CENTRAL FLORIDA ASSESSMENT COLLABORATIVE

Individual Test Item

Specifications

Psychology 1

2014

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**Table of Contents**

I. Guide to the Individual Benchmark Specifications ..................................................................... 1

Benchmark Classification System............................................................................................... 1

Definitions of Benchmark Specifications ................................................................................... 3

II. Individual Benchmark Specifications ........................................................................................ 4

**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.

**Benchmark Classification System**

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

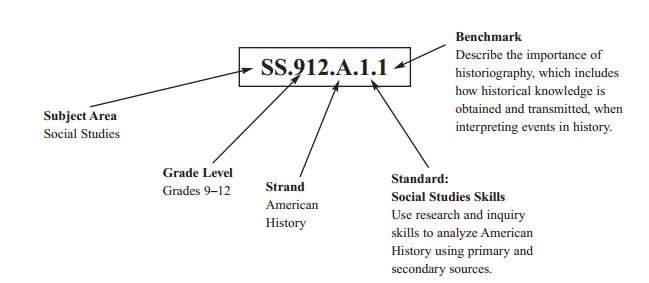
 The two letters in the *first position* of the label identify the **Subject Area**.

 The number(s) in the *second position* represents the **Grade Level**.

 The letter in the *third position* represents the **Strand** or **Body of Knowledge.**

 The number in the *fourth position* represents the **Standard**.

 The number in the *last position* identifies the specific **Benchmark**.



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**.

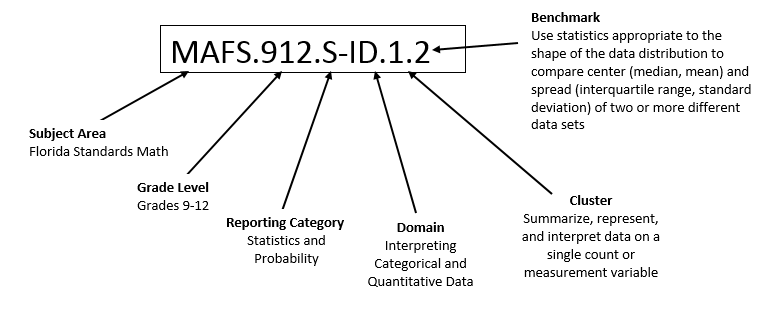
 The number(s) in the *second position* represents the **Grade Level**.

 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 **Benchmark**.



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

**I. Individual Benchmark Specifications**

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| **Reporting Category** | Psychological Approaches |
| **Standard** | SS.912.P.1 |
| **Benchmark** | SS.912.P.1.1 Define psychology as a discipline and identify its goals as a science. |
| **Also Assesses** | LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to define psychology as a whole.  Students will be able to describe behavior and explain why behaviors and mental processes occur.  Students will be able to understand/adopt behaviors and mental processes, and observe behavior. |
| **Content Limits** | The content should be limited to an understanding of the four goals of psychology- description, explanation, prediction, and control. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs.  Psychologists should be listed by both first and last name. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Psychology, dualism, introspection, Structuralism, Wilhelm Wundt, Functionalism, William James. |
| **Sample Item** | Which of the following is the **best** definition for psychology?   1. Psychology is the way people think, behave, and react. 2. Psychology is the holistic examination of the human mind. 3. Psychology is the assessment and diagnosis of mental disorders. 4. Psychology is the scientific study of behavior and mental processes.   Correct Answer: D |

