

**Massachusetts  
Tests for Educator Licensure® (MTEL®)**



**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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## 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 the most direct 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 an excellent 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	
Amount Per Serving	
<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	
Amount Per Serving	
<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. In a hallway at a middle school, several students use stereotypical verbal comments to taunt and tease a classmate. A few students witness the bullying. Which of the following types of responses is most appropriate for a student bystander or witness to use in this situation?
- A. confronting the bully and demanding that he or she apologize to the student being targeted
  - B. rallying support for the student being targeted by asking nearby peers to surround the bully and taunt him or her
  - C. observing the incident and later writing down the details of the bullying and providing the student who was targeted with the notes
  - D. helping the student being targeted walk away from the situation and offering to go with him or her to report the incident
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	fungus	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. obsessive compulsive disorders
  - C. stress-related illnesses
  - D. chemical hypersensitivities
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 is likely to most effectively minimize 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 and emotional learning 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. defamation.
  - 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 lists of drugs approved and covered by specific health insurance plans
  - 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 common public health strategy used by the U.S. government to monitor occupational risks to workers?
- A. conducting 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**

**Objective 0001: Understand human body systems and characteristics of human growth and development as they impact health decisions made throughout the life span.**

1D \_\_\_\_ 2A \_\_\_\_ 3D \_\_\_\_ 4D \_\_\_\_ 5A \_\_\_\_ 6A \_\_\_\_ 7D \_\_\_\_      \_\_\_\_/7

**Objective 0002: Understand the role of food science and proper nutrition in maintaining and enhancing health.**

8B \_\_\_\_ 9D \_\_\_\_ 10B \_\_\_\_ 11B \_\_\_\_ 12D \_\_\_\_ 13B \_\_\_\_ 14B \_\_\_\_ 15A \_\_\_\_      \_\_\_\_/8

**Objective 0003: Understand principles, components, and benefits of lifelong physical fitness.**

16A \_\_\_\_ 17A \_\_\_\_ 18B \_\_\_\_ 19D \_\_\_\_ 20D \_\_\_\_ 21C \_\_\_\_ 22C \_\_\_\_      \_\_\_\_/7

**Objective 0004: Understand human sexuality and strategies for promoting sexual and reproductive health.**

23C \_\_\_\_ 24B \_\_\_\_ 25B \_\_\_\_ 26B \_\_\_\_ 27B \_\_\_\_ 28A \_\_\_\_ 29A \_\_\_\_      \_\_\_\_/7

**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**

**Objective 0012: Understand consumer and environmental principles and skills for accessing, evaluating, and managing health and family resources.**

80B\_\_\_\_ 81D\_\_\_\_ 82C\_\_\_\_ 83C\_\_\_\_ 84D\_\_\_\_ 85D\_\_\_\_ 86B\_\_\_\_ \_\_\_\_\_/7

**Objective 0013: Understand the role of public health strategies in supporting safe communities.**

87C\_\_\_\_ 88A\_\_\_\_ 89B\_\_\_\_ 90C\_\_\_\_ 91C\_\_\_\_ 92C\_\_\_\_ 93D\_\_\_\_ \_\_\_\_\_/7

**Objective 0014: Understand key health and family and consumer sciences concepts and skills.**

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**

If a parent loses a job and there is less family income, it can make life difficult for everyone involved. Children and adolescents may see their parents getting worried and anxious and develop these feelings as well. As the family tries to spend less, everyone feels the effects. Children and adolescents may have to give up or not get things, such as new clothes and toys, cell phones and MP3 players, or fee-based activities and sports. These changes may cause uncomfortable feelings of guilt, embarrassment, and insecurity. Sometimes an adolescent will get a part-time job so that he or she can buy his or her own things and contribute to the family income. That is one way an adolescent can cope positively with this change in the family.

A parent should also try to protect a child or adolescent as much as possible from the situation if he or she loses a job. If the parent does not get another job quickly, the family might have to move to a less expensive place to live. If this happens, a child or adolescent might struggle with moving away from longtime friends and changing schools, which is very difficult for older elementary school students and adolescents. At these ages, it is often difficult to make new friends and be accepted at a new school, especially if one doesn't have the same things that other students have. Feelings of not fitting in or belonging would be detrimental to the mental and emotional health of the children and adolescents involved.

