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| Central Florida assessment collaborative |
| Individual Test Item Specifications |
| Leadership Education & Training 3 |
| 2014 |



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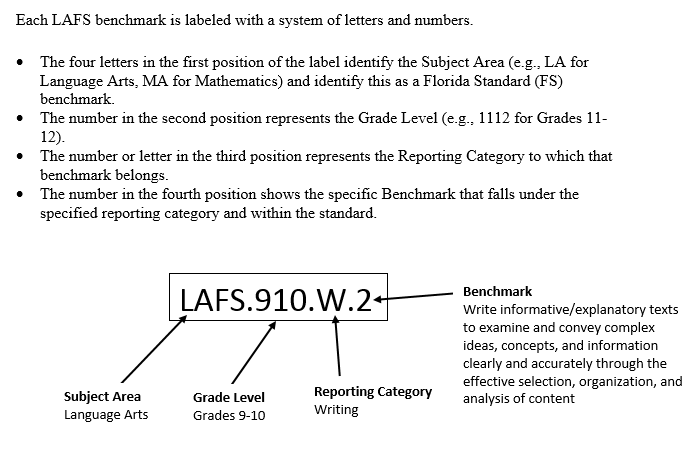
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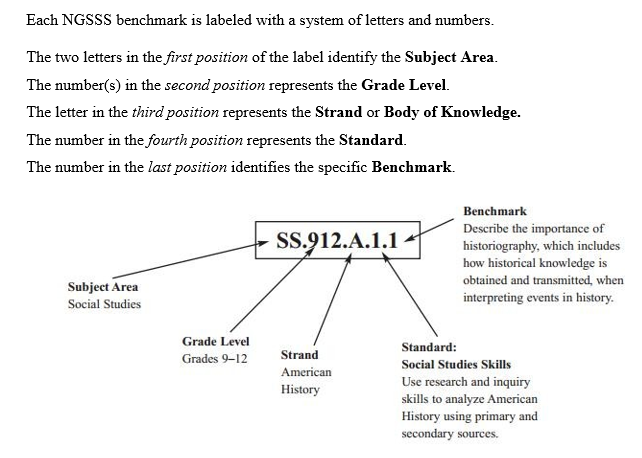
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1. Guide to the Individual Benchmark Specifications

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.



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**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 NGSSS or domain in the Florida Standards. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement 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. |
| **Item Types** | are used to assess the benchmark or group of benchmark. |
| **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. |

