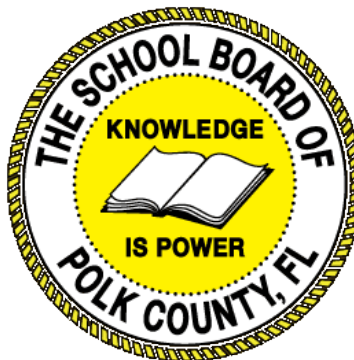


Individual Test Item Specifications

8201210- Digital Media/Multimedia
Foundations 1

2015



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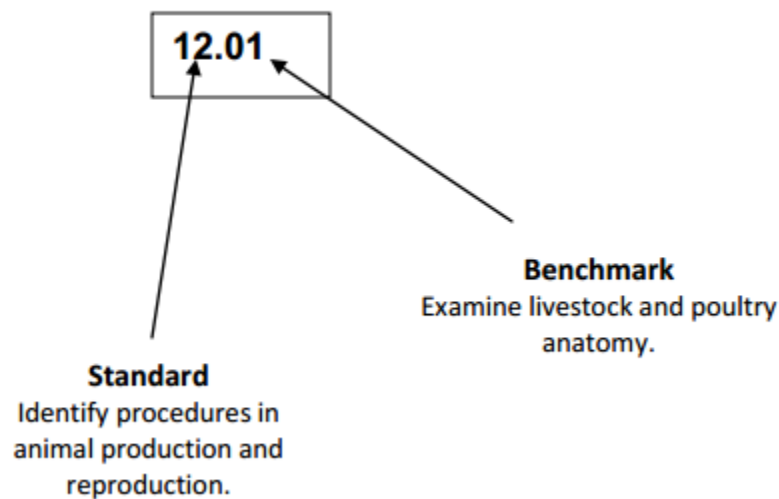
I. Guide to the Individual Benchmark Specifications

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	04.0 Demonstrate knowledge of presentation production issues–The student will be able to:
Benchmark	04.01 Identify characteristics of design of digital media (print, web, animation video, audio).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will determine the elements of digital design mediums such as graphic art, desktop publishing, web design, animation and video and audio production.
Content Focus	Design principles and elements in art
Content Limits	Items may include design principles and elements in art
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Which element of two-dimensional art adds depth to the design? a. balance b. space c. texture d. unity Correct answer: c

Standard	04.0 Demonstrate knowledge of presentation production issues–The student will be able to:
Benchmark	04.02 Identify presentation materials (slides, handouts) and presentation marketing mediums (social media, print media, newspaper, billboards, posters, magazines, Television, movies, computer presentations, interactive CD ROM, kiosks, Web pages).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will know all of the different types of presentations and where how they are used.
Content Focus	Timelines, surveys, blogs, social media, print media, newspaper, billboards, posters, magazines, Television, movies, computer presentations, interactive CD ROM, kiosks, web pages
Content Limits	Items may include powerpoint, prezi, timelines, surveys, blogs, social media, print media, newspaper, billboards, posters, magazines, Television, movies, computer presentations, interactive CD ROM, kiosks, web pages.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	<p>Short Answer:</p> <p>A small pet store chain wants to rebrand their product in a new regional market. The executives have chosen to present this rebranding plan to their stockholders using a series of webcasts. Is this a good strategy, why or why not?</p> <p>In general webcasts are for a specific group of users and not for the general public. Shareholder might never have contact with the company and traditionally will not go out of their way. Computer access is also a consideration.</p> <p>Rubric:</p> <p>2 points: Student will completely and thoroughly list at least 2 reasons and explain in complete sentences.</p> <p>1 point: Student will list 1 reason and explain in complete sentences.</p> <p>0 points: Student did not answer correctly or did not attempt.</p>

