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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Computer Applications in Business 3 |
| 2014 |



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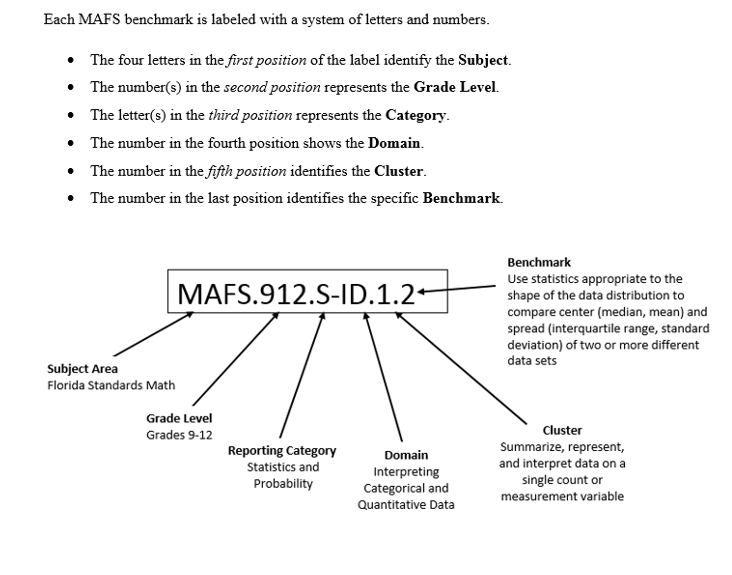
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

* Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.





Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided:

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| |  |  | | --- | --- | | **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. | | **Standard** | refers to the standard statement presented in the Florida Standards. | | **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.  refers to the benchmarks that are closely related to the benchmark (see description above) | | **Item Types**  **Cognitive**  **Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which item should be assessed. | | **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. | | **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. | | **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. | | **Response Attributes**  **Content Focus** | define the characteristics of the answers that a student must choose or provide.  defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications. | | **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. | |  |
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II. Individual Benchmark Specifications

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| **Benchmark Number** | 01.02 |
| **Standard** | 01.0 Develop and utilize business-related soft skills. – The student will be able to: |
| **Benchmark** | 01.02 Compare appropriate workplace grooming/dress to appropriate school grooming/dress. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity |
| **Benchmark Clarification** | Student will be able to determine appropriate groom/dress for work and school related activities. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Constance will be receiving an Outstanding Student Award for her Computer Applications class at the Senior Honors Night. Which dress would be appropriate for her to wear for this special program?   1. blouse and skirt 2. jeans and blouse 3. jeans and tank top 4. shorts and t-shirt   **Answer: A** |

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| **Benchmark Number** | 01.06 |
| **Standard** | 01.0 Develop and utilize business-related soft skills. – The student will be able to: |
| **Benchmark** | 01.06 Apply prepared presentation skills. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to determine proper presentation skills. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Aiden is ready to present his Stock Market Challenge for his Economics class. Which skills should he display during this presentation?   1. make eye contact with the audience 2. read each slide verbatim to the audience 3. say “like” and “um” often while reading the slides 4. show little enthisiasm for the subject of his presentation   **Answer: A** |

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| **Benchmark Number** | 01.08 |
| **Standard** | 01.0 Develop and utilize business-related soft skills. – The student will be able to: |
| **Benchmark** | 01.08 List employment benefits. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to determine the benefits of employment. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Shanaydra has accepted a full-time position as an Administrative Assistant with the Rogan, Tash, and Larabee Law Firm. What is a fringe benefit for this position?   1. dental and medical coverage 2. lifting and lowering heavy packages 3. sitting for long periods of time behind a desk 4. straightening research books in the company’s library   **Answer: A** |

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| **Benchmark Number** | 01.10 |
| **Standard** | 01.0 Develop and utilize business-related soft skills. – The student will be able to: |
| **Benchmark** | 01.10 Identify appropriate procedures for changing jobs. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to identify and determine appropriate procedures for changing jobs. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Fisher is currently employed at the local movie theater. Since football season is beginning, he will no longer be allowed to work at the theater according to his parents. What should Fisher do to end his employment at the movie theater?   1. call his employer 2. email his employer 3. give a two-week written notice 4. leave one day and not return the next scheduled day   **Answer: C** |

