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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Television Production 1 |
| 2014 |

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**Table of Contents**

[I. Guide to the Individual Benchmark Specifications 1](#_Toc362246932)

[Benchmark Classification System 1](#_Toc362246933)

[Definitions of Benchmark Specifications 3](#_Toc362246934)

[II. Individual Benchmark Specifications 4](#_Toc362246935)

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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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | LAFS.910.RST.2.4 |
| **Standard** | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Television Production  01.02 Craft and Structure |
| **Benchmark** | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics |
| **Also Assesses** | 04.03, 04.04 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response, Short Answer |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to identify the format, abreviations and acronyms of two column broadcast style scripts. |
| **Content Focus** | Items will focus on the students ability to write a two column broadcast style script in the correct format. Students should be asked to correct or complete the script adding missing column headings, dialogue and/or direction. Student may be asked to identify abbreviations and their meanings. Students may be asked to place script elements in their proper locations. |
| **Content Limits** | Items will be limited to the students’ ability to label, define, and produce two column scripts and will not include documentary or film style scripts. |
| **Text Attributes** | Text should be two column broadcast stype script. Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions and should relate to the context of the item stem. |
| **Sample Item** | Information that identifies an interview’s name and title that would be used to produce a lower third graphic would appear where on a two column script?   1. at the beginning of the script 2. at the end of the script, after all of the dialogue 3. on the right, under the interviews’ transcribed sound on tape 4. on the left, next to the interviews’ transcribed sounds on tape   **Answer: D** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | LAFS.910.WHST.2.4 |
| **Standard** | Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Television Production  02.02 Production and Distribution of Writing |
| **Benchmark** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| **Also Assesses** | 07.01, 07.02, 07.03 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response, Short Answer, Extended Response |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Student will be able to identify, label, and compose broadcast style and documentary style scripts using correct format. |
| **Content Focus** | Items will focus on the students’ ability to format scripts correctly using industry appropriate abreviations. |
| **Content Limits** | Items will be limited to the students’ ability to identify the correct format of broadcast and documentary style scripts and the composition of short script excerpts. |
| **Text Attributes** | Text should be two column broadcast stype script or  film/documentary style script. Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions and should relate to the context of the item stem. |

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| **Sample Items** | When writing broadcast style scripts, all the video elements belong on the left side. Which of these elements do **not** belong on the video side of a two column script?   1. director camera cues including camera shots 2. editing direction including b-roll suggestions 3. lower third supers 4. transcribed dialogue from sound bites   **Answer: D** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | MAFS.K12.MP.5.1 |
| **Standard** | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Television Production |
| **Benchmark** | Use appropriate tools strategically |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Student will be able to identify elements of timecode and determine length of production segments and production elements based on timecode and countdown clocks. |
| **Content Focus** | Items will focus on the students’ ability to understand timecode and use countdown clocks. |
| **Content Limits** | Timecode and/or countdown clocks indicated will be NTSB 24 hour timecode. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions and should relate to the context of the item stem.  One common misconception is that there is a 60 minute, 60 second or 30 frame count indicated on timecode. For example, one of the distractors may read 22:40:60:30 |

