

FACS Basics

Study Guide

Assessment:

7007 FACS Basics: End of Instruction

Aligned with the National
Standards for Family
and Consumer Sciences
Education

career^{tech} ✓
Testing
The Provider of Online Testing Solutions


**OKLAHOMA
WORKS**

Overview

This study guide is designed to help students prepare for the Family and Consumer Sciences (FACS) Basics End of Instruction assessment. It not only includes information about the assessment, but also the skills standards upon which the assessment is based, resources that can be used to prepare for the assessment and test taking strategies.

Each of the four sections in this guide provides useful information for students preparing for the FACS Basics End of Instruction assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- FACS Basics End of Instruction assessment
 - ▶ Assessment Information
 - ▶ Standards and Test Content
 - ▶ Sample Questions
 - ▶ Textbook/Curriculum Crosswalk
- Strategies for Test Taking Success
- Notes

This assessment is aligned with the National Standards for Family and Consumer Sciences.

Disclaimer

The Oklahoma Department of Career and Technology Education cannot vouch for the accuracy of the information contained in any linked site. Our intent is to simply provide a list of sites that we feel may be useful to you. Some of the links presented here are commercial sites. We do not endorse these sites or their products, and we do not request or accept any fee for inclusion on this list. The Department makes no representations or warranties, express or implied, with respect to the document, or any part thereof, including any warranties of title, noninfringement of copyright or patent rights of others, merchantability, or fitness or suitability for any purpose.

Equal Opportunity/Non Discrimination Statement

The Oklahoma Department of Career and Technology Education does not discriminate on the basis of race, color, national origin, sex/gender, age, disability, or veteran status. Inquiries concerning application of this policy may be referred to the ODCTE Compliance Coordinator, 1500 W. 7th Ave. Stillwater, OK 74074-4364, or call 1-800 522-5810 or (405) 377-2000.

CareerTech and Competency-Based Education: A Winning Combination

Competency-based education uses learning outcomes that emphasize both the application and creation of knowledge and the mastery of skills critical for success. In a competency-based education system, students advance upon mastery of competencies, which are measurable, transferable outcomes that empower students.

Career and technology education uses industry professionals and certification standards to identify the knowledge and skills needed to master an occupation. This input provides the foundation for development of curriculum, assessments and other instructional materials needed to prepare students for wealth-generating occupations and produce comprehensively trained, highly skilled employees demanded by the work force.

Tools for Success

CareerTech education relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

Skills standards provide the foundation for competency-based instruction and outline the knowledge and skills that must be mastered in order to perform related jobs within an industry. Skills standards are aligned with national skills standards and/or industry certification requirements; therefore, a student trained to the skills standards is equally employable in local, state and national job markets.

Curriculum materials and textbooks contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources include supplemental activities that enhance learning by providing opportunities to apply knowledge and demonstrate skills.

Certification Assessments test the student over material outlined in the skills standards and taught using the curriculum materials and textbooks. When used with classroom performance evaluations, certification assessments provide a means of measuring occupational readiness.

Each of these components satisfies a unique purpose in competency-based education and reinforces the knowledge and skills students need to gain employment and succeed on the job.

Measuring Success

Evaluation is an important component of competency-based education. Pre-training assessments measure the student's existing knowledge prior to receiving instruction and ensure the student's training builds upon this knowledge base. Formative assessments administered throughout the training process provide a means of continuously monitoring the student's progress towards mastery.

Certification assessments provide a means of evaluating the student's mastery of knowledge and skills. Coaching reports communicate assessment scores to students and provide a breakdown of assessment results by standard area. The coaching report also shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

FACS Basics

Assessment Information

What is the FACS Basics End of Instruction assessment?

The FACS Basics End of Instruction assessment is for students who have completed the FACS Basics course. The assessment provides an indication of student mastery of basic knowledge.

How was the assessment developed?

The assessment was developed by the CareerTech Testing Center. Items were developed and reviewed by a committee of subject matter experts from across Oklahoma.

The committee assigned frequency and criticality ratings to each skill, which determines the significance of each task for test development:

Frequency: represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

1 = less than once a week 2 = at least once a week 3 = once or more a day

Criticality: denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

1 = slight 2 = moderate 3 = extreme

What does the assessment cover?

