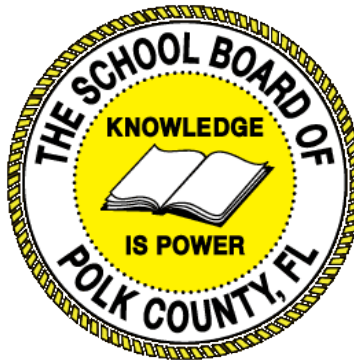


Individual Test Item Specifications

8106830- Agritechnology 2

2015



The contents of this document were developed under a grant from the United States Department of Education. However, the content does not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the federal government.

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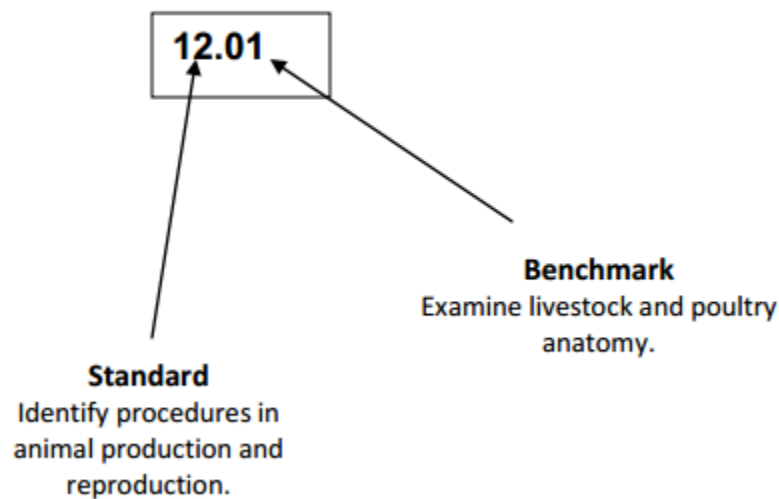
I. Guide to the Individual Benchmark Specifications

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 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.

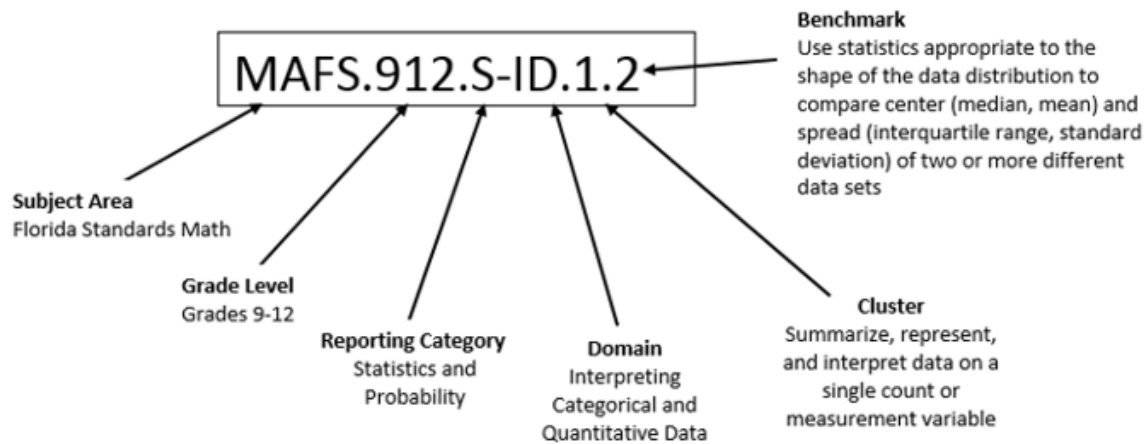
An example, from Agritechnology 1:



The image above describes the components of a Career and Technical Education Standard and Benchmark classification system.

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

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



The image above describes the components of a Florida Standard and Benchmark classification system.

Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for the Florida Department of Education Career and Technical Education item banks. For each benchmark assessed, the following information is provided.

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 Florida Standards.
Benchmark	refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark.
Item Types	are used to assess the benchmark or group of benchmark.
Cognitive Complexity	ideal level at which item should be assessed.
Benchmark Clarifications	explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.
Content Limits	define the range of content knowledge and that should be assessed in the items for the benchmark.
Stimulus Attributes	define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content.
Response Attributes	define the characteristics of the answers that a student must choose or provide.
Content Focus	addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each type of question assessed. The correct answer for all sample items is provided.

