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| Central Florida assessment collaborative |
| Individual Test Item Specifications |
| Leadership Education & Training 1 |
| 2014 |

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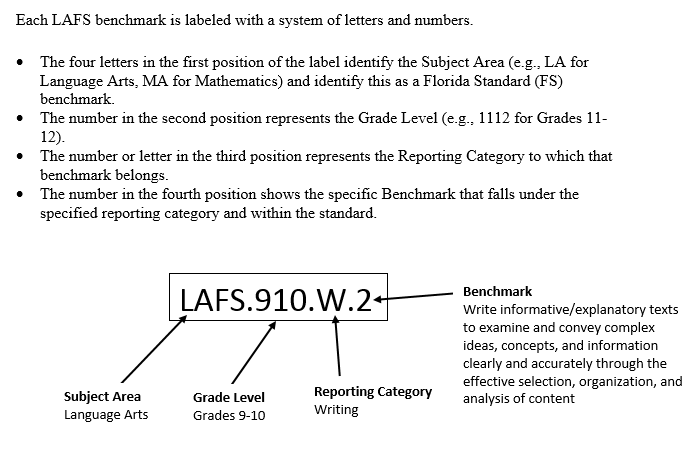
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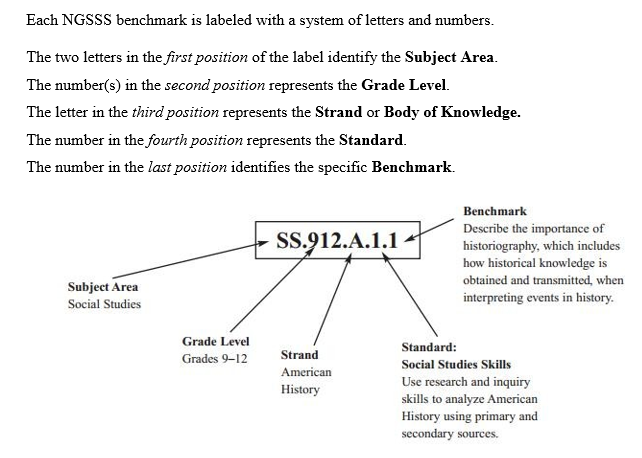
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I. Guide to the Individual Benchmark Specifications

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 NGSSS and 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.





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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| **Strand** | refers to a category of knowledge. |
| **Standard** | refers to the standard statement presented in the Florida Standards or the NGSSS. |
| **Learning Objective/**  **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the statement in the Florida Standards or the NGSSS. 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** | are used to assess the benchmark or group of benchmark. |
| **Learning Objective 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**  **Content Focus** | define the range of content knowledge and that should be assessed in the items for the benchmark.    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. |
| **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. |

II. Individual Benchmark Specifications

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| **Strand** | Citizenship in Action |
| **Standard** | Foundations of Army JROTC and Getting Involved |
| **Learning Objective/Benchmark** | Identify how Army JROTC can impact your future.  For Instructor Use: U1C1L1 |
| **Also Assesses** | SS.912.C.1.1 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the mission of JROTC.  The student will assess the challenges and opportunities in the Army JROTC program.  The student will explore the opportunities of the Army JROTC program. |
| **Content Focus** | Army JROTC- The Making of a Better Citizen  The student will define key words: cadet, challenges, JROTC, mission, motivate, opportunities, unique. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | What is the mission of Army JROTC?  A) to help students graduate from high school  B) to increase enlistment in the Armed Forces  C) to motivate young people to be better citizens  D) to train young men and women in Army tactics  **Answer: C** |