If the family doesn't have as much money as it used to, children and adolescents may not be able to participate in sports, clubs, or music lessons. For example, if a child has been taking piano lessons and must stop, the child may never learn to play the piano, and could become resentful. One possible resource would be free or inexpensive activities such as community recreation programs or after-school programs open to all students.

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

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The purpose of the assignment is partially achieved. The candidate's response is limited. The response does not address how a change in family stability—the loss of a job and loss of income—affects individual or family health and only superficially identifies a strategy and resource that could benefit a child or adolescent in this situation.

**Subject Matter Knowledge:** The response demonstrates limited understanding of how a change in family stability such as the loss of family income affects the mental and emotional health of children and adolescents. The discussion centers on lack of income as the main problem, rather than how to cope with the stress experienced by family members. The candidate briefly describes a strategy that an adolescent could use to cope with the situation and inappropriately identifies a strategy that a parent could use. Overall, the response demonstrates limited and inaccurate application of subject matter knowledge.

**Support:** The response provides few relevant examples and the discussion of recommendations is minimal. The support is weak—the candidate describes finances as a major influence on family structure but fails to explain how a family could cope with this challenge in a health-enhancing way or what would benefit a student experiencing this situation.

**Rationale:** This response reflects a limited understanding of how this particular change in family stability, specifically loss of income, could affect the health of children and adolescents. It provides minimal discussion of the issue and mainly addresses the difficulties that would be encountered. The response fails to demonstrate a solid understanding of the topic and coping mechanisms that would reduce the risk of mental or emotional health problems.

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

When a family structure changes, it affects an individual greatly. For example, if a family structure changes due to divorce or remarriage, the change has an effect on both the parents and the children in the family. The community is also affected because the structure of the family is different than it was before and people may become uncomfortable in interactions with the family members affected.

One strategy that a child whose family structure changes could use is for the child to learn to adapt to the changes. If the child has a new step-parent, for example, the child has to adjust to the personality and expectations of the new parent. The step-parent must also adjust to helping care for the child. Both the child and step-parent need to learn about each other and understand the other's feelings about the change in family structure.

One protective resource for the child to use is to talk to his or her biological parents or other family members about his or her feelings. The parents should help explain to the child why the family structure is changing. The parents should talk to the child honestly, explain what is happening, and let the child ask questions. The child should be made to understand that the change has to do with the parents, the adults in the family, and in no way reflects on the child. The relationship between the adults may have changed, but their love for the child hasn't. If the child understands how the family is changing and the reasons why, he or she can adapt to the new structure of the family more quickly and easily. If the parents do not tell the child what is happening, it can harm the emotional well-being of the child for a long time.

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

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The response partially achieves the purpose of the assignment. The response demonstrates a limited understanding of ways in which changes in family structure and stability may affect health of a child and coping mechanisms for dealing with such changes.

**Subject Matter Knowledge:** The candidate generally describes how a change in family structure affects a child and provides superficial examples. The response lacks a clear understanding of the concepts related to handling changes in family structure in a productive, health-enhancing way. There are no specific recommendations or strategies included that would be appropriate for children and adolescents to use to cope with such changes. There is minimal appropriate application of subject matter knowledge.

**Support:** The response is weakly supported and the discussion of an appropriate strategy and protective resource is minimal. The information provided is too vague to be useful and is not applied to a particular situation. The response lacks depth and does not describe how the child could benefit from the strategy and resource presented.

**Rationale:** This response reflects a limited knowledge of how changes in family structure and stability affect the mental and emotional health of children and adolescents. It is descriptive rather than analytical, and lacks any real demonstration of how to enhance individual and family health and relationships during times of transition and change. The strategy and protective resource recommended, adapting to changes and talking to parents and family members, are vague and generalized.



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

Divorce is a common cause of family instability. When a family goes through a divorce, children often experience mixed and changing emotions, including guilt, grief, anger, confusion, and loneliness. These feelings can affect their physical as well as their emotional health a great deal. Often children whose parents are divorcing show signs of anxiety that affect school performance, such as poor sleeping patterns, not completing homework, depression, and disruptive behavior. Children experiencing a divorce may also feel isolated and withdraw from usual activities and friends.

One strategy that children or adolescents can use to cope with divorce is to talk with a trusted adult, other than a parent. The adult could be a teacher, a counselor, a friend's parent, or a relative--who can act as a neutral party and someone who children can share their feelings with. Trusted adults can provide comfort, support, reassurance, and useful advice, which can help the child or adolescent regain a sense of security and a more positive outlook.