II. Individual Benchmark Specifications

Standard	31.0 Fertilize plants and crops.
Benchmark	31.02 Identify common nutrient deficiency symptoms in plants.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify visual symptoms of macro and micronutrient deficiencies in Florida ornamentals, foliage, vegetable, and fruit plants.
Content Focus	Macro and micronutrients necessary for production of ornamentals, foliage, vegetable, and fruit plants.
Content Limits	The items should describe or identify visual symptoms of macro and/or micronutrient deficiencies in ornamental, foliage, vegetable, and fruit plants commonly grown in Florida.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which symptom denotes nitrogen deficiency in citrus? A. burning B. splotching C. withering D. yellowing Answer: D

Standard	29.0 Recommend steps for proper animal health and nutrition
Benchmark	29.01 Recognize, describe and demonstrate prevention and treatment of common animal diseases, disorders, and pests.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will recognize, describe, and demonstrate how to prevent and/or treat common livestock diseases, disorders, and pests.
Content Focus	Common livestock diseases, disorders, pests. Proper safety and sanitation. Treatment and prevention methods of livestock diseases, disorders, and pests.
Content Limits	The items should be limited to prevention and treatment of common livestock (including, but not limited to, cattle, horse, sheep, goat, swine, poultry, rabbit) animal diseases, disorders, and pests. The items may also include common symptoms of diseases, disorders, and pests.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	<p>Discuss the methods that should be taken to prevent internal parasites in livestock.</p> <p>4- Student's response shows a thorough understanding of concept. Student's response is accurate, complete, and illustrates logical thinking to prevent parasites. Students response may include, but are not limited to, prevention methods such as, using preventative products, removing environmental contaminants, maintaining clean living areas, and offering quality resources to the animal.</p> <p>3- Student's response shows an understanding of concept. Student's response is mostly accurate, mostly complete, and illustrates some preventative methods.</p> <p>2- Student's response shows a partial understanding of concept. Student's response is partially accurate, partially complete, and/or includes few preventative methods.</p> <p>1- Students response to the task assigned shows a limited understanding of concept. Student's response is incomplete and includes little to no preventative methods.</p> <p>0-- Students response to the task assigned does not show an understanding of concept. Student's response is inaccurate or insufficient. Student did not respond.</p>

Standard	28.0 Analyze the scope of the agriscience industry.
Benchmark	28.01 Identify and describe the importance of professional and trade organizations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will understand and appreciate the the different roles and responsibilities of professional and trade organizations.
Content Focus	Professional and/or trade organizations including, but not limited to, the horticulture, mechanical, aquaculture, forestry, veterinary, business industries.
Content Limits	The items should be limited to professional and/or trade organizations common to the agriculture industry.
Stimulus Attributes	The stimulus may include logos, scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or logos.
Sample Item	Which professional organization relates to those in the horticulture industry? A. AWA B. AVMA C. FAAE D. FNGLA Correct-D

Standard	29.0 Recommend steps for proper animal health and nutrition
Benchmark	29.02 Read, interpret, and demonstrate correct uses of pesticides, medication, and other additives according to their labels.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate/High
Benchmark Clarification	The student will utilize pesticides, medications, and other additives responsibly.
Content Focus	Including, but not limited to, safety procedures (PPE, safety for the student and the animal, using correct equipment for the proper use), application procedures and techniques (sprays, drenches, top dressing feed, injectable solutions, oral medications), common pesticides (for both large and small animals and facilities), livestock medications, and additives.
Content Limits	The items should be limited to information available on pesticide, medication, and/or additive labels. The items should be limited to products commonly used on livestock (limited to, cattle, horse, sheep, goat, swine, poultry, rabbit). The items may also include procedures and techniques in applying products in accordance with labels directions. The items may address safety precautions or safety procedures for the application and administration of products.
Stimulus Attributes	The stimulus may include case studies, scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	<p>Kelsey needs to administer a pain medication to her 1200 pound mare. The dosage on the medication label indicates 1cc/100 pounds. What is the dosage for Kelsey's mare?</p> <p>A. 1.2cc B. 12cc C. 24cc D. 120 cc</p> <p>Correct- B</p>