The assessment is aligned to the National Standards for Family and Consumer Sciences. Specifically, the test includes 55 multiple-choice test items over the following areas:

FACS Basics

1.0 Career, Community and Family Connections	5%	4.0 Education & Early Childhood	14%
6.0 Family	4%	8.0 Food Production and Services	22%
9.0 Food Science, Dietetics and Nutrition	13%	11.0 Housing and Interior Design	5%
12.0 Human Development	2%	13.0 Interpersonal Relationships	13%
14.0 Nutrition and Wellness	11%	16.0 Textiles, Fashion and Apparel	11%

What are the benefits of using the assessment?

Students receive a certificate for each assessment that he/she passes. This certificate may be included in his/her portfolio and used to communicate the student's mastery of the subject matter to potential employers.

When should the assessment be taken?

The CareerTech Testing Center recommends that students take this assessment as soon as possible after receiving all standards-related instruction, rather than waiting until the end of the school year.

Is the assessment timed?


No. Although students may take as long as they need, most finish the assessment within one hour.

What resources can students use on the assessment?

Students are allowed to use calculators and scratch paper on CTTC assessments; however, these items must be provided by the testing proctor and returned to the proctor before the student's exam is submitted for scoring. Calculator apps on cell phones and other devices may not be used on these assessments.

What accommodations can be made for students with Individualized Education Plans (IEPs)?

Accommodations are allowed for students with an Individualized Education Plan. Examples of allowable accommodations include:

- Extended time — This assessment is not timed, therefore students may take as much time as needed to finish. The assessment must be completed in one testing session.
- Readers — A reader may be used to read the assessment to a student who has been identified as needing this accommodation.
- Enlarged text — Students needing this accommodation can activate this feature by clicking the  icon in the upper right corner of the screen.

What can students expect on Test Day?

All CTTC assessments are web-based and delivered exclusively by a proctor in the school's assessment center. The proctor **cannot** be an instructor or anyone who was involved with the student during instruction.

Assessments are delivered in a question-by-question format. When a question is presented, the student can select a response or leave the question unanswered and advance to the next question. Students may also flag questions to revisit before the test is scored. All questions must be answered before the test can be submitted for scoring.

Can students retake the test?

Students may retake the test unless their school or state testing policies prohibit retesting. Students who can retest must wait at least three days between test attempts.

Standards and Test Content

Duty 1. Career, Community and Family Connections

- 1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics. **(1/1)**
- 1.2.2 Demonstrate job seeking and job keeping skills. **(2/2)**
- 1.2.3 Apply communication skills in school, community and workplace settings. **(2/2)**

Duty 4. Education and Early Childhood

- 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development. **(2/2)**
- 4.2.5 Analyze strategies that promote children's growth and development. **(2/2)**
- 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values. **(2/2)**
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children. **(2/2)**
- 4.4.3 Implement strategies to teach children health, safety, and sanitation habits. **(2/2)**
- 4.4.4 Plan safe and healthy meals and snacks. **(2/2)**
- 4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities. **(2/2)**
- 4.5.1 Apply developmentally appropriate guidelines for behavior. **(1/1)**



Duty 6. Family

- 6.1.1 Analyze family as the basic unit of society. **(1/1)**
- 6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members. **(2/2)**
- 6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society. **(1/1)**
- 6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity. **(1/1)**

Duty 8. Food Production and Services

- 8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. **(1/1)**
- 8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid. **(1/1)**

- 8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness. **(1/1)**
- 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. **(2/2)**
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. **(3/3)**
- 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. **(1/1)**
- 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. **(1/1)**
- 8.4.2 Apply menu-planning principles to develop and modify menus. **(1/1)**
- 8.4.3 Analyze food, equipment, and supplies needed for menus. **(2/2)**
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. **(3/3)**
- 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. **(1/1)**
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. **(1/1)**
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods. **(2/2)**
- 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques. **(2/2)**
- 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. **(1/1)**
- 8.5.10 Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques. **(1/1)**
- 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques. **(2/2)**



Duty 9. Food Science, Dietetics, and Nutrition

- 9.2.1 Analyze factors that contribute to foodborne illness. **(1/1)**
- 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of foodborne illness. **(1/1)**
- 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene. **(3/1)**
- 9.3.2 Analyze nutritional data. **(2/2)**

- 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods. **(1/1)**
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle. **(2/2)**
- 9.4.1 Analyze nutritional needs of individuals. **(1/1)**
- 9.4.5 Design instruction on nutrition for health maintenance and disease prevention. **(1/1)**
- 9.5.5 Implement procedures that affect quality product performance. **(3/3)**
- 9.6.3 Apply standards for food quality. **(1/1)**
- 9.6.6 Analyze new products. **(1/1)**