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| **Strand** | Citizenship in Action |
| **Standard** | Foundations of Army JROTC and Getting Involved |
| **Learning Objective/Benchmark** | Analyze the purpose of the Army JROTC program.  For Instructor Use: U1C1L2 |
| **Also Assesses** | SS.912.C.1.5 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the U.S. congressional act that created JROTC.  The student will identify the JROTC program outcomes.  The student will explain significant historical events that combined military training and education. |
| **Content Focus** | The Past and Purpose of Army JROTC  The student will define key words: conflict resolution, culturally diverse, leadership, National Defense Act. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | You are the leader of a team of cadets that successfully accomplished a number of tasks. Initially, your team consisted of new cadets from many different backgrounds. They did not work well together and you had to constantly settle disputes. Your leadership skills helped guide them to complete the tasks and build a strong, cohesive team. Because of your team's success, you were commended by your JROTC instructor for one specific skill. For what skill were you commended?  A) conflict resolution  B) cultural diversity  C) good citizenship  D) public speaking  **Answer: A** |

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| **Strand** | Citizenship in Action |
| **Standard** | Foundations of Army JROTC and Getting Involved |
| **Learning Objective/Benchmark** | Illustrate the rank and structure of the U.S. Army JROTC.  For Instructor Use: U1C1L3 |
| **Also Assesses** | SS.912.C.2.15 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify Army JROTC enlisted and officer insignia.  The student will correlate cadet ranks to positions on the JROTC cadet battalion organization diagram.  The student will correlate duties and responsibilities with positions in an Army JROTC cadet battalion.  The student will evaluate how the organization supports the operation of the Army. |
| **Content Focus** | Moving Up in Army JROTC – Rank and Structure  The student will define key words: battalion, company, enlisted, platoon, specialist, squad, subordinate, succession, team. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | What does span of control mean?  A) synonymous with chain of command  B) the number of supervisors or leaders one answers to in any given day  C) the duties of the Battalion S-2, who is responsible for staff matters pertaining to security  D) the number of immediate subordinates that one leader can effectively control, supervise, or direct  **Answer: D** |

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| **Strand** | Citizenship in Action |
| **Standard** | Foundations of Army JROTC and Getting Involved |
| **Learning Objective/Benchmark** | Determine which signs of success you plan to accomplish within JROTC.  For Instructor Use: U1C1L4 |
| **Also Assesses** | SS.912.C.2.2 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identifythe three types of unit decorations.  The student will classify the components of individual award categories.  The student will classify the four institutional award categories.  The student will define award criteria. |
| **Content Focus** | The Signs of Success  The student will be able to define key words: academic awards, athletic awards, commitment, decorations, individual awards, initiative, military awards, miscellaneous awards, motivation, responsibility, unit awards. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Rochelle has a goal of being able to run three miles, has a training plan and is going to start tomorrow. What is Rochelle showing?  A) commitment  B) initiative  C) motivation  D) responsibility  **Answer: B** |

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| **Strand** | Foundations For Success |
| **Standard** | Your Personal Appearance and Uniform |
| **Learning Objective/Benchmark** | Demonstrate proper cadet appearance.  For Instructor Use: U1C1L5 |
| **Also Assesses** | HE.912.C.1.1 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the uniform wearing guidelines.  The student will demonstrate placement of uniform awards, insignias, and decorations.  The student will conduct a uniform pre-inspection.  The student will prepare for uniform inspection. |
| **Content Focus** | Your Personal Appearance and Uniform  The student will define key words: align, Army Combat Uniforms, bisecting, Class A and B Uniforms, chevron, ferrule, fitted, formal inspections, garrison cap / gray beret, gigline, hemmed, insignia, nap, nonsubdued, precedence, pre-inspection, shoulder marks, sized, tarnish. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | During your unit inspection you learn that one of the platoons’ grooming standards does not meet your unit standards. As the commander, you tasked the platoon leader to develop a training plan to correct the deficiencies found. What elements of good grooming should be discussed during the training?  A) standing up straight, painting one’s nails, proper table manners  B) using proper salutations, table manners, mailing thank you notes  C) weekly showers, teeth brushing, a rested appearance, clean hands  D) daily showers, teeth brushing, clean hands and nails, a tidy uniform  **Answer: D** |