Standard	29.0 Recommend steps for proper animal health and nutrition
Benchmark	29.05 Determine feeding rates and methods of feeding animals.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will evaluate and determine appropriate feeding rations and methods of feeding specified animals.
Content Focus	Feeding rations should be determined by analyzing animals age, environment, species, size, health condition, breed, and/or medical history. Methods of feeding animals will vary by species, type, and use.
Content Limits	The items should be limited to determining feed rations based on the following types of diets: growth diets, maintenance diets, reproductive diets, lactation diets, work diets, reduced calorie diets, and senior diets. The items may address how to determine an appropriate feed ration. Methods of feeding animals should be limited to forages, pastures, concentrates, and supplements.
Stimulus Attributes	The stimulus may include case studies, scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	<p>How can one achieve a higher protein content in an animal's diet?</p> <p>A. Increase pasture time. B. Add supplements to the diet. C. Add more roughage to the diet. D. Increase the total amount of concentrates.</p> <p>Correct-B</p>

Standard	30.0 Select, and use plant production systems
Benchmark	30.03 Identify the recommended planting rate, spacing requirements and growth times for common garden crops.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate/High
Benchmark Clarification	The student will identify, describe, and/or recommend planting rate, space requirements, and growth times for garden crops utilizing best management practices.
Content Focus	Planting rate, space requirements, and growing times for common garden crops.
Content Limits	The items should be limited to planting rate, space requirement, and growing times/season for garden crops (including, but not limited to vegetables, fruits, and herbs).
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Julie has a space in her garden approximately 15 inches by five feet long that she would like to fill. Which crop would be the best choice for this space? A. cucumbers B. onions C. yellow squash D. zucchini Correct-B

Standard	30.0 Select, and use plant production systems
Benchmark	30.04 Describe the operation of and adjustment of plant production equipment
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will describe how to operate, as well as adjust, plant production equipment to perform various functions.
Content Focus	Operation and adjustment of plant production equipment should be in accordance with instruction manuals.
Content Limits	The items should be limited to common plant production equipment, which may include, but is not limited to, tractors, implements, tillers, hydroponic systems, irrigation equipment, electrical timers, and sprayers.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which PPE is best suited when one is working on a tractor? A. wear gloves B. wear mask C. closed toed shoes D. respirator Correct-C

Standard	31.0 Fertilize plants and crops.
Benchmark	31.01 Develop fertilization schedules and calculate fertilizer rates for plants.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will analyze plants and their conditions and based upon findings, develop fertilization schedules and rates for specified plants and/or scenarios.
Content Focus	Mathematical operations required for calculation of fertilizer rates.
Content Limits	The items should be limited to development of fertilization schedules based on plant needs and environmental conditions. The items may include calculating fertilizer rates in accordance with label directions.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	When is the best time of day to fertilize plants? A. early morning B. mid day C. late afternoon D. evening Correct-A

Standard	31.0 Fertilize plants and crops.
Benchmark	31.03 Calibrate fertilization equipment and fertilize plants.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will illustrate their understanding of fertilization equipment by demonstrating and/or describing calibration of equipment and how to fertilize plants safely.
Content Focus	Calibration of fertilizer equipment in accordance with instruction manuals. Application methods and/or varieties of fertilizing plants (liquid, granular, pelleted).
Content Limits	The items should be limited to calibration of equipment to obtain optimal results. The items may address procedures in calibrating various types of equipment which may include, but are not limited to, sprayers, spreaders, and tractors. The items may address procedures and/or steps in safely fertilizing plants. The items may address application methods or types of fertilizers.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which protective equipment should not be utilize when fertilizing plants? A. lead apron B. closed toed shoes C. eye protection D. mask Correct- A

Standard	32.0 Irrigate plants and crops
Benchmark	32.01 Recognize soil and plant conditions indicating irrigation needs and develop an irrigation schedule.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will analyze soil and plant conditions to develop plans for irrigation.
Content Focus	Focus should be on signs and/or symptoms exhibited by the soil and plants indicating a need for water. Development of an irrigation schedule should be based upon evaluation of environmental conditions, plant needs, and type of irrigation equipment that will be used.
Content Limits	The items should be limited to physical indicators, by both the plants and soil, of irrigation needs. The items may address acceptable irrigation limits for varying types of plants and turfgrasses. The items may address criteria to consider when developing an irrigation schedule (which may include but is not limited to environmental conditions, plant needs, topography, and type of irrigation equipment used). The items may also address types of irrigation equipment that may be used including, but not limited to, overhead sprinklers, emitters, and drip irrigation.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which of the following is not an indication of drought in soil? A. crusts B. compaction C. high amounts of organic matter D. aggregation of soil particles Correct-C

