

Illinois Certification Testing System

STUDY GUIDE

Health Careers (173)



Illinois State Board of Education

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois

TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS CERTIFICATION TESTING SYSTEM

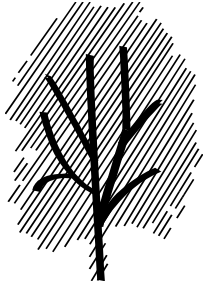
PROGRAM OVERVIEW	1-1
For Further Information	1-2
Description of the Tests	1-3
Test Administration	1-4
Score Reports	1-4
HOW TO PREPARE FOR THE TEST	1-5
Assess Your Knowledge and Test Skills	1-5
Practice Your Test-Taking Skills	1-5
THE DAY OF THE TEST: HELPFUL HINTS	1-5
Preparation	1-5
Test-Taking Tips	1-5
TEST DIRECTIONS	1-7

FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
Test Subareas and Objectives	2-1
Practice Test Questions	2-2
TEST OBJECTIVES	2-3
PRACTICE TEST QUESTIONS	2-11
ANSWER KEY	2-18
EXPLANATION OF THE TEST SCORE REPORT	2-19
Overview	2-19
Reading Your Report: A Sample	2-20

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

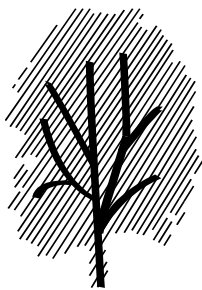
Copyright © 2006 by the Illinois State Board of Education
NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



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.

HEALTH CAREERS TEST OBJECTIVES

- I. Health Concepts, Issues, and Skills
- II. Human Biology, Growth and Development, and Interpersonal Relationships
- III. Health Maintenance and Disease Prevention
- IV. Patient Care, Safety Precautions, and Health-Related Information
- V. Career and Educational Skills

SUBAREA I—HEALTH CONCEPTS, ISSUES, AND SKILLS

0001 Understand important health concepts and issues.

For example:

- Demonstrate knowledge of concepts of wellness and illness and basic health-maintenance practices.
- Analyze how family, peers, and community influence the health of individuals.
- Recognize how environmental factors influence the health of the community.
- Analyze how public health policies, safety legislation, government regulations, socioeconomic factors, research, and medical advances influence health promotion and disease prevention.
- Recognize the structure and operation of the modern health-care industry (e.g., systems of reimbursement, health-care plans, organizational hierarchy).
- Analyze issues involving access to and availability of health care.
- Analyze ethical issues related to health care (e.g., Health Insurance Portability and Accountability Act [HIPAA], consumer rights, genetics).

0002 Understand the use of goal-setting, problem-solving, and decision-making skills in developing, implementing, and evaluating health and wellness plans.

For example:

- Recognize principles and techniques for goal setting, problem solving, and decision making in relation to personal and family health and wellness.
- Apply procedures for creating, implementing, and maintaining a plan to attain health and wellness goals and lifelong fitness and health.
- Analyze health concerns that require collaborative decision making.
- Evaluate the immediate and long-term effects of health-related decisions and activities.
- Apply methods for evaluating progress toward achievement of health goals.

0003 Understand the development and use of risk-assessment skills in relation to individual and family health.

For example:

- Apply strategies that promote self-assessment of behavioral risk factors.
- Recognize the impact of biological, environmental, cultural, socio-economic, and technological factors on health and wellness.
- Recognize principles and techniques for reducing personal risk factors (e.g., cessation of smoking, stress management).
- Analyze consequences of risky behaviors throughout the life cycle and strategies for reducing risky behaviors.
- Apply strategies for making health-related decisions based on the assessment of the risks and benefits associated with various choices.

0004 Understand the development and use of health advocacy and communication skills.

For example:

- Utilize effective oral and written communication.
- Apply basic math and measurement skills in health-related situations.
- Demonstrate the ability to use oral, written, graphic, and technological media to convey ideas and research findings about health-related issues.
- Demonstrate the ability to adapt health information and communication techniques to a particular audience.
- Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- Recognize techniques for working cooperatively with others when advocating for healthy communities.

