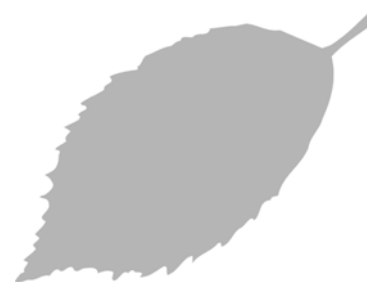


**Massachusetts  
Tests for Educator Licensure<sup>®</sup> (MTEL<sup>®</sup>)**



**Health/Family  
and Consumer  
Sciences (21)  
PRACTICE TEST**



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## INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) Health/Family and Consumer Sciences (21) Online Practice Test. This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice questions. A blank [Response Sheet](#), [Evaluation Information](#), and [Sample Responses and Analyses](#), as well as a [Scoring Rubric](#), are included for the open-response items. Lastly, there is a [Practice Test Score Calculation](#) worksheet.

## PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Health/Family and Consumer Sciences (21) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

## TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

## INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the [Test Objectives](#) is included in the [Test Information Booklet](#) for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL Health/Family and Consumer Sciences (21) test, it is not possible to predict precisely how you might score on an official MTEL Health/Family and Consumer Sciences (21) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the [Test Information Booklet](#) for additional information about how to prepare for the test.

**HEALTH/FAMILY AND CONSUMER SCIENCES  
PRACTICE TEST**

## GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
    - A. Worcester
    - B. New Bedford
    - C. Boston
    - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL Health/Family and Consumer Sciences (21) test, you will have one four-hour test session in which to complete the test.

**MULTIPLE-CHOICE ANSWER SHEET**

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<b>Question Number</b>	<b>Your Response</b>
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## MULTIPLE-CHOICE QUESTIONS

1. Which of the following best describes a shared function of the nervous system and the endocrine system?
  - A. regulating growth and development
  - B. controlling blood pressure and water balance in the body
  - C. activating the reproductive glands
  - D. providing means of communication within the body
  
2. The growth of prosocial behavior toward peers in young children (ages 5–8) tends to be most closely linked to the development of which of the following abilities?
  - A. having empathy for other people
  - B. using nonverbal forms of communication effectively
  - C. classifying other people into meaningful categories
  - D. evaluating the long-term benefits and costs of interpersonal relationships
  
3. The ability of an infant to form healthy, secure attachments to caregivers has a positive influence on the later development of:
  - A. motivation.
  - B. language acquisition.
  - C. cognition.
  - D. social skills.
  
4. The cells of the immune system that provide protection from disease move about the body in the:
  - A. neurotransmitters of the nervous system.
  - B. hormones of the reproductive and endocrine systems.
  - C. nutrients of the digestive system.
  - D. fluids of the circulatory and lymphatic systems.
  
5. Hemophilia and sickle-cell disease can be used to illustrate the relationship between:
  - A. genetic factors and the development of disease.
  - B. aging and the development of chronic diseases.
  - C. lifestyle behaviors and the development of disease.
  - D. environmental factors and the development of chronic disease.

6. Which of the following factors is likely to have the greatest positive influence on an individual's development of lifelong healthy physical and nutritional habits?
- A. growing up in a household in which healthy habits were valued practices
  - B. reading magazine articles about the benefits of exercise
  - C. watching television programs about food preparation
  - D. participating in extracurricular activities after school
7. People who think that they are susceptible to a lifestyle-related health problem tend to take preventive actions. Others feel that they are immune to lifestyle-related health problems or that the pleasure derived from unhealthy behaviors outweighs long-term consequences. Which of the following concepts is best illustrated by these examples?
- A. the role of significant others in supporting healthy behaviors
  - B. the choice of a behavioral change technique compatible with personal values
  - C. the way in which external factors affect an individual's readiness to change
  - D. the influence of personal beliefs and attitudes on health practices
8. Which of the following nutritional tools is likely to be most useful in enhancing students' understanding of the interrelationships of diet, physical fitness, and individual health?
- A. nutrition fact sheets, such as those developed by the Department of Health and Human Services, for each major food group
  - B. software programs that analyze food intake and activity levels based on personal profiles
  - C. appendixes and tables that list the nutritive value of selected foods and calories expended by various types of physical activities
  - D. medical journal articles that discuss the relationship between nutrition and disease risk factors
9. Complex carbohydrates are considered the best nutrient source of fuel for endurance athletes because they:
- A. can be converted by the liver into triglycerides, which are then stored throughout the body.
  - B. are slow to metabolize and hence will never be depleted from muscles due to intense exercise.
  - C. create a feeling of fullness without adding extra calories, allowing athletes to stave off hunger.
  - D. are digested easily and provide both an immediate and a timed-release energy source.

10. When assembling ingredients for baking, which of the following recipe modifications would be most effective for reducing the cholesterol content of baked desserts?
- A. substituting raw sugar for refined sugar
  - B. substituting egg whites for whole eggs
  - C. substituting all-purpose flour for whole wheat flour
  - D. substituting shortening for cooking oil
11. Which of the following food preparation and storage practices is most essential for preventing food contamination?
- A. placing eggs, milk, and cheese in the coldest parts of the refrigerator
  - B. isolating raw meat and seafood from other foods during preparation
  - C. never eating leftovers that have been refrigerated for more than two days
  - D. using a porous wood cutting board when preparing foods at home
12. In addition to sugar, the phosphorous added to soda can be detrimental to the health of children because phosphorous:
- A. interferes with the ability of water-soluble vitamins to help form new cells.
  - B. remains in children's immature kidneys much longer than in adult kidneys.
  - C. prevents fat-soluble vitamins from being metabolized.
  - D. binds with calcium, causing it to be drawn out of still-developing bones.
13. Which of the following is likely to be most effective in encouraging children to integrate healthy eating patterns into their daily lives?
- A. avoiding the inclusion of any refined or processed foods in children's snacks and meals
  - B. including a variety of nutritious foods and items from all major food groups in meals
  - C. providing children with fruit beverages rather than raw or cooked vegetables and fruits
  - D. offering small sweets or desserts as rewards when nutritionally balanced meals are completely finished

Use the information below from the nutrition facts labels of two cereals to answer the two questions that follow.

