

Illinois Certification Testing System

STUDY GUIDE

Family and Consumer
Sciences (172)



Illinois State Board of Education

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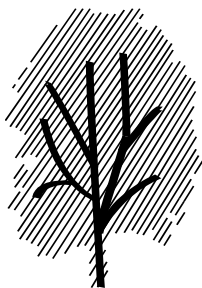
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

FAMILY AND CONSUMER SCIENCES TEST OBJECTIVES

- I. Integrative Nature of Family and Consumer Sciences
- II. Human Development
- III. Parenting, Family, and Interpersonal Relationships
- IV. Consumer and Resource Management
- V. Career and Educational Skills

SUBAREA I—INTEGRATIVE NATURE OF FAMILY AND CONSUMER SCIENCES

0001 Understand recurring situations encountered by families.

For example:

- Recognize the nutritional needs of individuals and families across the life span and the influence of various factors on nutritional requirements.
- Recognize the apparel and textile needs of individuals and families across the life span and the influence of various factors on those needs.
- Identify appropriate living environments for families in different circumstances.
- Recognize the significance of family relationships.
- Recognize the interrelationship of family and work.
- Recognize the importance of managing resources to meet needs.
- Identify alternative family strategies to resolve recurring situations.

0002 Understand creative and critical thinking skills as they relate to the family.

For example:

- Identify strategies to meet the basic needs of individuals and families.
- Identify principles, factors, and conditions related to the textile and apparel needs of individuals and families across the life span.
- Identify needs, goals, and resources for creating living environments.
- Recognize how foods meet nutrition and wellness needs of individuals and families across the life span.

0003 Understand the combination of factors contributing to personal and family wellness.

For example:

- Recognize the relationship among nutrition, health, and wellness.
- Identify the role of living environments in promoting physical and emotional well-being.
- Identify the role of apparel and textiles in promoting physical and emotional well-being.
- Identify the impact of relationships on personal and family wellness.
- Identify the contribution of resource management to personal and family wellness.

0004 Understand management processes as they relate to the individual and family.

For example:

- Identify management processes for individual and family resource utilization related to food, clothing, shelter, utilities, health care, recreation, and transportation.
- Identify housing alternatives in relation to individual and family needs and preferences and available resources.
- Identify nutritional, social, cultural, economic, sensory, and technological factors that affect food choices.
- Identify management processes used to meet the apparel and textile needs of the family.

0005 Understand the impact of external forces on the family.

For example:

- Identify the public policies that impact the structure and functions of the family.
- Identify processes and strategies that can be used to influence public policies.
- Identify public policies that affect consumers.
- Identify food label and packaging information and recognize the role of government agencies in regulating label information and additives in the food industry.

SUBAREA II—HUMAN DEVELOPMENT

0006 Understand principles and characteristics of physical, emotional, social, and cognitive growth and development in children.

For example:

- Recognize principles, stages, and characteristics of physical, emotional, social, and cognitive development during infancy and childhood, and the interrelationships of the developmental areas.
- Identify major child development theories and methods of studying children (e.g., case study, descriptive studies).
- Identify techniques for fostering physical, emotional, social, and cognitive development in children.
- Recognize the effects of biological, cultural, economic, and technological factors (e.g., heredity, environment) on physical, emotional, social, and cognitive development.
- Recognize physical and safety needs of children.

0007 Understand child care guidelines and services for infants, toddlers, preschool and school-age children.

For example:

- Recognize developmentally appropriate strategies for influencing children's development.
- Identify child care and safety guidelines for caregivers of children.
- Identify various child care options, criteria for evaluating child care programs, and characteristics of high-quality individual and institutional caregivers.
- Identify federal and state regulations relating to the provision of services to infants, toddlers, and school-age children (e.g., licensing requirements for childcare providers, rights of children with special needs).
- Recognize strategies for evaluating, selecting, creating, and modifying resources, services, and activities to address individual needs.

0008 Understand principles and characteristics of physical, emotional, social and cognitive growth and development throughout adolescence and adulthood.

For example:

- Recognize principles, stages, and characteristics of physical, emotional, social, and cognitive development during adolescence and adulthood, and the interrelationships of the developmental areas.
- Identify major life span theories (e.g., Maslow, Erikson).
- Recognize the effects of biological, cultural, economic, and technological factors (e.g., gender, ethnicity, relationships, life events, and work and employment) on adolescent and adult development.
- Recognize health issues and strategies for maintaining personal health and wellness.
- Identify resources to support adolescents and adults through life's developmental stages.

