1999–2000 CATS ASSESSMENT
Open-Response Item Scoring Worksheet

Grade 10 – Reading
Type of Passage: Practical/Workplace

The **academic expectation** addressed by the open-response item "How to Read the New Food Labels" is

1.2 Students make sense of a variety of materials they read.

The **core content** addressed by this item includes:

RD-H-4.0.9 Apply the information contained in practical/workplace materials.

How to Read the New Food Labels

The new food labels provide different kinds of information to consumers about a food's contents.

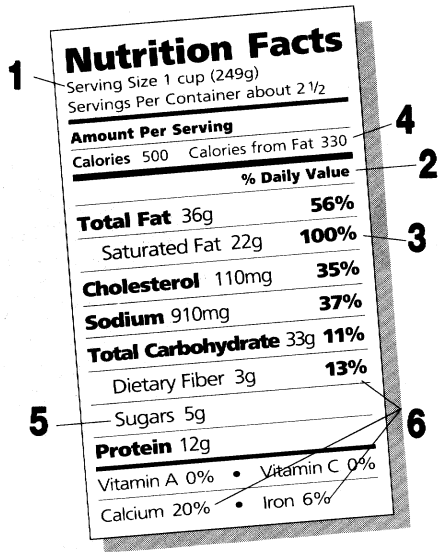
a. Discuss the kinds of information the new food labels provide.

b. Explain **two** ways these kinds of information can help an individual have a more healthy diet.

READING PASSAGE
Grade 10 Reading

Last year the government mandated that food manufacturers accurately represent the nutrition information on the labels of their products as well as display the Food and Drug Administration's guidelines for healthy daily eating. Read the following information from the Nutrition Action Healthletter *to answer the questions that follow.*

How to Read the New Food Labels



1 Always check the **Serving Size** first. It may be a bore, but if you eat less or more than what's listed, you'll have to adjust the other numbers accordingly. Bonus: Serving sizes on the new labels are more consistent and realistic than they used to be.

2 **% Daily Value** tells you how much of a day's worth of fat, sodium, etc., the food provides. For example, this food's 36 grams of fat use up **56** percent of your daily fat limit, or "Daily Value" (DV).

But don't assume that a food has to have 40 or 50 percent of the DV for fat (or whatever) to be high. People eat 15 to 20 foods a day. Our advice: If a food has 20 percent or more of the DV, it's "high" in that nutrient. "Low" means no more than five percent.

3 Check the **% Daily Value** for **Saturated Fat.** It's the nutrient that causes the most damage to health. Just keep in mind that cholesterol-raising trans fat isn't counted as saturated fat (it's only included in **Total Fat**). So if the food contains partially hydrogenated oils, the label underestimates how much it will raise your cholesterol.

4 **Calories from Fat** helps you see how fatty a food is. For example, 330 out of 500—or 66 percent—of this food's calories come from fat. Yuk!

5 The FDA refused to set a DV for added **sugars** because health authorities haven't set a limit on how much we should eat.

Unfortunately, the "sugars" number isn't very precise. It includes naturally occurring fruit and milk sugars. And it omits some of the longer-chain sugars that comprise up to two-thirds of some corn syrups.

6 For the first time, you can compare the "% Daily Value" for "good" nutrients **(Vitamins A** and **C**, **Calcium, Iron,** and **Dietary Fiber)** with the "% Daily Value" for "bad" nutrients (fat, sodium, etc.). With the "good guys" ranging from 0 to 20 percent of the DV and the "bad guys" ranging from 35 to 100 percent, this one's a loser.

You should use the information on labels to choose foods that will promote your health. The typical American diet is high in fat, saturated fat, cholesterol, and sodium. Such a diet greatly increases the risk of numerous diseases, including heart disease, stroke, diabetes, and some cancers. Try to keep your intake of fat below 20% of daily calories (that's about 40-50 grams) and less than 2,000 mg of sodium each day.

"How to Read the New Food Labels."
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SCORING GUIDE
Grade 10 Reading

Score	Description
4	Response provides a thorough discussion of the kinds of information provided in the new food labels. Explanation includes a direct connection between the information provided and **two** valid ways the information can help an individual have a healthier diet. Explanation reflects a clear understanding of why the information provided is important to consider for one's health.
3	Response provides a discussion of the kinds of information provided in the new food labels. Explanation includes a direct connection between the information provided and **two** valid ways the information can help an individual have a healthier diet.
2	Response provides information from the new food labels (e.g., individual serving sizes, fat, calories, vitamins A and C, fiber) and some discussion as to how this information can help to improve a person's diet.
1	Response lists food label information and/or addresses diet in a minimal way.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Examples

Kinds of Information:

- serving size
- percent (%) of daily recommended amount of fat, sodium, cholesterol, etc. per individual
- calories
- calories from fat
- sugar content
- nutrients (vitamins A & C, calcium, iron, and dietary fiber)

Ways information can help improve diet:

- Regulate intake amount.
- Assure daily intake of recommended amounts of daily values/nutrients.
- Limit overconsumption of daily values/nutrients.
- Limit/increase calorie intake**.**
- Limit type of fat intake.
- Keep consumer aware of health.
- Make personal decisions about sugar intake.
- Improve awareness of diet/health.
- Others as textually supported.
- Limit fat intake.