SUBAREA II—HUMAN BIOLOGY, GROWTH AND DEVELOPMENT, AND INTERPERSONAL RELATIONSHIPS

0005 Understand the functions and interrelationships of the human body systems.

For example:

- Recognize characteristics and functions of the skeletal, muscular, circulatory, respiratory, cardiovascular, nervous, endocrine, digestive, reproductive, and immune systems.
- Analyze the relationships among the body systems.
- Recognize basic medical and scientific terms, abbreviations, and symbols.

0006 Understand human growth and development.

For example:

- Recognize characteristics and stages of human physical, cognitive, emotional, and social growth and development throughout the life span.
- Recognize characteristics and processes associated with aging.
- Analyze the effects of various factors (e.g., biological, lifestyle) on human growth and development.
- Recognize the interrelationships of mental, emotional, social, spiritual, cultural, and physical health throughout the life span.

0007 Understand factors that affect relationships within families.

For example:

- Identify characteristics of family structures (e.g., diverse, traditional).
- Analyze ways in which families accommodate and care for family members in various stages of life.
- Recognize strategies for communicating effectively with family members.
- Identify strategies that promote healthy family relationships.
- Demonstrate understanding of parenting skills and responsibilities.

0008 Understand the value of diversity and healthy interpersonal relationships.

For example:

- Demonstrate knowledge of the nature and dynamics of healthy interpersonal relationships.
- Recognize healthy ways to express needs, wants, and feelings.
- Analyze how cultural diversity enriches and challenges health behaviors.
- Apply strategies for developing friendships and cooperative relationships.
- Recognize ways to promote respect and tolerance for diverse cultures and lifestyles (e.g., participation in group activities with individuals from diverse backgrounds).
- Recognize rights and responsibilities of employment (e.g., protection from discrimination, ethical behavior, confidentiality, fulfilling performance expectations).

0009 Understand types of conflict and conflict resolution strategies.

For example:

- Analyze possible causes of conflicts in schools, families, and communities.
- Recognize principles and techniques associated with conflict resolution strategies (e.g., refusal, negotiation, collaboration).
- Apply principles and skills for self-protection from potentially harmful situations.
- Apply strategies for solving interpersonal conflicts in a positive manner (e.g., communicating care, consideration, respect for others).
- Demonstrate knowledge of strategies for working effectively in teams and for managing stress and conflict in the workplace.

SUBAREA III—HEALTH MAINTENANCE AND DISEASE PREVENTION

0010 Understand types of disease and the role of disease prevention in the promotion of personal health.

For example:

- Demonstrate knowledge of types and causes of communicable diseases and principles and techniques for preventing their transmission (e.g., immunizations, sexually transmitted diseases prevention, preventative health practices).
- Recognize types, causes, characteristics, and methods of detecting and treating noncommunicable diseases, hereditary diseases, chronic diseases, disabilities, and terminal illnesses.
- Analyze relationships among individuals, the environment, and disease.
- Recognize how primary and secondary prevention activities promote health.
- Recognize the role of the body's natural defense mechanisms and genetic factors in preventing or causing disease.

0011 Understand the role of nutrition in the promotion of health and wellness.

For example:

- Recognize nutritional requirements throughout the life span.
- Recognize the nature, importance, and sources of various nutrients (e.g., carbohydrates, vitamins, water, electrolytes).
- Demonstrate knowledge of principles and practices for proper food preparation and safe handling and storage techniques.
- Analyze the relationship between nutrition and the prevention of disease.
- Demonstrate understanding of issues related to eating patterns, body composition, and weight management (e.g., principles of weight control).
- Analyze health problems involving nutrition.

0012 Understand the role of physical fitness in the promotion of health and wellness.

For example:

- Recognize how health-related physical fitness contributes to lifelong health and wellness.
- Recognize basic components of physical fitness (e.g., strength, endurance, flexibility) and apply principles of conditioning and training (e.g., overload, specificity).
- Demonstrate understanding of the need for rest, relaxation, and sleep in promoting physical fitness and health.
- Analyze the short- and long-term effects of physical activity on the cardiorespiratory, muscular, skeletal, nervous, and endocrine systems.
- Recognize potential health risks and injury prevention techniques associated with physical activity and exercise (e.g., using warm-up and cool-down exercises).

