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| Central florida assessment collaborative |
| Individual Test Item Specifications |
| Criminal Justice 2 |
| 2014 |

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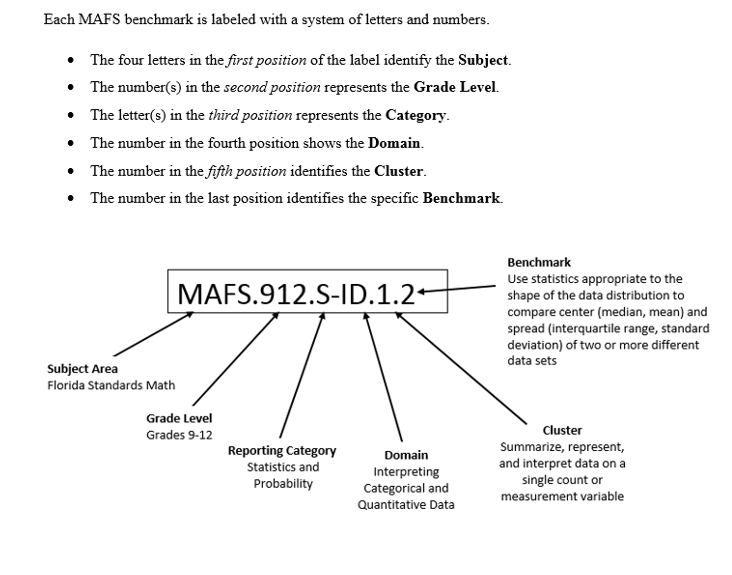
I. Guide to the Individual Benchmark Specifications

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** | define the characteristics of the answers that a student must choose or provide. | | **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. | |  |

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| **Benchmark Number** | 12.01 |
| **Standard** | Describe and demonstrate characteristics and procedures of patrol |
| **Benchmark** | State main duties and responsibilities of patrol officers |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to state main duties and responsibilities of patrol officers. |
| **Content Limits** | Questions should be limited to the duties and responsibilities of only patrol officers. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** included in the basic preventative patrol methods utilized by an officer?   1. regular patrol patterns 2. frequent checks of suspicious persons 3. maintenance of visibility and personal contact 4. frequent checks and contacts with business premises   ANSWER: A |

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| **Benchmark Number** | 12.02 |
| **Standard** | Describe and demonstrate characteristics and procedures of patrol |
| **Benchmark** | Identify different patrol types and zones and evaluate the advantages and disadvantages of each |
| **Also Assesses** | 12.09 |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to identify different patrol types and zones and evaluate the advantages and disadvantages of each. |
| **Content Limits** | Advantages and disadvantages should be limited to the different patrol types and zones only. |
| **Stimulus Attribute** | Questions could include images, maps, or scenarios |
| **Response Attributes** | None Specified |
| **Sample Item** | Why do officers patrol?   1. To prevent crime by reducing opportunity. 2. To preserve peace with presence and proper action. 3. To suppress crime with timely response to crimes in progress. 4. To regulate criminal conduct by obtaining and maintaining good officer-citizen relationships.   ANSWER: D |

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| **Benchmark Number** | 12.05 |
| **Standard** | Describe and demonstrate characteristics and procedures of patrol |
| **Benchmark** | Analyze current trends in community-oriented policing. |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to analyze current trends in community-oriented policing. |
| **Content Limits** | Questions should be limited to trends in community-oriented policing only. |
| **Stimulus Attribute** | Questions could include images, charts, scenarios, or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is **not** an example of community-oriented policing in action?   1. offering youth education 2. creating a neighborhood watch program 3. providing information to people in need 4. coordinating community outreach efforts   ANSWER: B |

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| **Benchmark Number** | 12.06 |
| **Standard** | Describe and demonstrate characteristics and procedures of patrol |
| **Benchmark** | Define COMPSTAT as it relates to Community Policing |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low |
| **Benchmark Clarifications** | Students will be able to define COMPSTAT as it relates to Community Policing. |
| **Content Limits** | Questions should be limited to COMPSTAT in relation to community policing. |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | In which city was the COMPSTAT process introduced?   1. Boston 2. Chicago 3. Philadelphia 4. New York   ANSWER: D |

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| **Benchmark Number** | 12.07 |
| **Standard** | Describe and demonstrate characteristics and procedures of patrol |
| **Benchmark** | Identify and describe procedures for dealing with domestic violence, including abuse and neglect |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to identify and describe procedures for dealing with domestic violence, including abuse and neglect. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include images, scenarios, or excerpts from primary sources documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following types of relationships would **not** qualify for protection under the domestic violence laws?   1. dating teens 2. a former spouse 3. same sex partners 4. persons related by marriage   ANSWER: A |

