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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Television Production 2 |
| 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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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | LAFS.910.RST.1.3 |
| **Standard** | Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Television Production.  01.01Key Ideas and Details |
| **Benchmark** | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response, Constructed Response: Short Answer |
| **Ideal Cognitive Complexity Level** | High |
| **Benchmark Clarification** | Student will be able to read and interpret a broadcast style or film style script and execute the called for tasks as outlined by the scripts. |
| **Content Focus** | Items will focus on the students’ ability to identify, construct and analyse multistep technical tasks as outlined by a broadcast or film style scripts as a member of the crew, staff or talent. |
| **Content Limits** | Items will be limited to the students’ ability to interpret and analyse two column broadcast or film style scripts. |
| **Text Attributes** | Text should be two column broadcast or film/documentary type script. 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** | |  |  |  | | --- | --- | --- | | 5 | TAKE VO  RUNS :25 | AND OUR NATIONAL HONOR SOCIETY CLUB GOES TO NATIONAL CONFERENCE IN D.C. | | 6 | DISSOLVE TO TWO SHOT  ANCHOR ON CAM | ANCHOR 1: THANK YOU FOR JOINING US TODAY ON W.G.S.N T.V. I'M SALLY SMITH | | 7 | CUT TO MCU | ANCHOR 2: AND I'M JOHN DOE. FIRST IN OUR BROADCAST. |   In the sample script above, what transition would the director perform after the end of dialouge on shot 5, moving to Anchor 1 dialouge on shot 6?   1. dissolve 2. on cam 3. two shot 4. wipe   Correct Answer: D |

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| **Television Production 2 Item Specifications** | |
| **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.  01.02Craft 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** | 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 read and interpret broadcast and film style scripts. |
| **Content Focus** | Items will focus on the students’ ability to identify, understand and intrepret industry specific termonology such as cut, wipe, take, roll ect. |
| **Content Limits** | Items will be limited to the students’ ability to interpret symbols and terms used in the television production industry. |
| **Text Attributes** | Text should be two column broadcast stype script. Text should be 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 including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | |  |  |  | | --- | --- | --- | | 1 | FADE UP TO SHOW OPEN  RUNS :32  OUT CUE: KNIGHT'S NEWS | (Take open sound full) | | 2 | FADE UP WS STUDIO  ZOOM IN :10 | (Theme music up, establish then under) | | 3 | DISSOLVE TO TWO SHOT SLOW ZOOM  ANCHOR ON CAM | ANCHOR 1: WELCOME TO WGSN… COVERING ALL YOUR SCHOOL NEWS AND SPORTS. | | 4 | ANCHOR ON CAM TWO SHOT | ANCHOR 2: TODAY ON YOUR SCHOOL NEWS… PICK UP YOUR GRADUATION CAP AND GOWN. |   In the sample text above, explain what audio sources the audio engineer will use in what order and at what audio level from shots one throught four? |
| **General Scoring Guide** | **2 Points:**   * The response indicates that the student has a **complete understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included.   **1 Point:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based but the information is too general or too simplistic. * Some of the support and/or examples may be incomplete or omitted.   **0 Points:**   * The response indicates that the student **does not demonstrate** understanding of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant information. * The response has an insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. |
| **Exemplar:** | In shot one, the audio engineer would take the show open sound full. Then in shot 2 the audio engineer would fade out the open and fade up the theme music full for a few seconds and then lower the theme music and keep it under the anchor microphones. In shots three and four, the audio engineer would open the anchor microphones full with the theme music under. |

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| **Television Production 2 Item Specifications** | |
| **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** | Not Applicable |
| **(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 in correct format both two column and film style script. |
| **Content Focus** | Items will focus on the students’ ability to write creatively broadcast two column and filmscript style scripts for television broadcast while implementing correct formating using industry appropriate abreviations. |
| **Content Limits** | Items will be limited to the students’ ability to produce brief scripts including technical direction and dialouge. |
| **Text Attributes** | Text should be two column broadcast stype script. Text should be 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 including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | In a broadcast style two column script, where does the dialouge belong?   1. at the beginning 2. at the end 3. on the left 4. on the right   Correct Answer: D |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 03.06 |
| **Standard** | Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Television Production |
| **Benchmark** | Attend to precision |
| **Also Assesses** | Not Applicable |
| **(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 utilize timecode to backtime live shows, log video and edit to specific lengths. |
| **Content Focus** | Items will focus on the students’ ability to understand timecode and exactly count the length of pieces of video. |