0013 Understand the natures of mental and emotional health and their relationship to personal health.

For example:

- Recognize factors that affect mental and emotional health.
- Recognize signs and symptoms of stress and apply techniques for managing stress.
- Recognize types, causes, and treatments of mental and emotional illnesses (e.g., depression, bulimia).
- Recognize the nature and effects of social and cognitive pathologies (e.g., violence, sexual and substance abuse, autism, and ADD/ADHD).
- Identify appropriate interventions that deal with mental and emotional problems.
- Recognize the impact of social pathologies on community and societal health (e.g., economic and social costs).

SUBAREA IV—PATIENT CARE, SAFETY PRECAUTIONS, AND HEALTH-RELATED INFORMATION

0014 Understand issues and procedures involved in the promotion of safety and accident prevention.

For example:

- Recognize common causes and effects of accidents.
- Apply procedures for reporting and reacting to fires, accidents, and natural disasters.
- Demonstrate knowledge of basic safety precautions and survival techniques for adverse environmental situations or threatening situations.
- Recognize methods for preventing accidents and standards for promoting safety (e.g., OSHA standards).
- Demonstrate knowledge of principles and techniques for developing injury prevention and management strategies for personal, family, and community health.

0015 Understand procedures used to provide care in emergency medical situations.

For example:

- Demonstrate knowledge of fundamental patient care procedures (e.g., assessing the situation; checking for an airway, breathing, circulation, signs of shock).
- Recognize precautionary standards and procedures for protecting the safety of caregivers in emergency situations (e.g., wearing gloves, avoiding contact with body fluids).
- Recognize steps and precautions to take in a medical emergency (e.g., CPR, basic first aid).

0016 Understand consumer choices in relation to health-related practices, information, services, and products.

For example:

- Identify appropriate sources of health-related information (e.g., libraries, health agencies, Web sites).
- Apply strategies for evaluating the validity and reliability of health practices, information, products, and services, and identify those not founded on sound scientific research.
- Recognize the roles of various health agencies (e.g., American Cancer Society, American Medical Association, Centers for Disease Control and Prevention, local clinics) in providing information and services.
- Apply consumer principles and strategies in evaluating and making health-related purchases.
- Analyze factors that influence personal selection of health products and services (e.g., culture, socioeconomic status).

0017 Understand the influence of media and technology on personal, family, and community health.

For example:

- Recognize common advertising techniques used to promote health products and services and skills for critically analyzing health-related claims and messages.
- Analyze the effects of the media on personal, family, and community attitudes toward health-related issues (e.g., body image, self-perception).
- Analyze the impact of technology on personal, family, and community health.
- Analyze how information from the community influences health (e.g., population density and health issues, using community forums for health promotion).

0018 Understand methods of selecting, accessing, and managing health care.

For example:

- Recognize characteristics, comparative costs, and accessibility factors related to various health-care delivery models.
- Analyze the roles of local, state, federal, and international agencies in providing health services and protecting and informing consumers.
- Recognize appropriate health-care resources for meeting specific health or medical needs.
- Demonstrate knowledge of the rights and responsibilities of individuals within health-care systems.
- Recognize methods for and benefits of creating and maintaining active partnerships with health-care providers and agencies (e.g., traditional and nontraditional health-care providers, HMO, Preferred Provider Organizations (PPO), Medicare/Medicaid).

SUBAREA V—CAREER AND EDUCATIONAL SKILLS

0019 Understand the career development process and career options related to health care.

For example:

- Demonstrate knowledge of career development concepts, the relationship between work and learning, and the career planning process.
- Recognize the impact of history and trends in the health-care industry (e.g., supply and demand of health-care workers).
- Apply procedures for establishing achievable career goals (e.g., identifying personal strengths and weaknesses, matching interests and abilities).
- Utilize resources and methods for exploring health 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.

0020 Understand career paths, requirements, behaviors, and responsibilities.

For example:

- Demonstrate knowledge of career paths, educational and training requirements, experience, skills, traits, and aptitudes necessary for health careers (e.g., clinical laboratory science, biotechnology, medical office, nursing, occupational and physical therapy, surgical technology).
- Recognize standards and required levels of training and education for obtaining a license, certificate, and registration in various health careers.
- Demonstrate knowledge of career ladders and occupational restrictions within health careers.
- Demonstrate an understanding of state and federal agencies (e.g., EEOC), laws (e.g., Americans with Disabilities Act), regulations, and policies that affect employment.