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| **Benchmark Number** | 02.01 |
| **Standard** | 02.0 Develop and apply spreadsheet skills. – The student will be able to: |
| **Benchmark** | 02.01 Apply cell borders and shading. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity  High Complexity |
| **Benchmark Clarification** | Student will be able to apply cell borders and shading to cells in a spreadsheet. |
| **Content Limits** | Students must have access to a spreadsheet software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  Create the following Excel worksheet:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | WEST RIVERS HIGH SCHOOL | | | | | | | Absences for March 10 - March 14 | | | | | | |  |  |  |  |  |  | |  | Monday | Tuesday | Wednesday | Thursday | Friday | | Freshmen | 20 | 5 | 7 | 9 | 12 | | Sophomores | 5 | 8 | 0 | 0 | 10 | | Juniors | 10 | 11 | 3 | 4 | 11 | | Seniors | 14 | 18 | 5 | 6 | 4 | | Total | 49 | 42 | 15 | 19 | 37 |   Make the following changes:   * Add a light yellow to the Days of the Week Row. * Add a light blue to the sophomore row. * Add a light green to the Total Row.   **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Spreadsheet created | | Added a light yellow to the Days Row | | Added a light blue to the Sophomore Row | | Added a light green to the Total Row | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 02.02 |
| **Standard** | 02.0 Develop and apply spreadsheet skills. – The student will be able to: |
| **Benchmark** | 02.02 Add a header and footer. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity  High Complexity |
| **Benchmark Clarification** | Student will be able to distinguish between headers and footers and add a header or footer. |
| **Content Limits** | Students must have access to a spreadsheet software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | **PERFORMANCE ASSESSMENT**  On a one-page blank document in Microsoft Word, complete the following:   * A right-aligned blank built-in header with the following information:   + Karen Marie Valentino   + Today’s Date   + World History Honors * A blank three column footer with the following information:   + 1st Nine Weeks (left)   + Mr. Winston (center)   + Final Draft (right)   **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Header—blank right aligned | | Header information keyed | | Footer—three column | | Footer information keyed | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 02.03 |
| **Standard** | 02.0 Develop and apply spreadsheet skills. – The student will be able to: |
| **Benchmark** | 02.03 Rotate text in a cell. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity  High Complexity |
| **Benchmark Clarification** | Student will be able to determine where on that ribbon to change the rotation and to rotate text in a cell. |
| **Content Limits** | Students must have access to a spreadsheet software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  In a blank Excel spreadsheet, complete the following:   * Key the days of the week in cells A1 through G1 starting with Sunday. * Rotate A1, C1, E1 by 30°. * Rotate B1 and D1 by 65°   **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Excel Spreadsheet | | A1-G1 include days of the week | | A1, C1, E1---rotated by 30° | | B1 and D1---rotated by 65° | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 02.04 |
| **Standard** | 02.0 Develop and apply spreadsheet skills. – The student will be able to: |
| **Benchmark** | 02.04 Create a formula using subtraction, multiplication, division. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity  High Complexity |
| **Benchmark Clarification** | Student will be able to create a formula using subtraction, multiplication, and divison. |
| **Content Limits** | Students must have access to a spreadsheet software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  In a blank Excel spreadsheet, complete the following:   * Key the following grades in cells A1 through A8   + 98, 92, 74, 67, 74, 78, 52, and 25 * Use a multiplication formula in cell A9. * Key the following grades in cells B1 through B8   + 65, 82, 64, 88, 71, 87, 60, and 89 * Use a multiplication formula in cell B9.   **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Excel spreadsheet created | | Grades keyed | | Multiplication formula used in Cell A9 | | Multiplication formula used in Cell B9 | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 02.06 |
| **Standard** | 02.0 Develop and apply spreadsheet skills. – The student will be able to: |
| **Benchmark** | 02.06 Create a formula finding maximum, minimum and average. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity  High Complexity |
| **Benchmark Clarification** | Student will be able to create a formula using maximum, minimum, and average. |
| **Content Limits** | Students must have access to a spreadsheet software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  In a blank Excel spreadsheet, complete the following:   * Use the Average formula for the following grades in cells A1 through A8:   + 98, 92, 74, 67, 74, 78, 52, and 25 * Use the Minimum formula in cell A10. Do not include cell A9 in this formula. * Use the Maximum formula in cell A11. Do not include cells A9 and A10 in this formula.   **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Excel spreadsheet created | | Average formula used | | Minimum formula used | | Maximum formula used | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 02.07 |
| **Standard** | 02.0 Develop and apply spreadsheet skills. – The student will be able to: |
| **Benchmark** | 02.07 Format a chart changing the font size, component colors and rotation of pie chart for graphical emphasis. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity  High Complexity |
| **Benchmark Clarification** | Student will be able to format a chart changing the font size, component colors, and rotation of the pie chart for graphical emphasis. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  Create a pie chart with following amounts:   * 98, 92, 74, 67, and 25 * Change the colors of the two highest numbers to red and blue * Change the color of the two lowest numbers to green and yellow   **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Excel spreadsheet created | | Amounts entered | | Color changed to cells with highest amounts | | Color changed to cells with lowest amounts | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 03.02 |
| **Standard** | 03.0 Develop and apply digital design skills. – The student will be able to: |
| **Benchmark** | 03.02 Insert graphics from files. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity,  Moderate Complexity,  High Complexity |
| **Benchmark Clarification** | Student will be able to demonstrate and know the different in ordering, grouping, and rotating objects. |
| **Content Limits** | Students must have access to a presentation software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  Create a one-slide presentation with the following graphics:   * a flower * a bug * a sun * a shape--lightning   **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Flower graphic | | Bug graphic | | Sun graphic | | Shape (Lightning) | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 03.03 |
| **Standard** | 03.0 Develop and apply digital design skills. – The student will be able to: |
| **Benchmark** | 03.03 Create new document without using templates. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity,  Moderate Complexity, |
| **Benchmark Clarification** | Student will be able to define, explain, and apply slide transitions and timings. |
| **Content Limits** | Students must have access to a word processing, presentation, or spreadsheet software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  Create a Block Style Business letter with Open Punctuation. The letter is going to the following: Mr. Jason Alford; 4378 Saltway Street; Hendersonville, KY 48723. The letter is from your boss Mrs. Gracelynn Lu. Use today’s date and your reference initials.  **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Block Style Letter | | Open Punctuation | | Inside Address corrected keyed. | | Reference Initials keyed correctly. | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