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| **Strand** | Citizenship in Action |
| **Standard** | Foundations of Army JROTC and Getting Involved |
| **Learning Objective/Benchmark** | Demonstrate protocol to show respect for and handle the U.S. flag.  For Instructor Use: U1C1L6 |
| **Also Assesses** | PE.912.L.3.3 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will explain the history of the United States flag.  The student will explain the symbolism of the various parts and colors on the flag.  The student will classify the size and use of each basic type of U. S. flag.  The student will demonstrate how to show respect for the U.S. flag.  The student will compare the rules for displaying the flag in different situations.  The student will describe the correct way to fold the U.S. flag. |
| **Content Focus** | The Stars and Stripes  The student will define key words: colors, ensign, garrison flag, half-staff, halyard, pennant, post flag, staff, standard, storm flag, union. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | The company commander is teaching a lesson about the U. S. flag and some of the information is not correct. Which of the following is **not** true about the U. S. flag?  A) The garrison flag is flown on national holidays.  B) Each star represents a specific state of the nation.  C) The thirteen original colonies are represented by the stripes.  D) Congress designated June 14th of each year as National Flag Day.  **Answer: B** |

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| **Strand** | Foundations For Success |
| **Standard** | Proudly We Sing – The National Anthem |
| **Learning Objective/Benchmark** | Demonstrate courtesies during the playing of the National Anthem.  For Instructor Use: U1C1L7 |
| **Also Assesses** | PE.912.L.3.6 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will explain the history of the national anthem.  The student will describe cadet courtesies when the national anthem is played.  The student will explain the history of the official national march. |
| **Content Focus** | Proudly We Sing – The National Anthem  The student will define key words: anthems, bombardment, national march, symbol, "The Star-Spangled Banner", under arms. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | You and another cadet won a trip and tickets to watch an international soccer game. The United States lost a close game to the team from Mexico. You know they will play the Mexican national anthem when they raise the flags at the awards ceremony. What should you do?  A) stay seated until they play the United States National Anthem  B) leave the stadium before they play the Mexican national anthem  C) stand at attention and face the Mexican flag when they play their anthem  D) stay for the playing of the Mexican national anthem, but turn your back to their flag  **Answer: C** |

