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| Central Florida assessment collaborative |
| Individual Test Item Specifications |
| Principles of Food Preparation |
| 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 NGSSS and MAFS. 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.



Each MAFS benchmark is labeled with a system of letters and numbers.

* The four letters in the *first position* of the label identify the **Subject**.
* The number(s) in the *second position* represents the **Grade Level**.
* The letter(s) in the *third position* represents the **Category**.
* The number in the fourth position shows the **Domain**.
* The number in the *fifth position* identifies the **Cluster**.
* The number in the last position identifies the specific **Standard**.



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 MAFS. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the MAFS. 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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| **Benchmark Number** | 4.01 |
| **Standard** | 04.0 Explain principles of food preparation |
| **Benchmark** | Analyze the scientific basis for changes in food during preparation, to include protein, starch, fiber, sugars, fats, vitamins and minerals |
| **Also Assesses** | SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | Students will be able to identify the various effects that food preparation techniques have on foods (such as blanching, arcing, boiling water bath). |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | If you over-boil green beans, the beans become mushy and the water color changes. What is the best explanation for these changes? 1. bacteria from growing process changes water color
2. over boiling beans enhances their texture and color
3. green beans maintain their nutrients with any cooking methods
4. excessive boiling strip beans of their fiber, vitamins, and minerals

Answer: D |

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| **Benchmark Number** | 4.02 |
| **Standard** | 04.0 Explain principles of food preparation |
| **Benchmark** | Identify the techniques for conserving nutrients during food preparation |
| **Also Assesses** | SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | Students will be able to identify the various ways & techniques for conserving nutrients during food preparation. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the proper method to use when freezing vegetable? 1. arcing
2. blanching
3. dry-pack method
4. tray-pack method

Answer: B |

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| **Benchmark Number** | 4.03 |
| **Standard** | 01.0 Explain principles of food preparation |
| **Benchmark** | Analyze how ingredients affect product outcome |
| **Also Assesses** | SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4; SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | Students will be able to analyze how ingredients affect products. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus may include pictures, drawing, images, charts, and graphs. |
| **Response Attributes** | None Specified |
| **Sample Item** | Analogs look like specific foods, but they are made with different ingredients. Why might people choose these analog foods? 1. healthier option
2. plastic is cheaper to use
3. the foods are richer in color
4. use for demonstration use only

Answer: A |

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| **Benchmark Number** | 05.01 |
| **Standard** | 05.0 Explain principles of food selection and storage. |
| **Benchmark** | Identify quality characteristics, such as grades, size, freshness, and dating, used to select foods. |
| **Also Assesses** | MAFS.912.S-IC.2; S-IC.2: SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | Students will be able to compare grades, size, freshness and dating to select foods. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus may include pictures, drawing, images, charts, and graphs. |
| **Response Attributes** | None Specified |
| **Sample Item** | To select high quality peaches, consumers should be aware of the two main guides that differentiate between ripened peaches and under ripened peaches. What are these guides?  1. color and fragrance
2. color and fruit size
3. fragrance and skin thickness
4. glossy skin and heavy weight

Answer: A |

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| **Benchmark Number** | 5.02 |
| **Standard** | 05.0 Explain principles of food selection and storage |
| **Benchmark** | Compare costs, nutritional value, and characteristics of fresh, frozen, dehydrated, and canned foods |
| **Also Assesses** | MAFS.912.S-IC.2; S-IC.2: SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to compare costs, nutritional value, and characteristics of fresh, frozen, dehydrated, and canned foods. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus may include pictures, drawing, images, charts, and graphs. |
| **Response Attributes** | None Specified |
| **Sample Item** | When comparing fresh vegetables to canned vegetables, canned vegetables will have more of the following nutrient? 1. calcium
2. potassium
3. sodium
4. vitamin C

Answer: C |

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| **Benchmark Number** | 5.03 |
| **Standard** | 05.0 Explain principles of food selection and storage |
| **Benchmark** | Choose appropriate storage methods for foods |
| **Also Assesses** | MAFS.912.S-IC.2; S-IC.2: SC.912.P.8.1; SC.912.P.8.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will choose the best method to store foods. |
| **Content Limits** | Item contents should include storage at correct temperature, proper storage to prevent cross-contamination, keeping storage areas clean and dry, proper storage methods in a refrigerator, and the covering of foods and storing in proper containers. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Where should most dairy products be stored? 1. coolest part of refrigerator
2. dry storage area
3. refrigerator door
4. we storage area

