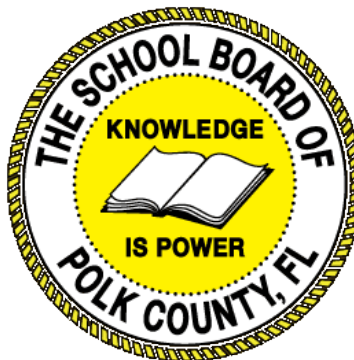


Individual Test Item Specifications

8209350- Introduction to Arts,
A/V Technology & Communication

2015



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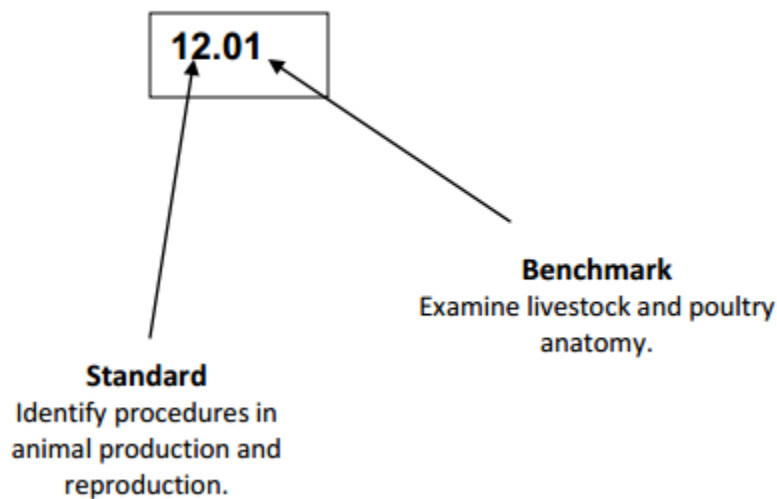
I. Guide to the Individual Benchmark Specifications

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	1.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway–The student will be able to:
Benchmark	01.01 Define and use proper terminology associated with the Audio and Video Technology and Film career pathway.
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 define the basic functions of the different audio, video and film careers.
Content Focus	Careers, salary, job responsibilities, work skills, interpersonal skills, soft skills, listening, eye contact, nonverbal communication, friendliness, confidence, empathy, respect, feedback, technical skills
Content Limits	Items may assess basic vocabulary and phrasing used in different careers within the audio and video pathway such as Broadcast News, Camera Operators, Commercial and Industrial Designers, Film and Video Editors, Graphic Designers, Multimedia Artists and Animators, Music Directors and Composers, Producers and Directors, Reporters and Correspondents, Writers and Authors
Stimulus Attributes	Worksheets, observations, examples and non examples, simulations, role playing, guest speakers
Response Attributes	None Specified
Sample Item	Multiple Choice What is the primary responsibility of a film producer? a. A film producer is responsible for casting the movie. b. A film producer is responsible for writing the screenplay. c. A film producer is responsible for choosing how scenes are filmed. d. A film producer is responsible for making a movie on time and within budget. Correct answer: d

Standard	1.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway–The student will be able to:
Benchmark	01.02 Describe some of the careers available in the Audio and Video Technology and Film career pathway.
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 differentiate between the responsibilities of each related career.
Content Focus	Audio, video and film careers such as broadcasting, journalism, new media, social media, and audio-visual technology traditional careers such as directors, engineers and technicians
Content Limits	Students should be able to determine if a career is within this pathway by understanding basic job responsibilities such as technician, designer, writer, editor, engineer, writer, and director.
Stimulus Attributes	Worksheets, observations, examples and non examples, simulations, role playing, guest speakers
Response Attributes	None Specified
Sample Item	<p>Short Answer</p> <p>In 1-2 sentences explain who is responsible for the process of selecting and preparing written, visual, audible, and film media used to convey information?</p> <p>The job responsible for selecting and preparing written, visual, audible and film media used to convey information is an editor.</p> <p>Rubric:</p> <p>2 points: Student will completely and thoroughly explain who is responsible in 1-2 complete sentences.</p> <p>1 point: Student will answer correctly but not in a complete sentence.</p> <p>0 points: Student did not answer correctly or did not attempt.</p>

