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%.

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

<table>
<thead>
<tr>
<th>Nutrition and Wellness Educator Assessment</th>
<th># of Items (of 120 total)</th>
<th>Weight (%)</th>
<th>Level 1 (40%)</th>
<th>Level 2 (30%)</th>
<th>Level 3 (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items by Domains, Competencies, and Complexity Levels</td>
<td></td>
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</tr>
<tr>
<td>Total Scored Items on Final Test Form</td>
<td>120</td>
<td>100%</td>
<td>48</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>1 Wellness &amp; Prevention</td>
<td>50</td>
<td>27%</td>
<td>20</td>
<td>15</td>
<td>15</td>
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<tr>
<td>1A Illustrate the meaning of wellness.</td>
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<tr>
<td>1B Correlate the physical, emotional, social, psychological, and spiritual influences of wellness with food choices.</td>
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<tr>
<td>1C Analyze the influences on individual/family food choices, economic, and nutrition and wellness across the lifespan.</td>
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<tr>
<td>1D Explain the role of nutrition in health promotion and diet-related chronic disease prevention.</td>
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<tr>
<td>1E Interpret how the Dietary Guidelines for Americans and Healthy People 2020 influence policy for government and non-government programs.</td>
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<td>1F Evaluate the key recommendations of the 2008 Physical Activity Guidelines for Americans.</td>
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<tr>
<td>1G Evaluate wellness and nutrition information in popular media.</td>
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<tr>
<td>2 Nutrition Principles</td>
<td>51</td>
<td>28%</td>
<td>21</td>
<td>15</td>
<td>15</td>
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<tr>
<td>2A Classify the different types of nutrient and non-nutrient components of food.</td>
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<tr>
<td>2B Analyze the functions of nutrient and non-nutrient components in food.</td>
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<tr>
<td>2C Characterize the food sources of nutrient and non-nutrient components.</td>
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<tr>
<td>2D Explain the process of food digestion and nutrient absorption.</td>
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<tr>
<td>2E Analyze the role of appropriate dietary supplementation.</td>
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<tr>
<td>2F Clarify how calories consumed and physical activity impact calorie balance and a healthy body weight.</td>
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<td>Nutrition and Wellness Educator Assessment</td>
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<td><strong>Total Scored Items on Final Test Form</strong></td>
<td>120</td>
<td>100%</td>
<td>48</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td><strong>3 Food Safety and Supply</strong></td>
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<tr>
<td>3A Illustrate proper food storage, handling, and sanitation procedures for food safety.</td>
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<td>3B Identify common food sensitivities.</td>
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<td>3C Assess the roles of local, state, and federal government agencies in keeping food safe.</td>
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<tr>
<td>3D Appraise the causes of foodborne illness and foods at risk.</td>
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<tr>
<td>3E Analyze the impact of food science and technology on meeting nutritional needs.</td>
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<td>3F Assess the roles of food processing, product development, and distribution in the food supply.</td>
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<tr>
<td><strong>4 Food Planning, Purchase, and Preparation</strong></td>
<td>37</td>
<td>20%</td>
<td>15</td>
<td>11</td>
<td>11</td>
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<tr>
<td>4A Measure the importance of family meals in good nutrition</td>
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<td>4B Apply appropriate health and nutrition guidelines for meal planning for individuals and families with differing needs.</td>
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<td>4C Identify healthy food preparation techniques.</td>
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<tr>
<td>4D Use the Dietary Guidelines for Americans when making healthful food decisions at home and away from home.</td>
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<tr>
<td>4E Create food resource management practices and tools for healthy food selection.</td>
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<tr>
<td><strong>5 Teaching Pedagogy, Learning, and Behavior Change</strong></td>
<td>28</td>
<td>15%</td>
<td>12</td>
<td>8</td>
<td>8</td>
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<tr>
<td>5A Create developmentally appropriate learning objectives.</td>
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<td>5B Plan the elements of an effective teaching lesson.</td>
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<td>5C Analyze evidence-based online nutrition and wellness learning resources.</td>
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<td>5D Incorporate health behavior change theories into nutrition and wellness education.</td>
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<td>5E Evaluate the effectiveness of nutrition and wellness education.</td>
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<tr>
<td>5F Create nutrition and wellness methods and content for diverse learners from differing social and cultural backgrounds.</td>
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</tbody>
</table>
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 momcystogenese
   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