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| **Sample Item** | When logging sound bites, a student selects 4 sound bites. The student needs the sound bite to last exactly 10 seconds.  Which sound bite is exactly 10 seconds?     1. sound bite A begins at 10:20:10:15 and ends at 10:20:20:15 2. sound bite B begins at 10:20:10:10 and ends at 10:20:20:15 3. sound bite C begins at 10:10:10:15 and ends at 10:10:20:25 4. sound bite D begins at 10:20:10:10 and ends at 10:20:25:15   **Answer: A** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 4.02 |
| **Standard** | Apply knowledge of the television production technology program instructional system, safety procedures, and trade terminology |
| **Benchmark** | State and apply general safety rules for operation of equipment and learning activities in the lab |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Student will be able to identify basic safety proceedures for the studio and production rooms and the equipment used in the studio and adjacent rooms. |
| **Content Focus** | Items will focus on the students’ ability to change lamps in lighting instruments correctly and safely, identify safety cables on instruments on the lighting grid and utilize sand bags to properly stabalize floor stands and flats. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Response Attributes** | Distractors should be plausible. They should represent common misconceptions and should relate to the context of the item stem. |
| **Sample Item** | Which equipment would best keep a portable lighting instrument and floor stand securely in place in a temporary location on the set?   1. five pound sand bag 2. goggles 3. safety cable 4. twenty-five pound sand bag   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 04.03 |
| **Standard** | Apply knowledge of the television production technology program instructional system, safety procedures and trade terminology |
| **Benchmark** | Utilize trade terminology in the television production lab |
| **Also Assesses** | 07.01, 07.02, 07.03 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to identify the meanings of commonly used termonology in the television production lab. |
| **Content Focus** | Items will focus on the students’ ability to know the industry specific vocabulary common in the production studio and utilize that vocabulary to improve communication between production personel. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | When a director fades to black and the production is complete, what would they say to the staff to indicate that the production is finished and the crew may begin to break down the equipment?   1. that’s a wrap 2. the end 3. we are out 4. wrap the cable   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 04.04 |
| **Standard** | Apply knowledge of the television production technology program instructional system, safety procedures, and trade terminology |
| **Benchmark** | Utilize trade abbreviations and acronyms as appropriate |
| **Also Assesses** | 07.01, 07.02, 07.03 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response, Short Answer |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Student will be able to identify trade abreviations that are commonly used in the production studio and in ENG/EFP production and their meanings. |
| **Content Focus** | Items will focus on the students’ ability to communicate with members of the production team. |
| **Content Limits** | Not Applicable |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | If a script indicates that the technical director should take the SOT, what type of video will be rolling?   1. section of tape 2. section on tape 3. sound on tape 4. sound on time   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 05.01 |
| **Standard** | Identify lighting needs for a planned production |
| **Benchmark** | Describe types of lighting fixtures |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response, Short Answer |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to identify common studio and portable lighting fixtures and their appropriate uses. |
| **Content Focus** | Items will focus on the students’ ability to identify types studio and portable, flood and spot lights and their uses. |
| **Content Limits** | Items will be limited to the students’ ability to identify the lighting instruments. Students will not be expected to identify accessories or set up three point, four point or cross key lighting. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which lighting instrument has a rounded broad body that produces even, overall lighting?   1. ellipsoidal 2. fluorescent 3. fresnel 4. scoop   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 05.02 |
| **Standard** | Identify lighting needs for a planned production |
| **Benchmark** | Identify parts of lighting fixtures and accessories |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to identify the parts of common studio and portable lighting fixtures and their accessories |
| **Content Focus** | Items will focus on the students’ ability to identify parts of flood and spot lights and lighting accessories. |
| **Content Limits** | Items will be limited to the students’ ability to identify the lighting instruments. Students will not be expected to set up three point, four point, or cross key lighting. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which tool best helps a gaffer direct the light from a spot light to a specific point and will **not** change the color of the light?   1. barn doors 2. “c” clamp 3. diffusion device 4. scrim   **Answer: A** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 05.03 |
| **Standard** | Identify lighting needs for a planned production |
| **Benchmark** | Set-up appropriate lighting for production |
| **Also Assesses** | 05.01, 05.02 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to set up appropriate lighting for a production. Student may identify by type and use common studio and portable lighting fixtures and their accessories to set up basic three point lighting. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to identify appropriate lighting instruments for basic three point lighting and properly place the instruments in order to control shadows. |
| **Content Limits** | Items will be limited to the students’ ability to correctly identify and place flood and spot lights for a production. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | The key light acts as the primary source of light in three point lighting. If you are setting up portable lights for an interview, where would you place the key light?   1. behind the interview, just off center 2. directly to the left of the interview 3. directly to the right of the interview 4. in front of the interview, just off center   **Answer: D** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 06.02 |
| **Standard** | Use basic television production equipment |
