

## Assessment Specifications

The assessment specifications provided in this section of the bulletin are intended to provide test candidates with a comprehensive overview of the domains and competencies that are covered on the assessment.

### Format

The assessment is an objective test composed of four-option multiple-choice items (questions), each of which has only one (1) correct response. The assessment contains 150 items, with 120 items scored. The specific content being assessed by the items on each assessment follows the test specifications outlined in the next section of this bulletin.

In addition to each item being associated with a domain and competency, the items are also designed to assess appropriate cognitive levels necessary for competent practice. Specifically, some items assess at the lower level, some at the middle levels, and some at higher order levels. The items included on each test proportionally represent three cognitive difficulty levels:

- Level 1- 40%;
- Level 2 – 30%; and
- Level 3 – 30%.

Original Bloom's Taxonomy	Revised Bloom's Taxonomy	Cognitive Complexity Level
<b><u>Knowledge</u></b> Defines, describes, identifies, labels, lists, matches, names, reads, records, selects, states, views	<b><u>Remember</u></b> Recognize, retrieve, identify, recall	1
<b><u>Comprehension</u></b> Classifies, describes, discusses, lists, matches, names, reads, records, selects, states, views	<b><u>Understand</u></b> Interpret, clarify, translate, illustrate, categorize, classify, conclude, predict, summarize, infer, compare, explain	
<b><u>Application</u></b> Assesses, determines, develops, discovers, establishes, informs, predicts, projects, provides, relates, shows, uses	<b><u>Apply</u></b> Execute, carry out, use, implement	2
<b><u>Analysis</u></b> Breaks down, correlates, differentiates, illustrates, infers, points out, recognizes	<b><u>Analyze</u></b> Differentiate, select, focus, organize, outline, attribute, determine point of view	
<b><u>Synthesis</u></b> Communicates, compares, contrasts, creates, designs, expresses, formulates, plans, reorganizes, reinforces, substitutes	<b><u>Evaluate</u></b> Check, coordinate, detect, monitor, test, critique, judge	3
<b><u>Evaluation</u></b> Appraises, compares & contrasts, concludes, criticizes, decides, defends, interprets, judges, justifies, supports	<b><u>Create</u></b> Generating, hypothesizing, planning, designing, producing, constructing	

## Scoring

The computer based testing platform used for AAFCS exams provides immediate score results following the candidate's completion and submission of exam responses.

## Domains and Competencies

<b>Nutrition and Wellness Educator Assessment Items by Domains, Competencies, and Complexity Levels</b>		# of Items (of 120 total)	Weight (%)	Level 1 (40%)	Level 2 (30%)	Level 3 (30%)
<b>Total Scored Items on Final Test Form</b>		<b>120</b>	<b>100%</b>	<b>48</b>	<b>36</b>	<b>36</b>
<b>1</b>	<b>Wellness &amp; Prevention</b>	<b>50</b>	<b>27%</b>	<b>20</b>	<b>15</b>	<b>15</b>
1A	Illustrate the meaning of wellness.					
1B	Correlate the physical, emotional, social, psychological, and spiritual influences of wellness with food choices.					
1C	Analyze the influences on individual/family food choices, economic, and nutrition and wellness across the lifespan.					
1D	Explain the role of nutrition in health promotion and diet-related chronic disease prevention.					
1E	Interpret how the Dietary Guidelines for Americans and Healthy People 2020 influence policy for government and non-government programs.					
1F	Evaluate the key recommendations of the 2008 Physical Activity Guidelines for Americans.					
1G	Evaluate wellness and nutrition information in popular media.					
<b>2</b>	<b>Nutrition Principles</b>	<b>51</b>	<b>28%</b>	<b>21</b>	<b>15</b>	<b>15</b>
2A	Classify the different types of nutrient and non-nutrient components of food.					
2B	Analyze the functions of nutrient and non-nutrient components in food.					
2C	Characterize the food sources of nutrient and non-nutrient components.					
2D	Explain the process of food digestion and nutrient absorption.					
2E	Analyze the role of appropriate dietary supplementation.					
2F	Clarify how calories consumed and physical activity impact calorie balance and a healthy body weight.					