0021 Understand how to plan, deliver, and evaluate instruction based upon: knowledge of subject matter in the field; student, community, and health careers; curriculum goals; and educational research.

For example:

- Use information about student and community socioeconomic characteristics, changing labor and career opportunities, postsecondary admission standards, and relevant Illinois Occupational Skill Standards to design and evaluate health careers curriculum and instruction.
- Identify ways to integrate student organization activities, materials, and projects into the curriculum to promote student learning, career and leadership skills, and community involvement.
- Demonstrate knowledge of how to develop collaborative partnerships with students, colleagues, community organizations, business and industry leaders, and families to maximize resources.
- Identify and use educational research findings to create safe learning environments.
- Apply principles of instruction and educational measurement to design appropriate formal and informal assessment plans for students and to assess student progress.
- Recognize the benefits of participating in professional organizations.
- Develop a plan for continued professional growth (e.g., workshops, seminars, coursework in pedagogical and related subject matter).

0022 Understand the process of reading and how to teach reading and study skills in the context of health careers education.

For example:

- Recognize how the reading process is affected by the reader's background knowledge and experiences, the text information, and the reading purpose.
- Demonstrate literal and inferential comprehension of written materials related to health careers education and use critical reasoning skills to evaluate written material.
- Apply principles and techniques for planning instruction that integrates the language arts (reading, writing, listening, speaking) and encourages 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 meaning of words.
- Apply 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 health careers educational materials, and evaluate the appropriateness of materials in terms of readability, content, accuracy, format, freedom from bias, and other pertinent factors.

HEALTH CAREERS PRACTICE TEST QUESTIONS

1. In which of the following ways did the passage of the Omnibus Budget Reconciliation Act of 1987 affect the staffing of long-term health-care facilities?
 - A. by requiring training and competency evaluation for all nursing and geriatric assistants
 - B. by increasing the number of patients that could be assigned to each health-care worker
 - C. by requiring that all routine patient care be provided by registered nurses
 - D. by prohibiting the refusal of services based on a patient's inability to pay fully for them
2. In developing a fitness plan, it is most important to consider which of the following questions?
 - A. Is the plan consistent with national health objectives?
 - B. Does the plan address each component of fitness adequately?
 - C. Will the fitness plan still be appropriate in five years?
 - D. Does the plan extend the range of athletic skills of the individual using it?
3. In deciding whether a procedure involving a patient calls for the use of disposable gloves, which of the following questions should a health-care worker ask?
 - A. What are the chances that normal flora would be transferred between the patient and myself?
 - B. Could this procedure bring me in contact with bodily fluids or non-intact skin?
 - C. Will I be interacting with more than one patient while I am performing this task?
 - D. Is this patient infected with a contagious disease?
4. A particular medication should be stored between 18° and 26° Celsius. Which of the following is another way of conveying this information to a patient?
 - A. "Store at room temperature."
 - B. "Keep this medication refrigerated."
 - C. "This medicine should be kept frozen."
 - D. "Keep this medication at body temperature."

5. The kidneys and circulatory system work together to perform which of the following functions?
- A. removing wastes from the blood
 - B. initiating the stress response
 - C. controlling the body's temperature
 - D. regulating blood flow to organs
6. Which of the following behaviors is typical of normal social development for children between the ages of eight and ten?
- A. preference for social interaction with a single, close friend
 - B. resistance to rules and standards of behavior in peer groups
 - C. parallel play that does not require social interchange
 - D. increased small-group interaction with members of their own sex
7. A nurse assistant observes that an elderly hospital patient has a close relationship with her adult daughter, who is accustomed to providing physical care for her mother. The nurse assistant should permit the daughter's involvement in the personal care of her mother during hospitalization because:
- A. it will reduce the workload on patient-care staff and conserve human resources for use where they are most needed.
 - B. it will help the daughter to achieve a sense of purpose, thereby promoting her mother's well-being.
 - C. it will support the patient's social and emotional health to have her family's participation in her care respected and accepted.
 - D. it will encourage the patient to feel more secure about the care she will receive on her release from the hospital.