There are also resources available at many schools to help children or adolescents experiencing divorce. Some schools may have support groups where children can talk with peers who are going through the same situation. The child or adolescent may benefit from meeting with a school guidance counselor, who can not only be a strong source of empathy, but can also provide a referral to a psychologist or therapist if the needs are greater than can be addressed at school. It is vital for teachers and counselors to have open communication with the child or adolescent and the parents at this time to make sure that the needs of the child or adolescent are addressed. This will help ensure the well-being of the entire family.

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

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The purpose of the assignment is fully achieved. All parts of the assignment are addressed. Divorce is cited as a "common cause of family instability." How divorce affects personal health is described. Talking with a "trusted adult" is identified as a strategy that can be used to cope with the changes in family structure. Protective resources that could benefit a child or adolescent experiencing a divorce—"peer support groups" and "meeting with a guidance counselor"—are identified.

**Subject Matter Knowledge:** The response demonstrates thorough subject matter knowledge. The response accurately identifies the emotional, social, and behavioral effects that divorce can have on a child. These include "signs of anxiety," such as "poor sleeping patterns," "not completing homework," etc. The strategy of talking with a "trusted adult," participating in peer support groups, and "meeting with a guidance counselor" are appropriate for students coping with divorce.

**Support:** The response provides sound supporting details and relevant examples to support the discussion. Numerous examples describing behaviors children experiencing divorce may exhibit are discussed in the first paragraph. The strategy of confiding in a "trusted adult" identified in the second paragraph lists many benefits, such as, providing "comfort, support, reassurance, and useful advice." Further, the candidate uses accurate detail to describe both a personal strategy a student can use and general school resources available to students in times of emotional difficulty.

**Rationale:** The response reflects a comprehensive understanding of the ways in which changes in family structure and stability affect children and adolescents. It is ably reasoned and goes beyond a simple discussion of divorce by accurately and logically presenting ways in which students can cope with the disruption a divorce may cause.

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

The remarriage of a divorced parent is a change in family structure that has a strong influence on a child's or adolescent's life. Not only is there a new parental figure to learn to interact with, but also the possibility of step-siblings. The situation can become even more complicated depending on whether both parents remarry, what the custody arrangements are, and whether the new marriages result in the birth of younger siblings. It takes intentional effort and work to ensure that these changes are dealt with in the best way possible to maintain the health of the individuals and families involved.

One way for children or adolescents to cope with these changes is to talk with family members and teachers about their situation. Children and adolescents need to feel that their emotions are important and that family members are open to hearing how they feel. Parents should encourage this kind of communication regularly in order to address problems promptly. Without open communication in a family, children or adolescents are more likely to shut down and have a difficult time bonding with a restructured family.

Teachers can help children cope with changes in family structure by being nonjudgmental and presenting lessons on the different types of families that make up society and the positive aspects of various types of family structures, including blended families. Teachers should also emphasize that one type of family is not better than any other type, and that parents love and value their children regardless of the relationship they themselves are in.

An important protective factor in helping reduce the risk of emotional problems is having a family that is aware of and willing to participate in the process of successfully blending a family. It is important for step-parents to recognize their role in the child's life and to encourage a positive relationship with step-children. Blended families are often successful in making positive and smooth transitions when all family members are involved in establishing household rules, chore assignments, and standards for behavior; and in making decisions that affect the whole family. It is also often helpful for new families to establish their own family traditions, such as those centered around recreation time or holidays, in order to promote family unity. Parents who demonstrate respect for all family members, listen carefully, encourage open communication, present a united front, and address any conflicts with a positive attitude are more likely to ease a child or adolescent's adjustment to a new family structure.

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

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The purpose of the assignment is fully achieved. Remarriage as a significant change in family structure is identified and described. A strategy children can employ is addressed. In addition, examples of how teachers can help children cope are cited. Finally, "having a family that is aware of and willing to participate in the process of successfully blending a family" is cited as a protective factor and fully explained.

**Subject Matter Knowledge:** The response demonstrates accurate and appropriate subject matter knowledge. The influences of family structure on mental and emotional health and how to address changes in family stability in healthy ways is presented. The candidate correctly identifies the possible effects that remarriage may have on a child or adolescent in the first paragraph. Appropriate coping strategies—"communication" and "lessons on the different types of families"—are described in paragraphs two and three. Finally, the protective factor of "successfully blending a family" is thoroughly and accurately explained in the last paragraph. The discussion demonstrates an accurate and comprehensive understanding of the topic.