ANNOTATED STUDENT RESPONSE
Grade 10 Reading

Sample 4-Point Response of Student Work

Student Response

a. The new food labels can simply be described as wonderful. They shed light on not only good things but bad things that people need to stay away from in their daily diet. The food labels basically describe how much of this particular kind of food provides certain amounts of one's daily value of substances like fats, sodium, sugars, and vitamins. It also shows how much of some things like dietary fibers and cholesterol it has in it. These amounts are measured in one serving of the product which is also shown on the label. Now people can even compare amounts of "bad" nutrients to amounts of "good" nutrients the product has. These labels really bring out the truth in some foods. They show information people need to know and should always watch out for.

b. I believe health and a healthy diet is very important. It pains me to see however that some don't. I'm lucky in that I have such a high metabolism that I can eat things and burn them off in many activities in which I participate. However, some aren't so lucky, and they should be watching what they eat. These labels let those with conditions like diabetes and heart complications know that some foods can be dangerous.

← Student thoroughly discusses the kinds of information provided on the new food labels (i.e., the "daily value" of different substances, the amount of different substances, and serving sizes).

← Student explains one way the information can help an individual have a healthier diet (i.e., it can warn those with particular medical conditions that some foods "can be dangerous").

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ANNOTATED STUDENT RESPONSE
Grade 10 Reading

They lead these people to more of a healthy lifestyle that they should have. Nutrition labels also warn those trying to lose weight or stay healthy which foods to stay away from. However, these labels could also help one decide to buy a certain product that shows it's low in some bad nutrients and higher in other important areas. These labels are important and helpful, and I hope they continue in helping to keep people healthy.

← Student explains a second way the information can help an individual have a healthier diet (i.e., it can warn dieters "which foods to stay away from").

← Student explains another way the information can help an individual have a healthier diet (i.e., it can help consumers decide to buy or not buy a product based on the product's amount of nutrients). (Note: A third way is not required and does not affect the score.)

Overall, the student demonstrates a strong understanding of a practical text (i.e., a consumer article about information on the new food labels) and how the information in that text can be applied in real life. The student thoroughly discusses the kinds of information provided on the new food labels, including in the discussion two ways that the information can help an individual have a healthier diet.

ANNOTATED STUDENT RESPONSE
Grade 10 Reading

Sample 4-Point Response of Student Work

Student Response

The new food labels tell how nutritional that food is by the serving. The food labels tell how many calories, how many calories from fat, total fat, cholesterol, protein, and the vitamins that food has. After the government mandated for manufacturers to accurately tell the nutritional facts about the foods, it is easier for people to stay healthy by watching what they eat.

By having an accurate count of nutrition, a person can watch what types of food they are eating to help control their diet. If they are on a certain diet they may not want to eat foods that would cause them to put back on weight.

Athletes also may want to know how nutritional a food is, so that he/she can stay in the best shape they can. They can watch their calories, and eat something that has a lot of vitamins, protein, and iron to give them the most energy they can get.

If a person is dieting they may want to avoid foods that could increase their chance of getting diseases.

← Student thoroughly discusses the kinds of information provided on the new food labels (i.e., the amount of calories, calories from fat, total fat, cholesterol, protein, and vitamins).

← Student explains one way the information can help an individual have a healthier diet (i.e., the information can help dieters to avoid foods "that would cause them to put back on weight").

← Student explains a second way the information can help an individual have a healthier diet (i.e., athletes can use the information to help them "stay in the best shape they can").

← Student further explains how the information can help a person who is dieting have a healthier diet (i.e., the information can help them "avoid foods that could increase their chance of getting diseases").

Overall, the student demonstrates a strong understanding of a practical text (i.e., a consumer article about information on the new food labels) and how the information in that text can be applied in real life. The student thoroughly discusses the kinds of information provided on the new food labels, including in the discussion two ways that the information can help an individual have a healthier diet.

