Individual Test Item Specifications

8208110 Game and Simulation Foundations
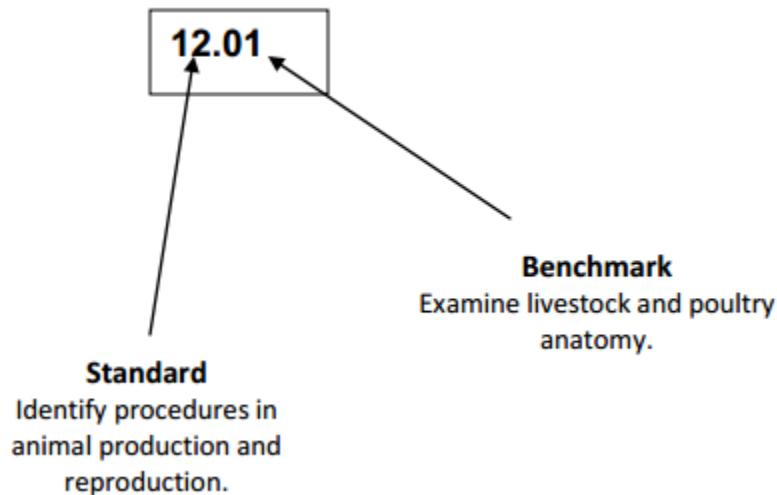
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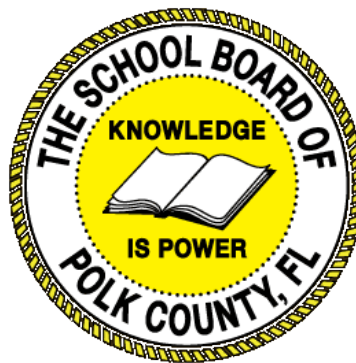
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I. Guide to the Individual Benchmark Specifications

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:

12.01

Benchmark
Examine livestock and poultry anatomy.
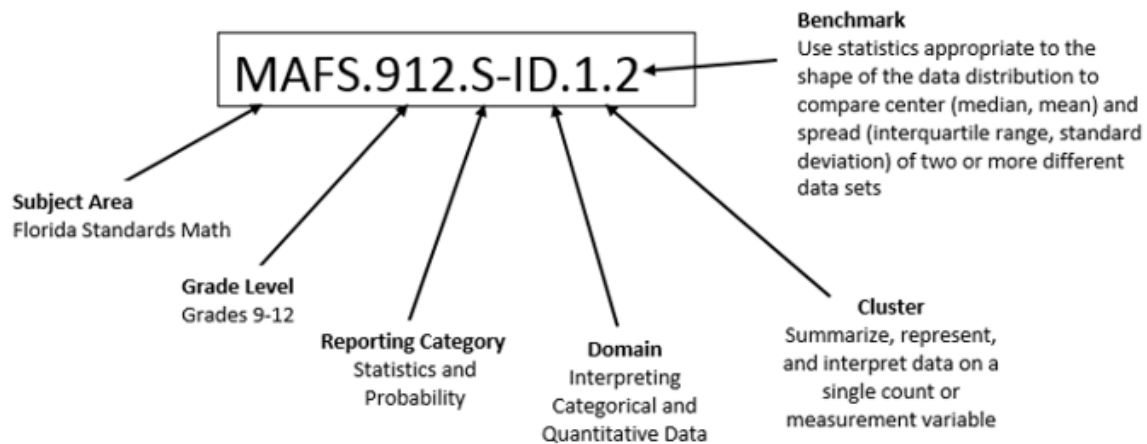
Standard
Identify procedures in animal production and reproduction.

> *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**.

Benchmark
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets

MAFS.912.S-ID.1.2

Subject Area
Florida Standards Math

Grade Level
Grades 9-12

Reporting Category
Statistics and Probability

Domain
Interpreting Categorical and Quantitative Data

Cluster
Summarize, represent, and interpret data on a single count or measurement variable

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	4.0 Create a game design production plan that describes the gameplay, outcomes, controls, interface and artistic style of a video game. – The student will be able to:
Benchmark	4.01Use industry standard game design production documents to create a game design production plan.4.01
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 understand the necessary documents needed when creating a design.
Content Focus	Production plan, design, storyboard, gaming software
Content Limits	Items are limited to how to plan and create a video game.
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 three-stage production process in gaming? a. concept, production, and tuning b. concept, construction, and tuning c. concept, production, and crunch time d. concept, construction, and crunch time Correct answer: a