Duty 11. Housing and Interior Design

- 11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors. **(1/1)**
- 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function. **(1/1)**
- 11.7.2 Prepare sketches, elevations, and renderings using appropriate media. **(1/1)**
- 11.7.3 Prepare visual presentations including legends, keys, and schedules. **(1/1)**

Duty 12. Human Development

- 12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. **(2/2)**

Duty 13. Interpersonal Relationships

- 13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships. **(1/1)**
- 13.1.5 Analyze processes for handling unhealthy relationships. **(1/1)**
- 13.2.1 Analyze the effects of personal characteristics on relationships. **(1/1)**
- 13.2.2 Analyze the effect of personal need on relationships. **(1/1)**
- 13.2.3 Analyze the effects of self-esteem and self-image on relationships. **(1/1)**
- 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships. **(1/1)**
- 13.3.1 Analyze communication styles and their effects on relationships. **(1/1)**
- 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 13.3.3 Demonstrate effective listening and feedback techniques. **(2/2)**
- 13.3.3 Demonstrate effective listening and feedback techniques. **(1/1)**
- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. **(1/1)**
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings. **(2/2)**

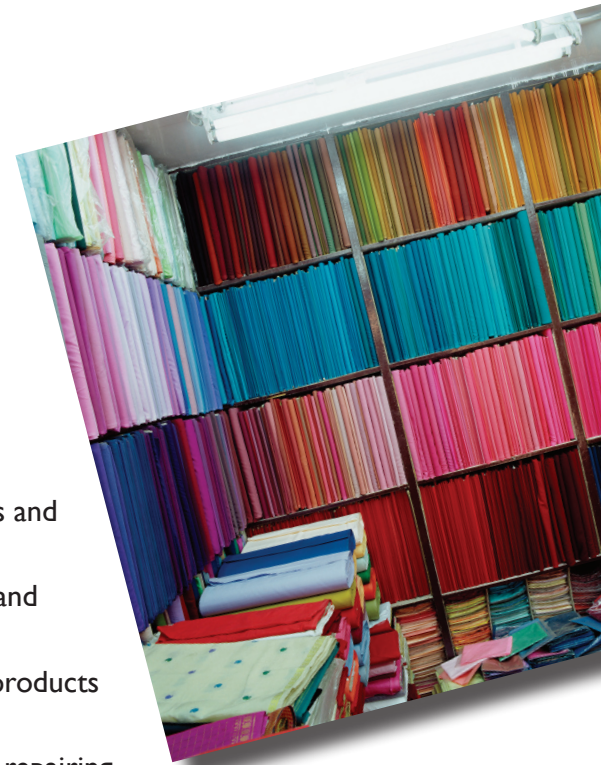


Duty 14. Nutrition and Wellness

- 14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness. **(1/1)**
- 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices. **(1/1)**
- 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance. **(1/1)**
- 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness. **(1/1)**
- 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness. **(2/2)**
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs. **(1/1)**
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs. **(1/1)**
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods. **(2/2)**
- 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families. **(2/2)**

Duty 16. Textiles, Fashion, and Apparel

- 16.2.2 Evaluate performance characteristics of textile fiber and fabrics. **(1/1)**
- 16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products. **(3/3)**
- 16.2.5 Apply appropriate procedures for care of textile products. **(1/1)**
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products. **(1/1)**
- 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions. **(1/1)**
- 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design. **(2/2)**
- 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel. **(2/2)**
- 16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products. **(2/2)**



Sample Questions

- _____ 1. On average, a girl may grow about how many inches during the puberty growth spurt?
- A. 3
 - B. 5
 - C. 7
 - D. 9
- _____ 2. The only sure way to avoid contracting sexually transmitted diseases is:
- A. using a condom.
 - B. taking birth control pills.
 - C. getting the depo provera shot.
 - D. abstinence.
- _____ 3. To treat a first degree burn, first remove the heat source then:
- A. apply antibiotic cream.
 - B. immerse in a container of cool water.
 - C. break any blisters and remove skin.
 - D. cover with a loose dressing.
- _____ 4. The best way to extinguish a grease fire is to:
- A. pour water on the fire.
 - B. cover the pan with a lid and move it to the sink.
 - C. smother the fire with baking soda.
 - D. throw a dish towel over the top of the fire.
- _____ 5. Which basic baking ingredient forms the 'backbone' of the product?
- A. flour
 - B. leavening
 - C. egg
 - D. fat
- _____ 6. Which nutrient is necessary for building and repairing body tissues?
- A. protein
 - B. minerals
 - C. vitamins
 - D. carbohydrates