Standard	04.0 Demonstrate knowledge of presentation production issues–The student will be able to:
Benchmark	04.03 Identify design characteristics (fonts, size, color modes, backgrounds) that are suited for each type of design format and material.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain what design characteristics are acceptable and effective for the different applications.
Content Focus	Design characteristics, different presentation products, effectiveness of design.
Content Limits	Items may include basic terminology of techniques, materials and processes used in design. An overview of different presentation products and how design impacts them.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What typeface, or font is more accurately read? a. decorative b. sans serif c. script d. serif Correct answer: d

Standard	04.0 Demonstrate knowledge of presentation production issues–The student will be able to:
Benchmark	04.04 Demonstrate knowledge of copyright laws including copyright statute, disclaimers, and filing procedures.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain the copyright laws apply to digital design.
Content Focus	Copyright, copyright owner, creative commons, fair use, public domain, trademark, derivative work, copyright infringement, plagiarism, paraphrasing, work for hire, expression, license, right of publicity, publish, performing rights, media, patent, musical composition, sound recording, citation, ethics, Creative Works, piracy
Content Limits	Items may include terminology, concepts, real world application/situations from print to digital and spanning through time to the future.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice What document provides the basis for the today's copyright law? a. The Bill of Rights b. The Declaration of Independence c. The U.S. Constitution d. The 16th Amendment Correct answer: c

Standard	04.0 Demonstrate knowledge of presentation production issues–The student will be able to:
Benchmark	04.05 Research and identify job titles and skills needed for career positions in multimedia design.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to identify potential jobs by their name and what skills are required in the multimedia field.
Content Focus	Careers, salary, job responsibilities, work skills
Content Limits	Items may include design & multimedia jobs including but not limited to: graphic design, logos, design videos animation illustration, multimedia services, mobile design, digital image, editing presentations, page & book design, brochure design, photography label & package design art, banners, cartoons & comics, emails & newsletters, social media
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice An employee who shows up for work on time and does consistently good work, has which desirable job skill? a. dependability b. honesty c. loyal d. transferable skills Correct answer: a

Standard	04.0 Demonstrate knowledge of presentation production issues–The student will be able to:
Benchmark	04.06 Demonstrate understanding of multimedia file formats (EPS, PDF, TIFF, JPEG, PNG, ASCII, MPEG, MIDI, AVI, WAV) and knowledge of image size when scanning and saving files for use in different design types (print, web, computer, television).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to apply the correct file format for the situation. Student will understand what formats are best in different situations.
Content Focus	EPS, PDF, TIFF, JPEG, PNG, ASCII, MPEG, MIDI, AVI, WAV, print, web, computer, television
Content Limits	Items may include terminology for the different file formats, what they do and how they differ.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is the best format for saving a file that contains a picture or photo for the web that will load quickly? a. .gif b. .jpg c. .png d. .tiff Correct answer: b

Standard	04.0 Demonstrate knowledge of presentation production issues–The student will be able to:
Benchmark	04.07 Demonstrate knowledge of presentation vocabulary and terms.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	Students will understand the characteristics of a good presentation.
Content Focus	Align, animations, area chart/graph, aspect ration, attributes, background color, bulleted list, catalog, charting, clip art, closing slide, crop, custom animations, decrease indent button, drawing tools, enhancement, embedded, foreground, foreground Color, formatting Toolbar, frame, graphic image, group, handles, hierarchy, horizontal ruler, increase indent button, kering, layer, layout, layout guides, level, lock aspect ratio, menu bar, multi-level slide multimedia, numbered list, object's, orientation, outlining, palette, presentation graphics, ruler guides, rulers, slides, slide show, slide transitions, standard toolbar, status bar, style, table, template, text frame, text overflow, text slide, title slide, toolbars, ungroup, voice commands, word art, workspace, zoom mode
Content Limits	Terminology of presentations. Understand what makes a good presentation.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Where do you change the order of slides in the presentation using a miniature version of the slide? a. outline view b. slide sorter c. slide transition d. toolbar Correct answer: b