| **Content Limits** | Items will be limited to the students’ ability to read and interpret NTSB 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 including common student errors and should relate to the context of the item stem. |
| **Sample Item** | A student is editing a news package and they have interviewed the football coach and three of the players. The editor is looking for a Sound On Tape that is exactly 15 seconds long. Which sound bite would fit?   1. 10:10:10:05 to 10:10:10:20 2. 10:10:05:10 to 10:10:20:10 3. 10:10:04:10 to 10:10:20:10 4. 10:05:10:10 to 10:20:10:10   Correct Answer: B |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 12.03 |
| **Standard** | Stage a set as directed for television production |
| **Benchmark** | Sketch a set plan |
| **Also Assesses** | 12.01, 12.02 |
| **(K)nowledge (P)erformance or (B)oth** | Performance |
| **Item Types** | Performance Task |
| **Ideal Cognitive Complexity Level** | High |
| **Benchmark Clarification** | Student will be able to label and/or sketch a news or drama set plan including support rooms such as control rooms, storage, audio booth and needed set elements inside the studio such as lighting grid, camera locations and flat storage. |
| **Content Focus** | Items will focus on the students’ ability to identify, label and place common set elements including flats, furniture and cameras. |
| **Content Limits** | Items will be limited to the students’ ability to identify label and sketch a studio set plan and will not include set building in the field. |
| **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** | In the studio shown add camera positions for two news anchors, one interview anchor, a weather anchor and a sports anchor. There are only 5 studio cameras available. Place a square where you would place the cameras and use an arrow to indicate where they camera would move during the show.  Green Screen  Anchor Desk  Interview Set  Sports Desk |
| **General Scoring Guide** | |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |
| **Exemplar:**  Anchor Desk | In the studio shown add camera positions for two news anchors, one interview anchor, a weather anchor and a sports anchor. There are only 5 studio cameras available. Place an sqare where you would place the cameras and use an arrow to indicate where they camera would move during the show.  Green Screen  1  3  4  2  3  Interview Set  Sports Desk |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 13.01 |
| **Standard** | Perform lighting activities for a planned production |
| **Benchmark** | Describe functions of master lighting panel and dimmer board |
| **Also Assesses** | 13.02 |
| **(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 parts of the master lighting panel and dimmer board and describe how they work. |
| **Content Focus** | Items will focus on the students’ ability to describe the functions of the lighting panel and dimmer board in the studio as it relates to three and four point lighting. |
| **Content Limits** | Items will notinclude questions covering portable lighting kits. |
| **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 operating the light board for your news show, you need to lower a single key light on the news anchor desk. Which fader on the master lighting panel would you lower?   1. the fader assigned to the light behind the anchor desk 2. the fader assigned to the light in front of the anchor desk 3. the fader assigned to the light to the left of the anchor desk 4. the fader assigned to the light to the right of the anchor desk   Correct Answer: B |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 14.01 |
| **Standard** | Use basic equipment in a television production studio |
| **Benchmark** | Select appropriate audio and video cables for use |
| **Also Assesses** | 14.03 |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to differeniate between the most common audio and video cables such as XLR, RCA, mini, firewire, BNC, HDMI and USB. |
| **Content Focus** | Items will focus on the most common video and audio cables such as BNC, XLR, RCA, HDMI, SVHS and firewire. |
| **Content Limits** | Students will not be asked to identify subgroups of cables such as various types of firewire cables. |
| **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** | Timothy needs to connect a camera to a monitor. The video and audio input on the monitor are three small round holes that are color coded connectors that are yellow, red and white. Which cables does Timothy need to get video and audio from the camera to the monitor?   1. BNC 2. Firewire 3. RCA 4. XLR   Correct Answer: C |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 14.02 |
| **Standard** | Use basic equipment in a television production studio |
| **Benchmark** | Troubleshoot a bad cable connection |
| **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 the location of the bad connection by testing the likely causes and correct the problem. |
| **Content Focus** | Items will focus on the students’ ability to test various pieces of equipment narrowing down the location of the bad connection and replacing the broken equipment. |
| **Content Limits** | Items will be limited to the students’ ability to identify the damaged equipment. The student will not be asked to repair equipment. |
| **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** | Andrew is operating the audio board during a live taping of the school news program. He begins with microphones checks for both Anchor 1 and 2 but he doesn’t hear any sound. Andrew notices that the VU meter is reading at the correct levels. What is the likely reason that Andrew can’t hear the anchors?   1. The sound board is turned off. 2. Anchor 2’s camera is not turned on. 3. The speakers in the audio are turned off. 4. The gain is turned all the way down on Anchor 2.   Correct Answer: C |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 14.04 |