- _____ 7. The three primary colors are red, yellow and:
- A. orange.
 - B. blue.
 - C. green.
 - D. purple.
- _____ 8. Which type of growth is characterized by developing more mature relationships with peers?
- A. philosophical
 - B. emotional
 - C. mental
 - D. social
- _____ 9. Cheese, iodized salt, liver and milk are food sources that contain which nutrient?
- A. carbohydrates
 - B. vitamins
 - C. proteins
 - D. minerals
- _____ 10. After preparing the pattern and material for a sewing project, what is the next step?
- A. pin the pattern to the fabric
 - B. transfer pattern markings
 - C. cut out the pattern pieces
 - D. follow sewing instructions



Sample Questions — Key

1. On average, a girl may grow about how many inches during the puberty growth spurt?

- A. 3 **Incorrect**
- B. 5 **Incorrect**
- C. 7 **Correct**
- D. 9 **Incorrect**

2. The only sure way to avoid contracting sexually transmitted diseases is:

- A. using a condom. **Incorrect**
- B. taking birth control pills. **Incorrect**
- C. getting the depo provera shot. **Incorrect**
- D. abstinence. **Correct**

3. To treat a first degree burn, first remove the heat source then:

- A. apply antibiotic cream. **Incorrect**
- B. immerse in a container of cool water. **Correct**
- C. break any blisters and remove skin. **Incorrect**
- D. cover with a loose dressing. **Incorrect**

4. The best way to extinguish a grease fire is to:

- A. pour water on the fire. **Incorrect**
- B. cover the pan with a lid and move it to the sink. **Incorrect**
- C. smother the fire with baking soda. **Correct**
- D. throw a dish towel over the top of the fire. **Incorrect**

5. Which basic baking ingredient forms the 'backbone' of the product?

- A. flour **Correct**
- B. leavening **Incorrect**
- C. egg **Incorrect**
- D. fat **Incorrect**

6. Which nutrient is necessary for building and repairing body tissues?

- A. protein **Correct**
- B. minerals **Incorrect**
- C. vitamins **Incorrect**
- D. carbohydrates **Incorrect**

7. The three primary colors are red, yellow and:
- A. orange. **Incorrect**
 - B. blue. **Correct**
 - C. green. **Incorrect**
 - D. purple. **Incorrect**
8. Which type of growth is characterized by developing more mature relationships with peers?
- A. philosophical **Incorrect**
 - B. emotional **Incorrect**
 - C. mental **Incorrect**
 - D. social **Correct**
9. Cheese, iodized salt, liver and milk are food sources that contain which nutrient?
- A. carbohydrates **Incorrect**
 - B. vitamins **Incorrect**
 - C. proteins **Incorrect**
 - D. minerals **Correct**
10. After preparing the pattern and material for a sewing project, what is the next step?
- A. pin the pattern to the fabric **Correct**
 - B. transfer pattern markings **Incorrect**
 - C. cut out the pattern pieces **Incorrect**
 - D. follow sewing instructions **Incorrect**

Test Taking Strategies

This section of the study guide contains valuable information for testing success and provides a common-sense approach for preparing for and performing well on any test.

General Testing Advice

1. Get a good night's rest the night before the test – eight hours of sleep is recommended.
2. Avoid junk food and “eat right” several days before the test.
3. Do not drink a lot or eat a large meal prior to testing.
4. Be confident in your knowledge and skills!
5. Relax and try to ignore distractions during the test.
6. Focus on the task at hand — taking the test and doing your best!
7. Listen carefully to the instructions provided by the exam proctor. If the instructions are not clear, ask for clarification.

Testing Tips

1. Read the entire question before attempting to answer it.
2. Try to answer the question before reading the choices. Then, read the choices to determine if one matches, or is similar to your answer.
3. Do not change your answer unless you misread the question or are certain that your first answer is incorrect.
4. Answer questions you know first, so you can spend additional time on the more difficult questions.
5. Check to make sure you have answered every question before you submit the assessment for scoring — unanswered questions are marked incorrect.