**Support:** The response provides relevant examples and explanations that substantially support the coping strategy and protective resource presented. The response addresses factors that can help students in times of emotional difficulty and explains how healthy attitudes toward blended families is beneficial to students. The descriptions are detailed and relevant to the discussion of coping with challenges associated with becoming a member of a newly blended family.

**Rationale:** This response reflects an ably reasoned comprehensive understanding of issues related to changes in family structure and their implications for the mental and emotional health of children and adolescents. The response clearly communicates, in a logical progression, ways in which students can cope with the changes that result from a new family structure and discusses how these suggestions might benefit students.

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

Positive interpersonal communication plays a key role in a person's general well being and the well being of relationships. This is important because communication can help when dealing with problems and can also prevent problems from occurring. If one communicates well, one can feel close to family and friends. When someone can't communicate, many negative things may occur, such as arguments or even ending a relationship. It is important to talk openly and directly about feelings, conflicts, and problems so they can be resolved. It's unhealthy to avoid talking about problems--this just results in bigger problems.

First, a child should observe communication used by parents and the parents should encourage children to communicate so they will be better prepared to deal with interpersonal issues in the future. Children can also observe teachers who have good communication skills in the classroom. Everybody can learn to use open and direct communication and will benefit from this type of interpersonal communication. If a person is effective at communication, he or she will have an advantage over those people who can't communicate as well. So it is very important for children to learn to communicate. If a child can't communicate effectively, others should encourage better communication skills by talking with the child frequently and asking questions.

Second, using positive interpersonal communication skills is a great way to make friends, learn new activities, and keep families strong. Communication that is open and direct helps keep friendships and family ties strong and helps friends and families make decisions and enjoy activities together. If you communicate openly and directly, your friends and family will know what is happening with you and they will be there to help you through the good and bad times.

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

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The candidate partially fulfills the assignment. All aspects of the question are not addressed since the candidate fails to provide two strategies that would promote student comprehension of the concept. Only the importance of positive interpersonal communication is described and a central concept related to interpersonal communication is identified. The information presented is vague and limited in scope. The response describes in a repetitive and unfocused way only one strategy that would be effective in promoting student comprehension of the central concept.

**Subject Matter Knowledge:** The response demonstrates a limited understanding of positive interpersonal communication. The candidate identifies communication as an important skill to develop but provides minimal explanation to support the general premise. The candidate also fails to provide two strategies that would promote student comprehension of the concept. The strategy that the candidate does recommend is vague and provides a limited recommendation of activities that would help students develop some aspect of positive interpersonal communication.

**Support:** The response provides few examples and limited explanations related to why the concept of open and direct communication is important for the development and maintenance of personal, family, or community wellness. The support for claims made in the first and third paragraphs is minimal—the candidate describes interpersonal communication as a general concept but fails to describe any specific activities that would be effective in promoting comprehension of the concept presented.

**Rationale:** This response reflects a limited knowledge of communication skills. It is poorly reasoned and remains at the level of a simple discussion of interpersonal communication rather than a focused discussion of the three charges in the prompt.

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

One central concept or principle related to positive interpersonal communication has to be the way the child communicates. If the child communicates well with his or her parents, it makes the living environment less stressful for the whole family. Children should be polite and respectful to parents when they talk to them, and should learn manners so they won't be rude. For example, children should learn not to interrupt their parents. Children should talk to their parents so they will pay more attention to them. It is good for family members to know everything that is happening in one another's lives. Children should try to talk to their parents a little each day whether it is about school or even just the weather.

If children are polite to their parents, their parents are able to be nicer to them as well. It gives the family or community the ability to feel whole as one. It could help students if they make little steps to be more polite in how they communicate every day. Parents should remind children of polite things to say, such as "thank-you" and "please."

Another step would be for children to communicate more politely at school. If the teacher notices bad communication or if the child is rude, he or she should contact the parents so the child will learn to be polite in school too. Children need to learn to communicate well in all circumstances to encourage healthy interpersonal relationships, whether at home, at school, or in the community.

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

*This is an example of a weak response because it is characterized by the following:*

**Purpose:** The purpose of the assignment is partially achieved. The response lacks clear explanations and the information presented is vague and limited in scope.