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.01 Identify basic computer components (CPU, monitor, keyboard).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify hardware used in digital arts.
Content Focus	CPU, ROM, RAM, megabyte, gigabyte, input device, output device, modem monitor, laser printer, printer, hard copy, compact disc, hard disk, floppy disk, graphical user Interface, icon, ink-jet printer
Content Limits	Items may include definitions and application of ergonomics and how it relates to a work area.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What does a digitizing graphic tablet such as a Wacom or a pen tool enable people to do? a. paint b. print b. scan c. store Correct answer: a

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.02 Demonstrate understanding of computer specifications.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain the function of hardware and peripherals and understand what is the minimum requirements and the industry standards for hardware in the digital arts pathway.
Content Focus	Operating system, version, memory, ram, graphics card, hard drive, display, DVD ROM Drive, internet connection types, processor, ram, audio cards, BIOS
Content Limits	Items may include computer terminology and peripherals found in graphic design and their uses.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer: Describe the difference between RAM and ROM? RAM is the computer's primary memory and ROM is the read only memory that is installed at the factory. Rubric: 2 points: Student will completely and thoroughly list at least 2 reasons and explain in complete sentences. 1 point: Student will list 1 reason and explain in complete sentences. , 0 points: Student did not answer correctly or did not attempt.

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.03 Demonstrate best practices of computer safety and ergonomics.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The students will be able to identify and explain proper and safe use of equipment.
Content Focus	Eye strain, posture, cumulative trauma disorder
Content Limits	Items may include a definition and application of ergonomics and how it relates to a work area.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice Raj is working on a big project and he has been getting blurry vision and headaches. Which is not a cause of eye strain? a. lighting, b. distance from the monitor c. specific absorption rate (SAR) d. amount of continuous time at the monitor Correct answer: c

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.04 Demonstrate use of computer operating systems.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain the difference between operating systems and versions.
Content Focus	Computer operating systems
Content Limits	Items are limited to common computer operating systems.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice What is the the main work area of a computer called? a. desktop b. hard drive c. My Documents d. start menu Correct answer: a

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.05 Perform software installation, setup and updates.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to identify and explain what updates need to be installed and how to install them. The student will be able to identify and explain what software needs to be installed and how to install software.
Content Focus	Software, drivers, updates, computer requirements, java, flash,
Content Limits	Items may include both PC and MAC systems.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer In Windows 7, what is the easiest way to do updates? , In the Control panel, there is an option to turn on automatic updates Rubric: 2 points: Student will completely and thoroughly explain the easiest way. 1 point: Student will list the easiest way. 0 points: Student did not answer correctly or did not attempt.

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.06 Perform peripheral device installation and setup (printer, scanner).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain the software requirements for peripherals and how to install them correctly.
Content Focus	Peripherals such as scanners, cameras, printers
Content Limits	Items may include peripherals such as scanners, cameras, and printers.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice Besides a mouse, what other peripheral device can be used to navigate the desktop? a. flash drive, b. pen c. scanner d. USB hub, Correct answer: b

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.07 Demonstrate use of internal and external drives/storage and data backup.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to correctly use internal and external storage devices to backup data.
Content Focus	External hard drives, flash drives, jump drives, thumb drives, SD cards, memory stick, HDMI
Content Limits	Items may include external hard drives, flash drives, jump drives, thumb drives, sd cards, memory stick, and HDMI.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice Which of the following connectors is used mostly for external hard drives? a. CPU b. eSATA c. HDMI d. URL Correct answer: b

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.08 Identify possible software and hardware malfunctions.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to troubleshoot common problems with both hardware and software.
Content Focus	Network problems, error messages, frozen, blue screen, no sound, keyboard, reboot, no internet connection, software will not open, freezing
Content Limits	Items may include won't start, network problems, error messages, frozen, blue screen, no sound, keyboard, reboot, no internet connection, software will not open, and freezes.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer: What are two ways you can troubleshoot a computer that is running slow? You can restart the computer, check the task manager to determine what programs are running in the background or delete temporary files. , Rubric: 2 points: Student will completely and thoroughly list 2 ways to troubleshoot. 1 point: Student will list 1 way to troubleshoot. 0 points: Student did not answer correctly or did not attempt.

