Surviving and Thriving

Study Guide

Assessment:
7003 Surviving and Thriving

Aligned with the National Standards for Family and Consumer Sciences Education
Overview

This study guide is designed to help students prepare for the Surviving and Thriving 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 Surviving and Thriving: End of Instruction assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- Surviving and Thriving assessment
  - Assessment Information
  - Standards and Test Content
  - Sample Questions
  - Abbreviations, Symbols and Acronyms
- Strategies for Test Taking Success
- Notes

This assessment is aligned with the National Standards for Family and Consumer Sciences Education. Information about these standards can be found at [www.nasafacs.org](http://www.nasafacs.org).

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 measureable, 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.

**Competency 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, written competency 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.

Written competency assessments provide a means of evaluating the student’s mastery of knowledge and skills. Coaching reports communicate competency 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.
**Surviving and Thriving Assessment Information**

**What is the Surviving and Thriving assessment?**

The Surviving and Thriving assessment is for students who have completed a Surviving and Thriving 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.

**What does the assessment cover?**

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surviving and Thriving</td>
<td>26%</td>
</tr>
<tr>
<td>Career, Community and Family Connections</td>
<td>6%</td>
</tr>
<tr>
<td>Education and Early Childhood</td>
<td>1%</td>
</tr>
<tr>
<td>Family</td>
<td>1%</td>
</tr>
<tr>
<td>Food Production and Services</td>
<td>15%</td>
</tr>
<tr>
<td>Hospitality, Tourism, and Recreation</td>
<td>4%</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>26%</td>
</tr>
<tr>
<td>Parenting</td>
<td>1%</td>
</tr>
<tr>
<td>Consumer and Family Resources</td>
<td>8%</td>
</tr>
<tr>
<td>Facilities Management &amp; Maintenance</td>
<td>1%</td>
</tr>
<tr>
<td>Family and Community Services</td>
<td>11%</td>
</tr>
<tr>
<td>Food Science, Dietetics, and Nutrition</td>
<td>11%</td>
</tr>
<tr>
<td>Human Development</td>
<td>4%</td>
</tr>
<tr>
<td>Nutrition and Wellness</td>
<td>11%</td>
</tr>
</tbody>
</table>

**What are the benefits of using the assessment?**

Students receive a competency 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 assessments 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 competency 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 `AA` 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

1.1.4 Analyze potential effects of career path decisions on balancing work and family.
1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
1.2.3 Apply communication skills in school, community and workplace settings.
1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

Duty 2. Consumer and Family Resources

2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.
2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
2.1.7 Apply consumer skills to decisions about recreation.

Duty 4. Education and Early Childhood

4.4.4 Plan safe and healthy meals and snacks
Duty 5. Facilities Management and Maintenance

5.5.2 Apply security procedures.

Duty 6. Family

6.1.6 Analyze the effects of change and transitions over the life course.

Duty 7. Family and Community Services

7.2.2 Analyze professional, ethical, legal, and safety issues that confront human service employees.

7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.

7.4.5 Analyze situations which require crisis intervention.

7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

7.5.7 Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions.

Duty 8. Food Production and Services

8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

8.3.6 Identify a variety of types of equipment for food processing, cooking holding, storing, and serving, including hand tools and small ware.

8.4.2 Apply menu-planning principles to develop and modify menus.

8.4.3 Analyze food, equipment, and supplies needed for menus.

8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.

8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

8.5.13 Examine the applicability of convenience food items.
Duty 9. Food Science, Dietetics, and Nutrition

9.3.2 Analyze nutritional data.
9.3.6 Critique the selection of foods to promote a healthy lifestyle.
9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.
9.4.1 Analyze nutritional needs of individuals.
9.4.3 Utilize a selective menu.
9.4.5 Design instruction on nutrition for health maintenance and disease prevention.
9.5.3 Prepare food for presentation and assessment.

Duty 10. Hospitality, Tourism and Recreation

10.5.4 Assemble information needed for domestic and international travel.
10.5.5 Produce travel documents and itineraries, utilizing current technology.
10.5.6 Monitor travel arrangements using computerized systems.
10.6.7 Promote wellness through recreation and leisure programs and events.

Duty 12. Human Development

12.2.1 Analyze the effect of heredity and environment on human growth and development.
12.2.2 Analyze the effect of heredity and environment on human growth and development.
12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral, and emotional development.

Duty 13. Interpersonal Relationships

13.1.1 Analyze processes for building and maintaining interpersonal relationships.
13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.
13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.
13.1.5 Analyze processes for handling unhealthy relationships.
13.1.6 Demonstrate stress management strategies for family, work, and community settings.
13.2.1 Analyze the effects of personal characteristics on relationships.
13.2.2 Analyze the effect of personal need on relationships.
13.2.3 Analyze the effects of self-esteem and self-image on relationships.
13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.
13.3.1 Analyze communication styles and their effects on relationships.
13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
13.3.3 Demonstrate effective listening and feedback techniques.
13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
13.3.5 Apply ethical principles of communication in family, community and work settings.
13.3.6 Analyze the effects of communication technology in family, work, and community settings.
13.3.7 Analyze the roles and functions of communication in family, work, and community settings.
13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
13.4.5 Demonstrate effective responses to harassment.
13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
13.6.2 Apply guidelines for assessing the nature of issues and situations.
13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.

