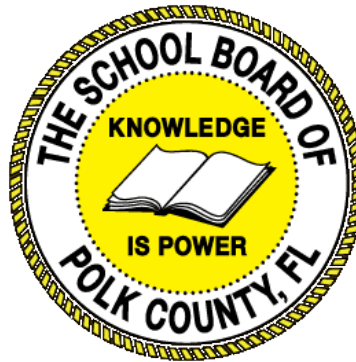




Individual Test Item Specifications

8212110- Administrative Office Technology 1

2015



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

Table of Contents

I. Guide to the Individual Benchmark Specifications	1
Benchmark Classification System	1
Definitions of Benchmark Specifications	3
II. Individual Benchmark Specifications	4

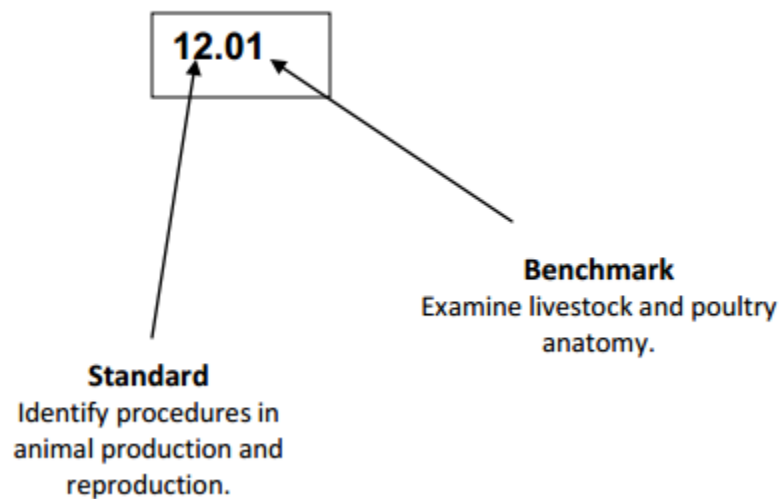
I. Guide to the Individual Benchmark Specifications

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	4.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
Benchmark	4.01 Enhance proficiency with touch keyboarding skills (speed and accuracy) to enter and manipulate data.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	L
Benchmark Clarification	The student will identify correct finger placement.
Content Focus	Home row keys, finger placement
Content Limits	Items are limited to a standard QWERTY keyboard, not handheld devices.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response is limited to standard QWERTY keyboards.
Sample Item	What are the home row keys for the left hand? a. a b c d b. a s d f c. g h j k d. j k l ; Answer: B

Standard	4.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
Benchmark	04.02 Use communications and networking to perform tasks and solve problems in business environments.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify communications terminology, identify networking terminology, explain various business communication tools, and describe networking solutions in a business environment.
Content Focus	LAN, WAN, Wifi, client, server, intranet, extranet
Content Limits	Items are limited to communication and computer networks a business environment.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	What type of network is typically used in a one location business? a. LAN b. LBN c. WAN d. Wifi Answer: A

Standard	o6.o Demonstrate mathematics knowledge and skills.
Benchmark	o6.01 Demonstrate knowledge of arithmetic operations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge of arithmetic operations including but not limited to addition, subtraction, multiplication, division, averaging, and counting.
Content Focus	Average, sum, difference, quantity, maximum, minimum, count
Content Limits	Items are limited to basic mathematical operations such as addition, subtraction, multiplication, division, average, percentages, etc.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which symbol on the QWERTY keyboard is used for multiplying? A. ampersand B. asterisk C. exponent D. forward slash Answer: B

Standard	o6.o Demonstrate mathematics knowledge and skills.
Benchmark	o6.o2 Analyze and apply data and measurements to solve problems and interpret documents.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will analyze and apply data and measurements to solve problems and interpret documents.
Content Focus	Measurements, interpret
Content Limits	Items are limited to data analysis using common computer software.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Your school would like to purchase new computer desks for the students. To make the best selection, your principal has requested that you measure a student's desk, a computer, a keyboard, and a mouse. Also, your principal would like to include space for a bookstand. Create a spreadsheet that shows the measurements your principal has requested. Based on the measurements, make a recommendation of the best length of the student's desk that would provide ample room for the requested items. Save your spreadsheet as recommendation_desk.</p> <p>4 points - Student has a thorough understanding and has provided a response that is accurate and complete.</p> <p>3 points - Student has an understanding and has provided a response with some missing details.</p> <p>2 points - Student has a partial understanding but has some errors in the response.</p> <p>1 point - Student has very little understanding and has major errors in the response.</p> <p>0 points - Student does not have an understanding of the concept.</p>