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| **Reporting Category** | Psychological Approaches |
| **Standard** | SS.912.P.1 |
| **Benchmark** | SS.912.P.1.3 Describe perspectives employed to understand behavior and mental processes. |
| **Also Assesses** | SS.912.P.1.2, SS.912.P.1.4 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarifications** | Students will be able to identify and discuss the different perspectives that include: cognitive perspective, biological perspective, social-cultural perspective, behavioral perspective, humanistic perspective, and psychodynamic perspective. |
| **Content Limits** | The parameters will include the beginning of psychology as a new field with a focus on structuralism and functionalism to the modern day perspectives including psychodynamic. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs.  Psychologists should be listed by both first and last name. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Structuralism, Functionalism, Behavioral, Humanistic, Cognitive, Biological, Psychoanalysis, psychodynamic, Wilhelm Wundt, William James, Sigmund Freud, Ivan Pavlov, John B. Watson, B.F. Skinner, Abraham Maslow, Carl Rogers, Jean Piaget |
| **Sample Item** | Dr. Johnson is a therapist who ties his patients’ difficulties back to problems that arose in childhood. He uses techniques, such as free association, to determine the unconscious roots that drive behavior. From which school of psychology does Dr. Johnson derive his techniques?   1. cognitive 2. humanistic 3. psychodynamic 4. sociocultural   Correct Answer: C |

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| **Reporting Category** | Development |
| **Standard** | SS.912.P.6 |
| **Benchmark** | SS.912.P.6.1 Explain the interaction of environmental and biological factors in development, including the role of the brain, in all aspects of development. |
| **Also Assesses** | SS.912.S.2.7 Explain how various practices of the culture create differences within group behavior. |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarifications** | Students will be able to identify and define the concept of “nature vs. nurture.”  Students will be able to discuss factors that influence development, temperament and socialization of an individual including environmental and heredity. |
| **Content Limits** | The content should be limited to discussing how personality, cognition, biological processes and socialization play a part in development. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs.  Psychologists should be listed by both first and last name. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: human development, physical development, longitudinal design, cross-sectional design, prenatal development, Harry Harlow, Sigmund Freud, Abraham Maslow, Erik Erikson, John B. Watson. |
| **Sample Item** | What type of research design includes studying participates with  various ages at different points in time?  A) case study  B) cross-sectional design  C) cross-sequential design  D) longitudinal design  Correct Answer: C |

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| **Reporting Category** | Development |
| **Standard** | SS.912.P.6 |
| **Benchmark** | SS.912.P.6.6 Discuss theories of cognitive development. |
| **Also Assesses** | SS.912.P.6.7, SS.912.P.6.12 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarifications** | Students will be able to discuss theories of cognitive development that include: Jean Piaget, and Benjamin Spock, Edward Tolman, Martin Seligman, Wolfgang Kohler. |
| **Content Limits** | The parameters will contain Piaget’s theory of cognitive development and stages, Tolman’s latent learning, Kohnler’s insight learning, Seligman’s learned helplessness. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs.  Psychologists should be listed by both first and last name. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: cognitive development, Jean Piaget, schemes, sensorimotor stage, object permanence, preoperational stage, egocentrism, concrete operations, formal operations. |
| **Sample Item** | Jose, a 16-year old male, can understand and analyze abstract problems. His level of inquisitiveness has begun to create dissatisfaction with his current life and a belief that he could do a better job in charge than his authority figures. According to Jean Piaget, in which stage of cognitive development is Jose currently?   1. concrete operational 2. formal operational 3. preoperational 4. sensorimotor   Correct Answer: B |

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| **Reporting Category** | Development |
| **Standard** | SS.912.P.6 |
| **Benchmark** | SS.912.P.6.8 Discuss theories of social development. |
| **Also Assesses** | SS.912.P.6.13 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to discuss theories of social development by the following psychologists: Harry Harlow, Konrad Lorenz, Erik Erikson, Albert Bandura, and Sigmund Freud, Lawrence Kohlberg. |
| **Content Limits** | Content should be limited to theories that are social in nature rather than cognitive or biological. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs.  Psychologists should be listed by both first and last name. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may  include, but are not limited to, the following: attachment, assimilation, imprinting, critical period, trust vs mistrust, autonomy vs shame, initiative vs guilt, industry vs inferiority, identity vs role confusion, intimacy vs isolation, generatively vs stagnation, ego vs despair, moral development, authoritarian family, authoritative family, permissive family |
| **Sample Item** | Vanessa is the mother of a newborn baby boy. According to attachment research conducted by Harry Harlow, if Vanessa wants to encourage a secure attachment between herself and her child, what should she focus on?   1. She should focus on keeping the baby away from strangers. 2. She should focus on holding the baby often and providing contact comfort. 3. She should focus on making sure the baby’s needs for hunger and thirst are satisfied. 4. She should focus on leaving the baby alone for long periods of time to encourage independence.   Correct Answer: B |