SUBAREA III—PARENTING, FAMILY, AND INTERPERSONAL RELATIONSHIPS

0009 Understand the characteristics and significance of families.

For example:

- Identify the significance of family and its effect on the well-being of individuals and society.
- Identify types of families and family structures (e.g., extended, single parent, dual career), roles and perspectives of family members, and the needs and functions of families.
- Identify societal, cultural, and economic conditions that affect families.
- Identify support systems, community resources, federal and state services, and public policies that provide support for families.
- Recognize the effects of family conflicts, crises, recurring situations, change, and transitions on personal and family life.
- Identify factors that influence a family's ability to manage conflicts, crises, recurring situations, change, and transitions.

0010 Understand the roles and responsibilities of parenting.

For example:

- Demonstrate an understanding of the responsibilities and consequences of sexual behavior.
- Identify life choices related to parenting (e.g., marriage, family planning) and factors that affect decisions about whether and when to have children.
- Recognize ways to prepare for the responsibilities of parenthood.
- Identify stages and physical changes that occur during pregnancy and childbirth and the effects of various factors (e.g., medical care, nutrition, environment) on prenatal, perinatal, and postnatal health.
- Identify parenting practices for maximizing the potential of children, guiding children's behavior, promoting responsible and independent behavior, and fostering positive self-concept.
- Recognize the effects of family and parenting roles and responsibilities on the well-being of individuals and society.
- Recognize societal and cultural factors that affect parenting.
- Identify factors and processes needed to build and maintain healthy families.
- Recognize skills and conditions needed to create an environment that encourages and respects the ideas, perspectives, and contributions of all group members in the family.

0011 Understand interpersonal relationships.

For example:

- Recognize the diverse perspectives, needs, and characteristics of individuals and their influence on interpersonal relationships.
- Recognize characteristics of positive and negative relationships and of dependent, independent, and interdependent relationships.
- Identify processes that promote the formation of respectful and caring interpersonal relationships in the family, workplace, and community.
- Recognize societal and cultural factors that affect interpersonal communication and relationships.
- Identify strategies for integrating the knowledge and interpersonal skills required for the effective performance of roles in the family, workplace, and community.

SUBAREA IV—CONSUMER AND RESOURCE MANAGEMENT

0012 Understand the management of personal and family resources.

For example:

- Identify individual and family resources (e.g., human, economic, environmental).
- Identify resource management skills to meet the goals of individuals and families across the life span.
- Recognize decision-making processes.
- Recognize the relationship of the environment to family and consumer resources.

0013 Understand consumer rights and responsibilities.

For example:

- Identify the role of consumers in the U.S. economy and the interrelationships between the economic system and consumer actions.
- Identify basic principles and components of the U.S. economic system (e.g., circular flow of the economy, role of government, supply and demand, free enterprise system, the business cycle).
- Recognize relationships among consumer income, spending, saving, and taxation.
- Identify consumer rights and responsibilities in various purchasing situations (e.g., service warranties and guarantees).
- Recognize the role of federal and state agencies, commissions, legislation, and advocacy groups in protecting consumers.
- Identify types and characteristics of consumer fraud and procedures for seeking redress.
- Identify techniques used in advertising and the influence of various types of advertising on consumers.

0014 Understand skills and procedures for managing personal and family finances.

For example:

- Identify factors involved in planning and maintaining a personal or family budget.
- Identify appropriate money management guidelines in various situations (e.g., comparison shopping, installment purchasing).
- Identify types of savings, investment, and retirement vehicles (e.g., IRAs, 401ks, certificates of deposit, money market funds), recognize risks and benefits associated with different savings and investment options, and identify appropriate strategies for achieving various financial goals.
- Recognize procedures and considerations involved in making major purchases (e.g., homes, automobiles) and in obtaining professional services (e.g., health care, legal services, repair services).
- Identify types of loans and credit, procedures for obtaining loans and credit, and factors that affect eligibility for loans and credit.
- Recognize types of risk management strategies and the appropriateness of choices made in various situations.

SUBAREA V—CAREER AND EDUCATIONAL SKILLS

0015 Understand the career development process and career options related to family and consumer sciences.

For example:

- Recognize how work relates to the needs and functions of the economy and society.
- Identify career development concepts, the relationship between work and learning, and the career planning process.
- Identify procedures for establishing achievable career goals (e.g., identifying personal strengths and weaknesses, matching interests and abilities).
- Recognize various types of career opportunities, factors to consider when evaluating career options, and resources and methods for exploring career opportunities (e.g., using current technologies, volunteering, shadowing, interning, networking).
- Recognize principles and techniques for writing resumes, completing applications, preparing for job interviews, applying for jobs, and following up after interviews.