Standard	1.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway–The student will be able to:
Benchmark	01.03 Identify common characteristics of the careers in the Audio and Video Technology and Film career pathway.
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 recognize similar characteristics of communication to convey information.
Content Focus	Data analysis, problem solving skills, personality
Content Limits	Items may assess different types of communication skills and how careers are related.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice You are a producer of a movie and you have been asked to write a press release promoting the upcoming opening and you do not have a big enough budget to hire a media consultant. Communication is a part of all of the job descriptions. Who would be best suited for writing the press release. a. gopher b. production assistant c. script coordinator d. sound engineer Correct answer: c

Standard	1.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway–The student will be able to:
Benchmark	01.04 Research the history of the Audio and Video Technology and Film career pathway and describe how the associated careers have evolved and impacted society.
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 understand and explain how the progression of technology has impacted our society.
Content Focus	Cable, radio and Wi-Fi, analog, digital, records, tapes, music, dvds, black and white, talkies, photography, instant film,
Content Limits	Items should include visual and performing arts careers. All items should include technology from the 1940s to current.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice The animated film industry has advanced since 1995 because of what industry advancement? a. computer-based 3D animation software b. invention of stereo voiceovers c. project management software d. virtual reality avatars Correct answer: d

Standard	1.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway–The student will be able to:
Benchmark	01.05 Identify skills required to successfully enter any career in the Audio and Video Technology and Film career pathway.
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 students will be able to identify and understand the skills needed to enter a audio and video career.
Content Focus	Job skills for the 21st century, listening, writing, teamwork, critical thinking, problem solving, judgment and decision making, analysis, monitoring, programing
Content Limits	Items may assess job skills, personality traits, job responsibilities
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>You are applying for a job as an assistant director and are going to the interview. Explain in 2-3 sentences what two items you would include in your portfolio?</p> <p>An assistant director could include an example of a production schedule, daily call sheets, cast and crew testimonials, and letters of referrals from directors and producers.</p> <p>Rubric:</p> <p>2 points: Student will completely and thoroughly explain at least 2 items in 2-3 complete sentences.</p> <p>1 point: Student will explain at least 1 item in 1-2 complete sentences.</p> <p>0 points: Student did not answer correctly or did not attempt.</p>

Standard	1.0 Demonstrate an understanding of the Audio and Video Technology and Film career pathway–The student will be able to:
Benchmark	01.06 Describe technologies associated in careers within the Audio and Video Technology and Film career pathway.
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 the different technologies used for each career.
Content Focus	Troubleshooting, maintenance, video editor, digital and analog, blue screen, CGI, wireless, network, LAN, WAN, cloud computing, 2D, 3D, digital editing, All types of technologies including but not limited to hardware, software, manufacturing and production.
Content Limits	Items may assess the use of technology in different careers such as but not limited to Art, Drama, and Music Teachers, Artists and Related Workers, Audio and Video Equipment Technicians, Broadcast Technicians, Camera and Photographic Equipment Repairers, Camera Operators, Choreographers, Commercial and Industrial Designers, Computer Programmers, Film and Video Editors, Fine Artists, Including Painters, Sculptors, and Illustrators, Graphic Designers, Media and Communication Equipment Workers, Media and Communication Workers, Multimedia Artists and Animators, Photographers, Set and Exhibit Designers, Sound Engineering Technicians, Technical Directors/Managers
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice What technology will impact the communication industry in the next 5 years? a. robotics b. software development c. tablets and portable computers d. thermal transfer technology Correct answer: c