**Subject Matter Knowledge:** The response demonstrates a limited understanding of positive interpersonal communication. Politeness is identified as a key skill children need to develop but the candidate does not describe how to promote student comprehension and application of the concept. The "strategies" suggested are vague and are not illustrated in the context of particular situations. It is unclear if the candidate has knowledge and an understanding of the topic.

**Support:** The response provides few examples and the discussion of recommendations is minimal. The support is weak—the candidate describes politeness as an important aspect of interpersonal communication but fails to explain how politeness supports positive interpersonal communication. There is a limited, unfocused attempt to explain why the concept of being polite is important for the development and maintenance of wellness.

**Rationale:** This response reflects a limited understanding of positive interpersonal communication skills. It is mainly descriptive rather than analytical, and lacks any real demonstration of how to promote student understanding of an essential concept or principle of positive interpersonal communication.

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

Effective and clear interpersonal communication is vital to living a healthy life. Good communication skills enable a person to approach and manage many situations in a productive way. One central principle of positive interpersonal communication is the ability to listen effectively. Having good listening skills is important because one cannot engage with another person meaningfully without listening to him or her. Developing effective listening skills in childhood and adolescence is essential for becoming a skilled communicator. Effective listening skills are used throughout life in various situations and benefit students' personal and family relationships as well as their relationships within the community.

A good strategy for promoting listening skills is for the teacher to model attentive listening in the classroom. It is important for teachers to listen carefully to the words that students say as well as how they say them in order to comprehend fully the meaning in students' verbal messages. Communication requires multiple participants so if parents and teachers are not willing to really listen, children may not develop the trust required to share difficult topics or decisions with adults. When children feel secure and are encouraged to share their problems and learn ways to resolve them, further problems can be prevented. Communication should always be approached as a positive process. If students fear repercussions or punishment for being open about their feelings, they are less likely to share important information about themselves and others.

Another strategy for promoting listening skills is by involving students in role-playing activities that help them develop active listening techniques in various situations. Active listening skills that can be taught include giving full attention to your conversation partner, asking questions or paraphrasing to check understanding, and letting the other person finish speaking before responding. These skills can be contrasted with less effective conversational habits like interrupting, fidgeting or looking away while listening, or not responding to what is said. By contrasting less effective ways to communicate with healthier ways to interact, students can learn to use positive communication skills in their own interpersonal relationships.



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

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The purpose is fully achieved. All aspects of the question are addressed. The response describes how listening is a significant aspect of positive interpersonal communication. Appropriate strategies—teacher modeling and role-playing—are identified and clearly explained. The information is accurate and appropriate for a question focused on interpersonal communication.

**Subject Matter Knowledge:** The response shows a substantial understanding of interpersonal communication. The candidate identifies listening as an important skill to cultivate. The discussion reveals a thorough knowledge of the subject matter and the suggested strategies of teacher modeling and role-playing are appropriate for the age of the students mentioned. The candidate uses accurate subject matter terminology to explain strategies and outcomes that would be effective in promoting effective listening skills.

**Support:** The response provides relevant examples and detailed explanations with examples for each strategy. The support is relevant—the candidate describes aspects of effective listening, strategies that promote effective listening, and how the strategies are likely to benefit students. These examples are accurate and relevant to the discussion of interpersonal communication.

**Rationale:** This response reflects a comprehensive knowledge of interpersonal communication skills. It is soundly reasoned and goes beyond a simple discussion of communication to demonstrate how listening enhances communication and benefits students' interpersonal relationships.

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

Empathy is an important skill in interpersonal communication. Having empathy makes it easier to understand how another person is feeling and how to respond in a supportive way to another person's feelings such as when a friend or family member has a problem. Lack of empathy can lead to social problems such as bullying because if a child lacks understanding for how someone else feels, they are more likely to act in ways that make others feel badly. Empathy is a prerequisite for demonstrating caring to others.

One way to develop empathy is to encourage students to talk about how they are feeling. If students are having a conflict, teachers can help them express their emotions appropriately by using "I" statements rather than blaming statements. For example, using statements such as "I feel frustrated when we don't do what we planned," instead of "You make me so mad!" Teachers can also help students develop a better awareness of emotions by having them label their own feelings. Younger students may need help in identifying feelings and it may help to ask questions that elicit how they are feeling, such as saying, "I notice you seem angry with Marcos. Can you tell me what happened?" It can also help to ask students how they think it would make someone else feel when they act in certain ways. Such as, "Marcos, how do you think it made Jerry feel when you took his pencil?" By helping students learn to express their own feelings appropriately and think about how other people around them feel, they develop empathy.