| **Standard** | Use basic equipment in a television production studio |
| **Benchmark** | Describe function of a Camera Control Unit (CCU) |
| **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 and explain how the CCU is used to match the camera signal from multiple cameras during a switched program. |
| **Content Focus** | Items will focus on the students’ ability to understand and explain color and brightness changes with the CCU. |
| **Content Limits** | Students will not be asked to explain the waveform monitor or vector scope. |
| **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** | The technical director looks at Anchor 1 on Cam 1, Cam 2 and Cam 3 and notices that her white shirt is noticable brighter on Cam 1. He asked the video engineer to adjust the cameras so they match. How could the video engineer correct this problem at the Camera Control Unit?   1. adjust the iris down on camera 1 2. adjust the iris up on camera 1 3. turn on the tall lights on camera 2 and 3 4. white balance camera 1, 2, and 3   Correct Answer: A |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 14.06 |
| **Standard** | Use basic equipment in a television production studio |
| **Benchmark** | Describe parts of an audio mixing console. |
| **Also Assesses** | 14.07 |
| **(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 basic parts of a digital or analog audio mixing console including inputs, volumn control and outputs. |
| **Content Focus** | Items will focus on the students’ ability to identify parts of the console. |
| **Content Limits** | Items will be limited to the students’ ability to identification and will not include operation of the console. |
| **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** | What is the name of the point where the mixed audio signal leaves a mixing console?   1. main exput 2. main input 3. main output 4. source output   Correct Answer: C |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 15.01 |
| **Standard** | Identify different types of script copy |
| **Benchmark** | Identify scripts by format, function and utilization |
| **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 scripts as two column or filmscript style and determine the correct script for a specific production. |
| **Content Focus** | Items will focus on the students’ ability to identify a two column or film style script and select the appropriate script for a given production. |
| **Content Limits** | None Specified |
| **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 including common student errors and should relate to the context of the item stem. |

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| **Sample Item** | |  |  |  | | --- | --- | --- | | 13 | CUT TO MCU  TAKE VO  RUNS :40  LOWER THIRD: Thunderstorms continue | ANCHOR 2: THIS IS THE WEEK TO GET A GOOD BOOK AND STAY INDOORS AND OUR FORCAST ISN'T IMPROVING  (Nats Full :03 then up under)  HEAVY RAINS AND HIGH WINDS HAVE CANCELLED SPORTS PRACTICES AGAIN TODAY.  NO WORD YET FROM OUR ADMINISTRATION IF PRACTICE WILL RESUME TOMORROW BUT THE FORCAST DOESN'T LOOK PROMISING.  WITH MORE STORMS PREDICTED UNTIL THE END OF THE WEEK IT ISN'T LIKELY THAT THE PRACTICES WILL RESUME IN THE NEXT TWO DAYS. |   Look at the above selection. What type of news script is this?   1. reader 2. package 3. voice over 4. VOSOT   Correct Answer: C |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 15.02 |
| **Standard** | Identify different types of script copy |
| **Benchmark** | Define terminology used in broadcast scriptwriting |
| **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 and define broadcast content specific termonology used in script writing. |
| **Content Focus** | Items will focus on the students’ ability to define commonly used terms and acronyms that are specific to broadcasting. |
| **Content Limits** | None Specified |
| **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 including common student errors and should relate to the context of the item stem. |
| **Sample Item** | While writing a two column script you want to include an interview you recorded with the principal. Which term would you use to indicate a section of interview where you want to hear the sound full?   1. package 2. SOT 3. super 4. VO   Correct Answer: B |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 16.01 |
| **Standard** | Write a broadcast style script |
| **Benchmark** | Plan and produce a storyboard |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Performance |
| **Item Types** | Performance Task |
| **Ideal Cognitive Complexity Level** | High |
| **Benchmark Clarification** | Student will be able to indicate both audio and video portions of the storyboard and sketch camera shots that accuratly represent the desired camera shots. |
| **Content Focus** | Items will focus on the students’ ability to create a completed storyboard using broadcast specific termonology indicating both audio and video portions of the storyboard. |
| **Content Limits** | Items will be limited to the students’ ability to create no more than 20 storyboard frames. |
| **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** | On the storyboard provided create a screen where a student goes to their locker, speaks to a friend, takes out books for their next class and heads to class before the next bell. Include all video direction, moves, audio direction and dialogue and sketches.  V  A  V  A |

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| **General Scoring Guide** | |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |
| **Exemplar:** |  |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 16.02 |
| **Standard** | Write a broadcast style script |
| **Benchmark** | Specify steps leading to broadcast scripts |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Types** | Constructed Response: Short Answer |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | Student will be able to determine the value of story topics, research, gather story elements and combine elements into a complete scripts. |