Standard	02.0 Demonstrate an understanding of the Telecommunications career pathway–The student will be able to:
Benchmark	02.01 Define and use proper terminology associated with the Telecommunications career pathway.
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 describe and use the appropriate terms for the telecommunications career pathway.
Content Focus	Basic terms for hardware to network, FCC and other government controlling agencies, LAN, fiber optics, ethernet, broadband, digital, analog, bandwidth, baud rate, email, hyperlink, hypermedia, online, telecomputing, upload
Content Limits	Items may assess basic terms for hardware to network, FCC and other government controlling agencies, LAN, fiber optics, ethernet, broadband, digital, analog
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice How is a broadband transmission created? a. multiple cables that can carry several channels at once. b. multiple cables that can carry only one channel at a time c. single cable that can carry several channels at once. d. single cable that can carry one channel at once. Correct answer: c

Standard	02.0 Demonstrate an understanding of the Telecommunications career pathway–The student will be able to:
Benchmark	02.02 Describe some of the careers available in the Telecommunications career pathway.
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	Student will know basic career paths in the telecommunications career pathway.
Content Focus	Careers include but not limited to Communications Equipment Operators, All Other Electronic Home Entertainment Equipment Installers & Repairers, Electronics Engineering Technicians, Media & Communication Equipment Workers, All Other Media & Communication Workers, All Other Network & Computer Systems Administrators, Telecommunications Engineering Specialists, Telecommunications Equipment Installers & Repairers, Except Line Installers, Telecommunications Line Installers & Repairers
Content Limits	Items may assess different careers such as but not limited to Art, Drama, and Music Teachers, Artists and Related Workers, Audio and Video Equipment Technicians, Broadcast Technicians, Camera and Photographic Equipment Repairers, Camera Operators, Choreographers, Commercial and Industrial Designers, Computer Programmers, Film and Video Editors, Fine Artists, Including Painters, Sculptors, and Illustrators, Graphic Designers, Media and Communication Equipment Workers, Media and Communication Workers, Multimedia Artists and Animators, Photographers, Set and Exhibit Designers, Sound Engineering Technicians, Technical Directors/Managers
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice Which career is responsible for the day to day operations of a network? a. communications engineer b. network engineer c. media engineer d. telecommunications engineer Correct answer: b

Standard	02.0 Demonstrate an understanding of the Telecommunications career pathway–The student will be able to:
Benchmark	02.03 Identify common characteristics of the careers in the Telecommunications career pathway.
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 skills and traits of the different telecommunications careers.
Content Focus	Personality traits, logical, analytical, outgoing, persuasive, engaging understands data, problem solver, people person, patient, skilled, knowledgeable, personable, flexible, team player,
Content Limits	Items may assess job skills, personality traits, job responsibilities
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer: Explain in 1-2 complete sentences what is a trait that all jobs in telecommunication sales have in common? Telecommunication sales jobs need people who are outgoing, take rejection well and are self starters. Rubric: 2 points: Student will completely and thoroughly explain at least a trait in 1-2 complete sentences. 1 point: Student will at least 1 trait and not in a complete sentence. 0 points: Student did not answer correctly or did not attempt.

Standard	02.0 Demonstrate an understanding of the Telecommunications career pathway–The student will be able to:
Benchmark	02.04 Research the history of the Telecommunications career pathway and describe how the associated careers have evolved and impacted society.
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 explain how the telecommunication career pathway and how the evolution has effect on our society.
Content Focus	Computer repair, programming, manufacturing (parts and hardware), software design, webmaster, web art designer, engineers, interface specialists, project managers, producer, editors, desktop publishers,
Content Limits	Items may assess the telecommunications pathway which includes occupations involved in the interaction between computer and communications equipment. Includes workers who install or repair data, graphics, video and digital equipment.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice The birth of modern telecommunications started with the birth of what technology? a. AT&T Monopoly was broken up b. first satellite was launched c. TCP/IP technology d. World Wide Web Correct answer: b