<b>Nutrition and Wellness Educator Assessment Items by Domains, Competencies, and Complexity Levels</b>		# of Items (of 120 total)	Weight (%)	Level 1 (40%)	Level 2 (30%)	Level 3 (30%)
<b>Total Scored Items on Final Test Form</b>		<b>120</b>	<b>100%</b>	<b>48</b>	<b>36</b>	<b>36</b>
<b>3</b>	<b>Food Safety and Supply</b>	<b>19</b>	<b>10%</b>	<b>7</b>	<b>6</b>	<b>6</b>
3A	Illustrate proper food storage, handling, and sanitation procedures for food safety.					
3B	Identify common food sensitivities.					
3C	Assess the roles of local, state, and federal government agencies in keeping food safe.					
3D	Appraise the causes of foodborne illness and foods at risk.					
3E	Analyze the impact of food science and technology on meeting nutritional needs.					
3F	Assess the roles of food processing, product development, and distribution in the food supply.					
<b>4</b>	<b>Food Planning, Purchase, and Preparation</b>	<b>37</b>	<b>20%</b>	<b>15</b>	<b>11</b>	<b>11</b>
4A	Measure the importance of family meals in good nutrition					
4B	Apply appropriate health and nutrition guidelines for meal planning for individuals and families with differing needs.					
4C	Identify healthy food preparation techniques.					
4D	Use the Dietary Guidelines for Americans when making healthful food decisions at home and away from home.					
4E	Create food resource management practices and tools for healthy food selection.					
<b>5</b>	<b>Teaching Pedagogy, Learning, and Behavior Change</b>	<b>28</b>	<b>15%</b>	<b>12</b>	<b>8</b>	<b>8</b>
5A	Create developmentally appropriate learning objectives.					
5B	Plan the elements of an effective teaching lesson.					
5C	Analyze evidence-based online nutrition and wellness learning resources.					
5D	Incorporate health behavior change theories into nutrition and wellness education.					
5E	Evaluate the effectiveness of nutrition and wellness education.					
5F	Create nutrition and wellness methods and content for diverse learners from differing social and cultural backgrounds.					

## **Assessment Concept List**

- 1) Wellness and Prevention
  - a) Illustrate the meaning of wellness
    - i) Definition of wellness
    - ii) Health history
    - iii) Definition of Prevention
  - b) Correlate the physical, emotional, social, psychological, and spiritual influences of wellness with food choices.
    - i) Health-related practices
    - ii) Sedentary lifestyle factors
    - iii) Physical factors
    - iv) Cultural factors
    - v) Psychological factors
    - vi) Spiritual factors and customs
  - c) Analyze the influences on individual/family food choices, economic, and nutrition and wellness across the lifespan.
    - i) Influences on health and wellness
    - ii) Hereditary wellness factors
    - iii) Vegan diets
    - iv) Eating disorders
      - (1) Anorexia nervosa
      - (2) Bulimia nervosa
      - (3) Compulsive eating disorder
      - (4) Binge-eating disorder
    - v) Food deserts
    - vi) Weight loss strategies
    - vii) Weight gain strategies
    - viii) Pregnancy
    - ix) Gestation and early infancy nutrition
    - x) Toddlerhood and infancy
    - xi) Early childhood and adolescence nutrition
    - xii) Young adulthood nutrition
    - xiii) Adulthood nutrition
    - xiv) Senior nutrition
  - d) Explain the role of nutrition in health promotion and diet-related chronic disease prevention.
    - i) BMI
    - ii) Adult obesity
    - iii) Childhood obesity
    - iv) Cancer
    - v) Heart disease
    - vi) Milk consumption
    - vii) Sodium consumption
    - viii) Type 2 Diabetes
    - ix) Multifactorial disease
    - x) Osteoporosis
    - xi) Hypertension
  - e) Interpret how the Dietary Guidelines for Americans and Healthy People 2020 influence policy for government and non-government programs.
    - i) Knowledge of the Dietary Guidelines for Americans