| **Benchmark** | Set up, turn on, and operate a video camera |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | High |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to set up, turn on and operate a video camera. Student will be able to put the camera on an appropriate tripod, turn on the power, insert a recording device and push record |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability place the camera on a tripod, turn on the camera, identify a recording device and perform the basic operations of the camcorder. |
| **Content Limits** | Items will be limited to the students’ ability to record video and will not include elements of composition or shot selection. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | What is the correct order of prefocus?   1. focus, zoom all the way to the subject, set the shot 2. set the shot, zoom all the way to the subject, focus 3. zoom all the way to the subject, zoom out and set the shot, focus 4. zoom all the way to the subject, focux, zoom out and set the shot   **Answer: D** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 06.03 |
| **Standard** | Use basic television production equipment |
| **Benchmark** | Set up, turn on, and operate audio production equipment |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | High |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to set up, turn on and operate audio production equipment. Student will be able to identify microphones by type and function, operate an audio mixing console and record sound. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to turn on and operate basic analog and digital audio production equipment including audio mixing board and microphones. |
| **Content Limits** | Items will be limited to the students’ ability to to turn on and operate basic audio production equipment and must clarify for the studend if they are recording analouge or digital. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | When recording a digital audio source, what are the proper levels on the VU meter for the best recording of voice track?   1. between -3 and +3 2. between -12 and -6 3. between -12 and +3 4. between -30 and zero   **Answer: B** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 06.04 |
| **Standard** | Use basic television production equipment |
| **Benchmark** | Demonstrate picture composition principles |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to demonstrate picture composition principals. Student will be able to identify proper framing of a subject correctly in both 3x4 and 16x9 aspect ratio. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to identify principals surrounding the rule of thirds and placement of the subject correctly in the frame. |
| **Content Limits** | Items must clarify if the subject of the frame is looking directly toward the camera or off screen. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible and include items are framed in the center of the frame. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | According to the rule of thirds, where should the subjects eyes be centered if the subject is looking off frame toward the  right ?   1. to the left of the frame 2. at the exact center of the frame 3. where there has marks intersect in the top left of the frame 4. where the hash marks intersect in the top right of the frame   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 06.07 |
| **Standard** | Use basic television production equipment. |
| **Benchmark** | Identify, select and demonstrate use of an appropriate microphone. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Student will be able to identify, select, and demonstrate the most common types of studio and ENG production microphones. |
| **Content Focus** | Items will focus on the students’ ability to identify, select and demonstrate handheld, boom and Lavalier, dynamic and condensor microphones. |
| **Content Limits** | Items will not include the students’ ability to use ribbon or parabolic microphones. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | While shooting a story for your school news program about the championship football team, you have an oportunity to interview the school principal one-on-one in his or her office. Which type of microphone would be the **best** option to choose in this senario?   1. handheld dynamic 2. handheld shootgun 3. lavalier condensor 4. parabolic   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 06.09 |
| **Standard** | Use basic television production equipment |
| **Benchmark** | Demonstrate basic television lighting |
| **Also Assesses** | 05.01, 05.02, 05.03, 05.04 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to demonstrate basic television lighting. Student will be able to identify and select proper lighting instruments in setting up three point lighting. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to select lighting instruments and placement of the key, fill and back lights. |
| **Content Limits** | Items will be limited to the students’ ability to demonstrate basic lighting and will not include advanced techniques including limbo or silhouette lighting. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | When placing lighting instrument of three point lighting for optimum effect, a back light should be placed above the subject and angled down at which location?  12    9 3  6   1. 3 2. 6 3. 9 4. 12   **Answer: D** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 06.12 |
| **Standard** | Use basic television production equipment |
| **Benchmark** | Identify and select microphones for production |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Student will be able to identify and select the most common types of studio and ENG production microphones. |
| **Content Focus** | Items will focus on the students’ ability to identify and select handheld, boom and Lavalier, dynamic and condensor microphones. |
| **Content Limits** | Items will not include the students’ ability to utilize microphones. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which microphone is rugged and reliable and is considered the work horse of the television industry?   1. boundry 2. condenser 3. dynamic 4. ribbon   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 06.13 |
| **Standard** | Use basic television production equipment |
| **Benchmark** | Place microphones for maximum effect |
| **Also Assesses** | 6.12 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to place microphones for maximum effect. Student may identify various pick up patterns and explain how they effect audio quality. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to identify omni-directional and uni-directional microphones and placement of the microphones at the proper location and distance. |
| **Content Limits** | Not Applicable |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible and include the common student errors of incorrect use of a shotgun microphone during a talent standup as well as use of an omni-directional microphone at a distrance greater than 3 feet. |