Standard	06.o Demonstrate mathematics knowledge and skills.
Benchmark	06.03 Construct charts/tables/graphs using functions and data.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will create charts, tables, and graphs.
Content Focus	Charts, tables, graphs, functions, data
Content Limits	Items are limited to charts, tables, and graphs that can be created using common computer software.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Using a spreadsheet software program, key the following information and create a graph of your choice to display the information:</p> <p>Customers: 45 Employees: 10 Contractors: 20 District Staff: 10 Regional Staff: 15</p> <p>Save as store_breakdown</p> <p>4 points - Student has a thorough understanding and has provided a response that is accurate and complete. 3 points - Student has an understanding and has provided a response with some missing details. 2 points - Student has a partial understanding but has some errors in the response. 1 point - Student has very little understanding and has major errors in the response. 0 points - Student does not have an understanding of the concept.</p>

Standard	07.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.
Benchmark	07.03 Design, develop, and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	H
Benchmark Clarification	The student will design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences on a variety of topics.
Content Focus	Presentations, formal, informal, media
Content Limits	Items are limited to designing and developing presentations using common computer software.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Create a five-slide presentation for the Senior Honors Awards Program that describes the history of your school. Include the year that your school began as well as the courses that your school offers. Use subtle transitions and include three graphics.</p> <p>4 points - Student has a thorough understanding and has provided a response that is accurate and complete.</p> <p>3 points - Student has an understanding and has provided a response with some missing details.</p> <p>2 points - Student has a partial understanding but has some errors in the response.</p> <p>1 point - Student has very little understanding and has major errors in the response.</p> <p>0 points - Student does not have an understanding of the concept.</p>

Standard	07.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.
Benchmark	07.06 Develop and interpret tables and charts to support written and oral communications.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will develop and interpret tables and charts to support written and oral communications.
Content Focus	Tables, charts, communication, interpret
Content Limits	Items are limited to chart and table development using common computer software.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Create a 5 x 3 table that displays the following fundraising activities for the school district's Grant Foundation Office:</p> <p>Year; Walk-a-thons; Car Washes; Donations; Special Events</p> <p>2014; \$5,200; \$1,000; \$7,200; \$2,000</p> <p>2013; \$4,800; \$900; \$5,700; \$1,500</p> <p>Create a pie chart using a software program of your choice to display the amounts from the year 2014.</p> <p>Create a bar graph using a software program of your choice to display the amounts from the year 2013.</p> <p>4 points - Student has a thorough understanding and has provided a response that is accurate and complete.</p> <p>3 points - Student has an understanding and has provided a response with some missing details.</p> <p>2 points - Student has a partial understanding but has some errors in the response.</p> <p>1 point - Student has very little understanding and has major errors in the response.</p> <p>0 points - Student does not have an understanding of the concept.</p>

Standard	9.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
Benchmark	9.01 Use job specific terminology if training for specialized support fields (e.g., construction, education, real estate) or use advanced business vocabulary.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will define vocabulary words related to advanced business.
Content Focus	Estimate, wholesale, distribution, market, growth, commission, equipment, budget, inventory, loss, margin, risk, inspection, network, purchase
Content Limits	Upper limits: The student will define a vocabulary word in short answer format and give an example. Lower limits: The student will choose the correct business term if the definition is given.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	When an item is bought on credit, the buyer is using which of the following concepts? A. on check B. on debit C. on margin D. on transfer Answer: C

Standard	10.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
Benchmark	10.01 Discuss communication systems - cultural, organizational, technological, and interpersonal.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will recognize and explain different communication systems including cultural, organizational, technological, and interpersonal.
Content Focus	Communication systems, cultural communication systems, organizational communication systems, technological communication systems, and interpersonal communication systems
Content Limits	Upper limits: The student will give example of a communication system. Lower limits: The student will recognize a type of communication system via multiple choice.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Describe two examples of cultural communication systems. Exemplar: language and body language 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	10.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
Benchmark	10.02 Write complex executive level business communications.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will write/create business communications based on a proposed scenario.
Content Focus	Email, business letter, slide presentation, resume
Content Limits	Upper limits: The student will create a slide presentation with animations, transitions, and rich media included. Lower limits: The student will send a simple email.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Performance task: Using a slide presentation program, create a 5-slide presentation on the classes in which you are currently enrolled. Once the presentation is completed, print out one copy in outline view. 4 points - Student has a thorough understanding and has provided a response that is accurate and complete. 3 points - Student has an understanding and has provided a response with some missing details. 2 points - Student has a partial understanding but has some errors in the response. 1 point - Student has very little understanding and has major errors in the response. 0 points - Student does not have an understanding of the concept.