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| **Reporting Category** | Development |
| **Standard** | SS.912.P.6 |
| **Benchmark** | SS.912.P.6.11 Describe physical and motor development in infancy. |
| **Also Assesses** | SS.912.P.6.9, SS.912.P.6.10, SS.912.P.6.12 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarifications** | Students will be able to describe biological attributes of child development. |
| **Content Limits** | Content should be limited in scope to the physical and motor development changes that take place in infancy to the maturation of motor skills in adolescence. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards, benchmarks, and benchmark clarifications.  Additional items may include, but are not limited to, the following:  Prenatal development, dominant and recessive genes, conception, germinal period, reflexes. |
| **Sample Item** | Carrie is a young, new mother that would like know at what age her son should be walking. Based on psychological research of human development, which of the following would be the **best** estimate to give Carrie?   1. 6 months 2. 12 months 3. 18 months 4. 24 months   Correct Answer: B |

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| **Reporting Category** | Learning |
| **Standard** | SS.912.P.7 |
| **Benchmark** | SS.912.P.7.1 Describe the principles of classical conditioning. |
| **Also Assesses** | SS.912.P.7.2, SS.912.P.7.3, SS.912.P.7.4 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarifications** | Students will be able to identify and explain:  unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, acquisition, extinction, and spontaneous recovery and how it relates to behavior modification.. |
| **Content Limits** | The content should range in scope from how classical conditioning works to the different variables involved including unconditioned stimulus, unconditioned response, conditioned stimulus and conditioned response. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: classical conditioning,  Ivan Pavlov, neutral stimulus, generalization, discrimination, spontaneous response. |
| **Sample Item** | Julio, a 6-year old child, still struggles with wetting the bed. His mother installs a device under his sheets that will initiate an alarm at the slightest hint of moisture. The assumption behind this tactic is that Julio will, over time, associate the alarm with the feeling of a full bladder. This will cause him to get up to use the bathroom, even after the device has been removed. In this example, which component of classical conditioning does the alarm best represent?   1. conditioned response 2. conditioned stimulus 3. unconditioned response 4. unconditioned stimulus   Correct Answer: B |

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| **Reporting Category** | Learning |
| **Standard** | SS.912.P.7 |
| **Benchmark** | SS.912.P.7.5 Describe the principles of operant conditioning. |
| **Also Assesses** | SS.912.P.7.6, SS.912.P.7.7, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarifications** | Students will be able to examine and explain: Thorndike, B.F. Skinner, reinforcement, punishment, positive reinforcement and negative reinforcement, primary reinforcement, secondary reinforcement, partial reinforcement, and reinforcement schedules. |
| **Content Limits** | The parameters of the content discussed will be no less than how operant conditioning uses reinforcement and no more than the differences between reinforcement and punishment. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs.  Psychologists should be listed by both first and last name. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Operant Conditioning, B.F. Skinner, reinforcement, positive/negative reinforcement, primary/secondary reinforcement, fixed-ratio reinforcement, fixed-interval reinforcement, variable-ratio reinforcement, variable-interval reinforcement, punishment, punishment by application/removal |
| **Sample Item** | A newborn baby will not stop crying until he is rocked by his father. According to B.F. Skinner, the father’s behavior of rocking the baby will most likely increase because the aversive stimulus of crying has been removed. Which principle of operant conditioning does this best exemplify?   1. extinction 2. negative reinforcement 3. positive punishment 4. positive reinforcement   Correct Answer: B |