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| **Strand** | Citizenship in Action |
| **Standard** | Foundations of Army JROTC and Getting Involved |
| **Learning Objective/Benchmark** | Explore the purpose of military traditions, customs, and courtesies.  For Instructor Use: U1C1L8 |
| **Also Assesses** | SS.912.S.2.1 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the types of personal salutes and when they are executed.  The student will match Army ranks and their proper titles.  The student will identify situations requiring a salute or other forms of respect to senior officers. |
| **Content Focus** | American Military Traditions, Customs and Courtesies  The student will define key words: courtesies, customs, dress, espirit de corps, mess, position of honor, reporting, ruffles and flourishes, salutes, self-propelled, traditions, uncasing, uncovered. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | How do you define the word "uncasing"?  A) removing the cover from the colors that is attached to a staff  B) a group of military personnel who regularly eat meals together  C) presenting oneself to a senior officer or noncommissioned officer  D) a military courtesy of usually keeping senior officers to your right while walking or sitting  **Answer: A** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Being a Leader |
| **Learning Objective/Benchmark** | Identify your leadership strengths and opportunities for improvement.  For Instructor Use: U2C1L1 |
| **Also Assesses** | PE.912.L.4.1 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe leader behaviors that make others want to follow.  The student will explore how leadership relates to purpose, direction, and motivation.  The student will identify ways to develop leadership behaviors. |
| **Content Focus** | Being a Leader  The student will define key words: behavior, direction, leadership, motivation, purpose. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | You are a squad leader. A fellow squad leader is feeling bad because he realized that he wasn't as strong a leader as he thought he was and that he had some things to work on. He has trouble motivating his squad to complete its assigned missions. As a squad member he always completed his missions, but he is having a hard time learning some leadership behaviors and doesn't think he should be a squad leader. Using leadership concepts, what advice do you give the cadet that will help him solve his problems and become a better leader?  A) You should ask the platoon leader to put him in my squad so that I can teach him how to be a better leader.  B) Most leaders have shortcomings and that you should just accept them and to continue to do the things you do well.  C) Since leadership is learned, you should continue as a squad leader and learn from both mistakes and things done well.  D) You should ask the platoon leader to take you out of the squad leader position until you learn more motivation techniques.  **Answer: C** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Being a Leader |
| **Learning Objective/Benchmark** | Take action to prevent and/or stop sexual harassment and assault.  For Instructor Use: U2C1L5 |
| **Also Assesses** | PE.912.L.4.4 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will determine the potential consequences of sexual harassment/assault for the individuals involved.  The student will assess the role of individual point of view in determining what sexual harassment is.  The student will locate resources for assisting victims of sexual harassment or assault. |
| **Content Focus** | Sexual Harassment/Assault  The student will define key words: date rape, perpetrator, sexism, sexual harassment, vulnerable. |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length |
| **Sample Item** | As you were leaving school for a dentist appointment, you witnessed a very popular cadet, who happens to be a good friend of yours, harass another cadet by making sexually degrading remarks. The next morning when you arrive at school, you find out from your good friend, the cadet that made the remarks, that the victim filed a sexual harassment complaint. Your friend is complaining about it to anyone who will listen and spreading rumors about the victim. What is the best thing to do next?  A) You go immediately to your instructor and report what you witnessed because friend or no friend, sexual harassment is wrong.  B) You leave an anonymous note telling your instructor what you saw, because you don’t want to lose a friend, but want your friend to stop talking about the victim.  C) You talk to your friend about admitting what happened and to stop talking about the victim, or that you will have to report what you witnessed to your instructor, even if it ends your friendship.  D) You talk to the victim about dropping the complaint because if you tell, the other cadet will spread rumors about you, too. You also tell the victim that you will talk to your friend about not harassing anyone, including the victim, anymore.  **Answer: A** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Skills |
| **Learning Objective/Benchmark** | Demonstrate the skills and identify the responsibilities of a good drill leader.  For Instructor Use: U2C2L3 |
| **Also Assesses** | PE.912.L.4.7 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the preparation a drill leader takes before a drill.  The student will sequence the procedure a drill leader takes to teach a drill.  The student will identify five characteristics of a capable drill leader. |
| **Content Focus** | Leadership Skills  The student will define key words: command of execution, command voice, preparation, procedure. |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | You are a squad leader and have been assigned to teach your squad a new drill movement. You need to position yourself next to the squad so you can teach them the new position. You could stand in front of the squad, behind the squad, on the side of the squad or in the middle of the squad. Which of the following is the best location to teach the squad members the new drill movement and why?  A) inside of the squad so you can both participate and lead the members  B) on the side of the squad in your normal position so you can lead the squad  C) centered in front of the squad so members can see and follow your example  D) behind the squad so members can hear the commands and you can see the members  **Answer: C** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Skills |
| **Learning Objective/Benchmark** | What are the specific steps used during drill and how are they accurately performed?  For Instructor Use: U2C2L5 |
| **Also Assesses** | HE.912.B.6.4 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe how to execute marching movements from various commands.  The student will describe how to respond to halt commands. |
| **Content Focus** | Steps and Marching  The student will define key words: double time, halt, quick time, rest, steps. |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | From which position are all marching movements executed from the halt initiated?  A) attention  B) parade rest  C) quick step  D) rest  **Answer: A** |