0016 Understand career paths, requirements, behaviors, and responsibilities.

For example:

- Identify career paths, educational and training requirements, experience, skills, traits, and aptitudes necessary for occupations related to family and consumer sciences (e.g., early childhood education and services; food science and nutrition; lodging and hospitality services; family and human services; housing, interiors, and furnishings industries; textile and apparel design).
- Identify characteristics of entrepreneurs and examine the advantages and disadvantages of business ownership.
- Identify strategies for working effectively in teams and for managing stress and conflict in the workplace.
- Recognize rights and responsibilities of employment (e.g., protection from discrimination, ethical behavior, fulfilling performance expectations).
- Identify state and federal agencies (e.g., EEOC), laws (e.g., Americans with Disabilities Act), regulations, and policies that affect employment.

0017 Understand how to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student, community, and work needs; curriculum goals; and educational research.

For example:

- Identify trends in the professional family and consumer sciences, changing labor and career opportunities, post-secondary admission standards, and relevant Illinois Occupational Skill Standards to design and evaluate curriculum and instruction.
- Identify ways to integrate Family, Career and Community Leaders of America (FCCLA) activities, materials, and projects into the curriculum to promote student learning, leadership skills, and community involvement.
- Identify ways to develop collaborative partnerships with students, colleagues, community organizations, business and industry leaders, and families to maximize resources.
- Identify educational research findings to create safe learning environments and classroom activities that develop life and workplace skills.
- Identify principles of instruction and educational measurement to design appropriate assessment plans for students.
- Recognize the benefits of participating in professional organizations and apply techniques for developing a plan for continued personal and professional growth.

0018 Understand the process of reading and how to teach reading and study skills in the context of family and consumer sciences.

For example:

- Recognize the reading process as the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- Recognize literal and inferential comprehension of written materials related to family and consumer sciences and use critical reasoning skills to evaluate written material.
- Identify principles and techniques for planning instruction that integrate the language arts (reading, writing, listening, speaking) and encourage students to carry out research or inquiry using multiple resources, including electronic and technological resources.
- Recognize the role of subject-area vocabulary in developing reading comprehension and demonstrate how to provide opportunities for students to develop content-area vocabulary by recognizing connections and relationships among words, using context clues, and understanding the connotative and denotative meanings of words.
- Identify techniques for helping students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- Identify types and characteristics of family and consumer sciences reference works and materials, and evaluate the appropriateness of materials in terms of readability, content, reliability, format, freedom from bias, and other pertinent factors.

FAMILY AND CONSUMER SCIENCES PRACTICE TEST QUESTIONS

- When planning for the nutritional needs of school-age children, it is important to keep in mind that:
 - children tend to enjoy only a small variety of foods, so unfamiliar foods should be avoided until the children have more mature tastes.
 - children should not be placed on vegetarian diets, as they need to consume large amounts of protein each day.
 - many children do not consume all the nutrients they need at meals, so they need to supplement meals with nutritious snacks.
 - school-age children need to consume at least 2000 calories each day, as their bodies are growing rapidly.
- Which of the following best describes the principle behind an efficient wardrobe for the average adult?
 - having an adequate amount of comfortable clothing purchased at an affordable price
 - maintaining a versatile wardrobe that is appropriate for a number of occasions
 - procuring clothing that always reflects a positive self-image for career success
 - saving all clothes accumulated over time in order to be able to draw from them as needed
- A family with a four-year-old child has just added a new baby to the family. The family can best help the four-year-old adjust to the changes within the family environment by:
 - reminding the child that he or she is big now and is no longer a baby.
 - assuring the child that he or she will enjoy having a younger sibling when the baby gets older.
 - explaining to the child that a baby requires a lot of attention.
 - giving the child age-appropriate responsibilities for helping care for the baby.
- Which of the following would be the most appropriate floor covering choice for the main living space for a family with young children in which many members have allergies to dust and pollen?
 - wall-to-wall carpeting
 - ceramic tile
 - a room-size rug
 - hardwood