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| **Reporting Category** | Learning |
| **Standard** | SS.912.P.7 |
| **Benchmark** | SS.912.P.7.8 Describe the principles of observational and cognitive learning. |
| **Also Assesses** | SS.912.P.7.9 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarifications** | Students will be able to describe the principles of observational and cognitive learning and apply them to everyday life.  Students should be able to describe principles associated with Albert Bandura, modeling, attention, retention replication, motivation, antisocial behavior, and prosocial behavior. |
| **Content Limits** | The parameters of the content discussed will be no less than how  behaviors can be learned through modeling and no more than  behavior modification. |
| **Stimulus Attributes** | Psychologists should be listed by both first and last name.  May include text/passages, images, or charts/graphs. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Albert Bandura, shaping, chaining, aversive learning, social learning, latent learning, learned helplessness, modeling, behavior modification, attention, retention, replication, motivation, antisocial behavior, and prosocial behavior. |
| **Sample Item** | After attending a movie with his parents, 4-year old Bennett began to misbehave and speak disrespectfully. Bennett’s parents wonder where this change in behavior came from. How would Albert Bandura explain Bennett’s behavior to his parents?   1. Bennett is going through a growing stage. 2. Bennett’s language is developing and maturing. 3. Bennett is tired and needs to take a nap and rest. 4. Bennett is imitating the behavior he saw in the movie.   Correct Answer: D |

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| **Reporting Category** | Language |
| **Standard** | SS.912.P.8 |
| **Benchmark** | SS.912.P.8.5 Evaluate the theories of language acquisition. |
| **Also Assesses** | SS.912.8.1, SS.912.8.3, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarifications** | Students will be able to evaluate the theories of language acquisition.  Students should be able to evaluate theories associated with environmental influences, neural networks, biological influences, nature and nurture, influence of culture, and bilingualism. |
| **Content Limits** | The parameters of the content discussed will be no less than how language is defined and no more than the different elements of structure. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: language, grammar, syntax, morphemes, phonemes, pragmatics |
| **Sample Item** | What is the study of rules for connecting words and phrases to form grammatical correct sentences?  A) grammar  B) language  C) phonemes  D) syntax  Correct Answer: D |

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| **Reporting Category** | Memory |
| **Standard** | SS.912.P.11 |
| **Benchmark** | SS.912.P.11.1 Identify factors that influence encoding. |
| **Also Assesses** | SS.912.P.11.5 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to identify the factors that influence encoding.  Students will be able to identify factors such as list position, distributed vs. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking, and hierarchy. |
| **Content Limits** | The parameters of the content discussed will be no less than the processes of memory, to the purpose of rehearsal and no more than the retrieval of information. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: memory, encoding, storage, retrieval, sensory memory, list position, distributed vs. mass rehearsal, semantic encoding, visual encoding, mnemonic devices, chunking, and hierarchy. |
| **Sample Item** | Mario has a psychology test next week and is wondering how he can possibly learn all of the theories and vocabulary words he will need to know. What is the best advice you can give Mario?   1. eat a good breakfast to wake up your brain before the test 2. write everything on sticky notes and hang them in your locker 3. read and re-read your notes and vocabulary each day before the test 4. get a good night’s sleep and read over everything the morning of the test   Correct Answer: C |

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| **Reporting Category** | Memory |
| **Standard** | SS.912.P.11 |
| **Benchmark** | SS.912.P.11.10 Discuss the factors influencing how memories are retrieved |
| **Also Assesses** | SS.912.11.8, SS.912.11.9, SS.912.11.11, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to discuss the factors influencing how memories are retrieved. Topics will include: context theory and state-dependent memory. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: context theory and state-dependent memory, retrieval cues, recognition, serial position, primacy effect, false positives, Elizabeth Loftus, semantic memory, episodic memory, declarative memory, procedural memory. |
| **Sample Item** | In a famous study on memory, Elizabeth Loftus and her colleagues used an altered photograph to convince participants that they had met Bugs Bunny at Disney World as a child. Which of the following is the best explanation for why she was able to deceive the subjects in her study?   1. The participants were given sodium pentothal which physically altered their engrams. 2. The information had been stored inaccurately initially due to the primary-recency effect. 3. The participants trusted Loftus because she represented a legitimate authority figure. 4. Because our memories are reconstructive, they can easily be tricked by false, yet convincing, information.   Correct Answer: D |