<b>Nutrition Facts</b>	
Serving Size 1 cup (30g)	
Servings Per Container about 11	
<b>Amount Per Serving</b>	
<b>Calories</b>	110
<b>Calories from Fat</b>	5
% Daily Value	
<b>Total Fat</b> 0.5g	1%
Saturated Fat 0g	0%
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 280mg	12%
<b>Potassium</b> 60mg	2%
<b>Total Carbohydrate</b> 26g	9%
Dietary Fiber 2g	8%
Sugars 0g	
<b>Protein</b> 3g	
Vitamin A	10%
Vitamin C	10%
Vitamin D	10%
Calcium	0%
Iron	4%
Thiamine	2%
Riboflavin	2%
Niacin	4%
Phosphorus	6%

**Product A**

<b>Nutrition Facts</b>	
Serving Size 3/4 cup (27g)	
Servings Per Container 14	
<b>Amount Per Serving</b>	
<b>Calories</b>	90
<b>Calories from Fat</b>	10
% Daily Value	
<b>Total Fat</b> 1g	2%
Saturated Fat 0g	0%
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 0.5g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 190mg	8%
<b>Potassium</b> 85mg	2%
<b>Total Carbohydrate</b> 23g	8%
Dietary Fiber 5g	20%
Sugars 5g	
<b>Protein</b> 2g	
Vitamin A	25%
Vitamin C	25%
Vitamin D	25%
Calcium	0%
Iron	2%
Vitamin E	2%

**Product B**

14. Based on the information presented, which of the following statements is the best evaluation of the nutritional value of the two products?
- A. Both products are equally unhealthy because of their fat content.
  - B. Product B is a better source of fiber and Vitamin C.
  - C. Both products are equally healthful because they contain no cholesterol.
  - D. Product A has fewer carbohydrates and therefore is more healthful.
15. An accurate comparison between the total amount of calories in typical servings of each cereal is difficult to make because:
- A. the serving sizes of the cereals are different.
  - B. only one cereal shows amounts of vitamins and minerals.
  - C. neither cereal label presents the serving size in grams.
  - D. both cereals have the same amount of calories from sugar.

16. Which of the following is the most comprehensive and effective method of determining personal fitness levels and health risks?
- A. completing a lifestyle assessment inventory
  - B. calculating one's body mass index
  - C. analyzing the U.S. Healthy People goals
  - D. filling out a medical history survey
17. Which of the following dietary patterns is most suited to the energy needs and healthy growth and development of children?
- A. consuming small meals and snacks made up of various carbohydrates, fats, proteins, vitamins, minerals, and water throughout the day
  - B. eating a large, well-balanced meal in the morning and in the evening to fuel the day's activities and promote sound sleep
  - C. obtaining the majority of calories from foods high in complex carbohydrates to keep up with fluctuations in blood sugar levels
  - D. avoiding almost all foods with fats to prevent difficulties with the absorption of vitamins and minerals
18. A woman who has been running three miles several times a week for eight weeks finds that the muscular endurance of her legs has increased noticeably but that there has been little change in their strength. This runner's experience can best be used to illustrate which of the following principles of exercise training?
- A. the principle of reversibility
  - B. the principle of specificity
  - C. the principle of recuperation
  - D. the principle of progression
19. Cardiorespiratory fitness can best be defined as the ability to:
- A. execute high-intensity muscle contractions over and over again.
  - B. generate force repeatedly without experiencing fatigue.
  - C. engage in strenuous physical activity without experiencing pain or stiffness.
  - D. perform aerobic activity for sustained periods of time.

20. Which of the following best illustrates the fitness training principle of progressive overload being applied in a personal fitness plan?
- A. varying the length of time between exercise sessions
  - B. consistently allowing little or no rest between exercise sessions
  - C. expanding the variety of exercises performed
  - D. gradually increasing the intensity or duration of exercise sessions
21. Which of the following best describes a likely health benefit of regularly performing core flexibility and strength-training exercises?
- A. reduced risk of glandular disorders
  - B. improved circulatory functioning
  - C. reduced risk of lower back problems
  - D. improved respiratory functioning
22. During exercise, muscular contractions make cells more permeable, thus allowing glucose to be more easily transported from blood plasma into muscle cells. This is an important reason why exercise is especially beneficial to people with:
- A. hemophilia.
  - B. iron-deficiency anemia.
  - C. type 2 diabetes.
  - D. liver disease.
23. Which of the following typically exerts the greatest influence on the development of gender roles?
- A. Maslow's hierarchy of needs
  - B. body image
  - C. the socialization process
  - D. sexual maturation
24. In a high school health class, students practice goal-setting, decision-making, and interpersonal communication skills while discussing sexual activity and its consequences. The primary aim of this approach is most likely to encourage students to:
- A. prepare for the responsibilities of marriage, parenting, and family life.
  - B. avoid risk-taking behaviors that could result in a sexually transmitted infection or pregnancy.
  - C. reevaluate cultural values and beliefs about sexuality.
  - D. adopt popular and accepting attitudes about issues related to sexuality and family planning.