II. Individual Benchmark Specifications

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| **Strand** | Citizenship in Action |
| **Standard** | Foundations of Army JROTC and Getting Involved |
| **Learning Objective/Benchmark** | SS.912.C.3.14 |
| **JROTC Crosswalk** | Demonstrate command and staff principles while performing the duties of an earned leadership position within your Cadet battalion.  **For Instructor Use: U1C1L9** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will Describe staff responsibilities and three common procedures used to coordinate staff actions.  The student will Compare the three types of staffs and their relationship to the commander.  The student will List the nine-step sequence of command and staff actions in the correct order.  The student will Clarify the scope and purpose of the commander's estimate. |
| **Content Focus** | Basic Command and Staff Principles |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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 member of the Battalion Staff. Your job is to direct, coordinate and supervise the coordinating and special staffs, and to support the Commander's personal staff if needed.  Who are you?   1. The Battalion Commander 2. The Battalion Executive Officer (XO) 3. The Battalion Logistics Officer 4. The Battalion Operations Officer   **Answer: B** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Strategies |
| **Learning Objective/**  **Benchmark** | SS.912.C.2.6 |
| **JROTC Crosswalk** | Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others.  **For Instructor Use: U2C4L1** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will identify how people display prejudice toward others.  The student will identify reasons for discrimination and stereotyping.  The student will describe ways a leader can guide diverse groups to work together as a team. |
| **Content Focus** | Celebrating Differences – Culture and Individual Diversity |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | As a leader, you are responsible for race relations in your unit. You have to address discrimination and prejudice before they become problems.  Of the following strategies, which one is not a good idea for creating a climate of acceptance and fairness in your unit?  A) Give fair and impartial treatment to all.  B) Provide minorities with added incentives to succeed.  C) Take immediate action when notice warning signs about unrest.  D) Know everything that you can about your subordinates values and attitudes.  **Answer: B** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Strategies |
| **Learning Objective/Benchmark** | HE.912.B.3.4 |
| **JROTC Crosswalk** | Outline a developmental counseling plan.  **For Instructor Use: U2C4L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will describe performance indicators used to assess leadership skills.  The student will describe the qualities and skills of an effective counselor.  The student will Identify assessment and counseling strategies. |
| **Content Focus** | Performance Indicators |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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 going to conduct a performance counseling session with one of your junior Cadets. You have set up a time and informed the Cadet, and you believe you are prepared. You reminded yourself to practice good active listening techniques, but in the middle of the counseling session, you realized you weren't listening actively.  Which of the following did you most likely find yourself doing?  A) You let your subordinate do most of the talking.  B) You kept your facial expressions natural and relaxed.  C) You wrote down everything the subordinate said as she said it.  D) You were relaxed and comfortable and put your subordinate at ease.  **Answer: C** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Strategies |
| **Learning Objective/Benchmark** | LAFS.1112.RST.3.7 |
| **JROTC Crosswalk** | Negotiate a win/win solution for a given situation.  **For Instructor Use: U2C4L3** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will Explain how trust and betrayal affects relationships.  The student will Discuss the effects of competition and collaboration in relationships.  The student will Explore the effects of win/lose, win/win, and lose/lose strategies in negotiations. |
| **Content Focus** | Negotiating |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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 are the four basic points of principle-centered negotiations?  A) people, interests, options, and criteria  B) people, interests, options, and considerations  C) principles, initiative, options, and criteria  D) privacy, intent, opinions, and criteria  **Answer: A** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Strategies |
| **Learning Objective/Benchmark** | PE.912.L.3.2 |
| **JROTC Crosswalk** | Decision-Making and Problem-Solving  **For Instructor Use: U2C4L4** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the seven-step problem-solving process.  The student will describe the decision-making process.  The student will describe the Quarterbacks of Life Stepping Stone Four: Decide and Plan.  The student will describe behaviors that contribute to or block efforts to solve a group problem. |
| **Content Focus** | Decision-Making and Problem-Solving |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | Some unexpected situations occurred while you were implementing your plan. What would be the best way to handle these?  A) Re-analyze the chosen course of action and make a new plan.  B) Implement contingency plans that you included in your original plan.  C) Re-start the problem-solving process by identifying the new problem.  D) Continue with the plan until it has been completely implemented, and then evaluate the situation.  **Answer: B** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leading Others |
| **Learning Objective/Benchmark** | PE.912.L.4.1 |
| **JROTC Crosswalk** | Execute platoon drills.  **For Instructor Use: U2C5L1** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will describe the correct response to the commands for forming and marching the platoon.  The student will compare platoon drills and squad drills.  The student will match drill commands to platoon formations. |
| **Content Focus** | Platoon Drill |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | For in-ranks inspections, platoons increase the space between squads by giving the command to Open Ranks. Which option best indicates how a platoon executes "Open Ranks, MARCH."?  A) 1st Squad takes 3 Steps forward; 2nd Squad takes 2 Steps forward; 3rd Squad takes 1 Step forward; 4th Squad stays in place.  B) 1st Squad takes 2 Steps forward; 2nd Squad takes 1 Step forward; 3rd Squad stays in place; 4th Squad takes 2 Steps backwards.  C) 1st Squad takes 1 Step forward; 2nd Squad stays in place; 3rd Squad takes 2 Steps backwards; ; 4th Squad takes 4 Steps backwards.  D) 1st Squad takes 4 Steps forward; 2nd Squad takes 3 Steps forward; 3rd Squad takes 2 Steps forward; 4th Squad takes 1 Step forward.  **Answer: B** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leading Others |
| **Learning Objective/Benchmark** | SS.912.C.2.2 |
| **JROTC Crosswalk** | Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader.  **For Instructor Use: U4C2L5** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will Describe the duties and responsibilities of the different leadership positions within a platoon.  The student will explain the four steps leaders should use when assuming a new leadership position.  The student will demonstrate the responsibilities of a team leader, squad leader, platoon sergeant, and platoon leader. |
| **Content Focus** | Taking Charge-Knowing Your Responsibilities as a Leader |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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:** | After calling 911, what is the first thing you do to treat an electrical burn victim?  A) Apply ointment to the burned area.  B) Secure the area by turning off the power source.  C) Cover the area of the burn with a dry, loose bandage.  D) Monitor ABC's since electrocution can cause cardiac and respiratory emergencies.  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | Presenting Skills |
| **Learning Objective/Benchmark** | LAFS.910.W.2.6 |
| **JROTC Crosswalk** | Develop a plan to improve your writing skills.  **For Instructor Use: U3C6L1** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify situations where writing is an appropriate form of communication.  The student will evaluate various writing techniques.  The student will determine how to use writing to express your needs.  The student will explain how to effectively organize writing assignments. |
| **Content Focus** | Becoming A Better Writer |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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:** | Lydia asked you to review her paper for errors and clarification. You were impressed that the paper stayed on the subject and was easy to read, and that you didn't find any errors in spelling, grammar, or information. You did think the paper contained a lot of extra and unnecessary information.  What principle of writing should you tell Lydia to improve?  A) accuracy  B) brevity  C) clarity  D) unity  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | Presenting Skills |
| **Learning Objective/Benchmark** | LAFS.910.SL.1.1 |
| **JROTC Crosswalk** | Write a speech for a specific purpose  **For Instructor Use: U3C6L2** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify ways to create interesting speech introductions.  The student will compare different types of speeches and different occasions for which speeches are used.  The student will describe how to organize effective speeches. |
| **Content Focus** | Creating Better Speeches |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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 have determined the general and specific purposes of your speech, and have some information on your topic, but you haven't started to conduct your research.  What should you do next?  A) Write the introduction for your speech.  B) Prepare your visual aids for your speech.  C) Write a thesis statement for your speech.  D) Write an outline to help write your speech.  **Answer: D** |