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| **Strand** | Foundations For Success |
| **Standard** | Know Yourself- Socrates |
| **Learning Objective/Benchmark** | Determine your behavioral preferences.  For Instructor Use: U3C1L1 |
| **Also Assesses** | HE.912.C.1.4 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will explain the four clusters of behavior in the Winning Colors® framework.  The student will illustrate your behavioral preferences using the four Winning Colors®.  The student will identify strengths for each behavior cluster.  The student will express appreciation for your own uniqueness. |
| **Content Focus** | Self- Awareness  The student will define key words: assessment, cluster, differentiate, associate, and introspection. |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | If you were to categorize the four behavior clusters of human behavior using the assessment tool "Winning Colors", which of the following best defines these clusters?  A) builder, planner, adventurer, planner  B) carpenter, lawyer, engineer, architect  C) leader, anticipator, athlete, counselor  D) leader, staffer, officer, noncommissioned officer  **Answer: A** |

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| **Strand** | Foundations For Success |
| **Standard** | Know Yourself- Socrates |
| **Learning Objective/Benchmark** | Determine the thinking/learning skills necessary for improving active learning.  For Instructor Use: U3C1L4 |
| **Also Assesses** | SS.912.C.2.6 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify the thinking types and related viewpoints necessary to address typical active learner questions.  The student will distinguish between traits and activities of critical and creative thinkers.  The student will describe the difference between objective and subjective thinking.  The student will distinguish between active learner and passive learner traits. |
| **Content Focus** | Becoming an Active Learner  The student will define key words: active, classify, creative, critical, objective, passive, predict, subjective, visualize. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Critical thinking is one of Cadet George's strengths. He is very good at defining problems by asking questions, judging facts and evidence, and prioritizing factors. Creative thinking is one of Cadet George's weaknesses. He has a lot of trouble "thinking outside the box" to come up with creative ways to solve problems. If he asked you to help him develop his creative thinking skills, which one of the following exercises would you have him do?  A) classify ten different types of butterflies by type  B) compare and contrast ten different kinds of butterflies  C) invent a mechanism to catch ten specific types of butterflies  D) analyze the eating habits of ten different types of butterflies  **Answer: C** |

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| **Strand** | Foundations For Success |
| **Standard** | Study Skills |
| **Learning Objective/Benchmark** | Use Thinking Maps® to enhance learning.  For Instructor Use: U3C3L1 |
| **Also Assesses** | SS.912.C.3.14 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will Identify the types of thinking processes.  The student will Relate thinking to learning.  The student will correlate thinking processes to the eight Thinking Maps®.  The student will use Thinking Maps® to visually depict a learning objective. |
| **Content Focus** | Thinking Maps®  The student will define key words: analogy, Brace Map, Bridge Map, Bubble Map, Circle Map, Double Bubble Map, Flow Map, Multi-Flow Map, Relating Factor, Tree Map. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
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| **Sample Item** | As part of a geography class exercise, three teams competed with each other to show which states belonged in which regions. Each member of the team was given 30 seconds to show as many as they could. Two of the teams began by listing all the states in one specific area. The first person in the winning team was a JROTC cadet who drew this Thinking Map®. Of the choices below, which one best describes why her team won?  A) because most of the Thinking Maps would have helped in this situation  B) because Tree Maps helped break down and categorize all of the parts of an object  C) because Brace Maps are perfect for showing part-whole relationships like these  D) because Multi-Flow Maps are perfect for showing the parts, and sub-parts of objects  **Answer: C** |

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| **Strand** | Foundations For Success |
| **Standard** | Study Skills |
| **Learning Objective/Benchmark** | Select reading comprehension strategies to enhance learning.  For Instructor Use: U3C3L2 |
| **Also Assesses** | LAFS.910.L.3.4 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will Identify the purposes of reading.  The student will distinguish among reading comprehension strategies.  The student will distinguish among the types of context clues readers use to determine word meaning.  The student will recognize how to apply vocabulary strategies to enhance vocabulary context.  The student will relate vocabulary in context strategies to reading comprehension. |
| **Content Focus** | Reading for Meaning  The student will define key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, properties, purpose, strategy, and synonym. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
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| **Sample Item** | You read for enjoyment, but you also read to improve you’re your reading ability. One of your classmates, a star basketball layer, says she always sees you reading, and that she wishes she could be as good a reader as you. Then she tells you "I have to off to basketball practice." Just then you realize you can relate her basketball experience to reading to help her understand how she can become a better reader. Which of the following should you say to her to help her relate her basketball skill to reading to help her become a better reader?  A) If you practice reading as much as basketball then you will become a better reader.  B) Since you are already good at basketball, you should practice reading instead of basketball.  C) Since you are already good at basketball, you should practice basketball, your reading will improve without any reading practice.  D) We all have our strengths, you are good at basketball and I am good at reading. Be happy with your current skill level, further reading practice will not help you improve your reading skill.  **Answer: A** |

