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| central florida assessment collaborative |
| **Individual Test Item Specifications** |
| Television Production 3 |
| **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 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 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 Florida Standards. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement. |
| **Item Types** | are used to assess the benchmark or group of benchmark. |
| **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes** | define the characteristics of the answers that a student must choose or provide. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. |

II. Individual Benchmark Specifications

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 22.0 Select special effects lighting for a planned production |
| **Benchmark Number** | 22.01 |
| **Benchmark** | The student will be able to use lighting to create the mood for a production. |
| **Also Assesses** | 22.02 The student will be able to use appropriate lighting accessories (gels, reflectors, etc.) to enhance a production. |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to use the lighting equipment and accessories available at their school to light a set to reflect the mood described by a given script. |
| **Content Focus** | three-point lighting, halogen, tungsten, fluorescent, incandescent, LED, shadow, highlight, key light, back light, mood, emotion, scoop, C-stand, diffusion, high-key, medium key, floodlight, realism, light meter, setup, spot light, white balance |
| **Content Limits** | Content limited to students’ knowledge and use of general lighting equipment, not specific brand names. |
| **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** | James is interviewing a football player for his school’s new show. He wants to create an intimate, personal feel for the segment. Which lighting and setting would be appropriate for creating this mood?  A. in the coach’s office with three-point lighting  B. in the locker room with florescent overheads  C. on the field during afternoon practice  D. on the sidelines during a Friday night game  **Correct answer: A** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 22.0 Select special effects lighting for a planned production |
| **Benchmark Number** | 22.02 |
| **Benchmark** | The student will be able to use appropriate lighting accessories (gels, reflectors, etc.) to enhance a production. |
| **Also Assesses** | 22.01 The student will be able to use lighting to create the mood for a production. |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to expand upon basic lighting knowledge, using accessories such as reflectors to fill in dark areas, highlight details and create specific moods; gels to correct color; diffusers to soften harsh light, etc.  The student will be able to demonstrate advanced knowledge of lighting by using lighting accessories to create or fill shadows, enhance or correct color, and create specific effects. |
| **Content Focus** | three-point lighting, halogen, tungsten, fluorescent, incandescent, barn door, gel, reflector, diffuser, shadow, highlight, neutral density filter, polarizing filter, umbrella |
| **Content Limits** | Content limited to assessment of accessories, not specific lighting types. |
| **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** | Ted noticed that the lighting available for the interview he is filming creates harsh shadows on his subjects. Which one of these accessories would be most appropriate for softening the lighting effect?  A. barn doors  B. diffuser  C. gel  D. reflector  **Correct answer: C** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 23.0 Demonstrate correct use of equipment used in television production. |
| **Benchmark Number** | 23.01 |
| **Benchmark** | The student will be able to demonstrate facility and equipment inventory. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to understand the various functions of the studio and control room equipment used in television production.  The student will be able to understand and demonstrate the skills needed to organize, inventory and maintain video and lighting equipment and accessories within the context of a production or post-production environment. This would include knowing the functions of the various pieces of equipment. |
| **Content Focus** | mixer, switcher, video camera, teleprompter, text generator, tripod, microphone, boom, and related equipment |
| **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. |

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| **Sample Item** | Ted is the technical director for WCAT News. What is the primary piece of equipment he uses to complete his job?  A. audio mixer  B. camera  C. switcher  D. teleprompter  **Correct answer: C** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 23.0 Demonstrate correct use of equipment used in television production. |
| **Benchmark Number** | 23.02 |
| **Benchmark** | The student will be able to demonstrate basic equipment maintenance and management. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to demonstrate their mastery of television production equipment maintenance and management, including video cameras, lighting, audio and related production tools. |
| **Content Focus** | maintenance, management, video cameras, tripods, microphones, lighting, accessories and related basic equipment |
| **Content Limits** | Content should not focus on specific, brand-name equipment that may not be relevant at the time of the assessment, or available at all schools. |
| **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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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 24.0 Perform basic digital audio and video recording and editing operations. |
| **Benchmark Number** | 24.01 |
| **Benchmark** | The student will be able to identify and describe different video recording devices. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will be able to select the correct video recording device for a given production. |
| **Content Focus** | microphones, sound mixers, sound pick-up patterns, video camera |
| **Content Limits** | Content includes an understanding of which equipment is best for recording various scenarios. |
| **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** | William is using a handle-bar mounted video camera to record a mountain-biking expedition. In using this equipment, which shot is he recording?  A. Dutch angle  B. extreme close up  C. point of view  D. wide shot  **Correct answer: C** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 25.0 Perform television production and programming activities. |
| **Benchmark Number** | 25.01 |
| **Benchmark** | Perform Society of Motion Picture and Television Engineers (SMPTE) time code calculations. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to understand how to read and analyze SMPTE time code, and utilize it for precision editing.  The student will be able to understand and calculate SMTE time code during post-production tasks. |
| **Content Focus** | SMTE, time code, hours, minutes, seconds, frames, calculations, sync |
| **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. |