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| **Benchmark Number** | 12.08 |
| **Standard** | Describe and demonstrate characteristics and procedures of patrol |
| **Benchmark** | Describe procedures for identifying, handling, and referring people who exhibit signs of mental illness |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium |
| **Benchmark Clarifications** | Students will be able to describe procedures for identifying, handling, and referring people who exhibit signs of mental illness. |
| **Content Limits** | Questions should be limited to how a patrol officer would identify, handle, and refer people who exhibit signs of mental illness. |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the name of the legal procedure that provides protection for people that are in danger of hurting themselves or others?   1. Baker Act 2. Marchman Act 3. Restraining Order 4. Witness Protection   ANSWER: A |

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| **Benchmark Number** | 12.13 |
| **Standard** | Describe and demonstrate characteristics and procedures of patrol |
| **Benchmark** | Describe interview tactics with cooperative and uncooperative witnesses |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium |
| **Benchmark Clarifications** | Students will be able to describe interview tactics with cooperative and uncooperative witnesses. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** a strategy that can be used to draw out a “quiet” interviewee?   1. negate one small issue at a time 2. suggest that they write out their thoughts 3. encourage them to provide a narrative response 4. make sure the physical environment is comfortable   ANSWER: C |

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| **Benchmark Number** | 13.01 |
| **Standard** | Describe crime prevention programs and demonstrate their development and implementation |
| **Benchmark** | Identify community crime prevention programs |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify community crime prevention programs. |
| **Content Limits** | Questions should be limited to widely known crime prevention programs and not smaller, local programs that some students would not know about. |
| **Stimulus Attribute** | Questions could include images, scenarios, or excerpts from primary sources documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** an example of a community crime prevention program that targets youth?   1. Drug Abuse Resistance Education (D.A.R.E) 2. Explorer Program 3. Police Athletic League (PAL) 4. Project Lifesaver   ANSWER: D |

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| **Benchmark Number** | 13.03 |
| **Standard** | Describe crime prevention programs and demonstrate their development and implementation |
| **Benchmark** | Identify the concepts involved with Crime Prevention Through Environmental Design (CPTED) |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low |
| **Benchmark Clarifications** | Students will be able to identify the concepts involved with Crime Prevention Through Environmental Design (CPTED). |
| **Content Limits** | Questions should be limited to the implementation of CPTED as a way to deter crime. |
| **Stimulus Attribute** | Questions could include images, scenarios, or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | According to the crime prevention through environmental design (CPTED) approach, which would not be part of a natural surveillance technique?   1. leaving window shades open 2. placing windows to overlook sidewalks and parking lots 3. designing streets to increase pedestrian and bicycle traffic 4. using the tallest, most sight-limiting fence appropriate for the situation   ANSWER: D |

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| **Benchmark Number** | 14.01 |
| **Standard** | Prepare written reports |
| **Benchmark** | Identify the who-what-when-where-why-how elements of a report |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low |
| **Benchmark Clarifications** | Students will be able to identify the who-what-when-where-why-how elements of a report. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following should **not** be done when providing the WHO element of a report?   1. identify the source of information and statements 2. use the initial of their first name followed by their last name 3. exclude information that supports the individual or business being investigated 4. type the name in capital letters to assist staff in removing names to fulfill public disclosure of records requests   ANSWER: C |

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| **Benchmark Number** | 14.05 |
| **Standard** | Prepare written reports |
| **Benchmark** | Define and write a probable-cause affidavit |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity** | Medium, High |
| **Benchmark Clarifications** | Students will be able to define and write a probable-cause affidavit. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is the **best** definition of a probable cause affidavit?   1. A document that requires its recipient to appear in court as a witness. 2. An official written statement formally charging someone with a crime. 3. A sworn statement that outlines the justification for why an arrest made during a crime-in-progress was based on solid evidence that the person in custody is the person who is likely to have committed the crime. 4. A court order issued by a magistrate, judge, or Supreme Court official that authorizes law enforcement officers to conduct a search of a person, location, or vehicle for evidence of a crime and to confiscate evidence if it is found.   ANSWER: C |

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| **Benchmark Number** | 15.02 |
| **Standard** | Describe and demonstrate traffic control procedures |
| **Benchmark** | List the qualifications of a traffic control officer (TCO) |
| **Also Assesses** | 15.01 |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to list the qualifications of a traffic control officer (TCO). |
| **Content Limits** | Questions should be limited to the qualifications of a traffic control officer (TCO) only. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following are **not** qualifications of a traffic control officer (TCO)?   1. B.A. in Criminal Justice 2. basic state certification 3. CPR and Emergency Care certification 4. duty weapon qualification   ANSWER: A |

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| **Benchmark Number** | 15.03 |
| **Standard** | Describe and demonstrate traffic control procedures |
| **Benchmark** | Explain the responsibilities of a traffic control officer |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium |
| **Benchmark Clarifications** | Students will be able to explain the responsibilities of a traffic control officer. |
| **Content Limits** | Questions should be limited to the responsibilities of a traffic control officer only. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** a responsibility of a traffic control officer (TCO)?   1. Patrols adjacent housing complexes. 2. Performs routine clerical tasks such as writing investigation reports. 3. Acts as first responder for medical, first aid, CPR and hurricane relief. 4. Responsible for traffic control and enforcement of federal and state laws.   ANSWER: A |