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| **Benchmark Number** | 04.01 |
| **Standard** | 04.0 Develop and apply database skills. – The student will be able to: |
| **Benchmark** | 04.01 Identify the parts of the database screen. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Moderate Complexity |
| **Benchmark Clarification** | Student will be able to Idenfity the parts of the database screen. |
| **Content Limits** | Students must have access to a database software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Sheldon is working in Microsoft Access and needs to run a report of the information in his current table. Which tab on Access ribbon will help him run this report?   1. Forms 2. Queries 3. Reports 4. Tables   **Answer: C** |

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| **Benchmark Number** | 05.04 |
| **Standard** | 05.0 Develop and apply web design skills. – The student will be able to: |
| **Benchmark** | 05.04 Describe necessary hardware and software to connect to the Internet. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity |
| **Benchmark Clarification** | Student will be able to describe the necessary hardware and software to connect to the Internet. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Tori would like to work on her Computer Applications class. However, her computer is located in her kitchen. Which device would Tori need so that she can use her laptop in her bedroom?   1. coaxial cable 2. phone cable 3. router 4. USB Cable   **Answer: C** |

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| **Benchmark Number** | 05.07 |
| **Standard** | 05.0 Develop and apply web design skills. – The student will be able to: |
| **Benchmark** | 05.07 Understand the difference bewteen a Web browser and a Search engine. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity |
| **Benchmark Clarification** | Student will be able to rearrange slide order through slide sorter. |
| **Content Limits** | Students must have access to a presentation software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Jasmyn needs to research information about mining diamonds for her Earth Science class. Which search engine would Jasmyn use?   1. Firefox 2. Google 3. Google Chrome 4. Internet Explorer   **Answer: B** |

