substitute. Advertising a product for which there are limited supplies is legal only if the number of items available is indicated in the advertisement.

Competency 0015

Understand the management of personal and family resources.

5. A dual-income couple has three school-age children and a limited budget. Which of the following would be the most effective resource management strategy for the regular maintenance and upkeep of their household?
- A. having each parent do household tasks on alternate weeks after work hours
 - B. adding a bonus to the allowance for the child who does the most chores each week
 - C. choosing a different child to be responsible for household chores each week
 - D. delegating specific household tasks to each family member and then rotating responsibilities

Correct Response: D. Sharing household tasks helps ensure that no one family member will be overburdened by home duties. Children gain a sense of responsibility by participating in household chores, and rotation of tasks helps avoid the possibility of unfairness in the assignment of chores.

Competency 0018

Understand housing and environmental adaptations for individual and family needs.

6. When adapting a house or apartment for a person who requires a wheelchair or a walker to move about, which of the following types of doors is most appropriate for use in internal doorways?
- A. double doors that swing both ways
 - B. doors that slide into a recess in the wall
 - C. folding doors that collapse to one side of the inside of the door frame
 - D. single doors that swing one way

Correct Response: B. Doors that slide into a recess are most appropriate for people who use wheelchairs or walkers because they do not require the individual passing through to hold the door open. In addition, the door itself does not create an obstacle around which a person must maneuver.

Competency 0019

Understand human development and physical, mental, and emotional well-being during adulthood.

7. Which of the following activities would best promote mental alertness and reduce the chances of developing mental confusion during late adulthood?
- A. watching the news on TV on a daily basis
 - B. periodically looking at photo albums of family members and friends
 - C. regularly participating in an exercise class
 - D. listening to music on the radio every day

Correct Response: C. During late adulthood, regular participation in physical exercise can help protect against cognitive decline, preserve memory, and improve mental processing abilities. Researchers theorize that this protective effect may result from an increase in blood flow to the brain, enhancing the delivery of oxygen to and the removal of waste from the brain.

Competency 0021

Understand pregnancy and childbirth, parenthood, and the roles and responsibilities of parents.

8. Which of the following is likely to be most challenging for individuals who become parents during adolescence rather than adulthood?
- A. adjusting to changes in peer social relationships
 - B. asking for support and assistance from family members and friends
 - C. advancing educational and career goals
 - D. overcoming tensions caused by generational differences

Correct Response: C. Individuals who first become parents as adults have generally had the opportunity to complete their education and begin working toward career goals without the competing demands of parenting. On the other hand, individuals who become parents during adolescence often reduce their school attendance or drop out of school altogether. The demands of parenting, as well as the challenges of basic survival (e.g., obtaining and paying for day care, housing, and transportation) require a great deal of parents' time and energy and can interfere with adolescent parents' pursuit of their educational and career goals.

Competency 0025

Understand types of textiles and the characteristics, uses, and care of fabrics.

9. An individual asks a retail fashion clerk to recommend the best type of shirt for traveling in a warm climate. Which of the following fabrics should the clerk recommend?
- A. 50% linen/50% ramie
 - B. 100% polyester
 - C. 50% cotton/50% polyester
 - D. 100% silk

Correct Response: C. For travel in a warm climate, clothing should be made of material that "breathes," or allows the passage of air, and is lightweight, absorbent, and wrinkle free. A shirt made of a cotton/polyester blend would have all of these characteristics.

Competency 0030

Understand the role of vocational student organizations and school partnerships with business and industry in developing students' career and leadership skills.

10. A teacher of family and consumer sciences is most likely to request assistance from area business leaders in:
- A. providing work experiences for students.
 - B. designing a curriculum scope and sequence for the upcoming year.
 - C. funding the purchase of textbooks and supplies.
 - D. developing student learning and assessment standards.

Correct Response: **A.** Area business leaders can provide students with work-related opportunities, such as apprenticeships, internships, and after-school/summer jobs. Educational partnerships with area businesses can enhance students' formal education by helping students gain work-related knowledge, skills, and experience.

Practice Constructed-Response Assignment

11. **Read the information below; then complete the exercise that follows.**

You are planning a dinner for four to six people. The event will be held one week from today and will feature a low-sodium menu.

Using your knowledge of food science and nutrition, write an essay in which you plan a menu for this event. In your essay:

- create a nutritionally balanced and aesthetically pleasing menu that is appropriate for this meal;
- explain how your menu addresses both nutritional and aesthetic concerns; and
- discuss two important issues related to the preparation of this meal (e.g., timing, food safety, cooking methods) and how you would address them.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea II, Food Science and Nutrition, which consists of the competencies listed below.*

Understand nutritional requirements and basic principles of food science and nutrition.