**Duty 14. Nutrition and Wellness**

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.
14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.
14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout 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.
14.3.1 Analyze various dietary guidelines in planning to meet nutrition and wellness needs.

**Duty 15. Parenting**

15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
Sample Questions

1. Written directions should be complete, clear, correct and:
   A. complex.
   B. concise.
   C. confidential.
   D. creative.

2. Modeling occurs when children:
   A. are rewarded for good behavior.
   B. learn transferable skills while focusing on other objectives.
   C. read about positive behavior.
   D. watch and listen to others then imitate their behavior.

3. A term for interacting with other people without showing respect for them or making another person feel inferior or powerless is:
   A. aggression
   B. passivity
   C. sympathy
   D. passion

4. Which theory states that other characteristics, such as intelligence, habits, aggressive tendencies and personality are encoded in each human cell?
   A. Nature Theory
   B. Opportunistic Functioning Theory
   C. Classical Conditioning Theory
   D. Situated Learning Theory

5. One way to resist peer influences when making decisions is to:
   A. follow intuition.
   B. ask good friends what they would do.
   C. follow the majority of the group.
   D. ask “Who will find out”.

6. When planning a trip to another country, which agency should be consulted for specific health related issues?
   A. Centers for Disease Control
   B. U.S. Department of State
   C. Federal Transportation Administration
   D. Transportation Security Administration
7. In most restaurants, the standard gratuity is what percent of the check total?
   A. 5-10
   B. 10-15
   C. 15-20
   D. 20-25

8. Which mixing technique combines two mixtures by cutting down through the mixture, around the bottom, back up near the surface and turning over until well mixed?
   A. folding
   B. sifting
   C. tossing
   D. whipping

9. The concept of providing comfort and relief from pain, rather than a cure, to people who are terminally ill is called:
   A. hospice care
   B. medicare
   C. longterm care
   D. geriatric care

10. When converting liquid measures, 8 Tbsp is equal to:
    A. one fourth cup
    B. one third cup
    C. one half cup
    D. one cup
Sample Questions — Key

1. Written directions should be complete, clear, correct and:
   A. complex. Incorrect
   B. concise. Correct
   C. confidential. Incorrect
   D. creative. Incorrect

2. Modeling occurs when children:
   A. are rewarded for good behavior. Correct
   B. learn transferable skills while focusing on other objectives. Incorrect
   C. read about positive behavior. Incorrect
   D. watch and listen to others then imitate their behavior. Incorrect

3. A term for interacting with other people without showing respect for them or making another person feel inferior or powerless is:
   A. aggression Correct
   B. passivity Incorrect
   C. sympathy Incorrect
   D. passion Incorrect

4. Which theory states that other characteristics, such as intelligence, habits, aggressive tendencies and personality are encoded in each human cell?
   A. Nature Theory Correct
   B. Opportunistic Functioning Theory Incorrect
   C. Classical Conditioning Theory Incorrect
   D. Situated Learning Theory Incorrect

5. One way to resist peer influences when making decisions is to:
   A. follow intuition. Correct
   B. ask good friends what they would do. Incorrect
   C. follow the majority of the group. Incorrect
   D. ask “Who will find out”. Incorrect

6. When planning a trip to another country, which agency should be consulted for specific health related issues?
   A. Centers for Disease Control Correct
   B. U.S. Department of State Incorrect
   C. Federal Transportation Administration Incorrect
   D. Transportation Security Administration Incorrect
7. In most restaurants, the standard gratuity is what percent of the check total?
   A. 5-10  Incorrect
   B. 10-15  Incorrect
   C. 15-20  Correct
   D. 20-25  Incorrect

8. Which mixing technique combines two mixtures by cutting down through the mixture, around the bottom, back up near the surface and turning over until well mixed?
   A. folding  Correct
   B. sifting  Incorrect
   C. tossing  Incorrect
   D. whipping Incorrect

9. The concept of providing comfort and relief from pain, rather than a cure, to people who are terminally ill is called:
   A. hospice care  Correct
   B. medicare  Incorrect
   C. longterm care  Incorrect
   D. geriatric care  Incorrect

10. When converting liquid measures, 8 Tbsp is equal to:
    A. one fourth cup  Incorrect
    B. one third cup  Incorrect
    C. one half cup  Correct
    D. one cup  Incorrect
Abbreviations, Symbols and Acronyms

The following is a list of abbreviations, symbols, and acronyms used in the Surviving and Thriving study guide and on the Surviving and Thriving test.

cups
° Degree
deoxyribonucleic acid
Fahrenheit
gallon
ounce
percent
pint
pound
quart
tablespoon
teaspoon
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.