Answer: A |

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| **Benchmark Number** | 6.01 |
| **Standard** | 06.0 Demonstrate food preparation skills |
| **Benchmark** | Interpret and use recipes, to include increasing and decreasing ingredients and using substitutions |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2; SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to adjust recipes according to yield needed. |
| **Content Limits** | Limit to adjusting a measurement called for in a recipe. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | Responses should include a measurement. |
| **Sample Item** | A recipe calling for 1 1/2 cups of whole wheat flour needs to be doubled. How much whole wheat flour is now needed? 1. ¾ cup
2. 1 cup
3. 2 cups
4. 3 cups

Answer: D |

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| **Benchmark Number** | 6.02 |
| **Standard** | 06.0 Demonstrate food preparation skills. |
| **Benchmark** | Demonstrate basic food preparation skills such as techniques of cutting, mixing, cooking and measuring |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2; SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Performance |
| **Item Types** | Performance Task |
| **Ideal Cognitive Complexity Level** | Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to identify or select proper food preparation techniques, including cutting, mixing, cooking, and measuring.  |
| **Content Limits** | Items should include the proper selection of tools, safe knife use, and proper methods of cooking specific foods. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the most appropriate tool for measuring 1/2 cup of oil? A. dry measuring cup B. measuring spoon C. liquid measuring cup D. slotted spoon Answer: C |

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| Benchmark Number | 6.03 |
| Standard | 06.0 Demonstrate food preparation skills |
| Benchmark | Select, use, care for and store food preparation equipment |
| Also Assesses | SC.912.L.17.20; SC.912.N.4.2; SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| (K)nowledge (P)erformance or (B)oth | Knowledge |
| Item Types | Selected Response, Constructed Response |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity |
| Benchmark Clarification | Students will identify, use, and store the correct food preparation equipment needed.  |
| Content Limits | None Specified |
| Stimulus Attributes | Items may include pictures, images, graphs, and charts. |
| Response Attributes | None Specified |
| Sample Item | C:\Users\terona\Desktop\muffin pan.jpgPictured to the left: ….The above picture is an example of which type of food preparation equipment?1. bakeware
2. cookware
3. handheld tool
4. mixing tool

Answer: A |

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| **Benchmark Number** | 6.04 |
| **Standard** | 06.0 Demonstrate food preparation skills |
| **Benchmark** | Explain the relationship between food‑borne illnesses and practices of food safety and sanitation |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2; SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to explain the relationship between food-borne illness and the practice of food safety and sanitation. |
| **Content Limits** | Should include cooking food to the correct temperature, common pathogens, hand washing, cross-contamination, personal hygiene, controlling time and temperature, how to keep food safe. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is an important measure for preventing foodborne illness? 1. controlling time and temperature
2. measuring pathogens
3. serving locally grown food
4. using new equipment

Answer: A |

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| **Benchmark Number** | 6.05 |
| **Standard** | 06.0 Demonstrate food preparation skills |
| **Benchmark** | Identify ways of including family members in meal planning and preparation. |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2; SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to identify ways of including family members in meal planning and preparation. |
| **Content Limits** | Include benefits to family assistance with meal planning and preparation, how to plan meals |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | How does including children in food preparation benefit them? A. they may avoid injury B. they may want to clean up C. they may waste more food D. they may show greater interest in eating the food Answer: D  |

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| **Benchmark Number** | 6.06 |
| **Standard** | 06.0 Demonstrate food preparation skills. |
| **Benchmark** | Clean and maintain food preparation areas. |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2; SC.912.P.8.1; SC.912.P.8.2; SC.912.P.10.4; SC.912.P.12.12 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to appropriately clean, sanitize, and maintain food preparation areas they utilize. |
| **Content Limits** | Items should address separation of different food types, cleaning and sanitizing before and after use, cleaning up spills promptly, and preventing cross-contamination. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the correct order of cleaning and sanitizing a surface that food has touched?1. rinse, air-dry, wash, then sanitize
2. sanitize, wash, rinse, then air-dry
3. wash, rinse, air-dry, then sanitize
4. wash, rinse, sanitize, then air-dry