Standard	02.0 Demonstrate an understanding of the Telecommunications career pathway–The student will be able to:
Benchmark	02.05 Identify skills required to successfully enter any career in the Telecommunications career pathway.
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 apply transferable job skills to the telecommunication industry.
Content Focus	Transferable skills, soft skills, listening, writing, teamwork, critical thinking, problem solving, judgement and decision making, analysis, monitoring, programing, detail oriented, leadership, self-motivated
Content Limits	Items may assess job skills, personality traits, job responsibilities
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice Which transferable skills in the telecommunication industry are needed in sales? a. delegate b. network support c. time-management d. software programming Correct answer: c

Standard	02.0 Demonstrate an understanding of the Telecommunications career pathway–The student will be able to:
Benchmark	02.06 Describe technologies associated in careers within the Telecommunications career pathway.
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 determine the appropriate technology for the different telecommunication careers.
Content Focus	Cloud computing, Picture archiving and communication system, Mobile Web, Market information systems, Information Age, Info communications
Content Limits	Items may assess how to install, test, maintain and operate a wide spectrum of telecommunications networks for voice, data, and video transmission and networking.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: In order to use cloud computing, what technology do you need? a. Computer with an internet connection. b. Computer with a webcam and an internet connection. c. Computer with the specific software installed and an internet connection. c. Computer with cloud software installed and an internet connection. Correct answer: a

Standard	03.0 Demonstrate an understanding of the Printing Technology career pathway–The student will be able to:
Benchmark	03.01 Define and use proper terminology associated with the Printing Technology career pathway.
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 recognize terms from the printing career path.
Content Focus	Print & Binding terms, printing press, desktop publishing, graphic designers, comb, accordion, against the grain, banding, weight, lead, paper type, die cutting, spine, ink, transparent, coating, trim, offset, process color, CMYK,
Content Limits	Items may assess print & binding terms, printing press, desktop publishing, graphic designers terminology
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: In desktop publishing, what is one large capital letter at the beginning of an article called? a. capital letter b. drop cap c. focal point d. font Correct answer: b

Standard	03.0 Demonstrate an understanding of the Printing Technology career pathway–The student will be able to:
Benchmark	03.02 Describe some of the careers available in the Printing Technology career pathway.
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 the careers in the technology printing pathway.
Content Focus	Bindery, Shipping, Mailing, Production Workers, Printing Operators, customer service, pre-print operator, customer service, sales, digital print, 3D print operator, printing press
Content Limits	Items may assess job skills, interview skills, soft skills, job responsibilities
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: In Marketing communication, what is one way a target audience is determined? a. census b. focus group c. population data d. sales Correct answer: b

Standard	03.0 Demonstrate an understanding of the Printing Technology career pathway–The student will be able to:
Benchmark	03.03 Identify common characteristics of the careers in the Printing Technology career pathway.
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 understand the common responsibilities in the printing technology pathway.
Content Focus	Personality traits, logical, analytical, outgoing, persuasive, engaging understands data, problem solver, people person, patient, skilled, knowledgeable, personable, flexible, team player,
Content Limits	Items may assess job skills, personality traits, job responsibilities
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: The ability to control and restrain impulses is which personality trait? a. attitude b. ethical c. persistent d. self-discipline Correct answer: d

Standard	03.0 Demonstrate an understanding of the Printing Technology career pathway–The student will be able to:
Benchmark	03.04 Research the history of the Printing Technology career pathway and describe how the associated careers have evolved and impacted society.
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 explain the history of printing technology and the associated careers. The student be able to identify how the technology careers have impacted and changed the work force.
Content Focus	Printing press, color, black and white, job responsibilities, work skills, lithograph, copy imaging (copiers), dot matrix, inkjet, laser, productivity, quality,
Content Limits	Items may include printing technology pathway includes occupations involved in print careers
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: The internet has increased the number of investigative reporters by 60% in the past 20 years. What is a new method of reporting the news? a. blog b. magazine c. newspaper d. radio Correct answer: a

