



Lifetime Nutrition & Wellness (Proc 17)

PRE-TEST/POST-TEST TEKS BLUEPRINT

Pre-Test/Post-Test Development Overview

TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) examine the importance of time management to succeed in the workforce	Management of Energy, Money & Tasks
(2) The student understands the role of nutrients in the body. The student is expected to:	(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods	Introduction to Nutrients & Nutritional Labeling
(2) The student understands the role of nutrients in the body. The student is expected to:	(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	Impact of Nutrition on Health & Wellness
(2) The student understands the role of nutrients in the body. The student is expected to:	(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood	Nutrition Through the Life Cycle
(2) The student understands the role of nutrients in the body. The student is expected to:	(D) compare personal food intake to recommended dietary guidelines	My Plate: The New Food Guide
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(A) describe the processes of digestion and metabolism	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(B) calculate and explain basal and activity metabolisms and factors that affect each	A Closer Look at Nutrition: Metabolism & Energy
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness	The Human Body: Digestive System
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(D) locate community resources that promote physical activity and fitness	Health & Information: Media, Technology & You
(3) The student understands the principles of digestion and metabolism. The student is expected to:	(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management	Impact of Nutrition on Health & Wellness
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(A) research the long-term effects of food choices	Factors in Food Choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	Nutrition & Wellness Diseases: Eating Disorders
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(C) determine the effects of food allergies and intolerances on individual and family health	Hot Topics - Allergies
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(E) develop examples of therapeutic diets	Factors in Food Choices
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(G) analyze current lifestyle habits that may increase health risks	Diets: The Good, The Bad & The Ugly
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(H) identify community programs that provide nutrition and wellness services	Health & Information: Media, Technology & You
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(I) examine the nutritional value of fast foods and convenience foods	Hot Topics - Fast & Convenience Foods
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(J) read and interpret food labels	Introduction to Nutrients & Nutritional Labeling
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(K) examine and explain nutritional serving sizes	Introduction to Nutrients & Nutritional Labeling
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(L) compare organic and green food choices	Farm to Plate
(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	(M) determine sustainable food choices and their impact on society	Farm to Plate
(5) The student understands safety and sanitation. The student is expected to:	(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	Food Industry Safety
(5) The student understands safety and sanitation. The student is expected to:	(B) explain types and prevention of food-borne illnesses	Food Industry Safety

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Knowledge & Skills Statement	Student Expectation	ICEV Lesson Title
(5) The student understands safety and sanitation. The student is expected to:	(C) practice appropriate dress and personal hygiene in food preparation	Food Industry Safety
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(A) read and comprehend standard recipes	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(B) correctly use standard measuring techniques and equipment	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(C) demonstrate correct food preparation techniques, including nutrient retention	Introduction to Culinary Techniques & Methods
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(D) use food-buying strategies such as calculating food costs, planning food budgets, and creating grocery lists	Groceries 101
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(E) demonstrate food-preparation techniques to reduce overall fat and calories	Healthy Snacking for All Ages
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(F) practice etiquette, food presentation, and table service appropriate for specific situations	Emily Post, Who?
(6) The student demonstrates knowledge of food-management principles. The student is expected to:	(G) apply food-storage principles	The Science in Food Handling & Storage