Standard	05.0 Demonstrate basic computer knowledge--The student will be able to:
Benchmark	05.09 Identify characteristics of software for (print, photography, web, animation, video and audio).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify common traits of software for print, photography, web, animation, video, and audio.
Content Focus	Typical software used for print, photography, web, animation, video and audio files.
Content Limits	Items may include basic software for each program. Adobe Suite, MS Office, and Audacity.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What does photo enhancing software and word processing programs have in common when handling text? a. rich text format b. search and replace, c. text alignment d. word art Correct answer: c

Standard	o6.o Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	o6.o2 Identify characteristics of vector and bitmap images.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to distinguish traits, pros, and cons of vector and bitmap images.
Content Focus	Vector and bitmap images
Content Limits	Items may include vector and bitmap images.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What are bitmap images made of? a. pixels b. raster c. resolution d. vector Correct answer: d

Standard	o6.o Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	o6.o3 Demonstrate understanding of the software workspace (menus/palettes).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain how menus and palettes work in industry software.
Content Focus	Menus, palettes
Content Limits	Items may include desktop, menus, palettes function of and how they function together.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice What window shows a list of all available menus in graphic software? a. file b. layer c. window d. view Correct answer: d

Standard	o6.0 Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	o6.05 Demonstrate use of drawing tools to create, combine and edit basic shapes.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Medium
Benchmark Clarification	The student will be able to show how drawing tools work together to combine and edit basic shapes.
Content Focus	Shapes, drawing tools
Content Limits	Items may include shapes, drawing tools, and editing,
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer What are two types of shapes? geometric and free form Rubric: 2 points: Student will completely and thoroughly list 2 types of shapes. 1 point: Student will list 1 type of shape., 0 points: Student did not answer correctly or did not attempt.

Standard	o6.o Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	o6.o6 Demonstrate ability to transform content(scale, rotation, position)
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to show show how to change the scale, and rotate and reposition an object.
Content Focus	Scale, rotate, position
Content Limits	Items may include scale, rotate, and position.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice What key do you hold down to constrain proportions of a shape? a. control b. escape c. function d. shift Correct answer: d

Standard	o6.o Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	o6.o8 Demonstrate use of color and painting tools (patterns, gradients, color palettes).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Medium
Benchmark Clarification	The student will be able to use a variety of colors, patterns, and gradients on objects, images, and canvas.
Content Focus	Object, images, patterns, gradients, canvas, colors, palettes
Content Limits	Items may include object, images, patterns, gradients, canvas, colors, and palettes
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: , What is a feature that lets you choose a color from a color spectrum or numerically to define a custom color? a. color picker b. duotone c. gradient d. swatches panel Correct answer: a

Standard	o6.o Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	o6.o9 Demonstrate ability to work with type (formatting, font palette, paths).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to demonstrate different type styles using the available tools.
Content Focus	Type, font, palette, paths, type sets
Content Limits	Items are limited to type, font, palette, paths, type sets
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: A user wants to convert a type layer by rasterizing it. Which will the type layer be changed into? a. A normal layer that makes the contents not editable as text. b. A normal layer that makes the contents editable as text. c. A layer mask that makes the contents not editable as text. d. A layer mask that makes the contents editable as text. Correct answer: a

Standard	06.0 Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	06.10 Demonstrate use of layers (creating, locking, viewing, pasting, merging).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to use multiple layers using locks, viewing, pasting, and merging layers using images and text.
Content Focus	Layers, locks, viewing, pasting, merging, images, text, type
Content Limits	Items are limited to layers, locks, viewing, pasting, merging, images, text, and types.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	<p>Short Answer: , Explain in 2-3 complete sentences two ways a layer can be merged to a single layer?</p> <p>A layer can be merged by selecting the layers you want to merge and either right click and select merge layers or go to Layers, merge layers.</p> <p>Rubric:</p> <p>2 points: Student will completely and thoroughly explain 2 ways in 2-3 complete sentences.</p> <p>1 point: Student will completely and thoroughly explain at least 1 way in 1-2 complete sentences.</p> <p>0 points: Student did not answer correctly or did not attempt.</p>