8. Gloria is frustrated that her colleague, Anthony, used some of her medical equipment and didn't put it away. In trying to change the situation, Gloria begins with the words, "I would like . . ." This strategy for communicating with Anthony is likely to be effective because it:
- A. gets Anthony's attention without indicating the subject to be addressed.
 - B. focuses on expressing Gloria's needs rather than exposing Anthony's deficiencies.
 - C. allows Anthony to fix the problem without accepting responsibility for his actions.
 - D. demonstrates Gloria's frustration while allowing her to remain in control.
9. A health-care worker is required to assist a patient on a daily basis whom the worker finds to be very difficult. The patient frequently criticizes the appearance of the worker and makes rude personal comments. Which of the following actions should the health-care worker take in this situation?
- A. Report the problem to a supervisor and ignore or deflect the unwelcome personal comments.
 - B. Perform procedures when the patient is asleep to avoid interacting.
 - C. Have the patient transferred to another worker's care.
 - D. Ask the patient whether it is necessary to harass her every day when she comes to work.
10. In which of the following ways does smoking contribute to the development of cardiovascular disease?
- A. Smoke inhalation alters the composition of hemoglobin in ways that reduce blood pressure.
 - B. Nicotine contracts the blood vessels and causes the release of hormones that raise blood pressure.
 - C. Smoke inhalation introduces toxins into the blood that decrease the rate of blood flow.
 - D. Nicotine causes a reaction that stimulates an increase in the production of white blood cells.
11. Sergio is a busy executive who eats in restaurants frequently and is overweight. His family has a history of cardiovascular disease. Which of the following strategies would be most appropriate for a health-care professional to recommend to Sergio to reduce his risk of heart disease?
- A. Avoid cooked foods; select raw foods instead.
 - B. Select foods that are high in protein.
 - C. Avoid fried foods; select baked or broiled foods instead.
 - D. Select foods that are low in sodium.

12. A number of aging adults are participating in a resistance training program. This program is most likely to help these participants maintain health and fitness by:
- A. decreasing flexibility and range of motion.
 - B. slowing immune response to infection.
 - C. decreasing mental stimulation that supports cognitive processes.
 - D. slowing the decrease in lean body mass associated with aging.
13. In which of the following situations is it most important to call emergency medical services immediately?
- A. A child has been exposed to poison.
 - B. Smoke is observed coming from a dumpster.
 - C. An accident victim is unconscious.
 - D. An individual is suffering from a high fever.
14. Michael is preparing to administer emergency care to an unconscious victim. He has sent someone for help and has determined that the victim is not breathing. When Michael attempts to administer two rescue breaths, he finds that the victim's airway is obstructed. Which of the following steps should Michael take *next*?
- A. Attempt to administer the rescue breaths more forcefully.
 - B. Perform an abdominal thrust and then attempt the rescue breaths again.
 - C. Reattempt to open the airway by tilting the victim's head further back and then attempt the rescue breaths again.
 - D. Give a series of chest compressions and then attempt the rescue breaths again.

15. Use the advertisement below to answer the question that follows.

A WHOLE NEW YOU
THE SAFE, FAST, FLEXIBLE WAY TO LOSE WEIGHT

Our program provides:

- An exercise video with cardiovascular and fat-burning workouts for you to do in the privacy of your own home (7 levels).
- A month's supply of our unique dietary supplement that helps you meet your nutritional needs and reduces your appetite (easy online reordering, discounts on first order).
- Software to help you connect with others pursuing similar weight loss goals.
- A dietary plan that allows you to eat the foods you like in moderation.

Our program is so effective that we are willing to refund your \$229 if you haven't lost weight after 60 days.

Which of the following characteristics of this advertisement is the best indicator that the product provides an unsound approach to long-term weight management?

- A. its reliance on a dietary supplement for its effectiveness
- B. its reliance on electronic communication for the creation of social supports for weight loss
- C. its use of a video program to deliver an exercise routine
- D. its approach to diet, which permits some unhealthy foods in moderation