| **Content Focus** | Items will focus on the students’ ability to identify preproduction elements such as research, interview selection, rough draft writing, logging sots, and creative writing. |
| **Content Limits** | None Specified |
| **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 including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Gabriel is writing a public service announcement for script and he is searching for a fact about childhood obesity. While doing research he searched wikipedia and the U.S. Department of Health and Human Services for information. Which source is **more** reliable and why? |

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| **General Scoring Guide** | **2 Points:**   * The response indicates that the student has a **complete understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included.   **1 Point:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based but the information is too general or too simplistic. * Some of the support and/or examples may be incomplete or omitted.   **0 Points:**   * The response indicates that the student **does not demonstrate** understanding of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant information. * The response has an insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. |
| **Exemplar:** | The U.S. Department of Health and Human Services is a more reliable source. Wikipedia may be used are a reference tool; however, to attribute facts for a production, a .gov source is more reliable. |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 17.03 |
| **Standard** | Perform character generation (CG) |
| **Benchmark** | Understand television graphic safe zone and color design |
| **Also Assesses** | 17.02, 17.04 |
| **(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 graphic safe zone and determine the quality of a graphic based on the title safe zone, font style and color. |
| **Content Focus** | Items will focus on the students’ ability to determine the quality of graphics based on the graphic safe zone and color design principals such as contrast and luminance. |
| **Content Limits** | Items will be limited to the students’ ability to determine the appropriateness of character generated titles. The student will not be asked to evalute computer generated images (CGI). |
| **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 graphic example falls within the title safe zone?  Key Club Meeting  At 4:00 p.m.  In the auditorium  **A.**  Key Club Meeting  At 4:00 p.m.  In the auditorium  **B.**  Key Club Meeting  At 4:00 p.m.  In the auditorium  **C.**  Key Club Meeting  At 4:00 p.m.  In the auditorium  **D.**  Correct Answer: D |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 18.01 |
| **Standard** | Operate television studio audio control system |
| **Benchmark** | Identify and select microphones for production |
| **Also Assesses** | 18.02 |
| **(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 microphones by name and select the best microphone for a given production. |
| **Content Focus** | Items will focus on the students’ ability to identify the pickup patterns technological requirements of specific types of microphones and how to use them best in a production. |
| **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** | You are interviewing the head football coach on the sidelines during halftime of the football game. What microphone is affordable and rouged while providing reliable sound quality?   1. boundry 2. dynamic 3. lavalier 4. ribbon   Correct Answer: B |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 18.03 |
| **Standard** | Operate television studio audio control system |
| **Benchmark** | Describe parts of sound recording and playback devices |
| **Also Assesses** | 18.04 |
| **(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 inputs, controls and outputs for sound recording devices. |
| **Content Focus** | Items will focus on the students’ ability to identify on board camera and in studio audio board sound recording devices. |
| **Content Limits** | Student will not be asked to identify parts of “audio only” sound recording devices such as tape recorders. |
| **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** | Samantha is shooting video in a ceramics classroom and the students are pounding out clay into thin sheets. Samantha wants to record the sounds of the students working. She needs to turn up the sound for the onboard microphone. On which channel should the increase the volumn?   1. channel 1 2. channel 2 3. channel 3 4. channel 4   Correct Answer: B |

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| **Television Production 2 Item Specifications** | |
| **Benchmark Number** | 18.05 |
| **Standard** | Operate television studio audio control system |
| **Benchmark** | Describe parts of an audio mixing console |
| **Also Assesses** | 18.06 |
| **(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 parts of a multichannel audio mixing console that are commonly used during a production |
| **Content Focus** | Items will focus on the students’ ability to identify parts of the audio console including inputs, controls and outputs needed for a basic production. |
| **Content Limits** | Items will be limited to the students’ ability to identify the most common parts of the board. The student will notbe required to identify all parts of the equalizer. |
| **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** | How does lowering the potentiometer affect an audio signal such as a microphone?   1. the source will become louder 2. the source will become more clear 3. the source will become more high pitched 4. the source will become softer   Correct Answer: D |