Standard	06.0 Demonstrate proficiency in using illustration software–The student will be able to:
Benchmark	06.13 Explore file exporting options and round trips workflows with page layout software.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to save and export using various software and types.
Content Focus	Export, file types, compatible software, page layout, templates, workflows, roundtrip workflows
Content Limits	Items may include export, file types, compatible software, page layout, templates, workflows, and roundtrip workflows.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What tool would be used to divide an image into multiple sections that are reassembled on a webpage? a. custom shape tool , b. selection tool c. slice tool, d. workspace tool Correct answer: c

Standard	07.0 Demonstrate knowledge of digital still photography--The student will be able to:
Benchmark	07.01 Demonstrate knowledge of digital camera types and uses.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain the different types and use of point and shoot, compact digital cameras, SLR and DSLRs.
Content Focus	Different types and use of point and shoot, compact digital cameras, SLR and DSLRS, personal and commercial, formal and informal
Content Limits	Items are limited to uses that include personal and commercial, formal and informal.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What camera uses a single lens to focus the scene and take the picture by using a wide angle, telephoto, zoom and normal lenses are attached to the camera body as needed? a. mirror camera b. point and shoot, c. single lens reflex d. smartphone camera Correct answer: c

Standard	07.0 Demonstrate knowledge of digital still photography--The student will be able to:
Benchmark	07.02 Demonstrate knowledge of digital photography composition.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain how to organize subjects of a picture.
Content Focus	The rule of thirds, how to use horizontal, vertical, and diagonal lines, angles to shoot, focal points, white space, backgrounds , framing your shots
Content Limits	Items may include the rule of thirds, formal, informal, nature, and landscape.
Stimulus Attributes	worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer: What are three rules to improve photo composition? To improve photos you can fill the frame, use the rule of thirds and avoid emphasis in the middle. , Rubric: 2 points: Student will completely and thoroughly list at 3 rules. , 1 point: Student will completely and thoroughly list at least 2 rules 0 points: Student did not answer correctly or did not attempt.

Standard	07.0 Demonstrate knowledge of digital still photography--The student will be able to:
Benchmark	07.04 Identify parts of a digital camera (lens, sensor, battery).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will identify the parts of a camera .
Content Focus	Lens, aperture, shutter, viewfinder, flash, shutter button, LCD panel, menu controls, memory cards, USB port, battery,
Content Limits	Items may include lens, aperture, shutter, viewfinder, flash, shutter button, LCD panel, menu controls, memory cards, USB port, and battery.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Which device in the camera opens and closes the lens to expose the film or sensors to light for a measured length of time? a) shutter, b) shutter button c) shutter priority mode, d) shutter speed-control, Correct answer: a

Standard	07.0 Demonstrate knowledge of digital still photography--The student will be able to:
Benchmark	07.05 Understand digital camera menus and navigation.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to move around camera menus to perform different functions.
Content Focus	Menus, navigation
Content Limits	Items may include menus, navigation, format, and continuous mode.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer: What are the digital camera modes that allow photographers to control the parameters of exposure? shutter speed, aperture and ISO. Rubric: 2 points: Student will completely and thoroughly list 3 camera modes. 1 point: Student will list 2 camera modes. 0 points: Student did not answer correctly or did not attempt.