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| **Sample Item** | While covering your school’s basketball season you have the opportunity to interview the headcoach one-on-one after the game ends. You have an omni-directional dynamic microphone. In order to pick up effective sound, you need to hold the mic at what distance from the subject?   1. within two feet of the subject 2. more than five feet from the subject 3. approximately four feet from the subject 4. approximately three feet from the subject   **Answer: A** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 07.03 |
| **Standard** | Interpret broadcast style scripts |
| **Benchmark** | Write a broadcast script including location information, camera moves and dialogue |
| **Also Assesses** | 4.04, 01.02.01 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Extended Response |
| **Ideal Cognitive Complexity Level** | High |
| **Benchmark Clarification** | Student will be able to write between 100 and 200 words in a film style script in the correct format and structure. |
| **Content Focus** | Items will focus on the students’ ability to know correct format of and interpret common industry abbreviations and acronyms for film style scripts. |
| **Content Limits** | Items will be limited to a student’s ability to write between 100 and 200 words. |
| **Text Attributes** | Text should be film style script. Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible, and should include common student errors such as audio and video cues on the incorrect side of a two column script. |
| **Sample Item** | Write a 100 word script in filmscript format including location information, camera moves and dialogue. You must have at least four characters and one scene change. Your scene begins in your school’s gymnasium. Several students are playing basketball when a teacher comes into the gym and announces that everyone will have to report to the principal’s office. When there the students are told the rival school’s mascot has apparently been stolen. The problem is that the mascot was found in one of the student’s locker. |
| **Scoring Guide** | **4 Points**   * Work demonstrates a **clear and complete** understanding of the concept and/or procedures required by the task. * Appropriate strategy is shown with clear and complete explanations and interpretations.   **3 Points**   * Response demonstrates a **clear** understanding of the concepts and/or procedures but is not complete. * Appropriate strategy is shown, but explanation or interpretation has minor flaws.   OR   * Response is incorrect because of calculation errors. * Work and strategy indicate a **clear** understanding of the concepts and/or procedures required by the task.   **2 Points**   * Response demonstrates a **partial** understanding of the concepts and/or procedures. * Appropriate strategy is shown, but explanation or interpretation has minor flaws.   **1 Point**   * Response shows **minimal** understanding of the concepts and/or procedures or provides no explanation or interpretation for the solution or shows major flaws.   **0 Points**   * Response is irrelevant, inappropriate, or not provided. |
| **Exemplar:** | INTERIOR – HIGHSCHOOL GYMNASIUM – DAY  TINA, JESSICA, JENSEN AND JUAN are playing basketball in the gym. Juan makes a layup and then they take a break for a drink of water. TINA and JESSICA are talking about a rumor they heard about a prank at the rival school. JENSEN AND JUAN glance at each other sharing a secret.  TINA  I just don’t get how someone could have gotten into the  principal’s office.  JESSICA  I don’t know if I even believe it. There are security cameras  everywhere.  TINA  They will catch whoever took the statue. After all, where would  Someone hide a two foot bronze statue of a hawk?  ASSISTANT PRINCIPAL SMITH  Tina Thomas, Jessica Simmons, Jensen Jones and Juan Torres.  To my office now!  INTERIOR – PRINCIPAL’S OFFICE – DAY  JUAN AND JENSEN sit hands in lap glancing at each other. JESSICA AND TINA pace stand at the principal’s desk demanding answers.  .  JESSIA  Why are we even here? We don’t have anything to do with this.  TINA  We don’t even know anything about what happened. We heard  Rumors this morning but so did everyone else.    ASSISTANT PRINCIPAL SMITH  Then perhaps Mr. Torres or Mr. Jones can help explain how the  Hawk was found in your trunk. Gentleman, you did ride to school  With the ladies correct?  JENSEN  Ahhhhh? |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 08.01 |
| **Standard** | Work as part of the television production team. |
| **Benchmark** | List the job functions of the television production team. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to identify the primary responsiblities of the staff, crew and talent |
| **Content Focus** | Items will focus on the students’ ability to identify the responsibilities and basic job functions of the production crew both behind and in front of the camera. |
| **Content Limits** | Items will not include special effects production personel and will be limited to the students’ ability to list the fuctions of the basic production crew. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which member of the production crew is responsible for keeping the production on budget and on time?   1. director 2. producer 3. technical director 4. teleprompter operator   **Answer: B** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 08.02 |
| **Standard** | Work as part of the television production team |
| **Benchmark** | Describe the steps of the production process |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to describe pre-production, production and post-production and their activities. |
| **Content Focus** | Items will focus on the students’ ability to identify the activities that happen during each phase of production. |
| **Content Limits** | Not Applicable |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible and should represent common misconceptions including common student errors such as activities that occur in all three phases of production. |
| **Sample Item** | During which phase of the production process would you record an audio track?   1. prior production 2. preproduction 3. production 4. post production   **Answer: C** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 08.05 |
| **Standard** | Work as part of the television production team |
| **Benchmark** | Set and adhere to production deadlines |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to identify appropriate responses to production deadlines and their importance. |
| **Content Focus** | Items will focus on the students’ ability to anticipate the correct action concerning and approaching deadline and identify reasonable expectations concerning the deadlines. |