Standard	03.0 Demonstrate an understanding of the Printing Technology career pathway–The student will be able to:
Benchmark	03.05 Identify skills required to successfully enter any career in the Printing Technology career pathway.
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 skills are needed to enter a printing technology career.
Content Focus	Listening, writing, teamwork, critical thinking, problem solving, judgment and decision making, analysis, monitoring, organization, interpersonal
Content Limits	Items may include job skills and responsibilities for different careers. soft skills, work habits,
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice As a book editor, what skill is not necessary to be successful? a. recognize what's missing in a passage b. no formal training, just a love for language. c. proficient in grammar, spelling and composition d. be able to recognizing patterns, organizing ideas and creating categories Correct answer: b

Standard	03.0 Demonstrate an understanding of the Printing Technology career pathway–The student will be able to:
Benchmark	03.06 Describe technologies associated in careers within the Printing Technology career pathway.
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 different technologies that are used in the printing technology career pathway.
Content Focus	Digital, additive technology, cloud computing, 2D, 3D, thermal, screen, relief, transfer, nanotransfer
Content Limits	Items may include printing technology careers, basic vocabulary of the technology being used such as but not limited to, printing methods, word processing and cameras.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice As a photojournalist there are three types of pictures. When would a documentative photo be used? a. photos that are meant to prove something b. photos that the face and its expression is predominant c. photos that explain things that couldn't be understood with just words d. photos that may not have a lot of content, but have an illustrious design Correct answer: b

Standard	04.0 Demonstrate an understanding of the Visual Arts career pathway–The student will be able to:
Benchmark	04.01 Define and use proper terminology associated with the Visual Arts career pathway.
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 the basic terms used for the job responsibilities and equipment in the different Visual Arts careers.
Content Focus	Abstract, art criticism, aesthetics, color wheel, design elements, design principles, composition, perspective, multimedia, realism, sculpture, virtual, sketch
Content Limits	Items may include visual art careers such as but not limited to art education, art history, ceramics and materials, graphic design, illustration, photography, museum studies, architecture, and applied art.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: In museum studies, what is an upcoming field? a. art degrees b. digitalization c. move from educator to curator d. museum curator program Correct answer: b

Standard	04.0 Demonstrate an understanding of the Visual Arts career pathway–The student will be able to:
Benchmark	04.02 Describe some of the careers available in the Visual Arts career pathway.
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 the skills and traits of the different visual arts career pathway.
Content Focus	Broadcasting, journalism, new media, social media, audio-visual technology Advertising Artist/Illustrator, Animator, Art Instructor, Art Preservationist, Book Designer, Camera Operator, Cartoonist, Film Critic, Filmmaker, Freelance Artist, Museum Curator, Greeting Card Designer, Illustrator, Industrial Designer, Painter, Photographer, Photojournalist, Production Assistant, Script Editor, Sculptor, Set designer, Sound & Special Effects, Technical Illustrator
Content Limits	Items may assess different types of communication skills and how careers are related.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice What career should you pursue if you want to do communication design? a. architecture b. graphic design c. museum studies d. photography Correct answer: b

Standard	04.0 Demonstrate an understanding of the Visual Arts career pathway–The student will be able to:
Benchmark	04.03 Identify common characteristics of the careers in the Visual Arts career pathway.
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 understand how characteristics are transferable between jobs and careers in the visual arts pathway.
Content Focus	Outgoing, problem solver, people person, patient, knowledgeable, personable, flexible, team player, creative, observers, artistic, work ethic, resilient,
Content Limits	Items may include job skills, personality traits, job responsibilities
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>In 1-2 complete sentences explain what is one difference between a graphic designer and an illustrator?</p> <p>The difference between a graphic designer and an illustrator is graphic designer works on communication through computer programs and an illustrator does more drawing and does not need as many design skills.</p> <p>Rubric:</p> <p>2 points: Student will completely and thoroughly explain at least 1 difference in 2-3 complete sentences.</p> <p>1 point: Student will explain at least 1 difference but not in a complete sentence.</p> <p>0 points: Student did not answer correctly or did not attempt.</p>