5. Ricardo, who is single, has been renting an apartment and has saved money to buy a home of his own. He researches and visits various types of dwellings, such as townhouses, single homes and duplexes. Which of the following is the best strategy to help him decide which type will best meet his needs with the money he can spend?
- A. choose the least expensive alternative
 - B. find out which possibility has the greatest availability
 - C. make a list of the advantages and disadvantages of the alternatives
 - D. ask a real estate agent to make the decision for him
6. Yesterday, during an unsolicited visit from a home improvement contractor, Chris signed a contract to have work done on his home. He has reconsidered that decision and wants to cancel the contract. In this situation, federal law ensures that Chris has the right to:
- A. defer execution of the contract until he has had two other contractors bid on the same work.
 - B. cancel the contract within three business days of signing it.
 - C. file a lawsuit against the contractor for unethical practices.
 - D. take the contractor to an arbitration hearing in an attempt to void the contract.
7. The cognitive development of a two-year-old child can best be promoted by ensuring that the child experiences:
- A. a wide variety of stimuli and environments.
 - B. consistent routines and a predictable environment.
 - C. directed lessons in fundamental skills such as reading and math.
 - D. plenty of time for solitary play with age-appropriate toys.
8. Katrina is a three-year-old girl who has been attending preschool for two weeks. For the past two days she has been crying when her mother drops her off and telling her teacher that she hates school and wants to go home. Which of the following strategies would be the most effective approach for the teacher to use to address this issue?
- A. Tell the mother to distract Katrina and leave while Katrina is busy so she will not notice her mother leaving.
 - B. Ask if another family member could drop Katrina off for a few days so they can determine if the mother's behavior or actions could be causing the anxiety.
 - C. Help the mother form a consistent morning routine for Katrina and leave at the same point in the routine every day while acknowledging Katrina's feelings.
 - D. Suggest that Katrina is not ready for preschool and should try again when she has developed more independence.

9. According to Eric Erikson's theory of eight life stages, each stage of personality development requires the individual to:
- A. relate to general characteristics of age groups so he or she will be able to reflect on his or her personality traits during a specific stage.
 - B. resolve a conflict that requires the individual to modify his or her personality and adjust to his or her social environments.
 - C. outline the developmentally appropriate goals for that stage, with formulas to help himself or herself achieve those goals.
 - D. provide a platform for understanding relative social environments and suggest ideas for changing those environments.

10. Which of the following best describes a way in which the family helps preserve a strong society?
- A. teaching its members the values and skills they need to get along with others
 - B. aiding in the formulation and enforcement of the laws people follow
 - C. providing emotional support for its members during periods of crisis
 - D. fulfilling each other's material and physical needs

11. Parents can best instill the value of honesty in their children by:
- A. consistently modeling honest behavior and rewarding children's honesty with increased trust and privileges.
 - B. frequently sharing with their children literature describing role models respected for manifesting positive values.
 - C. setting clear standards for good behavior through fair disciplinary practices and establishing an atmosphere of respect within the home.
 - D. allowing their children the freedom to discover for themselves the consequences of both honest and dishonest behaviors.

12. Theo complains to his friend, Helena, that she does not listen when he speaks to her, and he feels that she has no respect for his opinions. Helena is surprised by this accusation. Which of the following would be most important for Helena to do to change Theo's perception?
- A. Make eye contact with Theo when he speaks and respond specifically enough to demonstrate active listening.
 - B. Assure Theo that she is able to multitask and is capable of listening even when she is engaged in another task.
 - C. Make reference to comments and observations Theo has made in previous conversations as evidence of prior listening.
 - D. Periodically ask Theo as he is speaking if he perceives her as listening attentively at the moment.

13. A couple, both of whom work full-time, is expecting a baby in a month. Both of them feel that it is important for one of the parents to stay at home and care for the child until he or she begins attending school, even though it means losing about half their annual income. This situation best illustrates a tradeoff between:
- A. values and economic resources.
 - B. time and human resources.
 - C. knowledge and environmental resources.
 - D. time and economic resources.
14. Which of the following is a primary characteristic of the U.S. capitalistic economic system?
- A. government control of key resources to prevent monopolies
 - B. central planning by the government to coordinate production
 - C. tariffs on imports to limit competition from foreign businesses
 - D. private ownership of businesses for profit
15. An 18-year-old has saved money for the down payment on a new car and is most interested in a sports car. While the monthly car loan payments are affordable, this consumer must consider other related expenses involved before making a final decision. After the monthly loan payment, which of the following is likely to be the greatest regular expense that needs to be taken into account?
- A. taxes
 - B. maintenance costs
 - C. insurance premiums
 - D. registration fees
16. A high school senior is interested in finding out more about careers related to early childhood development. Which of the following would be the most effective way for the student to explore this interest?
- A. conduct a library research project on the operation of day-care centers
 - B. refer to a career guidebook for average salaries and employment forecasts in the field
 - C. volunteer in a kindergarten classroom once a week
 - D. arrange to shadow individuals with a variety of jobs associated with the field