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| **Reporting Category** | Memory |
| **Standard** | SS.912.P.11 |
| **Benchmark** | SS.912.P.11.4 Describe the differences between working memory and long-term memory. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low |
| **Benchmark Clarifications** | Students will be able to describe the differences between working memory and long-term memory. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: working memory, chunking, capacity, long term memory, maintenance rehearsal, procedural, declarative, implicit explicit. |
| **Sample Item** | To recall information for a test, which process is necessary?   1. The information must be retrieved from storage to encoding. 2. The information must be retrieved from long-term memory to working memory. 3. The information must be retrieved from short-term memory to long-term memory. 4. The information must be retrieved from working memory to long-term memory.   Correct Answer: B |

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| **Reporting Category** | Memory |
| **Standard** | SS.912.P.11 |
| **Benchmark** | SS.912.P.11.6 Discuss types of memory and memory disorders (e.g., amnesias, dementias). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarifications** | Students will be able to analyze and or evaluate the different types of memory and memory disorders. Examples may include: sensory, short-term, working, long-term, Alzheimer’s disease, brain injury, Huntington’s disease, Parkinson’s disease, and stress. |
| **Content Limits** | The parameters of the content discussed will be no less than the different types of memory and no more than the biological factors on memory. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: encode, store, retrieve, implicit, explicit, sensory, short-term memory, working memory, long-term memory, Alzheimer’s disease, brain injury, Huntington’s disease, Parkinson’s disease, stress, Atkinson-Shiffrin information processing model, schema, decay, interference, mnemonic devises, Retroactive interference, Anteorgrade Amnesia, Retrograde Amnesia. |
| **Sample Item** | What is the correct order of the types of memory in the Atkinson-Shiffrin information processing model?   1. encode, store, retrieve 2. sensory, short-term, long-term 3. sensory, implicit, explicit 4. working, long-term, short-term   Correct Answer: B |

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| **Reporting Category** | Cognition |
| **Standard** | SS.912.P.12 |
| **Benchmark** | SS.912.P.12.2 Define processes involved in problem solving and decision making. |
| **Also Assesses** | SS.912.P.12.1 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarifications** | Students will be able to explain and evaluate topics that may include: identification, analysis, solution generation, planning, implementation, and evaluation. |
| **Content Limits** | The parameters of the content discussed will be no less than problem solving techniques including trial and error, Algorithms, heuristics and no more than the effectiveness of these techniques. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: cognition, thinking, mental images, concepts, formal concepts, prototypes, problem solving, trial and error, algorithms, heuristics, insight. |
| **Sample Item** | Which of the following is an example of an algorithm?   1. multiplying the lengths of each side of a cube to find the volume 2. estimating the number of people who prefer pepperoni instead of sausage on their pizza 3. believing that airplanes are more dangerous than cars despite factual evidence to the contrary 4. assuming that your new English teacher is a woman because you have had primarily female English teachers in the past   Correct Answer: A |

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| **Reporting Category** | Cognition |
| **Standard** | SS.912.P.12 |
| **Benchmark** | SS.912.P.12.4 Describe obstacles to problem solving. |
| **Also Assesses** | SS.912.P.12.5, SS.912.P.12.6, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarifications** | Students will be able to explain and or evaluate topics that may include: fixation and functional fixedness, convergent and divergent thinkers including mental sets. |
| **Content Limits** | The parameters of the content discussed will be no less than the differences of creative thinkers and no more than mental sets. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: functional fixedness, mental sets, confirmation bias, divergent thinking, convergent thinking, insight, hindsight bias, availability heuristic |
| **Sample Item** | June accidentally locked herself out of her house. Luckily, she was able to use the barrette in her hair to pick the lock and let herself in. Which obstacle to problem solving has June overcome?   1. availability heuristic 2. confirmation bias 3. functional fixedness 4. hindsight bias   Correct Answer: C |