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| **Sample Item** | Elizabeth is creating a music video. What editing calculations will she use to ensure that her audio and video are precisely synced?  A. drop-frame time code  B. longitudinal time code  C. MIDI time code  D. SMPTE time code  **Correct answer: D** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 25.0 Perform television production and programming activities. |
| **Benchmark Number** | 25.02 |
| **Benchmark** | Student will be able to develop a script for a narrated performance. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to demonstrate an understanding and mastery of the elements included in and correct formatting of a professional script. |
| **Content Focus** | script, two-column, format, narrative, dialogue, description, characters, framing, composition, camera moves |
| **Content Limits** | No limits |
| **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** | **8. INT. COCKPIT - (AERIAL)**    We become aware of WIND WHISTLE, JET ENGINE SOUNDS, RADIO STATIC. The pilot, COUGAR, is calm, steady. The Radar Intercept Officer in the backseat, GOOSE, is a wildman, always an edge of humor in his voice. A UHF transmission breaks in…    STRIKE (V.O. filtered)  **GHOST RIDER, THIS IS STRIKE... WE**  **HAVE UNKNOWN CONTACT INBOUND,**  **MUSTANG. YOUR VECTOR ZERO NINE ZERO**  **FOR BOGEY.**    Almost immediately the RIO picks up a target and responds.  In this excerpt from 1985 film “Top Gun”, writer Chip Proser directs that STRIKE is “V.O. filtered”. What does this indicate?  A. The character is seen through a filter.  B. The character is speaking from the back seat of the cockpit.  C. The character’s voice is heard through the radio transmission  D. The character calls to Goose and Cougar through a video link.  **Correct answer: C** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 25.0 Perform television production and programming activities. |
| **Benchmark Number** | 25.03 |
| **Benchmark** | The student will be able to draw storyboard for a planned non-profit commercial production. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to draw a storyboard sequence of frames relating to a given script. |
| **Content Focus** | storyboarding, formatting, framing, composition, camera moves |
| **Content Limits** | As a performance-based item, content is limited to a specific task with detailed instructions, specific materials and a grading rubric. |
| **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** | In frame 1 of the storyboard below, what shot is indicated?  A. close up  B. extreme close up  C. over the shoulder  D. point of view  Macintosh HD:Users:PW2:Desktop:SciF_EngrDesignGuide_Storyboard_MariaGosur.jpg  **Storyboard example.** Illustration by artist Maria Gosur.  http://www.sciencebuddies.org/engineering-design-process/storyboards.shtml  **Correct answer: D** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 26.0 Demonstrate industry accepted skills for studio production. |
| **Benchmark Number** | 26.01 |
| **Benchmark** | Demonstrate skills in selecting production topics |
| **Also Assesses** | 26.02 Determine quality of production topics |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will be able to choose topics appropriate to their target audience. |
| **Content Focus** | target audience, production limitations, deadlines, topic, appropriateness, narrative, drama, comedy, documentary |
| **Content Limits** | Items must contain school-appropriate topics. Items may include questions about appropriateness of material that school-age students can view. |
| **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** | James and Evan have been assigned a public-service announcement video project to welcome freshmen to the high school. What would **not** be an appropriate topic?  A. Applying to college  B. Finding your way around campus  C. Getting involved in student government  D. Understanding your grade-point average  **Correct answer: A** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 26.0 Demonstrate industry accepted skills for studio production. |
| **Benchmark Number** | 26.02 |
| **Benchmark** | Determine quality of production topics. |
| **Also Assesses** | 26.01 Demonstrate skills in selecting production topics. |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will be able to choose topics appropriate to production parameters, including genre, time constraints and schedule. |
| **Content Focus** | target audience, production limitations, deadlines, topic, schedule, appropriateness, genre, narrative, drama, comedy, documentary |
| **Content Limits** | Items must contain school-appropriate topics. Items may include questions about appropriateness of material that school-age students can view. |
| **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** | Robert and Chris will be spending the semester producing a fifteen-minute documentary about a school-based activity. Which one of these topics would be best, given the production parameters?  A. daily school news broadcast  B. first-time driver parking at school  C. freshman going through the lunch line  D. actor auditioning, practicing and performing in spring play  **Correct answer: D** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 26.0 Demonstrate industry accepted skills for studio production. |
| **Benchmark Number** | 26.03 |
| **Benchmark** | Operate television studio equipment |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to understand how to set up and operate basic studio equipment, including cameras and lighting. |
| **Content Focus** | video camera, tripod, lighting, lens, microphone, camera-control unit, teleprompter, monitor, chromakey, switcher, text generator, boom, crane, clip, commercial, commercial, device control, CCU, DVE, zooming, editing, equalization, fade in, fade out, cue, f-stop, graphic, head room, lead room |
| **Content Limits** | Content limited to general equipment knowledge, not brand-name specific skills (i.e.; “switcher”, not “TriCaster”). |
| **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 operating the studio camera, it is important to adjust the camera’s various exposure systems to suit the shooting conditions. What is the process involving the overall color cast in which you are shooting?  A. color temperature  B. incandescent illumination  C. optical stabilization  D. white balance  **Correct answer: D** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 26.0 Demonstrate industry accepted skills for studio production. |
| **Benchmark Number** | 26.04 |
| **Benchmark** | Adhere to production deadlines. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to demonstrate that they understand the time required to complete a given production. |
| **Content Focus** | pre-production, production, post-production, editing, deadline, recording |
| **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. |