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| **Strand** | Foundations For Success |
| **Standard** | Study Skills |
| **Learning Objective/Benchmark** | Develop personal study and test-taking strategies.  For Instructor Use: U3C3L3 |
| **Also Assesses** | HE.912.C.2.2 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will relate personal learning preferences to study habits.  The student will identify effective study skill strategies.  The student will evaluate test preparation strategies.  The student will distinguish among various note-taking tips and strategies. |
| **Content Focus** | Study Habits that Work for You  The student will define the key words: allocate, aural/auditory, compare, contrast, efficient, enumerate, inference, interpret, justify, paraphrase, prove. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Louise and Carla are study partners. They study at the same time every day. Both of them have a strong aural ability to learn and exceed in live presented instruction. Even when they aren't in the same classes, they read the unfamiliar material to each other and are able to learn the material. Which of the following study techniques would they probably use to help the other understand something?  A) learn the lesson and send notes to each other  B) write down the definition of the words for each other  C) read and paraphrase the material out loud for each other  D) provide emotional support and help each other manage time  **Answer: C** |

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| **Strand** | Foundations For Success |
| **Standard** | Communication Skills |
| **Learning Objective/Benchmark** | Demonstrate how the communication process affects interaction between individuals.  For Instructor Use: U3C4L1 |
| **Also Assesses** | SS.912.G.1.4 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the communication process.  The student will compare verbal and nonverbal means of communication.  The student will identify the six steps of effective communication.  The student will evaluate your communication style. |
| **Content Focus** | The Communication Process  The student will define key words: audience analysis, channel, feedback, mixed messages, noise, nonverbal, receiver, setting, verbal. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | You are a camp counselor. On the first day of summer camp, most of the cadets stayed up all night. The camp counselors found out, and postponed first aid and water safety training from 8:00 a.m. to 1:00 p.m. so that the cadets could get some sleep and so that they could reduce one of the elements of communication? One of the cadets asked you what element they were reducing. What should you tell him?  A) channel  B) feedback  C) message  D) noise  **Answer: D** |

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| **Strand** | Foundations For Success |
| **Standard** | Communication Skills |
| **Learning Objective/Benchmark** | Use active listening strategies.  For Instructor Use: U3C4L2 |
| **Also Assesses** | LAFS.910.RI.2.4 |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the five elements of listening.  The student will explain how barriers prevent effective listening.  The student will Identify ten guidelines for effective listening. |
| **Content Focus** | Becoming a Better Listener  The student will define key words: hearing, listening, thought speed, trigger words. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | You are trying to be a more effective listener. Since you like astronomy, you go to the planetarium to practice effective listening techniques. During the presentation, you notice that the speaker, who you think is very good, doesn't say anything about the moons around Jupiter, your favorite planet. Just in case the speaker talks about the moons later, which guideline for effective listening should you practice?  A) be flexible  B) hold your fire  C) judge content not delivery  D) keep your mind open  **Answer: A** |