Answer: D |

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| **Benchmark Number** | 7.01 |
| **Standard** | 07.0 Choose appropriate food service for various occasions |
| **Benchmark** | Analyze the importance of etiquette and manners |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to analyze the importance of proper etiquette and manners.  |
| **Content Limits** | Items should avoid etiquette and manners that do not apply across different cultures. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the best reason to use good manners when eating? 1. to be chose as host
2. to make yourself look good
3. to be excused from the table first
4. to show respect and consideration for others

Answer: D |

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| Benchmark Number | 7.02 |
| Standard | 07.0 Choose appropriate food service for various occasions |
| Benchmark | Demonstrate etiquette and manners related to food service for various occasions |
| Also Assesses | SC.912.L.17.20; SC.912.N.4.2 |
| (K)nowledge (P)erformance or (B)oth | Both  |
| Item Types | Selected Response, Constructed Response, Performance Task |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity, High Complexity |
| Benchmark Clarification | The student will be able to demonstrate proper etiquette and manners in appropriate situations.  |
| Content Limits | None Specified |
| Stimulus Attributes | Items may include pictures, images, graphs, and charts. |
| Response Attributes | None Specified |
| Sample Item | Dipping a carrot stick only once in a sour cream dip demonstrates which of the following? 1. bad etiquette
2. good manners
3. proper mannerisms
4. inappropriate conduct

Answer: B |

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| **Benchmark Number** | 7.03 |
| **Standard** | 07.0 Choose appropriate food service for various occasions |
| **Benchmark** | Plan appropriate table settings and service |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to plan appropriate table settings and service.  |
| **Content Limits** | Content can include order of setting a table, dinnerware and flatware terminology, appropriate service styles for guests, major styles of service, and proper placement of flatware. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following indicates the correct placement of flatware at a table setting? 1. fork is placed to the left of the plate
2. knife is placed to the left of the plate
3. spoon is placed to the left of the plate
4. napkin is placed to the right of the plate

Answer: A |

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| **Benchmark Number** | 7.04 |
| **Standard** | 07.0 Choose appropriate food service for various occasions |
| **Benchmark** | Plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Multiple Choice, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions. |
| **Content Limits** | Content can include meal management planning, different types of cuisine, cultural traditions. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** important when planning a menu for a special occasion? 1. color of food
2. number of guests
3. type of occasion
4. type of range

Answer: A |

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| **Benchmark Number** | 7.05 |
| **Standard** | 07.0 Choose appropriate food service for various occasions. |
| **Benchmark** | Assess the implementation of a meal management plan for meal preparation and service. |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | The student will be able to assess the implementation of a meal management plan. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is not a high priority when planning foods for a plated meal?1. color
2. flavor
3. shape
4. storage method

Answer: D |

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| **Benchmark Number** | 7.06 |
| **Standard** | 07.0 Choose appropriate food service for various occasions |
| **Benchmark** | Assess the quality of the prepared food |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Moderate Complexity |
| **Benchmark Clarification** | The student will be able to assess the quality of a food to determine its value. |
| **Content Limits** | Content could include items on spoilage, contamination, food color, flavor, texture, or processing method. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is a sign that a fruit is of high quality? 1. bright color
2. bruising
3. dry skin
4. dull color

Answer: A |

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| **Benchmark Number** | 7.07 |
| **Standard** | 07.0 Choose appropriate food service for various occasions |
| **Benchmark** | Identify ways to establish or maintain family meal traditions |
| **Also Assesses** | SC.912.L.17.20; SC.912.N.4.2 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to identify ways to develop or continue family meal traditions.  |
| **Content Limits** | Content can include how family influences food choices, how foods are tied to family traditions, how food can bring people together, how cultural influences vary in U.S.A. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which statement best describes how families might influence food choices? 1. other people don’t play a role in a person’s food choices
2. many cultures celebrate special occasions by serving food
3. meal traditions are never passed from one generation to the next
4. family members usually don’t eat together when children are young