17. An individual has been chosen to lead a self-directed team of employees of a large construction company in the completion of a project. Their objective is to design and build a model kitchen for the disabled to be exhibited at an upcoming home fair. Which of the following strategies used by the team leader will best help the employees work effectively as a team?
- A. Encourage competition among team members for overall efficiency.
 - B. Have a meeting at the project's completion to evaluate the team's success at meeting the goals.
 - C. Assign specific daily tasks to be completed by team members.
 - D. Schedule frequent meetings with the entire team to discuss progress and brainstorm solutions to problems.
18. Which of the following is a basic responsibility employees have to their employers?
- A. showing up for work regularly and on time
 - B. making sure the company maintains a target minimum profit margin
 - C. correcting unsafe workplace conditions
 - D. staying silent in the event of a regulatory agency investigation
19. Which of the following is the first step a family and consumer sciences teacher should take to make community contacts to help enhance the program?
- A. Have the students visit local businesses to ask for donations of time, money, or supplies.
 - B. Encourage each student to invite family members into the classroom to share their own experiences.
 - C. When out in the community, mention the courses being taught and encourage people to volunteer in the classroom.
 - D. Make a list of individuals and organizations that match the courses being taught and call to schedule guest speakers.
20. An individual is conducting research on the effectiveness of a newly introduced personal care product. Which of the following sources would likely provide the most reliable and unbiased information about the product's effectiveness?
- A. a report from an independent consumer product testing lab
 - B. a testimonial from a person who has already tried the product
 - C. the Web site of the product's manufacturer
 - D. an article in an advertiser-supported magazine

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand recurring situations encountered by families.
2.	B	Understand creative and critical thinking skills as they relate to the family.
3.	D	Understand the combination of factors contributing to personal and family wellness.
4.	D	Understand the combination of factors contributing to personal and family wellness.
5.	C	Understand management processes as they relate to the individual and family.
6.	B	Understand the impact of external forces on the family.
7.	A	Understand principles and characteristics of physical, emotional, social, and cognitive growth and development in children.
8.	C	Understand child care guidelines and services for infants, toddlers, preschool and school-age children.
9.	B	Understand principles and characteristics of physical, emotional, social and cognitive growth and development throughout adolescence and adulthood.
10.	A	Understand the characteristics and significance of families.
11.	A	Understand the roles and responsibilities of parenting.
12.	A	Understand interpersonal relationships.
13.	A	Understand the management of personal and family resources.
14.	D	Understand consumer rights and responsibilities.
15.	C	Understand skills and procedures for managing personal and family finances.
16.	D	Understand the career development process and career options related to family and consumer sciences.
17.	D	Understand career paths, requirements, behaviors, and responsibilities.
18.	A	Understand career paths, requirements, behaviors, and responsibilities.
19.	D	Understand how to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student, community, and work needs; curriculum goals; and educational research.
20.	A	Understand the process of reading and how to teach reading and study skills in the context of family and consumer sciences.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

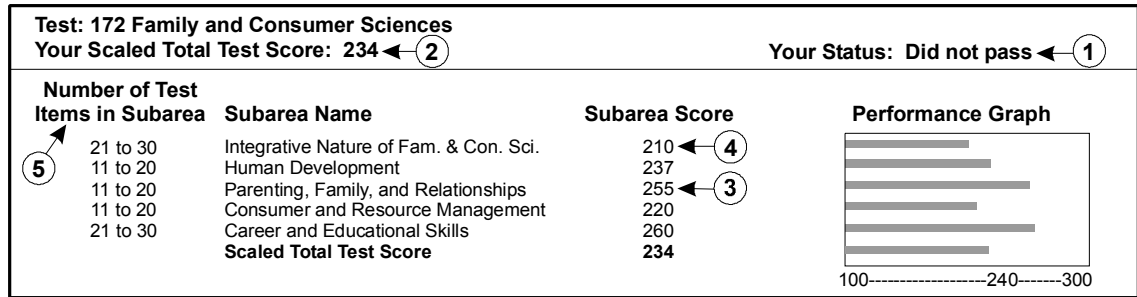
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Family and Consumer Sciences test score report is provided below.



According to the above sample, the examinee did not pass the Family and Consumer Sciences test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Parenting, Family, and Interpersonal Relationships section ③ of the test than on the Integrative Nature of Family and Consumer Sciences section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.