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| **Reporting Category** | Personality |
| **Standard** | SS.912.P.16 |
| **Benchmark** | SS.912.P.16.5 Differentiate personality assessment techniques. |
| **Also Assesses** | SS.912.P.16.1, SS.912.P.16.2, SS.912.P.16.3, SS.912.P.16.4, SS.912.P.16.6 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarifications** | Students will be able to recognize the theoretical influence of Sigmund Freud, Alfred Adler, Carl Jung, and Karen Horney in various personality assessments.  Students will understand how personality is understood through use of tools such as the Thematic Apperception Test (TAT) and the Rorschach Inkblot Test, among other various assessment tools. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs.  Psychologists should be listed by both first and last name. |
| **Response Attributes** | Psychologists should be listed by both first and last name. |
| **Content Focus** | These examples are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: Sigmund Freud, Alfred Adler, Carl Jung, and Karen Horney, unconscious mind, conscious mind, preconscious mind, id, ego, super ego, defense mechanisms, Freud’s stages of psychosexual development, collective unconscious, personal unconscious, archetypes, Alfred Adler, inferiority, superiority, basic anxiety, Big Five Personality Test, Myers-Briggs Type Indicator, Rorschach Inkblot Test, TAT, Extrovert, Introvert |
| **Sample Item** | What assessment was developed specifically to assess the degree of  personality traits associated with achievement?   1. Big Five Personality Test 2. Myers-Briggs Type Indicator 3. Rorschach Inkblot Test 4. Thematic Apperception Test   Correct Answer: D |

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| **Reporting Category** | Personality |
| **Standard** | SS.912.P.16 |
| **Benchmark** | SS.912.P.16.7 Discuss biological and situational influences. |
| **Also Assesses** | SS.912.P.16.8, SS.912.P.16.9, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Moderate |
| **Benchmark Clarifications** | Students will understand how neurotransmitters such as dopamine,  serotonin, acetylcholine, and GABA influence personality.  Students will also understand how circumstances in different situations bring out different personality traits. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These examples are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: trait, cardinal trait, factor analysis, surface trait, source trait |
| **Sample Item** | What neurotransmitter is typically associated with high energy levels?   1. acetylcholine 2. dopamine 3. GABA 4. serotonin   Correct Answer: B |

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| **Reporting Category** | Stress |
| **Standard** | SS.912.P.19 |
| **Benchmark** | SS.912.P.19.3 Explain physiological and psychological consequences of stress for health. |
| **Also Assesses** | SS.912.P.19.1, SS.912.P.19.2 |
| **Item Types** | Selected Response |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to explain and or evaluate the physical and mental health issues that are related to maladaptive approaches to coping with stress, reactions to stress and the consequences of stress. |
| **Content Limits** | The parameters of content discussed will be no less than the sources of stress to no more than the reactions of stress. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: stress, stressor, stress reaction, eustress, distress, conflict situation, anxiety, anger, fear, hassles |
| **Sample Item** | Which of the conditions are **not** associated with chronic stress levels?   1. cancer 2. dyslexia 3. hypertension 4. ulcers   Correct Answer: B |

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| **Reporting Category** | Stress |
| **Standard** | SS.912.P.19 |
| **Benchmark** | SS.912.P.19.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. |
| **Also Assesses** | SS.912.P.19.5, SS.912.P.19.6, SS.912.P.19.7, LAFS.910.RH.1.2b, LAFS.910.RH.1.2d, LAFS.910.RH.2.4 |
| **Item Types** | Selected Response, Short Answer |
| **Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarifications** | Students will be able to recognize and explain how adaptive coping  strategies, such as meditation and biofeedback, lead to healthy lifestyles, positive experiences, and a sense of well-being including strategies of meditation, biofeedback and positive regard. |
| **Content Limits** | The parameters of the content discussed will be no less than identifying stress and no more than the strategies of relieving stress. |
| **Stimulus Attributes** | May include text/passages, images, or charts/graphs. |
| **Response Attributes** | None Specified |
| **Content Focus** | These terms are given in addition to those found in the standards,  benchmarks, and benchmark clarifications. Additional items may include, but are not limited to, the following: social support, cognitive appraisal, denial, intellectualization, progressive relaxation, meditation, biofeedback, autonomy, conflict resolution,  unconditional positive regard, behavioral therapy. |
| **Sample Item** | Many athletes use their sport to release emotional energy in response to stress. This method of adaptive coping is known as which of the following?   1. behavioral therapy 2. catharsis 3. conflict resolution 4. unconditional positive regard   Correct Answer: B |