Another way to develop empathy is to ask students to analyze various situations that are beyond their personal experiences and apply their personal viewpoints to analyze situations. For example, if students are reading a story in which a character is going through a difficult time, a teacher can ask students to identify how the character is feeling and what they would do if the character were someone they knew. In this way, students can apply empathy skills by analyzing a character's emotions and trying to see a situation from someone else's perspective. In addition, students can express what they would do in a similar situation. By developing an understanding of how others might feel in certain situations and analyzing situations from a variety of perspectives, students will recognize the importance of empathy and learn to demonstrate it in interpersonal communication.

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

*This is an example of a strong response because it is characterized by the following:*

**Purpose:** The purpose of the assignment is fully achieved. The response identifies and describes a significant aspect of interpersonal communication, in this case, empathy. The response addresses all aspects of the question and includes clear explanations. The information presented is accurate and appropriate for a question focused on interpersonal communication.

**Subject Matter Knowledge:** The response shows accurate and appropriate subject matter knowledge. The candidate identifies empathy as an important skill to develop in the context of positive interpersonal communication. The discussion demonstrates a comprehensive and thorough knowledge of the subject matter through the explanations of the suggested strategies, using "I" statements, labeling feelings, and situational character analysis. In addition, substantial subject matter knowledge of the topic is demonstrated by citing what can happen when students are not empathetic—such as "bullying" and making others feel badly.

**Support:** The response provides two strategies to foster empathy and describes each strategy in detail using relevant examples. The candidate describes ways to help students develop their own facility with expressing emotions and identifying feelings, and also ways to foster empathy beyond students' direct experiences. These examples are precise and relevant to the discussion of empathy as an aspect of positive interpersonal communication.

**Rationale:** This response reflects a comprehensive knowledge of interpersonal communication skills. It is accurate, logical, well explained, and goes beyond a simple discussion of communication to demonstrate how empathy enhances communication and is an essential aspect of healthy interpersonal relationships.

## PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

### How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

#### SAMPLE

##### Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly: 87

Use Table 1 below to convert that number to the score and write your score in **Box A**: A:

##### Open-Response Section

Enter the number of points (1 to 4) for your first open-response question: 2

Enter the number of points (1 to 4) for your second open-response question: 3

Add those two numbers (Number of open-response question points): 5

Use Table 2 below to convert that number to the score and write your score in **Box B**: B:

##### Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: A + B =

**Practice Test Score Calculation Worksheet: Health/Family and Consumer Sciences**

Table 1:

<u>Number of Multiple-Choice Questions Correct</u>	<u>Estimated MTEL Score</u>	<u>Number of Multiple-Choice Questions Correct</u>	<u>Estimated MTEL Score</u>
0 to 25	80	61 to 65	103
26 to 30	80	66 to 70	122
31 to 35	80	71 to 75	140
36 to 40	80	76 to 80	159
41 to 45	80	81 to 85	177
46 to 50	80	86 to 90	196
51 to 55	80	91 to 95	214
56 to 60	85	96 to 100	233

Table 2:

<u>Number of Open-Response Question Points</u>	<u>Estimated MTEL Score</u>
2	31
3	36
4	41
5	46
6	50
7	55
8	60

Print the form below to calculate your estimated practice test score.

<b>Multiple-Choice Section</b>	
Enter the total number of multiple-choice questions you answered correctly:	
Use Table 1 above to convert that number to the score and write your score in <b>Box A</b> :	A: <input style="width: 50px; height: 20px;" type="text"/>

<b>Open-Response Section</b>	
Enter the number of points (1 to 4) for your first open-response question:	
Enter the number of points (1 to 4) for your second open-response question:	=====
Add those two numbers (Number of open-response question points):	
Use Table 2 above to convert that number to the score and write your score in <b>Box B</b> :	B: <input style="width: 50px; height: 20px;" type="text"/>

<b>Total Practice Test Score (Estimated MTEL Score)</b>	
Add the numbers in <b>Boxes A and B</b> for an estimate of your MTEL score:	A + B = <input style="width: 50px; height: 20px;" type="text"/>