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| **Benchmark Number** | 16.01 |
| **Standard** | Describe and demonstrate parking enforcement procedures |
| **Benchmark** | Define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position |
| **Also Assesses** | 16.02 |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium, High |
| **Benchmark Clarifications** | Students will be able to define the importance of understanding Florida State Statutes, violations, and enforcement concerns surrounding the Parking Enforcement Specialist position. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | According to Florida State Statue 943.13, which of the following qualifications would **not** be necessary for employment as a parking specialist officer?   1. have a good moral character 2. have been convicted of any felony 3. have passed a physical examination 4. have documentation of fingerprints on file   ANSWER: B |

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| **Benchmark Number** | 16.04 |
| **Standard** | Describe and demonstrate parking enforcement procedures |
| **Benchmark** | List the qualifications and limitations of a Parking Enforcement Specialist |
| **Also Assesses** | 16.03 |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium |
| **Benchmark Clarifications** | Students will be able to list the qualifications and limitations of a Parking Enforcement Specialist. |
| **Content Limits** | Questions should be limited to the qualifications and limitations of a Parking Enforcement Specialist. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is **not** a requirement to be a Parking Enforcement Specialist in the state of Florida?   1. Have graduated from a standard high school or possess a G.E.D. from a recognized issuing agency. 2. Possess or be able to obtain a State of Florida Driver's license and have an acceptable driving record. 3. Have graduated from an accredited institution with a BA or higher in law enforcement or criminal justice. 4. Successfully complete a Parking Enforcement Specialist Program and receive a State of Florida certification to write and issue tickets.   ANSWER: C |

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| **Benchmark Number** | 17.01 |
| **Standard** | Describe the use-of-force guidelines as it applies to Federal, State, and local laws and physical proficiency skills |
| **Benchmark** | Describe the totality of circumstances as it relates to: A. Subject resistance; B. Situational Factors; C. Justification; D. Officer Response |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium |
| **Benchmark Clarifications** | Students will be able to describe the totality of circumstances as it relates to: A. Subject resistance; B. Situational Factors; C. Justification; D. Officer Response. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is the *best* term to define when a subject is making attacking movements toward an officer that may cause injury but are not likely to cause death or great bodily harm to the officer or others?   1. Active Resistance 2. Aggressive Resistance 3. Compliance 4. De-escalation   ANSWER: B |

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| **Benchmark Number** | 17.02 |
| **Standard** | Describe the use-of-force guidelines as it applies to Federal, State, and local laws and physical proficiency skills |
| **Benchmark** | Describe legal issues pertaining to objective reasonableness as it pertains to the use of force that include Tennessee v. Garner and Graham v. Conner cases |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium |
| **Benchmark Clarifications** | Students will be able to describe legal issues pertaining to objective reasonableness as it pertains to the use of force that include Tennessee v. Garner and Graham v. Conner cases. |
| **Content Limits** | Questions should be limited to the use-of-force law. |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which amendment covers the objective reasonableness standard?   1. First Amendment 2. Second Amendment 3. Third Amendment 4. Fourth Amendment   ANSWER: D |

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| **Benchmark Number** | 17.07 |
| **Standard** | Describe the use-of-force guidelines as it applies to Federal, State, and local laws and physical proficiency skills |
| **Benchmark** | Describe the four elements of arrest |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to describe the four elements of arrest. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is **not** one of the four elements of an arrest?   1. authority to arrest 2. intent to arrest 3. resisting arrest 4. subjection to the arrest   ANSWER: C |

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| **Benchmark Number** | 18.01 |
| **Standard** | Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR) |
| **Benchmark** | Identify the four classes of fires and the extinguishing agents for each |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify the four classes of fires and the extinguishing agents for each. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include images, scenarios, or excerpts from primary sources documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is the best description of a Class A fire?   1. Fires that involve electricity. 2. Fires that involve flammable liquids, gases, oil, paint, and greases. 3. Fires that involve combustible metals such as magnesium or sodium. 4. Fires that involve ordinary combustible materials such as wood, paper or cloth.   ANSWER: D |

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| **Benchmark Number** | 19.01 |
| **Standard** | Describe procedures to prevent the transmission of sexually transmitted diseases, including AIDS and blood-borne pathogens |
| **Benchmark** | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | There are four conditions that must be met for blood-borne pathogens to transmit. Which is **not** one of those conditions?   1. A pathogen is present. 2. A person is susceptible to the pathogen. 3. The pathogen passes through the correct entry site. 4. A person engages in bodily contact with someone carrying a blood-borne pathogen.   ANSWER: D |