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| **Strand** | Foundations for Success |
| **Standard** | Presenting Skills |
| **Learning Objective/Benchmark** | SS.912.C.1.5 |
| **JROTC Crosswalk** | Present a speech for a specific purpose  **For Instructor Use: U3C6L3** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will Identify ways to improve speaking skills.  The student will develop a plan to improve speaking ability by avoiding common mistakes.  The student will develop coping strategies for stressful speaking situations. |
| **Content Focus** | Becoming a Better Speaker |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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 | Many educated people find themselves giving impromptu speeches without the benefit of research and planning. If you are one of these people, what technique would you recommend to others when they give these types of speeches?  A) Be sure to practice beforehand.  B) Try a format like: "Past, Present, and Future."  C) Focus your speech on the demographics of the audience.  D) Use natural pauses like: "Uh," "You know," and "Oh, wait," when you are thinking what you want to say next.  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | Managing Conflict |
| **Learning Objective/Benchmark** | HE.912.C.2.2 |
| **JROTC Crosswalk** | Apply anger management strategies  **For Instructor Use: U2C5L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will determine the common causes and effects of anger in interpersonal relationships.  The student will select strategies for controlling anger.  The student will examine the role of empathy in reducing anger. |
| **Content Focus** | Managing Anger [Emotional Intelligence Program®] |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-3 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** | Jason gets angry often, even about things that most people consider to be unimportant. He knows it's a problem, but he doesn't know how to stop it. When you ask him if he's satisfied with himself and the world around him, he thinks about it, and then he says, "No. I'm not. I'm not satisfied with: myself; the way I manage time; and the way I relate to people." Which strategy for managing anger should you recommend he try?  A) change orientation  B) changing your thinking  C) empathy  D) relaxation techniques  **Correct Answer: A** |

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| **Strand** | Foundations for Success |
| **Standard** | Managing Conflict |
| **Learning Objective/Benchmark** | HE.912.C.1.4 |
| **JROTC Crosswalk** | Develop strategies for resolving conflict in a diverse, multi-cultural setting.  **For Instructor Use: U3C7L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others.  The student will compare two or more points of view and the reasons behind them.  The student will clarify particular points of disagreement and agreement.  The student will identify appropriate intervention guidelines.  The student will be able to review techniques for reducing conflict within a diverse population. |
| **Content Focus** | Conflict Resolution and Diversity [Hate Comes Home®] |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-3 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 were asked to arbitrate a disagreement between two people of different races. It didn't take you long to realize that the disagreement was based on misunderstandings and mistrust between the two. You decide the following: Each person would invite the other to dinner at each other's house. They would be respectful and would spend at least one additional hour getting to know that person and their family.  Which approach to conflict management are you using?  A) Appropriate assertiveness approach  B) Creative response approach  C) Managing emotions approach  D) Win/Win approach  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | Managing Conflict |
| **Learning Objective/Benchmark** | HE.912.B.4.2 |
| **JROTC Crosswalk** | Apply strategies to prevent violence.  **For Instructor Use: U3C7L4** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will differentiate between violent and non-violent responses to anger.  The student will compare violence prevention techniques.  The student will select strategies for preventing violence. |
| **Content Focus** | Violence Prevention |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-3 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** | A guest speaker was giving a presentation about guns in schools. He displayed a visual aid, pointed to you, and asked "Guns can only do one of these things. Which one?"  Which one should you say?  A) Make you safer.  B) Escalate a situation.  C) Help resolves conflict.  D) Prevent violence against you.  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | Career Planning |
| **Learning Objective/Benchmark** | SS.912.G.1.4 |
| **JROTC Crosswalk** | Investigate possible careers.  **For Instructor Use: U3C9L1** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will evaluate personal strengths and interests and link them to possible career paths.  The student will research jobs/careers of interest.  The student will explore the difference between a job and a career.  The student will determine qualifications and education/training necessary for desired career.  The student will identify the steps in developing a career exploration strategy.  The student will analyze future job trends. |
| **Content Focus** | Career Exploration Strategy |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-3 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** | What is the practice of working from home by the use of an electronic linkup with a central office is called?  A) distance education  B) flex time  C) telecommuting  D) virtual work  **Answer: C** |