25. Which of the following is an important responsibility of both people who are in a dating relationship?
- A. discussing the ways in which each partner could support the long-term life plans of the other partner
  - B. maintaining open lines of communication about issues and concerns related to the relationship
  - C. regularly weighing the advantages and disadvantages of remaining in a committed relationship
  - D. evaluating one's dating partner in terms of how he or she is perceived by friends and acquaintances
26. In which of the following ways can a health education program best contribute to preventing dating violence among students?
- A. having students study data to determine the extent of dating violence, where it usually exists, and whom it typically affects
  - B. helping students, families, and school staff recognize and address behaviors and social and cultural influences that foster violence
  - C. creating comprehensive school policies that address threats, unwanted physical contact, and sexual intimidation and harassment
  - D. developing media messages for local radio, television, and newspapers that promote appropriate attitudes about relationships
27. Among sexually active people, which of the following is a significant risk factor for contracting HIV?
- A. having a preexisting or underlying genetic blood disorder
  - B. being sexually involved with an individual who has had multiple partners
  - C. receiving a blood transfusion or organ transplant
  - D. being repeatedly exposed through kissing to the saliva of different people
28. Which of the following diseases, thought to be one of the most prevalent sexually transmitted infections in the United States, is especially dangerous because it often presents no symptoms until secondary damage occurs?
- A. chlamydia
  - B. syphilis
  - C. gonorrhea
  - D. herpes simplex

29. In health education practice, which of the following approaches best demonstrates sensitivity and equity to students in relation to sexual orientation?
- A. using gender-neutral terminology such as "partner" instead of "boyfriend" or "girlfriend" when discussing romantic relationships
  - B. planning for discussions of issues such as gender roles and stereotypes by researching the latest theories on the Internet
  - C. expressing disapproval of serious romantic relationships at the high school level, regardless of sexual orientation
  - D. including explanations of patriarchal and matriarchal forms of social organization in sexual education courses
30. A young child is attempting to build a tower out of blocks. After several towers fall over, the child moves along to play in a sandbox. This behavior reflects an internal ability to:
- A. work with a variety of materials.
  - B. identify learning strengths.
  - C. persist with a task under pressure.
  - D. regulate emotional responses.
31. According to research into human development, which of the following factors typically exerts the strongest positive influence on the emotional health and wellness of older adults?
- A. continuing to work full time until well past the traditional retirement age range
  - B. becoming a primary caregiver to grandchildren or other young family members
  - C. exploring a variety of alternative lifestyles and self-improvement programs
  - D. sustaining close relationships with friends, siblings, and extended family members
32. Several siblings are experiencing stress due to the impending divorce of their parents. While the family structure is undergoing changes, which of the following strategies would be the most effective to help the children cope with this stressor?
- A. maintaining a consistent daily routine at home and in school
  - B. moving to a new community to get a fresh start
  - C. reading books about the diversity of family life
  - D. scheduling more time with friends and extended family

33. Which of the following personal strategies is likely to be most effective for alleviating feelings of generalized anxiety and stress?
- A. ignoring bothersome things in one's life in hope that they dissipate
  - B. frequently expressing thoughts in a stream-of-consciousness manner to someone (e.g., friend, family member)
  - C. challenging oneself to tackle a lengthy difficult task that one has been procrastinating about or avoiding
  - D. redirecting one's attention and energy to a pleasant activity (e.g., contacting a friend, taking a walk, playing a game)
34. An elementary school teacher would like to nurture the development of students' self-esteem. The teacher's goal is to improve their motivation and feelings of academic success. Which of the following approaches is likely to be most effective in achieving this goal?
- A. creating a short list of annual learning goals for all students based on curriculum standards
  - B. assisting students in developing specific individual goals based on learning strengths and needs
  - C. scheduling class time each month for students to share the benefits of their personal learning strategies
  - D. establishing a method of reporting individual student learning and achievement to parents/guardians
35. The mother of an adolescent girl is concerned about her daughter's mental health. Lately, her daughter has been exhibiting signs of depression and withdrawal. The mother makes an appointment for her daughter with a doctor. Which of the following additional actions is most important for the mother to take in this situation?
- A. Be supportive and keep communicating with her daughter, and monitor the type and frequency of the behavior that is worrisome.
  - B. Arrange to take a trip over a long weekend to provide the girl with a change of scenery and a change of pace.
  - C. Attempt to engage her daughter in talking therapy in which the mother assumes the role of a mental health counselor.
  - D. Research treatment options related to teenage depression on the Internet in order to prepare for a variety of diagnoses.
36. Some health professionals believe that when a person has little opportunity to act in a self-directed way, the person may develop a deeply felt need for control. When this need is met through excessive control over one's body, it becomes a coping behavior that is significant in the development of:
- A. bipolar or manic-depressive disorder.
  - B. schizophrenia.
  - C. anorexia or bulimia nervosa.
  - D. Asperger's syndrome.

37. Two individuals who have been friends for several years have recently become estranged due to the behavior of one friend toward the other. The friend whose behavior caused this rift feels badly. Which of the following communication methods would be most effective for this friend to use to begin to heal the relationship?
- A. minimizing the event
  - B. providing an excuse
  - C. accepting responsibility
  - D. ignoring the event
38. Which of the following best describes the role of nonverbal communication?
- A. decreasing the risk of confrontation
  - B. negating cultural biases
  - C. alleviating the need for verbal communication
  - D. reinforcing verbal communication
39. Positive peer pressure resulting from membership in a clique is most likely to have which of the following effects on an adolescent's social development?
- A. promoting feelings of competency
  - B. encouraging healthy goal setting
  - C. increasing communication skills
  - D. influencing spiritual beliefs
40. Which of the following accurately describes an important principle of intercultural communication?
- A. Demonstrations of courtesy and graciousness are often the same across different cultures.
  - B. The desire to communicate is usually sufficient to overcome language barriers in cross-cultural communication.
  - C. Cultural groups who live in close proximity to each other have the fewest communication problems.
  - D. Nonverbal expressions and behaviors may be interpreted in various ways by people of different cultures.
41. Li Ann returns from a doctor's appointment with news that her blood test indicates a high cholesterol level. The doctor has given Li Ann instructions on how to lower her cholesterol and has asked her to return in three months to be rechecked. The most effective way for Li Ann's partner to influence a positive health choice is to:
- A. make sure that Li Ann fasts before the next test for more accurate results.
  - B. purchase a gym membership so that Li Ann can begin working out on a daily basis.
  - C. support Li Ann's efforts by sharing low-fat, high-fiber meals each day.
  - D. offer to borrow self-help nutritional books from the library for Li Ann to read.