Standard	7.0 Categorize the different gaming genres. – The student will be able to:
Benchmark	7.01 Research, compare and categorize the different gaming genres.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Medium
Benchmark Clarification	The student will be able to understand the different types of gaming and how to classify the types into categories.
Content Focus	Video game types, categories, genres, RPG, Shooter, Fighter, Hack n Slash, Mass Effect 2
Content Limits	Items are limited to the different genres of games and its characteristics.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What genre of gaming has 2D or 3D bare fisted/melee weapon fights? a. fighter b. hack n' slash c. mass effect d. shooter Correct answer: a

Standard	7.0 Categorize the different gaming genres. – The student will be able to:
Benchmark	7.03 Define and use the necessary vocabulary related to gaming and the different genres.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the terms used in gaming and as it relates to the different types.
Content Focus	Gaming terminology, genres
Content Limits	Items are limited to gaming terms for different gaming categories.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: In Role Playing Games, what is a tile set? a. character in profile and side view of all obstacles b. objects in a game frame that the player can touch or walk behind c. movements of a single sprite character included on a single sprite sheet d. Standard sized tiles arranged next to each other on a single sheet as a single bitmap image Correct answer: d

Standard	8.0 Categorize different gaming platforms. – The student will be able to:
Benchmark	8.03 Define the target audience for different platforms based on features, available games, and price of system and games.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand what a target audience is and examples of different target market's wants and needs.
Content Focus	Target market, audience, demographics, wants and needs, advertising, targeted game design
Content Limits	Items are limited to how to determine a game design based on a target audience
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: With the industry standard hardware and your video game concept, the target age of your new game design is between 1 and 6 years old. What feature allows design to this age group? a. color preference b. graphics accessibility c. no controller or buttons to learn d. unlimited idea potential Correct answer: c

Standard	8.0 Categorize different gaming platforms. – The student will be able to:
Benchmark	8.04 Define and use the necessary vocabulary related to gaming platforms.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the terms used in gaming and as it relates to the different types.
Content Focus	Check collision, scripts, arcade, cloud, console, client server, mobile, handheld, pc
Content Limits	Items are limited to the different industry specific vocabulary for gaming platforms.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is on one method of cloud gaming delivery? a. arcade b. game server c. mobile d. video Correct answer: b

Standard	11.0 Identify the business model commonly used in game development industries. – The student will be able to:
Benchmark	11.02 Identify and describe licensing management for different gaming platforms.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to identify how licensing works for different gaming platforms.
Content Focus	Gaming platforms, licensing, management, vocabulary, copyright, licensing manager
Content Limits	Items are limited to how gaming is licensed and managed.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What protects the stories, characters, personalities, and music that require licensing agreements in video gaming? a. collective intelligence b. development properties c. entertainment software rating board d. intellectual properties Correct answer: a

Standard	11.0 Identify the business model commonly used in game development industries. – The student will be able to:
Benchmark	11.03 Discuss the product value and business differences between major game platforms.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Medium
Benchmark Clarification	The student will be able to understand the differences between major game platforms.
Content Focus	Product value, game platforms, exclusive games, home video playback, internet connectivity, hdmi
Content Limits	Items are limited to how the major game platforms 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 a gaming system that targets casual players and is more concerned with ease-of-use and simple game play? a. AMD Fury b. Black Gamer c. PS4 d. Wii Sport Correct answer: d

Standard	12.0 Examine and categorize the significant processes in the production of games. – The student will be able to:
Benchmark	12.01 Discuss the relationships between publishers, developers, distributors, marketers, and retailers.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the connection between between publishers, developers, distributors, marketers, and retailers
Content Focus	Publishers, developers, distributors, marketers, and retailers, designers
Content Limits	Items are limited to the different responsibilities between publishers, developers, distributors, marketers, and retailers in the gaming industry.
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 main difference between gaming developers and publishers? a. A developers main focus is the marketing plan and a publisher's focus is on sales. b. A developers main focus is the production plans and a publisher's focus is on sales. c. A developers main focus is the experience, quality, and content and a publisher's focus is on sales. d. A publisher's focus is on sales and a developers main focus is the experience, quality, and content. Correct answer: c