Standard	04.0 Demonstrate an understanding of the Visual Arts career pathway–The student will be able to:
Benchmark	04.06 Describe technologies associated in careers within the Visual Arts career pathway.
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 and explain what processes and methods are used in the visual arts career pathway.
Content Focus	Drawing, painting, sculpture and textile design, graphic design, photography and film, software, affects, purpose, audience
Content Limits	Items may include fine art, visual art careers such as but not limited to art education, art history, ceramics and materials, graphic design, illustration, photography, museum studies, architecture, applied art.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: As a web designer, what is one technology that is needed to make an interactive website? a. HTML5 b. photoshop c. property inspector d. wordpress Correct answer: a

Standard	05.0 Demonstrate an understanding of the Performing Arts career pathway– The student will be able to:
Benchmark	05.01 Define and use proper terminology associated with the Performing Arts career pathway.
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 able to identify and explain the basic terms used for the job responsibilities and equipment in the different performing arts careers.
Content Focus	Actor, audition, backdrop, script, action, comedy, diction, dramatization, character development, electronic media, dialogue, motivation, empathy, enunciation, movement, director, improvisation, ensemble, improvise, genre, setting, pitch, projection, lines, pantomime, stage directions, set design, staging, monologue, vocal pitch
Content Limits	Items may include performing arts careers such as but not limited to actors, art, drama, and music teachers, artists, choreographers, dancers, directors entertainers and performers, fine artists, including painters, sculptors, and illustrators, photographers, poets, lyricists and creative writers, producers, set designers.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What performing arts career uses chisels and gouges? a. drama b. fine artists c. photographers d. set designers Correct answer: b

Standard	05.0 Demonstrate an understanding of the Performing Arts career pathway– The student will be able to:
Benchmark	05.02 Describe some of the careers available in the Performing Arts career pathway.
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 and explain the different technologies that are used in the performing arts career pathway.
Content Focus	Choreographer, dance, director, fashion model, stunt performer, actor/actress, arts educator, director, drama coach, playwright, producer, prop manager, stage manager, writer, composer, conductor, professional musician
Content Limits	Items may include performing arts careers, basic vocabulary of the technology being used such as but not limited to, drama, fine art, graphic design and photography
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple choice: What should you study if you want to be in a musical drama? a. a/v technology and communication b. performing arts c. video technology d. visual arts Correct answer: b

Standard	05.0 Demonstrate an understanding of the Performing Arts career pathway– The student will be able to:
Benchmark	05.05 Identify skills required to successfully enter any career in the Performing Arts career pathway.
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 skills are needed to enter a performing arts career.
Content Focus	Creativity, confidence, problem solving, perseverance, focus, nonverbal skills, constructive feedback, collaboration, dedication, accountability
Content Limits	Items may include job skills and responsibilities for different careers. soft skills, work habits,
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple choice Lisa is an employee at Fresh Flowers. She works hard each and every day so that her picture may be displayed at the store's front counter as the "Employee-of-the-Month." What type of motivation does Lisa portray? a. extrinsic b. intrinsic c. merit d. performance Correct answer: c

Standard	o6.o Apply leadership and communication skills–The student will be able to:
Benchmark	o6.o5 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
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 demonstrate a proper way to communicate a message using a speech, demonstration or multi-media.
Content Focus	Communication skills, purpose, target audience, multimedia presentation options and accepted practices, preparation, organization of content
Content Limits	Items may include slideshow skills, effective use of color, font, animations etc. organization and preparation of presentation, use of target audience and or purpose to determine the specifics of a presentation.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: When using a slide presentation, what is not effective in conveying your message? a. using eye contact b. using related visuals c. using simple backgrounds d. using different colors and/or fonts on every slide Correct answer: d