42. At a middle school, several students use stereotypical verbal comments to taunt and tease a classmate. These students are potentially inhibiting a positive relationship with the classmate by:
- A. initiating contact first.
  - B. communicating informally.
  - C. assuming experiential similarities.
  - D. expressing preconceived judgments.
43. Parents have just dropped off their eldest child at college for freshman year. Before leaving, both the parents and the new college student agree to communicate electronically with each other several times a week. Which of the following best illustrates the benefit and value of this mediated communication?
- A. helping the growth of a social network
  - B. maintaining an existing relationship during a transition period
  - C. supporting the financial independence of young people
  - D. maintaining a list of daily activities in each other's absence
44. Although family structure has become increasingly diverse in terms of the individuals and relationships that form the family system, within the context of society this system has an underlying purpose to:
- A. provide identical developmental experiences for all members.
  - B. meet physical and emotional needs.
  - C. create an unchanging physical environment for all members.
  - D. satisfy educational and social needs.
45. A young couple is expecting the birth of a child in several months. Because the wife's mother is widowed and lives alone, the couple asks her to live with them and she accepts. Which of the following types of diverse family structures is about to be created?
- A. nuclear
  - B. extended
  - C. blended
  - D. nontraditional

46. A family of five has a tradition of meeting weekly at a specific time and place. During these meetings, each family member is encouraged to discuss anything that is bothering him or her and is supported when expressing feelings and opinions. This practice is most likely to influence each family member's ability to:
- A. maintain flexible patterns of behavior.
  - B. develop effective problem-solving skills.
  - C. create an individual sense of fulfillment.
  - D. protect against the development of negative behaviors.
47. Which of the following parenting strategies would be an effective *first* step in helping children cope in the event that a parent becomes seriously ill?
- A. engaging in weekly psychotherapy to manage behavioral changes
  - B. spending more time with extended family to alleviate stress
  - C. reading books to understand medical treatments
  - D. providing opportunities to express feelings unconditionally
48. A family made up of two parents and three children ranging in ages from 12 to 18 experiences the loss of the family home in a fire. Which of the following strategies would effectively help this family cope with the changes brought about by this crisis?
- A. determining the exact cause of the disaster
  - B. collaborating on dealing with the immediate situation
  - C. relying on community resources for support
  - D. designating one member to be the decision maker
49. Which of the following skills most effectively supports a young couple's ability to make appropriate parenting decisions?
- A. communication
  - B. career
  - C. management
  - D. social

50. Which of the following behavior management practices would be most appropriate for a parent to use upon learning that his or her ten-year-old child has stolen an item from the grocery store?
- A. making the child write about why stealing is wrong
  - B. taking favored activities away from the child for an indefinite period
  - C. teaching the child that stealing is wrong by returning to the store to pay for the item
  - D. withholding allowance from the child as reimbursement for the stolen item
51. Which of the following best describes why adolescents should take active steps to prevent cardiovascular disease?
- A. Compared with other age groups, the risk factors for cardiovascular disease are particularly prevalent among adolescents.
  - B. Cardiovascular disease is especially difficult to manage, control, and treat in adolescents and young adults.
  - C. Unhealthy behaviors established during adolescence strongly influence the risk of developing cardiovascular disease later in life.
  - D. Most of the diagnostic tools employed to detect cardiovascular disease are ineffective when used on adolescents.
52. Which of the following best describes the most effective way to prevent fungal diseases?
- A. keeping clothes dry and maintaining good personal hygiene
  - B. thoroughly cooking animal food products and avoiding infected water
  - C. exercising regularly and eating a balanced diet
  - D. washing hands regularly and avoiding contact with infected persons
53. Which of the following best describes three common warning signs of cancer?
- A. weakness and fatigue, weight loss, and inflammation of the joints
  - B. sores that do not heal, unusual bleeding, and the appearance or thickening of a lump on the body
  - C. severe headaches, sensitivity to light, and cataract formation
  - D. painful muscle spasms, persistent periods of nausea and vomiting, and feeling of pressure in the chest

54. Which line on the chart below best matches a type of disease with two examples of the disease?

Line	Type of Disease	Examples
1	fungal	malaria and dysentery
2	protozoan	ringworm and rickets
3	viral	influenza and hepatitis
4	bacterial	mumps and measles

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

55. Which of the following best describes a common characteristic of chicken pox, measles, tetanus, diphtheria, and polio?

- A. They are all caused by bacterial organisms.
- B. They all do major damage to the immune system.
- C. They are all diseases of the circulatory system.
- D. They can all be prevented with vaccines.

56. An individual has contracted a bacterial illness characterized by chest pain, chronic cough, chills, fluid accumulation, and high fever. In its early stages, this illness would likely be most responsive to which of the following types of treatment?

- A. cortisone injections
- B. antibiotics
- C. vitamin supplements
- D. biologic therapy

57. Use the information below to answer the question that follows.

- transportation of pathogens across borders
- population movement
- technological changes related to the mass production of food
- resistance of pathogens to antibiotics

Information presented above best describes factors influencing the:

- A. transmission of degenerative diseases.
- B. detection and management of chronic diseases.
- C. treatment of communicable diseases.
- D. incidence and prevalence of emerging diseases.

58. The Food and Drug Administration (FDA) requires U.S. food manufacturers to include additives in certain food products, such as folate in grain products and iodine in salt. A primary purpose of these types of policies is to:

- A. ensure that Americans receive the recommended daily allowance of all essential micronutrients.
- B. decrease health risks related to nutrient deficiencies such as cardiovascular and thyroid problems and birth defects.
- C. reduce the necessity of adding chemicals to food to preserve the foods and prevent spoilage.
- D. neutralize the proteins in foods that cause some individuals to experience allergic reactions and produce antibodies.

59. Television shows and movies that portray casual use of alcohol and drugs by teenagers create a negative health influence primarily by:

- A. increasing viewers' familiarity with such images gradually until a tolerance or saturation point is reached.
- B. popularizing the idea that adolescent substance abuse is socially acceptable and free of consequences.
- C. suggesting that in real life, peer pressure can result in positive outcomes in addition to negative ones.
- D. equating youthful drinking and drug use with future success, energy, and excitement in adult life.