Standard	12.0 Examine and categorize the significant processes in the production of games. – The student will be able to:
Benchmark	12.02 Identify processes of development including content creation, team roles, design documentation, and process management.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the roles of each content creation, team roles, design documentation, and process management.
Content Focus	Processes, content creation, team roles, design documentation, and process management
Content Limits	Items are limited to the roles of content creation, team roles, design documentation, and process management and how it is created.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is an interdisciplinary team? a. A team composed of members with different skills b. A team who take on responsibilities of their former supervisors c. A team that interacts primarily to share information and make decisions. d. A team from the same department who meet for few hours each week to discuss ways of improving quality, efficiency and work environment. Correct answer: a

Standard	13.0 Understand the core tasks and challenges that face a video game design team. – The student will be able to:
Benchmark	13.01 Identify and define the roles and responsibilities of team members on a video game design team.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the responsibilities of team members on a video game design team,
Content Focus	Game designer, script writer, artists and animator, programmer, producer, tester
Content Limits	Items are limited to what the members of a video game team does and is responsible for.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	On a video game design team, who is responsible for the games controls? a. game writer b. project manager c. rule manager d. user interface designer Correct answer: d

Standard	13.0 Understand the core tasks and challenges that face a video game design team. – The student will be able to:
Benchmark	13.03 Explore and discuss methods of communications and scheduling for design teams.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the responsibilities of team members on a video game design team,
Content Focus	Game designer, script writer, artists and animator, programmer, producer, tester
Content Limits	Items are limited towhat the members of a video game team does and is responsible for.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What type of team works together and solve problems through computer-based interactions? a. formal team b. informal team c. self managing team d. virtual team Correct answer: d

Standard	14.0 Identify legal issues that affect games, developers and players. – The student will be able to:
Benchmark	14.01 Define and discuss intellectual property and contract law as it relates to the gaming industry.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the concept of intellectual property and contract law.
Content Focus	Intellectual property, contract law, copyright, fair use
Content Limits	Items are limited to how intellectual property, contract law, copyright and fair use applies to the video gaming industry
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What is it called when an organization follows the laws and guidelines of the video game business? a. compliance b. copyright c. regulations d. trademarks Correct answer: a

Standard	14.0 Identify legal issues that affect games, developers and players. – The student will be able to:
Benchmark	14.02 Describe legal and liability issues that could affect online communities.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the what liability issues are in the video gaming industry.
Content Focus	Legal issues, liability issues, video gaming industry14.0 Identify legal issues that affect games, developers and players. – The student will be able to:
Content Limits	Items are limited to the different legal and liability issues.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Under which doctrine is the exception to liability for copyright infringement? a. ethical use b. fair use c. legal use d. uniform commercial code Correct answer: b

Standard	14.0 Identify legal issues that affect games, developers and players. – The student will be able to:
Benchmark	14.03 Compare and contrast government and industry content regulation and industry ratings of video games.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Medium
Benchmark Clarification	The student will be able to understand how the industry is regulated.
Content Focus	Industry, regulation, ratings
Content Limits	Items are limited to the laws about regulations and ratings.
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 system that is associated with, or sponsored by, a government and used for the classification of video games into groups? a. Entertainment Software Ratings Board b. Film Ratings Board c. Motion Picture Association of America d. Video Game Ratings Board Correct answer: a

Standard	15.0 Demonstrate the professional level of written and oral communication required in the game development industry. – The student will be able to:
Benchmark	15.03 Identify, define, and discuss terminology appropriate for both internal and external communications in the game development industry environment.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand terminology necessary for both internal and external communication.
Content Focus	Internal communication, external communication, memos, electronic, print, face to face, workspace, downward communication, upward communication
Content Limits	Items are limited to basic types of internal and external communications.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: There are three primary internal communications specific to the game design industry. What communication is a one to three page document that provides a high-level overview of a proposed game? a. concept document b. proposal document c. specification document d. summary document Correct answer: c

Standard	17.0 Demonstrate an understanding of the vocabulary of the industry for discussing games and play. – The student will be able to:
Benchmark	17.01 Identify, define, and discuss professional game design and analysis terminology appropriate for internal and external communications in a game design environment.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the terms needed to design and analysis in game development.
Content Focus	Scenes, context, storytelling, purpose, objective, asset, comment, object, varying, aliasing, dithering, vector, engine, language, code, skin, emulation, resolution, debugging, vertex
Content Limits	Items are limited to industry vocabulary used to discuss the design and analysis of game design.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is one use for a design document? a. Writers use design doc to design the game. b. Investors use design doc to understand the game concept. c. Programmers and artists use design doc to design the game d. Designers use design doc to communicate the game concept. Correct answer: b