Understand food customs, food choices, eating habits, and relationships between diet, fitness, and health.

Understand food product information and techniques for food purchasing and preparation.

Understand meal and menu planning, and serving and dining etiquette.

Understand kitchen management, sanitation, and proper food storage and handling techniques in the home and in commercial settings.

A Very Good Response to the Practice Constructed-Response Assignment

For a low-sodium dinner that is both nutritionally balanced and aesthetically pleasing, I would recommend the following menu:

Homemade tomato-basil soup with a toasted whole-grain baguette

Lemon pepper chicken breast

Roasted sweet potato wedges tossed in olive oil and parsley

Fresh broccoli/cauliflower mix with a light dill sauce

Vanilla yogurt with banana slices, strawberries, and blueberries

This menu addresses nutritional concerns in a number of ways. First, it is low in sodium. I've achieved this primarily by using fresh fruits and vegetables instead of processed foods (e.g., canned soup) that typically contain a lot of salt for preservation and flavoring reasons. I have further reduced the amount of sodium in this menu by substituting herbs and spices for the most popular traditional seasoning: salt.

My menu also addresses many basic nutritional needs. For example, a whole-grain baguette provides this meal with a healthy source of grains. By using skinless chicken breasts I add a high-quality, lean source of protein to the meal. The sweet potatoes are a healthy starch, and they also provide the meal with an excellent source of beta-carotene. By using fruits and vegetables that vary in color, a variety of vitamins and minerals are added to this meal. The yogurt provides this meal with a good source of calcium.

This menu addresses aesthetic concerns in flavor, color, texture, temperature, size, and shape. For instance, by using herbs and spices for seasoning, complementary and contrasting flavor is added to the meal. The cool, mild flavor of the dill sauce on the broccoli and cauliflower, for example, contrasts nicely with the spicier lemon chicken and complements the olive oil and fresh parsley on the sweet potatoes.

The colors in this menu will be appealing to diners primarily because of the variety of fruits and vegetables present. The lighter colors of the cauliflower, yogurt, bananas, and chicken are offset by the richer colors of the soup, potatoes, broccoli, strawberries, and blueberries.

The variety of textures within this menu will also be appealing to diners. For example, the smooth and soft textures of the soup, sweet potatoes, and yogurt contrast with the firmer textures of the broccoli, strawberries, and blueberries. Toasting the baguette will add a crunchy texture to this menu.

The temperature variation within this menu occurs primarily between the dinner and the dessert. Having the temperature change from hot to cool at the end of the menu should provide the diners with a refreshing change.

(continued)

A Very Good Response to the Practice Constructed-Response Assignment (continued)

Size and shape vary in this menu, as well. For example, a chicken breast and a potato are similar in size and shape. By cutting the potatoes into wedges, I eliminate the repetition in size and shape between these two menu items. The broccoli, cauliflower, strawberries, and blueberries are naturally smaller, and help to provide this meal with size variation as well as shape variation.

An important issue in the preparation of this meal is the cooking methods chosen. Depending on the type of method used, the foods will vary in nutritional value as well as in sensory appeal. For example, I would steam the vegetables rather than boiling them because this will retain more of their vitamins and minerals, as well as their color. By grilling the chicken rather than sauteing it, it will remain juicier and I won't be adding fat to this menu item by cooking the chicken in oil. In addition, roasting the sweet potatoes retains their nutrients while adding a slightly crispy texture.

Another important issue in the preparation of the menu is the handling of the chicken. Coming into contact with raw or undercooked chicken can lead to food poisoning by salmonella, a bacteria commonly present in poultry. In order to avoid cross-contamination, I would either use separate cutting boards to prepare the produce or I would prepare the vegetables, fruit, and herbs prior to preparing the chicken on the same cutting board. I would then wash my cutting board in hot soapy water prior to using it again. I would also wash my hands and other utensils that have come into contact with the chicken during its preparation with hot water and soap before I touch anything else or use one of the utensils again.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A response to a constructed-response assignment is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

PURPOSE	The extent to which the response achieves the purpose of the assignment
SUBJECT MATTER KNOWLEDGE	Accuracy and appropriateness in the application of subject matter knowledge
SUPPORT	Quality and relevance of supporting details
RATIONALE	Soundness of argument and degree of understanding of the subject matter

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

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