Standard	32.0 Irrigate plants and crops
Benchmark	32.02 Compare and select irrigation equipment and methods.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate/High
Benchmark Clarification	The student will apply knowledge of irrigation equipment and methods to formulate appropriate plans for plant and soil types.
Content Focus	Focus should be on irrigation equipment. Irrigation methods may include, but are not limited to, overhead sprinklers, emitters, and drip irrigation.
Content Limits	The items may address common knowledge associated with irrigation equipment including, but not limited to, how varying types function and when they should be used. The items may also address common knowledge of varying irrigation methods, how each method works, and when each method would be most appropriate. The items may address common crops that require varying method or types of irrigation equipment.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Wesley is looking for the most efficient method of irrigation for his perennials in his landscape. He lives in a dry, hot climate and would like to minimize runoff. Which method would be best for Wesley's irrigation needs? A. drip B.mister C.overhead sprinkler D.water table Correct-A

Standard	32.0 Irrigate plants and crops
Benchmark	32.04 Develop Best Management Practices for water use.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will create their own water management practices that will be both effective and practical while making optimal use of resources.
Content Focus	Best Management Practices should be based on the following factors: chemicals and control of toxic substances, proximity to water bodies, proximity to population(people and animals), climate, and safety (environment, people, plants, and animals).
Content Limits	The items may include types of best management practices, safety concerns for water management, preventing or minimizing pollution,and how one would develop best practices.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	<p>When utilizing best management practices, how much water should be applied during irrigation?</p> <p>A. Enough to moisten the top six inches of soil</p> <p>B. The amount of water that can be applied in one hour</p> <p>C. Enough water to moisten the soil until you begin to see puddling occur.</p> <p>D. Enough water to penetrate the soil and the average depth of the root system.</p> <p>Correct-D</p>

Standard	33.0 Control plant pests
Benchmark	33.01 Compare and contrast common plant pests and their damages.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will distinguish particular characteristics of common plant pests and the damage produced by them.
Content Focus	Focus should be on common plant pests found in Florida grown crops and the damage left on the leaves, roots, stems, and products produced.
Content Limits	The items should be limited to physical signs and/or symptoms of pest damage on the plants roots, stems, leaves, and products produced. The items may address plants or crops prone to specific types of pests. The items may address common diseases caused due to plant pests. The items may address how to identify specific plant pests and where the pest can be found.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	<p>Bianca is having trouble with her rose bushes. They are exhibiting stunted, weak growth that are lacking a normal green luster. They do not seem to be producing many flowers. Upon closer examination, she notices a knotted appearance to the roots. What plant pest is to blame?</p> <p>A. Aphids B. Caterpillars C. Nematodes D. Webworms</p> <p>Correct-C</p>

Standard	33.0 Control plant pests
Benchmark	33.02 Diagram life cycles of insects, pests, and diseases.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low
Benchmark Clarification	The student will describe, explain, and/or diagram the life cycle of insects, pests, and diseases.
Content Focus	Focus should be limited to life cycle stages of pests, insects, and diseases.
Content Limits	The items may address life cycle stages which may include egg, larvae, pupae, and adult stages of insects and pests. Life cycle of diseases may include inoculation, infection, invasion, growth and reproduction, dormancy, and transmission to other hosts. Focus should be on insects, pests, and diseases commonly found on or within Florida crops and/or plants. The items may include possible hosts for common disease infection.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	In the life cycle of a butterfly, which stage is the most damaging to plant hosts? A. adult B. egg C. larval D. pupae Correct-C