- ii) Daily nutrient needs
  - iii) Healthy People 2020
  - iv) WIC
  - v) FDA
  - vi) TANF
  - vii) SNAP
  - viii) EFNEP
  - ix) USDA Food Plans
  - x) WECan
  - xi) BodyWorks
- f) Evaluate the key recommendations of the 2008 Physical Activity Guidelines for Americans.
- i) Suggested amount of moderate-intensity physical activity per week
  - ii) Aerobic
  - iii) Anaerobic
  - iv) Cardiovascular health
  - v) Muscle strengthening
  - vi) Physical activity
- g) Evaluate wellness and nutrition information in popular media.
- 2) Nutrition Principles
- a) Classify the different types of nutrient and non-nutrient components of food.
- i) B6
  - ii) B12
  - iii) B-complex vitamins
  - iv) Folate
  - v) Pantothenic acid
  - vi) Vitamins
  - vii) Minerals
  - viii) Folate
  - ix) Malabsorption
  - x) Macronutrients
  - xi) Micronutrients
  - xii) Proteins
  - xiii) Fats
  - xiv) Carbohydrates
  - xv) Calcium
- b) Analyze the functions of nutrient and non-nutrient components in food.
- i) Salt
  - ii) Nutrient density
  - iii) Water-soluble vitamins
  - iv) Digestion
- c) Characterize the food sources of nutrient and non-nutrient components.
- d) Explain the process of food digestion and nutrient absorption.
- e) Analyze the role of appropriate dietary supplementation.
- i) Ergogenic aids
  - ii) Total energy expenditure
- f) Clarify how calories consumed and physical activity impact calorie balance and a healthy body weight.
- i) ATP
- 3) Food Safety and Supply
- a) Illustrate proper food storage, handling, and sanitation procedures for food safety.

- i) Temperature danger zone
- ii) Safe refrigerator and freezer temperatures
- iii) Food storage methods
- iv) Safe food handling procedures
- v) Sanitation requirements
- b) Identify common food sensitivities.
  - i) Lactose intolerance
  - ii) Celiac disease
- c) Assess the roles of local, state, and federal government agencies in keeping food safe.
  - i) FTC
  - ii) USDA
  - iii) FDA
  - iv) CDC
  - v) EPA
- d) Appraise the causes of foodborne illness and foods at risk.
  - i) Giardia Lamblia
  - ii) Clostridium botulinum
  - iii) E coli 0157
  - iv) Listeria momcytogenese
  - v) *Campylobacter jejuni*
  - vi) Salmonella
  - vii) *Bovine spongiform*
  - viii) Mycotoxins
  - ix) Prions
  - x) BSE
  - xi) Food contamination
- e) Analyze the impact of food science and technology on meeting nutritional needs.
  - i) Microwaves
  - ii) Thermometer use
- f) Assess the roles of food processing, product development, and distribution in the food supply.
  - i) Nitrites
  - ii) rbGH
  - iii) Genetically modified (GM) crops
- 4) Food Planning, Purchase, and Preparation
  - a) Measure the importance of family meals in good nutrition
  - b) Apply appropriate health and nutrition guidelines for meal planning for individuals and families with differing needs.
    - i) Pregnancy
    - ii) Infants
    - iii) Toddlerhood
    - iv) Childhood
    - v) Adolescence
    - vi) Mature adults
    - vii) Seniors
  - c) Identify healthy food preparation techniques.
  - d) Use the Dietary Guidelines for Americans when making healthful food decisions at home and away from home.
    - i) 2015-2020 Dietary Guidelines
  - e) Create food resource management practices and tools for healthy food selection.

- i) NHANES 2005-2009 study
- ii) MyPlate
- iii) Daily Food Plans
- f) Evaluate the use of nutrition, ingredient, and processing information on food labels.
  - i) Nutrition Facts Panel
  - ii) Food composition table
- 5) Teaching Pedagogy, Learning, and Behavior Change
  - a) Create developmentally appropriate learning objectives.
  - b) Plan the elements of an effective teaching lesson.
    - i) Crosswalks
    - ii) Differentiated nutritional instruction
    - iii) Learning styles
    - iv) Assessment
    - v) Learning experiences
    - vi) Course content
    - vii) Pre-test activities
    - viii) Validity
    - ix) Reliability
  - c) Analyze evidence-based online nutrition and wellness learning resources.
    - i) Original sources
    - ii) Author credentials
    - iii) Publisher
    - iv) Verifiability
    - v) Currency
  - d) Incorporate health behavior change theories into nutrition and wellness education.
    - i) Prochaska's Stages of Change
    - ii) Health Belief Model
    - iii) Health literacy
  - e) Create nutrition and wellness methods and content for diverse learners from differing social and cultural backgrounds.
    - i) Food diary
    - ii) 24-hour food recall
    - iii) Nutrition education
    - iv) Religious beliefs
    - v) Class discussion
    - vi) Kinesthetic Learning