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| **Strand** | Health Literacy Responsible Behavior |
| **Standard/Benchmark** | Demonstrates strategies to prevent manage or resolve interpersonal conflicts without harming self or others.  For Instructor Use: U3C5L1 |
| **Also Assesses** | LAFS.910.W.2.6 |
| **Learning Objective** | Determine causes of conflict. |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will recognize the impact of conflict on relationships.  The student will describe the four basic causes of conflict.  The student will analyze five different types of conflicts.  The student will use "I" statements to facilitate effective communication. |
| **Content Focus** | Causes of Conflict  The student will define key words: active listening, conflict, effective speaking, frustration, harassment, hostility, miscommunication, relationships, solution, territorial, understanding. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | John believed a rumor and called Ben a liar. They were just about to fight when Ben said something that made John realize he was wrong. Since a group of students are watching, John still wants to fight in order to "save face". You are friends with both, and you know that John knows he is wrong, so what should you do to peacefully end the confrontation?  A) team up with Ben because he was right and John was wrong  B) tell everyone that John is wrong so he is too embarrassed to fight  C) ignore the conflict because the situation is trivial and not worth you getting involved  D) separate your friends from the crowd and convince them not to fight because there is no longer a reason to fight  **Answer: D** |

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| **Strand** | SS.912.C Civics and Government |
| **Standard/Benchmark** | SS.912.C.2.5 Conduct a service project to further the public good.  For Instructor Use: U3C8L1 |
| **Also Assesses** | N/A |
| **Learning Objective** | Identify the components of service learning. |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will distinguish between service learning and community service.  The student will explain how service learning projects relate to cadet learning in the classroom.  The student will compare the types of service opportunities within your community.  The student will identify the benefits of serving others within a community.  The student will associate the roles and responsibilities of service learning teams. |
| **Content Focus** | Orientation to Service Learning  The student will define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, and timekeeper. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Which of the following options is not a characteristic of meaningful service?  A) has a positive effect on others  B) challenges you to develop new skills  C) includes an extensive fund-raising component  D) addresses a real and important need another group is not addressing  **Answer: C** |

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| **Strand** | Lifetime Fitness |
| **Standard/Benchmark** | PE.912.L.4.1 Design a personal fitness program  For Instructor Use: U4C1L1 |
| **Also Assesses** | N/A |
| **Learning Objective** | Develop a personal exercise program. |
| **Item Type** | Multiple Choice, Short Answer |
| **Lesson Objective Clarification** | The student will compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise.  The student will describe how media and technology can impact health.  The student will identify the benefits of regular exercise.  The student will determine the essential components of a good exercise program. |
| **Content Focus** | Choosing the Right Exercise Program for You  The student will define key words: aerobic, anaerobic, calisthenics, cardiorespiratory, isokinetic, isometric, isotonic, obesity, tone. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Kirsten broke her ankle while playing basketball. She just got her cast off and is beginning her recovery program. She was able to maintain most of her cardiovascular strength, so now she needs to recover the strength in the muscles around her ankle. What type of exercise should she focus her recovery program?  A) aerobic  B) flexibility  C) isokinetic  D) isotonic  **Answer: C** |

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| **Strand** | PE.912.L Lifetime Fitness |
| **Standard/Benchmark** | PE.912.L.3.2 participate in a variety of activities that promote the health related components of fitness.  For Instructor Use: U4C1L2 |
| **Also Assesses** | N/A |
| **Learning Objective** | Meet the physical fitness standards for the Cadet Challenge. |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will compare the Cadet Challenge to the Presidential Physical Fitness Program.  The student will distinguish between the Presidential Physical Fitness Award and the National Physical Fitness Award.  The student will identify the five Cadet Challenge exercises.  The student will describe the proper techniques for the Cadet Challenge exercises. |
| **Content Focus** | Cadet Challenge  The student will define key words: Cadet Challenge, curl-ups, flexed-arm hang, Presidential Physical Fitness Award (PPFA), pull-ups, shuttle run, V-sit reach. |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-1 appropriate curriculum. Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | You are stretching before you do the exercises in the Cadet Challenge. With your feet about shoulder-width apart and knees slightly bent, you hold your hands together behind your back and pull them up as you bend at the waist. What parts of your body are you focusing on with this stretch?  A) arms and shoulders  B) lower back and arms  C) lower back and shoulders  D) thighs and lower back  **Answer: A** |