16. A previously unknown communicable disease suddenly appears in one city. Which of the following ways best describes a way that advanced technology increases the chances of controlling the spread of the disease?
- A. by allowing scientists a means of studying the disease without risk of contracting it themselves
 - B. through providing a means of rapid dissemination of information about the disease and how to identify it
 - C. by enabling health officials to rapidly shut down routes in and out of the city
 - D. through creating an effective means of electronic monitoring of patients under quarantine
17. When a patient wishes to leave the hospital against medical advice, it is a health-care worker's responsibility to:
- A. record vital signs and get the patient to sign a form acknowledging that the release is not medically recommended.
 - B. restrain the patient until hospital administrators can ensure that the individual has a safe means of getting home.
 - C. delay the patient until a doctor can talk to the patient about the patient's desire to be released.
 - D. contact the patient's family members in the hopes that they will be able to dissuade the patient from leaving.
18. Shaun has a bachelor's degree with coursework in life and social sciences as well as in math. He particularly enjoys statistical analysis. Which of the following health-related job opportunities would be most appropriate for Shaun to pursue?
- A. laboratory assistant
 - B. medical technician
 - C. pathologist
 - D. epidemiologist

19. A teacher has been administering the same pretest each September for five years. The test scores have been consistent across all five years and across the individual classes within each year and generally follow a normal distribution. However, the test has not been useful in predicting the performance of individual students. Which of the following is most likely to account for this problem?
- A. The test is not measuring what it was intended to measure.
 - B. The test has a number of inaccurate questions.
 - C. The test is too difficult for its intended purpose.
 - D. Students' performance improves over the course of the year.
20. A teacher of a health careers course wants to improve her students' ability to discern essential information from less important information in their reading assignments. Which of the following would be the most effective means of achieving this goal?
- A. having students create a vocabulary list for each assignment
 - B. helping students create a graphic organizer for each assignment
 - C. having students rewrite each assignment
 - D. providing notes after students have completed each assignment

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.	A	Understand important health concepts and issues.
2.	B	Understand the use of goal-setting, problem-solving, and decision-making skills in developing, implementing, and evaluating health and wellness plans.
3.	B	Understand the development and use of risk-assessment skills in relation to individual and family health.
4.	A	Understand the development and use of health advocacy and communication skills.
5.	A	Understand the functions and interrelationships of the human body systems.
6.	D	Understand human growth and development.
7.	C	Understand factors that affect relationships within families.
8.	B	Understand the value of diversity and healthy interpersonal relationships.
9.	A	Understand types of conflict and conflict resolution strategies.
10.	B	Understand types of disease and the role of disease prevention in the promotion of personal health.
11.	C	Understand the role of nutrition in the promotion of health and wellness.
12.	D	Understand the role of physical fitness in the promotion of health and wellness.
13.	C	Understand issues and procedures involved in the promotion of safety and accident prevention.
14.	C	Understand procedures used to provide care in emergency medical situations.
15.	A	Understand consumer choices in relation to health-related practices, information, services, and products.
16.	B	Understand the influence of media and technology on personal, family, and community health.
17.	A	Understand methods of selecting, accessing, and managing health care.
18.	D	Understand the career development process and career options related to health care.
19.	A	Understand how to plan, deliver, and evaluate instruction based upon: knowledge of subject matter in the field; student, community, and health careers; curriculum goals; and educational research.
20.	B	Understand the process of reading and how to teach reading and study skills in the context of health careers education.

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

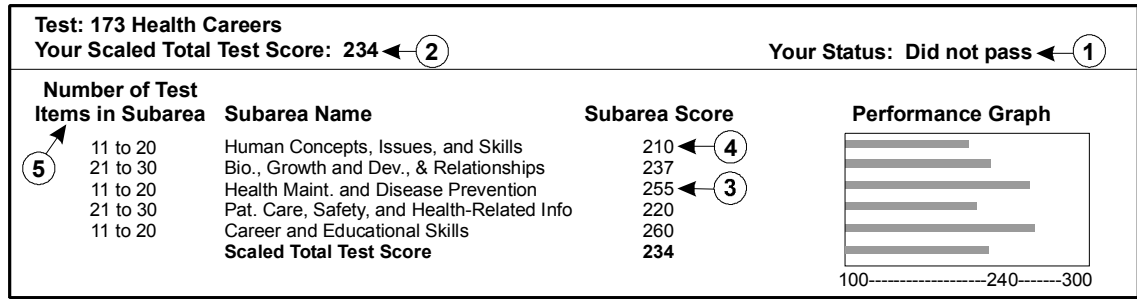
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test 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 Health Careers test score report is provided below.



According to the above sample, the examinee did not pass the Health Careers 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 Health Maintenance and Disease Prevention section ③ of the test than on the Human Concepts, Issues, and Skills 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.