60. In families, an addiction of one family member to drugs, alcohol, or gambling may cause other family members to experience fear, anger, and hardship. Which of the following strategies is likely to be most effective for dealing with a family member's addiction and improving family wellness?
- A. encouraging family members to develop "survival" behaviors that help them ignore or suppress problems caused by the addiction
  - B. attempting to detach from the addicted family member to avoid experiencing difficult and conflicting emotions
  - C. acknowledging that the problem exists, confronting the addicted family member, and seeking professional help for him or her
  - D. focusing attention and energy on the family member who is addicted and prioritizing his or her needs over family needs temporarily
61. Which of the following is considered a primary contributing factor in a young person's propensity to misuse alcohol or drugs?
- A. living in an urban area
  - B. being an only child
  - C. being the child of a substance abuser
  - D. having a chronic illness
62. Which of the following types of activities is likely to be most effective for promoting middle school students' understanding and application of substance abuse prevention strategies?
- A. having students view materials or videos that depict the legal consequences of underage drinking and use of illicit drugs
  - B. having students practice assertive refusal skills in role plays in which they are pressured by peers to try alcohol or drugs
  - C. asking students to conduct research and write about the effects of alcohol, tobacco, or a particular class of drugs
  - D. asking students to look through magazines for tobacco and alcohol advertisements and analyze persuasive messages in the ads
63. A primary purpose of the organization called Alateen is to:
- A. provide social support and coping strategies to teenagers affected by alcoholism in their families.
  - B. secure funding for and present alcohol prevention programs in public high schools.
  - C. develop alcohol recovery programs based on the developmental characteristics of teenagers.
  - D. establish partnerships with public agencies in communities with high rates of alcoholism.

Use the information below to answer the two questions that follow.

During a lesson on prevention skills for avoiding tobacco, alcohol, and other drug use, a health teacher presents upper elementary students with the following list.

"I can control myself, so this once won't matter."

"Just one (or, a little) won't hurt."

"Everybody's doing it."

"I feel stressed. This will help me relax."

"I don't want to be left out."

"If I don't try it, they won't like me."

"If I don't do this, they'll think I'm...."

64. The health teacher notes that the list presents common excuses that young people use for trying tobacco, alcohol, or other drugs. Which of the following additional points is most important for the teacher to make in the context of this list?

- A. "At times, it's difficult to know whether it's okay to go along with the crowd."
- B. "Sometimes adults use these very same excuses."
- C. "Some excuses have to do with external factors and some have to do with internal ones."
- D. "Excuses are things we say to ourselves to get out of saying 'no.'"

65. After the teacher and students review and discuss the list of excuses, the teacher tells students that pressure to do something is often easier to cope with if you anticipate in advance what you will or will not do in response to pressure. The teacher asks students to think about a time when making up their mind in advance helped them, or would have helped them, deal with a tough situation. This teaching approach is likely to be most effective in promoting students':

- A. ability to recognize appropriate and inappropriate responses to intolerant attitudes.
- B. use of decision-making and goal-setting skills to reduce potential health risks.
- C. ability to differentiate between intrinsic and extrinsic influences on health behaviors.
- D. use of negotiation and collaboration skills to resolve interpersonal conflicts.

66. Two children crossing a street in a crosswalk are still in the middle of the street when the "Don't Walk" signal flashes. In this situation, the children would be best advised to:
- A. begin running and try to reach the other side of the street as quickly as they can.
  - B. stand still in the crosswalk and wait to see if incoming cars stop and permit them to cross.
  - C. turn around and return quickly to the side of the street from which they started.
  - D. continue walking to the other side of the street at their maximum comfortable pace.
67. Which of the following best describes why alcohol use increases the likelihood of injury for people engaged in recreational activities?
- A. Alcoholic beverages contain a psychoactive drug called ethanol.
  - B. Alcohol use enhances sensory perception and causes exaggerated tactile sensations.
  - C. Alcohol use impairs motor reflexes and slows reaction time.
  - D. Alcoholic beverages contain ingredients that speed up metabolism.
68. Which of the following is the most effective way to ensure that an accident victim receives a rapid medical response in an emergency?
- A. Contact the office of the victim's primary care physician.
  - B. Dial 911 on a phone.
  - C. Contact a medical specialist with appropriate treatment skills.
  - D. Call the nearest hospital.
69. Before performing an automated external defibrillation on a heart attack victim, it is most important to ensure that:
- A. the victim's arms have been secured.
  - B. there is an ambulance on the way.
  - C. no one is in physical contact with the victim.
  - D. there is an adequate tilt to the victim's head.

70. Which of the following methods should one generally use *first* when trying to control bleeding from a wound?
- A. applying pressure indirectly to the wound by placing the thumb or finger on a pressure point
  - B. using an air splint to create a pressure bandage
  - C. applying direct pressure to the wound and elevating the bleeding part
  - D. making a tourniquet and applying it to the wound
71. A shock victim should be placed in which of the following positions?
- A. on his or her side in the recovery position
  - B. on his or her back with the head elevated
  - C. in a semi-sitting position
  - D. on his or her back with the legs elevated
72. Noise pollution is most likely to cause which of the following health problems?
- A. dizziness and visual disorders
  - B. fatigue and memory impairment
  - C. headaches and tension
  - D. hypersensitivity and nausea
73. At a park, two teenagers sitting on a bench begin to ridicule two middle school students who are talking nearby. The teenagers remain seated but their taunts grow louder as they try to get a reaction from the middle school students. Which of the following actions would be most appropriate for the middle school students to take in this situation?
- A. Stay put and ignore the teenagers, but be prepared to run if the teenagers leave the bench.
  - B. Walk a short distance away and loudly warn the teenagers to stop or they will get help.
  - C. Avoid eye contact and verbal engagement with the teenagers and walk away.
  - D. Stare at the teenagers and walk slowly by them to demonstrate that they are not intimidated.