Standard	33.0 Control plant pests
Benchmark	33.05 Describe biological, chemical, and cultural methods of controlling plant pests
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will understand and apply biological, chemical, and cultural methods employed in the industry to control plant pests.
Content Focus	Biological methods may include but are not limited to using natural enemies (predators, parasitoids, and pathogens) to reduce pest populations, both native and non-native. Chemical methods may include but are not limited to pesticides and insecticides. Cultural methods may include but are not limited to reducing and/or disrupting pest habitat around the crop, adjust crop planting to disrupt pest habitat and nutrition requirements, diverting pest populations away from crops, reducing yield loss from insect injury.
Content Limits	The items may include examples and/or descriptions of biological, cultural, and chemical methods for controlling plant pests. The items may address how one would execute varying methods of controlling plant pests.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which is NOT an example of a biological control of aphids? A. ants B. lacewings C. ladybird beetles D. parasitic wasps Correct-A

Standard	33.0 Control plant pests
Benchmark	33.06 Develop Best Management Practices for pest management
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will create their own pest management practices that will be both effective and practical while making optimal use of resources.
Content Focus	Best Management Practices should be based on the following factors: chemicals and control of toxic substances, proximity to water bodies, proximity to population(people and animals), climate, and safety (environment, people, plants, and animals).
Content Limits	The items may include types of best management practices, safety concerns for pest management, preventing or minimizing pollution,and how one would develop best practices.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Oscar has been developing a plan for integrated pest management and has decided to install riparian zones near the creek that resides on his commercial farm. Which best management practice would classify Oscar's actions? A. biological B. cultural C. physical D. structural Correct- A

Standard	35.0 Describe procedures for harvesting and marketing agricultural products
Benchmark	35.06 Grade, treat, pack, and/or store harvested products (produced by program)
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will understand the mechanisms that industry professionals utilize to grade, treat, pack, and/or store harvested products.
Content Focus	Focus should be on procedures, precautions, and/or steps that should be taken to maintain quality products from harvest until it reaches consumers (i.e. quality concerns and assurance).
Content Limits	The items should be limited to grade standards established by the USDA, Agricultural Marketing Service. The items should be limited to protocols or procedures that maintain quality assurance of products. The items should be limited to common Florida grown crops.
Stimulus Attributes	The stimulus may include scenarios, diagrams, charts, graphs, and/or pictures.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which technique will not extend post-harvest shelf life of harvested products? A. reducing respiration by lowering temperature B. slow water loss by maintaining optimal relative humidity C. reducing water loss by wrapping with protective barriers D. slow respiration by maintaining optimal gaseous environment Correct-C

Standard	37.0 Explain the components of the American business system
Benchmark	37.01 Describe the five basic ways American business is organized.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low
Benchmark Clarification	The student will identify and evaluate the five basic ways American business operations are implemented.
Content Focus	Business organization- 1. Sole proprietor 2. Corporation 3. Limited Liability Corporation 4. Cooperative 5. Partnership
Content Limits	The items should be limited to definitions and examples of each type of business organization.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which is not a way businesses are normally organized? A. cooperative B. entrepreneurship C. partnership D. sole proprietor Correct-B

Standard	38.0 Investigate agricultural cooperatives structure and function
Benchmark	38.01 Explain the definition of a cooperative.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate/High
Benchmark Clarification	The student will understand and exemplify the characteristics attributed to the concept of cooperation.
Content Focus	Focus should be on definition of a cooperative organization or examples of agricultural corporations.
Content Limits	The items should address the definition of a cooperative. The items may address examples of a cooperative organization.
Stimulus Attributes	The stimulus may include scenarios, pictures, charts, diagrams, and/or tables.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Producers who jointly purchase large or expensive equipment to share amongst themselves, demonstrate what type of organization? A. cooperation B. incorporation C. non-profit organization D. self-proprietor Correct-A

Standard	38.0 Investigate agricultural cooperatives structure and function
Benchmark	38.03 Describe the five areas that classify cooperative structure.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Low
Benchmark Clarification	The student will compare and contrast the five areas that are unique to a cooperative structure.
Content Focus	Cooperative Structure- 1. Financial Structure 2. Geographic area served 3. Governance or control structure 4. Functions performed 5. Other structural arrangements
Content Limits	The items should be limited to definitions and examples of each area of cooperative structure.
Stimulus Attributes	The stimulus may include scenarios, diagrams, and charts.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, charts, and/or videos.
Sample Item	Which is a function of a cooperative? A. marketing products B. providing services C. purchasing supplies D. all of the above Correct-D