Standard	07.0 Demonstrate knowledge of digital still photography--The student will be able to:
Benchmark	07.07 Demonstrate knowledge of manual modes and settings (F-stops, speed, ISO)
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to change camera modes and what each mode accomplishes.
Content Focus	Modes, dial, manual, auto, f-stops, speed ISO
Content Limits	Items may include point and shoot, interchangeable lens, modes, dial, manual, auto, f-stops, and speed ISO.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice:, When photographing under low lighting conditions such as candlelight, what could you do to have the photo properly exposed? a. low ISO in low-light b) high ISO and low shutter c) low ISO OR low shutter speed d) high ISO and high shutter speed Correct answer: b

Standard	07.0 Demonstrate knowledge of digital still photography--The student will be able to:
Benchmark	07.08 Demonstrate understanding of white balance and lighting.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain what white balance is and how lighting affects images.
Content Focus	White balance, lighting, shadow, background lighting, back light, base light, reflective light,
Content Limits	Items may include studio and natural lighting.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: If not using proper white balance, a video shot outside will have what color tint? a. blue b. green c. red d. yellow

Standard	07.0 Demonstrate knowledge of digital still photography--The student will be able to:
Benchmark	07.10 Create a photography portfolio that includes: portraits and landscapes for studio and field settings.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to create a collection of photography that are both portrait and landscapes and taken in both a studio and on location.
Content Focus	Portfolio, portrait, landscape, studio, location
Content Limits	Items may include portfolio, portrait, landscape, studio, location, and lighting.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	<p>Short Answer: A company is advertising for a catalog photographer job. What are three types of photographs should be included in your portfolio? A catalog photographer should have still life, portraits, different types of lighting and both studio and on location examples.</p> <p>Rubric: 2 points: Student will completely and thoroughly list at least 3 types of photographs. 1 point: Student will completely and thoroughly list at least 2 type of photograph. 0 points: Student did not answer correctly or did not attempt.</p>

Standard	o8.01 Demonstrate understanding file formats and storage options.
Benchmark	o8.06 Demonstrate understanding of filters, effects and plug-ins.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to use and explain various filters, special effects, and how and why plugs in are used in digital media.
Content Focus	Different types of filters, special effects, plugins and their uses
Content Limits	Items may include different types of filters, special effects, plugins and their uses.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Filters almost always reduce the amount of light that reaches the film. What adjustment would be needed to adjust the exposure?, a. faster shutter speed or a wider aperture b. faster shutter speed or a closer aperture c. slower shutter speed or a wider aperture d. slower shutter speed or a closer aperture Correct answer: c

Standard	o8.01 Demonstrate understanding file formats and storage options.
Benchmark	o8.10 Demonstrate ability to color correct images (brightness, hue, contrast).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to correct the color of images using brightness, hue, and contrast.
Content Focus	Color correction, color balance, brightness, hue, contrast.
Content Limits	Items may include color correction, color balance, brightness, hue, and contrast.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	<p>Short Answer: What are three of the five reasons to use color correction in digital media?, Color correction allows you to adjust a photograph so that it looks more like the colors seen with the naked eye. It can also change the whole photo or just parts to create emphasis and tone. Color also sets the mood and can effectively relay a message.</p> <p>Rubric: 2 points: Student will completely and thoroughly explain 5 reasons in 2-3 complete sentences. 1 point: Student will completely and thoroughly explain at least 3 reasons in 2-3 complete sentences. 0 points: Student did not answer correctly or did not attempt.</p>

Standard	08.01 Demonstrate understanding file formats and storage options.
Benchmark	08.12 Understand non-destructive and destructive operations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to edit digital media using both destructive and non-destructive methods.
Content Focus	Masks, destructive and nondestructive methods, smart objects, adjustment layers, cropping
Content Limits	Items may include masks, destructive and nondestructive methods, smart objects, adjustment layers, and cropping.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Your latest project is restoring old photographs for the local veterans chapter. What is not a way of non-destructive editing? a. adjustment layers b. cloning c. masks d. smart objects Correct answer: b

Standard	o8.01 Demonstrate understanding file formats and storage options.
Benchmark	o8.13 Demonstrate the ability to import, paint and export 3D objects.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to import and export 3D objects and edit the images.
Content Focus	3D objects, import and export, editing techniques for 3D images.,
Content Limits	Items may include 3D objects, import and export, editing techniques for 3D images, how to create, edit, save, and export 3D images.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Which 3D format is not supported in most photo editing software? a. DAE b. KMZ c. MAX d. U3D Correct answer: b