74. The most effective way for a college freshman to avoid conflict when faced with having to live with a roommate for the first time is to initially:
- A. post a list of clear rules for the room.
  - B. communicate openly to share interests, lifestyle, and expectations.
  - C. observe for several weeks to assess the situation.
  - D. share classes, meals, and extra-curricular activities together.
75. Which of the following skills are students most likely to learn *first* to manage their anger in a conflict resolution or peer mediation program?
- A. brainstorming creative solutions
  - B. saying "No" and meaning it
  - C. expressing effective "I" statements
  - D. listening carefully and respectfully
76. Which of the following school practices effectively minimizes the incidence of bullying behavior among students?
- A. developing a strict code of conduct as part of the handbook
  - B. conducting behavioral screenings annually
  - C. creating standardized incident report forms
  - D. incorporating social skills training into the curriculum
77. Which of the following approaches is likely to be most practical and effective for promoting students' ability to protect themselves against sexual assault?
- A. fostering students' knowledge of principles and techniques for recognizing risky and dangerous situations
  - B. developing and implementing separate lessons for boys and girls based on statistical data related to sexual assaults by gender
  - C. arranging for students to learn self-defense techniques and martial arts skills through physical education or community programs
  - D. familiarizing students with research gathered by law enforcement agencies on the tactics of sexual predators

78. A high school student is asked repeatedly by a peer to eat lunch together, to hang out after school, and to go out on dates. The student that is being approached has ignored the requests and now tries to avoid the student altogether. Which of the following strategies would have been more effective for the student to use initially in response to these unwanted overtures?
- A. responding with nonverbal communication
  - B. accepting an offer and then not showing up
  - C. using an "I" message to directly explain feelings
  - D. reporting the behavior to the school principal
79. A middle school student receives anonymous, lewd messages on a public social network web site. This form of mediated communication is a sign of:
- A. teasing.
  - B. harassment.
  - C. flirting.
  - D. abuse.
80. Which of the following would be the most appropriate reason for consulting the Physician's Desk Reference (PDR) Consumer Drug Information online database?
- A. to locate clinical trials of experimental drugs in which to participate
  - B. to obtain information on proper dosages, side effects, and possible interactions of particular drugs
  - C. to examine marketing techniques and research studies used to promote newly patented drugs
  - D. to assess the reasonability of prices charged by local retailers for particular drugs

81. A family wants to begin exercising together to improve health-related fitness. Family members will collectively choose a few different fitness activities that they can all do and enjoy together. Which of the following additional steps would be most important in ensuring the success of this family fitness plan?
- A. Discuss and agree on an "opt-out" policy that outlines appropriate reasons for dropping out of the family fitness plan.
  - B. Narrow activity choices to those that can be done both indoors and outdoors so that they provide year-round opportunities for participation.
  - C. Make sure that each chosen activity addresses a different component of health-related fitness.
  - D. Determine whether chosen activities can be accomplished in light of family resources such as time, money, and transportation.
82. A 16-year-old student is thinking about making major changes to his diet as part of an effort to lose weight. Which of the following is the most authoritative source of information on the types of changes he should consider?
- A. friends who have lost weight
  - B. articles on dieting in fitness magazines
  - C. a physician or dietician
  - D. personal trainer or fitness instructor
83. A young adult has made an appointment for a regular medical check-up at a new community health-care center. Which of the following strategies is likely to be most useful in facilitating effective communication with health-care providers at the center?
- A. becoming familiar with recent trends in alternative or complementary medicine
  - B. bringing a friend or relative along to help interpret or review information provided
  - C. being prepared to discuss any concerns and personal and family medical history
  - D. researching the educational levels and work experiences of health-care center staff
84. Which of the following individual practices would be most effective for supporting the local environment and economy?
- A. buying generic products rather than brand-name products at local retail businesses
  - B. donating household items and clothing to local charitable organizations
  - C. composting household food wastes
  - D. purchasing locally grown food and locally produced household items whenever possible

85. Which of the following human actions is the main source of acid rain?
- A. using woodstoves to heat homes
  - B. employing radiation-emitting substances in manufacturing
  - C. incinerating solid waste
  - D. burning fossil fuels in power plants, smelters, and mills
86. Which of the following best describes the primary aim of the three Rs of the waste hierarchy: reduce, reuse, and recycle?
- A. to integrate the spillover costs of a given product into the market price of that product
  - B. to obtain maximum practical benefit from products while generating the minimum amount of waste
  - C. to ensure that waste generators pay an equitable share of the costs of waste disposal
  - D. to provide incentives for the proper disposal of nonhazardous commercial and industrial waste
87. Which of the following is a key responsibility of local departments of public health?
- A. taking actions to ban health-related products sold by local businesses that are found to be unsafe
  - B. conducting annual physical fitness assessments of public school students
  - C. coordinating information about outbreaks of infectious diseases within communities
  - D. training interested community members in emergency first aid and life-saving techniques
88. An individual is seeking information on the advantages and disadvantages of major health plans, prescription plans, and prevention and wellness programs. This individual would most likely benefit from consulting the web site of which of the following organizations?
- A. Agency for Healthcare Research and Quality (AHRQ)
  - B. Occupational Safety and Health Administration (OSHA)
  - C. World Health Organization (WHO)
  - D. Centers for Disease Control and Prevention (CDC)

89. The American Red Cross can best be described as:
- A. a nonprofit health foundation dedicated to the enhancement of health through research.
  - B. a humanitarian organization whose main mission is to provide emergency assistance and disaster relief.
  - C. an advocacy group committed to the protection of consumers in the health-care marketplace.
  - D. a voluntary health association whose main mission is to strengthen national health information services.
90. Which of the following is the main purpose of public policies that require manufacturers to add vitamins and minerals to cereal and milk sold in the United States?
- A. extending the shelf life of food products
  - B. protecting the public from food-borne illnesses
  - C. increasing the nutrient value of food products
  - D. minimizing the development of food intolerance conditions
91. Which of the following is a public health strategy used by the U.S. government to monitor occupational risks to workers?
- A. accrediting hazardous substances training programs such as asbestos-worker training and certification programs
  - B. regularly testing indoor and outdoor air quality and drinking water supplies in major urban areas of the United States
  - C. requiring health facilities and labs to report occupational lung diseases, pesticide and metal poisonings, and radiation illness
  - D. collecting and analyzing anecdotal information and case studies reported by individual workers to public health departments
92. Health-care practitioners in a community are treating a growing number of patients who exhibit flu symptoms but do not respond to any standard medications. These practitioners would be best advised to contact which of the following agencies for assistance?
- A. Center for Drug Evaluation and Research
  - B. American Medical Association
  - C. Centers for Disease Control and Prevention
  - D. American Pharmacists Association