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| **Strand** | Foundations for Success |
| **Standard** | Career Planning |
| **Learning Objective/Benchmark** | SS.912.E.1.15 |
| **JROTC Crosswalk** | Assemble a personalized Career Development Portfolio.  **For Instructor Use: U3C9L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will explain the importance of developing and maintaining a Career Development Portfolio.  The student will identify components to include in a Career Development Portfolio.  The student will determine what best represents your personal achievements and goals.  The student will create a resume.  The student will evaluate documents to include in your Career Development Portfolio. |
| **Content Focus** | Career Development Portfolio |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-3 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 were reviewing your resume, and it seemed pretty boring to you. You wanted to change some of the language to make it sound more exciting, so you researched action words that would help.  Of the following sentences, which one should you include in your resume?  A) I worked for BT Industries for four years.  B) I created exquisite home furnishings from old, broken furniture.  C) My duties included stripping, sanding, and refinishing wood furniture.  D) I stripped, sanded, and refinished wood furniture; I was responsible for reclaiming discarded furniture and returning it to its former beauty; I was responsible for the maintenance and cleanliness of my work station; I performed that job for four years.  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | Planning Skills and Social Responsibility |
| **Learning Objective/Benchmark** | PE.912.L.3.6 |
| **JROTC Crosswalk** | Apply effective decision-making process to personal situations.  **For Instructor Use: U3C10L1** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will relate how decision-making impacts life.  The student will distinguish between decision-making and problem solving.  The student will distinguish among effective and ineffective decision-making strategies.  The student will identify the features and benefits of the decision-making processes. |
| **Content Focus** | Making the Right Choices |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | Stacy is using the FINDS decision process to decide on what to do this summer. She identified three possible choices: Get a job; Volunteer at summer camp; Go to summer school. What should she do next?  A) Scrutinize her decision.  B) Start setting short-term goals.  C) Name the pros and cons of each.  D) Decide which the best choice is and then act on it.  **Answer: C** |

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| **Strand** | Foundations for Success |
| **Standard** | Planning Skills and Social Responsibility |
| **Learning Objective/Benchmark** | PE.912.L.4.4 |
| **JROTC Crosswalk** | Develop a personal goals action plan.  **For Instructor Use: U3C10L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will define goals.  The student will differentiate between short-, medium-, and long-term goals.  The student will analyze goals to determine what makes goals meaningful.  The student will identify criteria for well-defined goals. |
| **Content Focus** | Goals and Goal Setting |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | The acronym SPAM can be used to evaluate goals. What does SPAM stand for?  A) Stated, Process, Achievable, Measurable  B) Specific, Positive, Achievable, Measurable  C) Standard, Practice, Accountable, Maintainable  D) Specific, Positive, Attainable, Micromanageable  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | Planning Skills and Social Responsibility |
| **Learning Objective/Benchmark** | PE.912.R.6.1 |
| **JROTC Crosswalk** | Develop a personal time management plan.  **For Instructor Use: U3C10L3** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will distinguish between time efficiencies and wasters.  The student will relate time management to your personal goals.  The student will develop daily, weekly and quarterly time management plans. |
| **Content Focus** | Time Management |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | (U3C10L3:Q4) A classmate said, "It seems like you do a lot of extra work filling out your planner. What should you say to make her understand the purpose of time management?  A) Because I am so unorganized, I have to use a planner.  B) Because it helps me keep track of things I still need to do.  C) Because if I don't use a planner, then I won't reach my goals.  D) Because it helps me accomplish more by being organized and motivated to reach my goals.  **Answer: D** |