Standard	17.0 Demonstrate an understanding of the vocabulary of the industry for discussing games and play. – The student will be able to:
Benchmark	17.02Identify and define the vocabulary used by game players and online gaming communities.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the terms of players and online gaming in game development.
Content Focus	Issues, appropriateness, gaming, rating, screen names, addiction, forums, chat rooms, blogs
Content Limits	The student will know the industry vocabulary of players and online gaming.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: When connecting to an online community, what can you do to make the game faster? a. decrease RAM b. decrease virtual memory c. increase RAM d. increase virtual memory Correct answer: c

Standard	19.0 Demonstrate an understanding of the techniques used to evaluate game mechanics, game play, flow and game design. – The student will be able to:
Benchmark	19.03 Identify the key elements in a game and make intelligent judgments about whether the game succeeded or failed in its objectives.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	Student will be able to understand the purpose of the game and decide if the objectives were met.
Content Focus	Purpose, elements, outcomes, objectives
Content Limits	Items are limited to the characteristics of a successful video game.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is an interdisciplinary team? a. A team composed of members with different skills b. A team who take on responsibilities of their former supervisors c. A team that interacts primarily to share information and make decisions. d. A team from the same department who meet for few hours each week to discuss ways of improving quality, efficiency and work environment. Correct answer: a

Standard	20. 0 Identify popular games and identify commonality between them. – The student will be able to:
Benchmark	20.03Categorize gameplay elements by player type. (killer, talker, explorer and achiever)
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the types of video games.
Content Focus	Shooter, first person shooter, adventure, platform, role playing, puzzles, simulation, strategy, sports, fighting, dance, survival
Content Limits	Items are limited to how to determine and categorize types of video games.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: A game that can be beaten or has competition would attract which video game player type? a. achiever b. explorer c. social d. talker Correct answer: a

Standard	21.0 Understand the general procedure and requirements of game design. – The student will be able to:
Benchmark	21.01 Describe the design process from conception to production.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the steps in the design process as related to video game design.
Content Focus	Concept, prototype, design, simulation, testing, patent, trademark, purpose, brief, brainstorm
Content Limits	Items are limited to the design cycle works in video game design.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: When starting a game design, the team creates several design documents such as a pitch document, high concept document and game treatment document. What is this collection of documents called? a. design brief b. governing game design document c. technical design document d. world design document Correct answer: b

Standard	22.0 Explore the methods used to create and sustain player immersion. – The student will be able to:
Benchmark	22.01 Research and define the term "player immersion".
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the definition of player immersion.
Content Focus	Immersion, virtual reality, perception, non-physical world, simulation, representation, state of consciousness, physical awareness
Content Limits	Items are limited to the definition of player immersion.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What type of immersion makes the player feel that he or she is really in the simulated world? a. narrative immersion b. spatial immersion c. strategic immersion d. tactical immersion Correct answer: b

Standard	22.0 Explore the methods used to create and sustain player immersion. – The student will be able to:
Benchmark	22.02 Explore and explain the factors that create player immersion in a game.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the elements that create an immersive game.
Content Focus	Character, environment, puzzle, mechanics, emotional connection, story element
Content Limits	Items are limited to what characteristics create an immersive game.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Immersive virtual reality affects which body system? a. endocrine system b. immune system c. muscular system d. nervous system Correct answer: d

Standard	23.0 Become familiar with popular game technology such as DirectX, 3D MAX, and different gaming engines. – The student will be able to:
Benchmark	23.01 Identify and discuss the popular game development tools currently used in the industry.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand the industry trends in video game design and its tools.
Content Focus	Engines, 2D, 3D, exports, genre specific, programming, frameworks
Content Limits	Items are limited to the industry expectations are for creating a video game design.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What can a developer use to alter game play or restructure game environments after its release? a. browsers b. blogs c. mods d. videos Correct answer: c

Standard	26.0 Demonstrate science knowledge and skills. – The student will be able to:
Benchmark	26.01Discuss the role of creativity in constructing scientific questions, methods and explanations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will be able to understand how creativity fits into video game design.
Content Focus	Creativity, design cycle, storyboarding, problem solution, climax
Content Limits	Items are limited to how being creative in traditional fact based tasks such as scientific questions and methods fits into video game design.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Video game designers are presented with a problem and they develop software or platforms to solve the problem. Many times the answer is something never before seen. What characteristic does designers need to accomplish this process? a. creativity b. intellectual c. logic d. rationale Correct answer: a