93. Which of the following would likely be the most effective way for a health educator to influence students to take an active part in protecting the ecological health of their communities?
- A. requiring students to read an article about an environmental organization's effort to eliminate a major health risk
  - B. assigning an essay on Rachel Carson or another person who made a major contribution to the nation's environmental health
  - C. arranging for a tour of a local or regional recycling plant where waste materials are reprocessed
  - D. having students work with a local group whose efforts focus on preventing and minimizing environmentally harmful behaviors
94. Many agree that using electronic media for communication and entertainment has increased sedentary lifestyles and lowered levels of physical fitness among children and adolescents. This trend exemplifies which of the following types of influences?
- A. the impact of modern technology on personal, family, and community health
  - B. the effect of the mass media and advertising on consumer spending habits
  - C. the universal need to achieve self-actualization and security by working and playing with others
  - D. the combined power of peer pressure and youth-oriented media messages in fostering conformity
95. Individuals who are exposed to persistent peer and media pressures to engage in unhealthy behaviors would benefit most from:
- A. expanding their circle of friends.
  - B. understanding and practicing resistance skills.
  - C. becoming vocal advocates of wellness.
  - D. setting short- and long-term health goals.

96. A young couple agree that they would like to have a child soon, but they would also like to pursue advanced educational degrees in their respective fields. The partners agree that while they have the same goals, they can't decide how to implement them. Which of the following steps would be most helpful for the couple to take next in this decision-making process?
- A. Brainstorm multiple options and time frames for achieving and managing the goals and review and discuss all ideas generated.
  - B. Establish a time frame in which to achieve the goals but avoid discussing logistics until they can consult with a third party.
  - C. Compare and contrast how having a child versus having advanced degrees will affect their relationship and lifestyle.
  - D. Decide together whether having a child or pursuing advanced degrees is more important, then devote efforts to the choice.
97. A middle school student who wants to improve his study habits and productivity writes a few short-term personal goals he would like to accomplish by the end of the semester. Which of the following steps should the student take next to help ensure success in achieving the goals?
- A. extrapolating a long-term goal from each short-term goal
  - B. listing the goals in order by priority and deciding on realistic strategies for implementing the high-priority goals
  - C. using a calendar to assign a due date to each goal
  - D. reviewing the goals and determining whether any involve tasks that could be shared or accomplished simultaneously

98. At a high school, a group of students is known for engaging in high-risk behaviors. Which of the following is likely to be the best strategy for encouraging these students to use risk prevention and reduction practices?
- A. encouraging the students to describe or write about how they feel when they engage in risky activities
  - B. instructing the students in basic first aid and lifesaving techniques and emphasizing how easy it is to become injured
  - C. scaring the students by presenting statistics and photographs of accidental injuries and fatalities involving teenagers
  - D. providing the students with instruction on how to anticipate the consequences of and evaluate the effects of personal risk taking
99. A family and consumer sciences teacher hears a small group of students making homophobic comments and jokes in class. In this situation, the teacher has an immediate ethical responsibility to:
- A. report the names of the students who made the comments and jokes to the principal.
  - B. actively respond to these instances of discrimination as they occur.
  - C. examine his or her own teaching style and instructional approach for any evidence of bias.
  - D. plan activities in which students analyze how sexual orientation is represented in the media.
100. A teacher who suspects that a student may be physically abused at home feels uncomfortable following mandated reporting procedures. A colleague reminds the teacher that in order for the student and the family to receive supportive services, the teacher has an obligation to file a report with which of the following Massachusetts agencies?
- A. Child Guidance Clinic
  - B. Department of Elementary and Secondary Education
  - C. Department of Children and Families
  - D. Department of Mental Health

## DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 150–300 words (1–2 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment.

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write or print your response in the space provided following the assignment.

**OPEN-RESPONSE ITEM ASSIGNMENT #1**

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

Cultural or economic perspectives may be reflected in your response.

Changes in family structure or stability can have detrimental effects on the mental and emotional health of children and adolescents. Divorce, remarriage, loss of family income, or a sudden need to relocate are issues with which children and adolescents often struggle. In your essay:

- describe one way in which changes in family structure or stability affect individual, family, or community health;
- describe one health-enhancing strategy that children or adolescents could use to cope with changes in family structure or stability and how that strategy could be applied in a particular situation; and
- identify one type of protective factor **or** resource that could benefit a child or adolescent who may be at risk for developing mental and emotional health problems due to a change in family structure or stability, and explain how that protective factor or resource could be used to reduce the child's or adolescent's risk of mental or emotional problems.





**OPEN-RESPONSE ITEM ASSIGNMENT #2**

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

Cultural or economic perspectives may be reflected in your response.

A goal of health and family and consumer sciences education is to provide students with the functional knowledge, concepts, and skills that enable them to develop and maintain personal, family, and community health and wellness. One key area that is essential for student understanding is positive interpersonal communication. In your essay:

- identify one central concept or principle related to positive interpersonal communication that is essential for student understanding;
- explain why this concept or principle is important for the development and maintenance of personal, family, or community wellness; and
- describe two strategies or activities that would be particularly effective in promoting student comprehension of this concept or principle.