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| **Sample Item** | A special guest speaker is scheduled to speak before the student body. The principal has requested that the speech be recorded, edited and uploaded to the school’s website by the following day. In order to meet the tight deadline, what stage of production can be abbreviated or eliminated?  A. pre-production  B. production  C. post-production  D. rendering  **Correct answer: A** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 27.0 Utilize the internet to gather data for a planned production. |
| **Benchmark Number** | 27.01 |
| **Benchmark** | The student will be able to use the internet to research specific information on a production topic as assigned. |
| **Also Assesses** | 27.02 The student will be able to derive on-line information for use in graphs and charts in a production. |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to demonstrate their understanding of website validity and internet research skills. |
| **Content Focus** | validity, website, source, content, internet, research, URL, relevancy |
| **Content Limits** | No limitations |
| **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** | Megan is researching valid websites for information she can use to produce a public service announcement about bullying. Which one of these websites would **not** be considered a valid website?  A. APA.org  B. KidsHealth.org  C. StopBullying.gov  D. Wikipedia.org  **Correct answer: D** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 27.0 Utilize the internet to gather data for a planned production. |
| **Benchmark Number** | 27.02 |
| **Benchmark** | The student will be able to derive on-line information for use in graphs and charts in a production. |
| **Also Assesses** | 27.01 The student will be able to use the internet to research specific information on a production topic as assigned. |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to analyze data from on-line resources and decide which information should be presented within the context of a television production. |
| **Content Focus** | internet, website, validity, source, research, graph, chart, content, focus |
| **Content Limits** | When used as a performance-based item, content is limited to a specific task with detailed instructions, specific materials and a grading rubric. |
| **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** | Mikayla is producing a series of anti-bullying PSAs. Which one of these topics would be best represented using charts and graphs created using data from on-line resources?  A. number of parents who report their child being bullied  B. signs a child is being bullied  C. signs a child is bullying others  D. why bullied children don’t ask for help  **Correct answer: A** |