ANNOTATED STUDENT RESPONSE
Grade 10 Reading

Sample 3-Point Response of Student Work

Student Response

a.) The new food labels provide many kinds of information. Such information may include serving size, how many calories from fat the food has, and how much of a day's worth of fat, sodium, etc. the food provides (% Daily Value)

b.) There are many ways this information can help an individual have a more healthy diet. Here are two of these ways:

1.) The individual can see the % DV of a vitamin that the food has. Most vitamins are good nutrients and are very healthy.

2.) Saturated Fat causes the most damage to health. Someone may become aware of how much Saturated Fat is in a food by looking at it's % DV. If a food has 100% DV of Saturated Fat, the individual may stay away from this food to stay healthy.

← Student discusses some of the kinds of information provided on the new food labels (i.e., serving size, calories from fat, and percent of daily value).

← Student generally explains one way the information can help an individual have a healthier diet (i.e., the labels show the "% DV of a vitamin that the food has" and "Most vitamins are good nutrients and are very healthy").

← Student explains a second way the information can help an individual have a healthier diet (i.e., an individual can avoid foods that have a high percentage of saturated fat which is the fat that "causes the most damage to health").

Overall, the student demonstrates a general understanding of a practical text (i.e., a consumer article about information on the new food labels) and how the information in that text can be applied in real life. The student discusses some of the kinds of information provided on the new food labels and explains two ways that the information can help an individual have a healthier diet.

ANNOTATED STUDENT RESPONSE
Grade 10 Reading

Sample 2-Point Response of Student Work

Student Response

The new food labels on food provide a lot of information. All of the new information can help you to choose healthy foods.

The new food labels tell you how much of each nutrient that the food contains. It also tells the Daily Value Percentage that the food contains.

This information can help you to make a smart choice about what kinds of food you should eat. It could keep you from getting too much of a certain nutrient and not enough of a different one.

I believe that the new labels on food packages will help many people be healthy.

← Student discusses some of the kinds of information provided on the new food labels (i.e., "how much of each nutrient that the food contains" and the "Daily Value Percentage that the food contains"). The discussion is limited.

← Student explains one way the information can help an individual have a healthier diet (i.e., "It could keep you from getting too much of a certain nutrient and not enough of a different one"). The explanation is limited.

Overall, the student demonstrates some understanding of a practical text (i.e., a consumer article about information on the new food labels) and how the information in that text can be applied in real life. The student discusses, in a limited way, some of the kinds of information on the new food labels and provides a limited explanation of one way this information can help an individual have a healthier diet.

ANNOTATED STUDENT RESPONSE
Grade 10 Reading

Sample 1-Point Response of Student Work

Student Response

The kind of information the new food labels provide is it can provide you to know the serving size. Because the new labels are more consisistent and realistic than they used to be and the percent Daily Value for saturated fat. You could see how much the food contains of this kinds of stuff.

← Student minimally discusses some of the kinds of information provided on the new food labels (i.e., serving size and percent daily value for saturated fat).

← Student attempts to explain how the information can help an individual have a healthier diet (i.e., "You could see how much the food" contains of saturated fat and "this kinds of stuff"), but the connection to a healthier diet is unclear.

Overall, the student demonstrates a minimal understanding of a practical text (i.e., a consumer article about information on the new food labels) and how the information in that text can be applied in real life. The student minimally discusses some of the kinds of information provided on the new food labels and attempts to explain how this information can help an individual have a healthier diet, but the explanation is unclear.

INSTRUCTIONAL STRATEGIES
Grade 10 Reading

The open-response item **"How to Read the New Food Labels"** was designed to address students' ability to apply the information contained in practical/workplace materials. The instructional strategies below present ideas for helping students explore and master this skill.

In order to apply the information contained in the passage, provide copies of the passage to each student and have them bring in labels from their favorite foods. While working individually or in small groups, students could

- Analyze each food label for components such as serving size, percent of daily value, and calories from fat.
- Compare food labels to determine the nutritious and non-nutritious foods.
- Plan one day's meals, including serving size, to maintain a fat intake below 20% of daily calories and less than 2,000 mg of sodium.

Collect a variety of practical/workplace materials such as recipes, assembly instructions, applications with directions, driver's manuals, and consumer publications. While working individually or in small groups, students could

- Analyze text features that are common to all practical/workplace materials.
- Select one sample of practical/workplace material and identify the specialized vocabulary. Use context, both written and illustrated, to determine the meaning.
- Complete simple tasks based on written instructions.
- Evaluate the written materials by determining usefulness of illustrations, clarity of text, and ease of task completion.

Analyze practical/workplace models in order to determine format, organization, and text features of process writing. Based on these models, students could

- Write process pieces using appropriate format, organization, and text features.
- Present their process pieces to the class.
- Analyze presentations of the process pieces using criteria such as organization, volume, rate, facial expressions, gestures, and use of technology.