## **PRACTICE TEST RESULTS**

## PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Health/Family and Consumer Sciences (21) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

### Multiple-Choice Questions

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

### Open-Response Items

Evaluation Information, Sample Responses and Analyses, as well as a Scoring Rubric are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

### Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL Health/Family and Consumer Sciences (21) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	D		
2	0001	A		
3	0001	D		
4	0001	D		
5	0001	A		
6	0001	A		
7	0001	D		
8	0002	B		
9	0002	D		
10	0002	B		
11	0002	B		
12	0002	D		
13	0002	B		
14	0002	B		
15	0002	A		
16	0003	A		
17	0003	A		
18	0003	B		
19	0003	D		
20	0003	D		
21	0003	C		
22	0003	C		
23	0004	C		
24	0004	B		
25	0004	B		
26	0004	B		
27	0004	B		
28	0004	A		
29	0004	A		
30	0005	D		
31	0005	D		
32	0005	A		
33	0005	D		
34	0005	B		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0005	A		
36	0005	C		
37	0006	C		
38	0006	D		
39	0006	A		
40	0006	D		
41	0006	C		
42	0006	D		
43	0006	B		
44	0007	B		
45	0007	B		
46	0007	B		
47	0007	D		
48	0007	B		
49	0007	A		
50	0007	C		
51	0008	C		
52	0008	A		
53	0008	B		
54	0008	C		
55	0008	D		
56	0008	B		
57	0008	D		
58	0008	B		
59	0009	B		
60	0009	C		
61	0009	C		
62	0009	B		
63	0009	A		
64	0009	D		
65	0009	B		
66	0010	D		
67	0010	C		
68	0010	B		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0010	C		
70	0010	C		
71	0010	D		
72	0010	C		
73	0011	C		
74	0011	B		
75	0011	D		
76	0011	D		
77	0011	A		
78	0011	C		
79	0011	B		
80	0012	B		
81	0012	D		
82	0012	C		
83	0012	C		
84	0012	D		
85	0012	D		
86	0012	B		
87	0013	C		
88	0013	A		
89	0013	B		
90	0013	C		
91	0013	C		
92	0013	C		
93	0013	D		
94	0014	A		
95	0014	B		
96	0014	A		
97	0014	B		
98	0014	D		
99	0014	B		
100	0014	C		

**Count the number of multiple-choice questions you answered correctly:**

\_\_\_\_\_ of 100 multiple-choice questions

## MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

### Subarea I: A Healthy Lifestyle

<b>Objective 0001: Understand human body systems and characteristics of human growth and development as they impact health decisions made throughout the life span.</b>
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1D ____ 2A ____ 3D ____ 4D ____ 5A ____ 6A ____ 7D ____	____/7
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<b>Objective 0002: Understand the role of food science and proper nutrition in maintaining and enhancing health.</b>
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8B ____ 9D ____ 10B ____ 11B ____ 12D ____ 13B ____ 14B ____ 15A ____	____/8
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<b>Objective 0003: Understand principles, components, and benefits of lifelong physical fitness.</b>
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16A ____ 17A ____ 18B ____ 19D ____ 20D ____ 21C ____ 22C ____	____/7
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<b>Objective 0004: Understand human sexuality and strategies for promoting sexual and reproductive health.</b>
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23C ____ 24B ____ 25B ____ 26B ____ 27B ____ 28A ____ 29A ____	____/7
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Subarea I (Objectives 0001–0004) Total \_\_\_\_/29

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea II: Family and Emotional Health**

<b>Objective 0005: Understand principles and strategies for maintaining mental and emotional health and for managing stress.</b>							
30D	31D	32A	33D	34B	35A	36C	____/7

<b>Objective 0006: Understand factors that influence interpersonal relationships, including communication skills.</b>							
37C	38D	39A	40D	41C	42D	43B	____/7

<b>Objective 0007: Understand the significance of the family in society and parenting strategies and skills that support healthy family relationships.</b>							
44B	45B	46B	47D	48B	49A	50C	____/7

**Subarea II (Objectives 0005–0007) Total \_\_\_\_/21**

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea III: Safety and Prevention**

<b>Objective 0008: Understand the nature, control, and prevention of illness and disease.</b>								
51C	52A	53B	54C	55D	56B	57D	58B	/8

<b>Objective 0009: Understand health risks associated with tobacco, alcohol, and other drugs and strategies and skills for the prevention of tobacco, alcohol, and other drug use.</b>							
59B	60C	61C	62B	63A	64D	65B	/7

<b>Objective 0010: Understand principles, strategies, and techniques for enhancing safety, preventing and treating injuries, and responding to emergencies.</b>							
66D	67C	68B	69C	70C	71D	72C	/7

<b>Objective 0011: Understand principles of conflict resolution and violence prevention.</b>							
73C	74B	75D	76D	77A	78C	79B	/7

**Subarea III (Objectives 0008–0011) Total** \_\_\_\_\_/29

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea IV: Resource Management and Community Health**

<b>Objective 0012: Understand consumer and environmental principles and skills for accessing, evaluating, and managing health and family resources.</b>							
80B	81D	82C	83C	84D	85D	86B	____/7

<b>Objective 0013: Understand the role of public health strategies in supporting safe communities.</b>							
87C	88A	89B	90C	91C	92C	93D	____/7

<b>Objective 0014: Understand key health and family and consumer sciences concepts and skills.</b>							
94A	95B	96A	97B	98D	99B	100C	____/7

**Subarea IV (Objectives 0012–0014) Total \_\_\_\_/21**

## OPEN-RESPONSE ITEM EVALUATION INFORMATION

### How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

### How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the [Sample Responses](#) to determine whether your responses are more similar to the strong or weak responses. Also review the [Analyses](#) on those pages and the [Scoring Rubric](#) to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the [Test Information Booklet](#) and [Faculty Guide](#) at [www.mtel.nesinc.com](http://www.mtel.nesinc.com) and at [www.doe.mass.edu/mtel](http://www.doe.mass.edu/mtel); select "FAQ," then "After the Test."

**OPEN-RESPONSE ITEM  
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES**

Massachusetts Tests for Educator Licensure®  
**SCORING RUBRIC FOR SUBJECT TESTS**

**Performance Characteristics:**

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.

**Scoring Scale:**

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #1**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample weak responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Sample strong responses to the open-response item assignments will be available in summer 2010.

**ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE  
ITEM ASSIGNMENT #2**

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

## **PRACTICE TEST SCORE CALCULATION**

The practice test score calculation information will be available in late spring 2010, following setting of qualifying scores.