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| **Benchmark Number** | 05.10 |
| **Standard** | 05.0 Develop and apply web design skills. – The student will be able to: |
| **Benchmark** | 05.10 Observe copyright laws. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity |
| **Benchmark Clarification** | Student will be able to rearrange slide order through slide sorter. |
| **Content Limits** | Students must have access to a presentation software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  How long does a copyright last?   1. life of the author plus 10 years 2. life of the author plus 15 years 3. life of the author plus 20 years 4. life of the author plus 70 years   **Answer: D** |

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| **Benchmark Number** | 05.13 |
| **Standard** | 05.0 Develop and apply web design skills. – The student will be able to: |
| **Benchmark** | 05.13 Identify and describe basic HTML/XHTML terminology. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to rearrange slide order through slide sorter. |
| **Content Limits** | Students must have access to a presentation software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Which term refers to the tags that the W3C (World Wide Web Consortium) have replaced with newer tags?   1. demonstrated tags 2. demoralized tags 3. deprecated tags 4. depreciated tags   **Answer: D** |

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| **Benchmark Number** | 05.14 |
| **Standard** | 05.0 Develop and apply web design skills. – The student will be able to: |
| **Benchmark** | 05.14 Identify and describe basic HTML/XHTML tags. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to rearrange slide order through slide sorter. |
| **Content Limits** | Students must have access to a presentation software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Which HTML (HyperText Markup Language) represents a table row?   1. <tc> 2. <td> 3. <tr> 4. <trow>   **Answer: D** |

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| **Benchmark Number** | 05.15 |
| **Standard** | 05.0 Develop and apply web design skills. – The student will be able to: |
| **Benchmark** | 05.15 Identify the elements of a Web page. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to rearrange slide order through slide sorter. |
| **Content Limits** | Students must have access to a presentation software. |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Which HTML (HyperText Markup Language) tag is used to separate sections of web page?   1. <breaknow> 2. <breakup> 3. <h> 4. <hr>   **Answer: D** |

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| **Benchmark Number** | 05.18 |
| **Standard** | 05.0 Develop and apply web design skills. – The student will be able to: |
| **Benchmark** | 05.18 Include graphics in a Web page. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to include graphics in a Web page. |
| **Content Limits** |  |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **PERFORMANCE ASSESSMENT**  Create a web page with the following and add graphics for each of the items:  **FAVORITE FOODS**  Strawberries  Blueberries  Raspberries  Blackberries  **Rubric:**   |  |  | | --- | --- | | **Points** | **Description of Requirement** | | 4 | Web Page created | | Strawberry graphic added | | Blueberry graphic added | | Raspberry graphic added | | Blackberry graphic added | | 3 | Only three of the items above are included | | 2 | Only two of the items above are included | | 1 | Only one of the items above is included | | 0 | None of the items above OR Student did not complete this assignment | |

|  |  |
| --- | --- |
| **Benchmark Number** | 06.01 |
| **Standard** | 06.0 Describe how information technology is used in the Business, Management and Administration career cluster. – The student will be able to: |
| **Benchmark** | 06.01 Identify information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to identify information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Which task would a person in Business, Management and Administration career cluster complete?   1. complete the ophthalmologic exams for Friday’s patients 2. create a spreadsheet of paid invoices 3. transcribe the medical records 4. wire the mainframe computer   **Answer: B** |

|  |  |
| --- | --- |
| **Benchmark Number** | 09.03 |
| **Standard** | 09.0 Describe and use communication features of information technology. – The student will be able to: |
| **Benchmark** | 09.03 Identify security issues related to Internet clients. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response (Multiple Choice) |
| **Ideal Cognitive Complexity Level** | Low Complexity,  Moderate Complexity |
| **Benchmark Clarification** | Student will be able to Idenfity security issues related to Internet clients. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Questions could include images, diagrams, and screenshots if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | **SELECTED RESPONSE**  Dwayne is working for a local law firm and must email some paperwork to a client. What is a security concern when opening email attachments?   1. receiving spam 2. receiving confusing forms 3. receiving the wrong paperwork 4. receiving an email with no attachments   **Answer: A** |