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| **Strand** | Foundations for Success |
| **Standard** | Planning Skills and Social Responsibility |
| **Learning Objective/Benchmark** | PE.912.L.4.7 |
| **JROTC Crosswalk** | Apply the rules of etiquette to your role as a Cadet.  **For Instructor Use: U3C10L4** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will prepare invitations and thank-you notes.  The student will exhibit appropriate etiquette when making introductions.  The student will demonstrate proper dining etiquette. |
| **Content Focus** | Cadet Etiquette Guide |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | What is "etiquette"?  A) formal English food  B) parents' support for public education  C) the proper way to wear a military uniform  D) behaviors based on rules of a polite society  **Answer: D** |

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| **Strand** | Foundations for Success |
| **Standard** | NEFE High School Financial Planning Program |
| **Learning Objective/Benchmark** | MA.912.F.4.8 |
| **JROTC Crosswalk** | Plan personal financial goals.  **For Instructor Use: U3C11L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will list SMART goal elements.  The student will explain the purpose of a tracking your expenses.  The student will discuss what influences financial decisions.  The student will describe the DECIDE method. |
| **Content Focus** | Financial Planning: Your Road Map |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | Lisa wanted to buy a new video camera, so she developed her own financial planning process to achieve that goal. She showed it to you, to see if you would recommend any changes. You told her that the steps were good, but that you would rearrange the order. How would you recommend she order her steps?  **Financial Planning Process:**  1. Create a Plan  2. Analyze Information  3. Set "SMART" Goals  4. Monitor and Modify the Plan  5. Implement the Plan  A) 1,3,2,4,5  B) 2,3,1,5,4  C) 3,1,2,4,5  D) 3,2,1,5,4  **Answer: D** |

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| **Strand** | Foundations for Success |
| **Standard** | Creating the Constitution |
| **Learning Objective/Benchmark** | MA.912.F.4.1 |
| **JROTC Crosswalk** | Outline a personal budget  **For Instructor Use: U3C11L3** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will identify the purpose of a budget.  The student will determine resources available for financial objectives.  The student will explain how to construct a simple budget. |
| **Content Focus** | Budgeting: Don't Go Broke |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | Your friend works 60 hours a week for one job in the summer, and 20 hours a week for another job the rest of the year. She spends more money in the summer than in the other months. She has some financial goals, so she asks you to help her start a budget. Since her income and spending varies, which of the following should you tell her to get together before you start?  A) Her W-2's from the previous year  B) Her W-4's from the previous year  C) Her pay stubs from the previous year  D) Her pay stub from the previous month  **Answer: C** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | Critical Thinking in Citizenship |
| **Learning Objective/Benchmark** | SS.912.C.1.1 |
| **JROTC Crosswalk** | Investigate how leadership choices and decisions can lead to good and/or bad consequences.  **For Instructor Use: U6C8L1** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will assess how the 11 principles of leadership apply to decision-making.  The student will apply the decision making process to leadership decisions. |
| **Content Focus** | Leadership Choices, Decisions, and Consequences |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | Even though it was a platoon-level training mission, Lieutenant Kirby put the senior squad leader in charge. He stayed in the area just in case there were problems, but otherwise he just let the squad leader run the operation. Which leadership principle is LT Kirby demonstrating?  A) Keep your subordinates informed.  B) Seek and take responsibility for your actions.  C) Develop a sense of responsibility in your followers.  D) Ensure each task is understood, supervised, and accomplished  **Answer: C** |

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| **Strand** | Citizenship in American History and Government |
| **Standard** | Critical Thinking in Citizenship |
| **Learning Objective/Benchmark** | SS.912.A.4.5 |
| **JROTC Crosswalk** | Illustrate how ethical choices and decisions can lead to good and/or bad consequences.  **For Instructor Use: U6C8L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will differentiate between ethical and unethical behavior.  The student will examine ethics codes.  The student will explore how circumstances impact an ethical dilemma.  The student will discuss the consequences of ethical and unethical decisions. |
| **Content Focus** | Ethical Choices, Decisions, and Consequences |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-3 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** | When trying to resolve an ethical dilemma, which of the following questions is helpful to ask?  A) How do I get out of this?  B) Who is going to catch me?  C) What would my best friend do?  D) How will I feel about myself afterwards?  **Answer: D** |