| **Content Limits** | Not Applicable |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | You are acting as a member of the production crew on a live event that is set to begin at 5 p.m. You have a crew call deadline of 4 p.m. but you have run out of gas and are concerned you will be late. What option is the correct action if you are unable to arrive at the crew call on time?   1. You call a friend on the crew and have them cover for you until you arrive. 2. You should only be 15-20 minutes late so there shouldn’t be any problem; therefore, there is no reason to call. 3. You just got home because if you are going to be more than 15 minutes late, the director will just replace you in the crew. 4. You expect that you will only be about 15 minutes late but you call the director to give them a “heads-up” and keep them posted on your progress.   **Answer: D** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 09.03 |
| **Standard** | Perform basic audio and video recording and editing operations |
| **Benchmark** | Perform editing procedures for both audio and video production needs |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | High |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to perform editing procedures for both audio and video production needs. Student will be able to identify audio and video clips visually and by file type, arrange clips in order and export clips as needed for production. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to perform basic cut edits within short production elements, avoiding jump cuts producing a coherant sequence. |
| **Content Limits** | Items will be limited to the students’ ability to edit on a non-linear system and will not require the student to perform linear editing proceedures. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | Which file type represents an audio only clip?   1. .doc 2. .mov 3. .png 4. .wav   **Answer: D** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 10.02 |
| **Standard** | Conduct online research for television production |
| **Benchmark** | Identify valid websites for information retrieval |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to conduct and online research for televion production and identify valid websites for information retrieval. |
| **Content Focus** | Items will focus on the students’ ability to conduct and online research for televion production and identify valid websites for information retrieval. |
| **Content Limits** | Items will be limited to the students’ ability to conduct and online research for televion production and identify valid websites for information retrieval. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | While writing a news story for your school news show about the state elections, you are looking for the most current poll numbers. Which web site would the correct site to find information about election results?   1. Huffington Post 2. Florida Division of Elections 3. Huffington Post 4. local news channel   **Answer: B** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 11.01 |
| **Standard** | Operate an editing system |
| **Benchmark** | Transfer and log video |
| **Also Assesses** | 9.03 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to transfer and log video. Student will be able to transfer video from the recording device to the edit machine and identify timecode in relation to the video. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to transfer and log video to a non-linear editing system and will not include linear editing. |
| **Content Limits** | Items will be limited to the students’ ability to perform basic transfer and log functions and will not include convertion or compression operations. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | When logging video the script calls for the football pass at 07:04:20:15. At what minute/minutes can you editor find the needed shot?   1. 4 2. 7 3. 15 4. 20   **Answer: A** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 11.02 |
| **Standard** | Operate an editing system |
| **Benchmark** | Prepare graphics for production |
| **Also Assesses** | 9.03 |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Selected Response Benchmark Clarification** | Student will be able to complete this benchmark by identifying, illustrating, recognizing or distinguishing the proper manner to prepare graphics for a production. Student will be able to utilize graphic templates to prepare lower third supers, full screen graphics, title pages and credit scrolls for production. |
| **Performance**  **Benchmark Clarification** | Student will perform the indicated task during a live or recorded production as a member of a studio production crew. Student will perform the task for a minimum of 3 minutes through a variety of production changes. |
| **Content Focus** | Items will focus on the students’ ability to correctly utilize graphics templates to produce lower third supers, full screen graphics, title pages and credit scrolls for a production. |
| **Content Limits** | Items will be limited to the students’ ability to utilize pre-made templates for the most common graphic types and will not require a student to create original graphics. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | Which graphic is used when a script calls for a list of information to be read such as numbers, dates or places?   1. credit scroll 2. full screen graphic 3. lower third super 4. title page   **Answer: B** |

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| **Television Production 1 Course # 8772110** | |
| **Benchmark Number** | 11.04 |
| **Standard** | Operate an editing system |
| **Benchmark** | Select best source material, such as voice over (VO), sound on tape (SOT), and B-roll, to achieve program goals |
| **Also Assesses** | 9.03 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge, Both |
| **Item Types** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | Student will be able to identify appropriate material based on content and length to achieve program goals. |
| **Content Focus** | Items will focus on the students’ ability to identify appropriate source material based on content, length and audience to achieve program goals. |
| **Content Limits** | Not Applicable |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | You are producing a 2:30 news segment covering your school’s new uniform policy. Which source material would **not** be correct for the production?   1. an interview with a student 2. an interview with the school principal 3. b-roll of students in class 4. b-roll of the basketball team   **Answer: D** |