Standard	06.o Apply leadership and communication skills–The student will be able to:
Benchmark	06.06 Use a computer to assist in the completion of project related to Arts, A/V Technology and Communication career cluster.
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 effectively use a computer, its peripherals, and software to complete an audio visual project.
Content Focus	Computer hardware, software, its uses, peripherals, content, purpose, target audience, project, time management
Content Limits	Items may include computer hardware, software, its uses, peripherals, content, purpose, target audience, project, time management.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Of all the multimedia elements in a project, which one will likely have the greatest influence on the audience? a. animations b. graphics c. length d. text Correct answer: b

Standard	07.0 Describe how information technology is used in the Arts, A/V Technology and Communication career cluster–The student will be able to:
Benchmark	07.04 Identify security-related ethical and legal IT issues faced by professionals in the Arts, A/V Technology and Communication career cluster.
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 and explain the ethical and legal dilemmas that IT careers face today.
Content Focus	Copyright, piracy, illegal downloading of multimedia, installing multiple copies of software,
Content Limits	Items may include copyright, piracy, illegal downloading of multimedia, installing multiple copies of software.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple choice: How is registering, selling, or using a domain name to profit from someone else's trademark a possible problem for IT professionals? a. copyright infringement b. cybersquatting c. internet file sharing d. software piracy Correct answer: a

Standard	o8.o Use information technology tools–The student will be able to:
Benchmark	o8.o1 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Arts, A/V Technology and Communication career cluster.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify and explain what web browsers are, what they do, and how they are similar and different.
Content Focus	Web browsers, cookie, access, search engine, authentication, encryption functions, interpreter, thread, cache, retrieval, fetching, display, rendering, navigation
Content Limits	Items may include how web browser are similar and different doing the same task.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Why does Web pages appear differently in different browsers? a. some display colors in CMYK b. only some have a rendering engine c. each browser interprets HTML somewhat differently d. depends on what program it was used to create the website Correct answer: c

Standard	o8.o Use information technology tools–The student will be able to:
Benchmark	o8.o2 Use e-mail clients to send simple messages and files to other Internet users.
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 email etiquette and the mechanics of sending email and attaching documents and pictures.
Content Focus	Email, mechanics, etiquette, appropriate email content, how to attach files and pictures
Content Limits	Items may include email mechanics, etiquette, appropriate email content, how to attach files and pictures.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple choice: Brandon was asked to send an email to local businesses requesting support for a local walk-a-thon. What should Brandon avoid when composing the email? a. the use of pronouns b. keep the email short c. establish a clear objective d. write the email the same as having a conversation Correct answer: d

Standard	o8.o Use information technology tools–The student will be able to:
Benchmark	o8.o3 Demonstrate ways to communicate effectively using Internet technology.
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 communicate effectively using internet technologies such as but not limited to e-mail, blogs, instant messaging, chat room, social networking and video and audio conferencing.
Content Focus	Effective communication techniques, rules, internet technologies, email, blogs, instant messaging, chat room, social networking, video and audio conferencing
Content Limits	Items may include e-mail, blogs, instant messaging, chat room, social networking and video and audio conferencing
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Short Answer: In 1-2 complete sentences explain the three keys for effective communication via email? Three keys for effective communication via email is identify the purpose, get to the point and the make sure it is readable. Rubric: 2 points: Student will completely and thoroughly explain at the 3 keys in 1-2 complete sentences. 1 point: Student will explain at least 2 keys in 1-2 sentences. 0 points: Student did not answer correctly or did not attempt.

Standard	o8.o Use information technology tools–The student will be able to:
Benchmark	o8.o4 Use different types of web search engines effectively to locate information relevant to the Arts, A/V Technology and Communication career cluster.
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 navigate different browsers to search for information related to Arts, A/V Technology and Communication career cluster.
Content Focus	Metacrawler, metasearch, web crawler, directories, search engines, browsers, boolean search, keyword awareness, targeted search, visibility
Content Limits	Items may include web browsers, chrome, firefox, safari, opera, explorer, pros and cons of each browser.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Web browsers process information differently. Google Chrome and Firefox are an open system browsers. What type of browser system is Internet Explorer? a. flash based b. emulator c. html d. proprietary Correct answer: d