Answer: B |

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| Benchmark Number | 08.02 |
| Standard | 08.0 Demonstrate leadership and organizational skills |
| Benchmark | Identify purposes and functions of professional and youth organizations |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | Knowledge |
| Item Types | Selected Response, Constructed Response |
| Ideal Cognitive Complexity Level | Low Complexity, Moderate Complexity, High Complexity |
| Benchmark Clarification | Students will be able to understand the functions of FCCLA and other professional and youth organizations. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Samantha and Mike are interested in joining one of the many professional and youth organizations within the Food Preparation industry. Mike is confused about the purpose and function of these organizations.What should Samantha’s response to Mike be?**General Scoring Guide**2 - Student provides a complete, accurate, and clear response that *generally* observes  the conventions of standard American English grammar, spelling,      capitalization, and punctuation.     Student demonstrates an understanding of the concepts and/or processes.     Student provides a correct answer using accurate explanations as support.1 - Student provides a partially correct answer to the question.     Student demonstrates a partial understanding of the concept.     Student provides a plausible response to the question but creates errors       in capitalization, punctuation, spelling, sentence structure, and/or  grammar *that affect* the clarity or understanding of the response. 0 – Student did not provide a response. The student response is incorrect or off-topic. |

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| **Benchmark Number** | 8.03 |
| **Standard** | 08.0 Demonstrate leadership and organizational skills |
| **Benchmark** | Identify roles and responsibilities of members of professional and youth organizations |
| **Also Assesses**  | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response |
| **Ideal Cognitive Complexity Level** | Low Complexity |
| **Benchmark Clarification** | Students will be able to understand their roles within organizations such as FCCLA. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | What are the roles and responsibilities of members within professional/youth organizations in the Food Preparation Industry?Write a paragraph describing the roles and responsibilities of member within these types of organizations.**General Scoring Guide**2 - Student provides a complete, accurate, and clear response that *generally* observes  the conventions of standard American English grammar, spelling,      capitalization, and punctuation.     Student demonstrates an understanding of the concepts and/or processes.     Student provides a correct answer using accurate explanations as support.1 - Student provides a partially correct answer to the question.     Student demonstrates a partial understanding of the concept.     Student provides a plausible response to the question but creates errors       in capitalization, punctuation, spelling, sentence structure, and/or  grammar *that affect* the clarity or understanding of the response. 0 – Student did not provide a response. The student response is incorrect or off-topic. |

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| **Benchmark Number** | 8.04 |
| **Standard** | 08.0 Demonstrate leadership and organizational skills |
| **Benchmark** | Work cooperatively as a group member to achieve organizational goals |
| **Also Assesses**  | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | The student will be able to work cooperatively as a group member to achieve organizational goals. |
| **Content Limits** | Items should be limited to the definition of teamwork, benefits of teamwork, the skills demonstrated by good teamwork, and the importance of teamwork in order to achieve organizational goals. |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** a skill needed for effective teamwork? 1. communication
2. cooperation
3. opposition
4. organization

Answer: C |

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| --- | --- |
| **Benchmark Number** | 8.05 |
| **Standard** | 08.0 Demonstrate leadership and organizational skills |
| **Benchmark** | Demonstrate confidence in leadership roles and organizational responsibilities |
| **Also Assesses**  | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity, High Complexity |
| **Benchmark Clarification** | Students will be able to demonstrate their understanding of decision making and problem solving skills. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which quality should effective leaders possess?1. They should communicate clearly and concisely with all employees.
2. They should be friendly and relate to employees on a personal level.
3. They should have good writing skills to write performance appraisals.
4. They be able to prepare foods well, so they can give detailed instructions.

Answer: A |

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| **Benchmark Number** | 8.06 |
| **Standard** | 08.0 Demonstrate leadership and organizational skills |
| **Benchmark** | Demonstrate commitment to achieve organizational goals |
| **Also Assesses**  | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Constructed Response, Performance Task |
| **Ideal Cognitive Complexity Level** | Low Complexity, Moderate Complexity |
| **Benchmark Clarification** | Students will be able to demonstrate their leadership skills. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Items may include pictures, images, graphs, and charts. |
| **Response Attributes** | None Specified |
| **Sample Item** | A manager should be committed to his or her leadership skills. What strategies would be helpful to a person looking to obtain a leadership role? 1. become a member of multiple clubs
2. read local newspapers daily
3. volunteer to lead special committees
4. work in multiple jobs

Answer: C |