Standard	11.0 Practice quality performance in the learning environment and the workplace.
Benchmark	11.01 Discuss performance evaluation methods and instruments used to assess employee progress and performance.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will recognize the methods used to evaluate employees on their job progress and performance.
Content Focus	Performance evaluation, instruments, assess, progress, performance
Content Limits	Upper limits: The student will use evaluation instrument sections to assess employees. Lower limits: The student will identify a type of evaluation used.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>What are two ways a business could evaluate an employee?</p> <p>Exemplar: Use a evaluation instrument, observation, interview customers, survey, speak with co-workers.</p> <p>2 points: The response indicates that the student has a complete understanding of the concept embodied in the task.</p> <p>1 point: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	12.0 Incorporate appropriate customer service strategies to accomplish job objectives and enhance workplace performance.
Benchmark	12.01 Develop an understanding of the integral value of a customer, and practice skills to provide excellent customer service.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will recognize why customer service is vital to the success of a company, and show an understanding of how to practice the skills needed to provide excellent customer service.
Content Focus	Customer service, customer relationships, patience, attentiveness, positive language, acting skills, reading customer skills, time management, calming presence, persuasion skills
Content Limits	Upper limits: The student will tell why a given customer service skill is important and give an example. Lower limits: The student will identify a particular customer service skill.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Give an example of how using acting skills helps with customer service and is an important skill to practice. Exemplar: A very fussy customer could be in one's care, and one would want to maintain a cheery, even-keeled disposition to try to keep the customer happy. 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	13.0 Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
Benchmark	13.03 Discuss the role of agencies that establish and monitor health and safety standards (e.g., OSHA) and discuss standards established by these agencies.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify OSHA and be able to define standards established by this agency and why these standards have been put in place
Content Focus	OSHA, safety consultant, health and safety standards
Content Limits	Upper limits: The student will name a standard by OSHA and give an example as to why the standard was set. Lower limits: The student will identify OSHA.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>What are two of the roles OSHA plays in ensuring a safe workplace. Exemplar: OSHA conducts inspections to ensure that the workplace is safe. Additionally, OSHA advises employees and employers as to how to keep workers safe in the workplace.</p> <p>2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	13.0 Incorporate appropriate leadership and supervision techniques and standards of personal ethics to accomplish job objectives and enhance workplace performance.
Benchmark	13.04 Discuss the responsibilities organizations have to their employees (e.g., Right to Work laws, risk management).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will understand how organizations look after and protect their workers.
Content Focus	Right to Work laws, risk management advancement, mentoring, wages, OSHA, Workers' Compensation Insurance, positive workplace conditions
Content Limits	Upper limits: The student will explain how employers protect employees. Lower limits: The student will use a key term based on a scenario.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	How do the Right to Work laws protect an employee in a union work setting? Exemplar: The employee would not be forced to join the union in order to keep working at the organization. 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	16.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
Benchmark	16.01 Apply the use of information management tools (e.g., calendars, ticklers, schedulers) to develop and coordinate distribution of work.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will show proficiency using management tools that are available to set up calendars, ticklers, and schedulers so that work schedules or distribution of work can be set up.
Content Focus	Management tools, calendars, ticklers, schedulers, distribution of work
Content Limits	Upper limits: The student will demonstrate how to set up a work schedule, calendar, or tickler using management software. Lower limits: The student will identify a management tool.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Performance task: Using a program which contains a calendar, schedule a meeting with a contact and set the time and date. Additionally, set up the program to send a reminder message five minutes prior to the meeting. 4 points - Student has a thorough understanding and has provided a response that is accurate and complete. 3 points - Student has an understanding and has provided a response with some missing details. 2 points - Student has a partial understanding but has some errors in the response. 1 point - Student has very little understanding and has major errors in the response. 0 points - Student does not have an understanding of the concept.

Standard	16.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
Benchmark	16.06 Determine the most efficient method to send mail (e.g., fax, e-mail, external/internal courier systems, U.S. Mail).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will determine the best way to send business communications based on a scenario.
Content Focus	Fax, e-mail, courier, US Mail
Content Limits	Upper limits: The student will determine the best way to send business mail depending on a stated scenario. Lower limits: The student will identify key terms.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Jack needs to receive a document in 1 hour. What would be the best way for Jack to receive this document? A. courier B. fax C. overnight D. U.S. Mail Answer: B

Standard	17.0 Describe the importance of professional ethics and legal responsibilities.
Benchmark	17.02 Identify and discuss personal and long term consequences of unethical choices in the workplace.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will recognize problems that could arise for organizations and individuals who make unethical decisions.
Content Focus	Unethical, long term consequences, safety concerns, corruption, pollution, predatory pricing, predatory advertising
Content Limits	Upper limits: The student will identify unethical business practices depending on a stated scenario. Lower limits: The student will identify key terms.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	For the past 10 years, a local company has not been disposing of hazardous material properly. State two consequences the company could face due to this oversight. Exemplar: if creating pollution, might have to pay fines or pay for clean up; bad publicity could hurt the profits of the company 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	18.0 Participate in work-based learning experiences.
Benchmark	18.02 Discuss the use of technology in the administrative field.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify types of technologies used by businesses, and be able to tell how to overcome a technology issue based on a presented scenario.
Content Focus	Technology, LAN, WAN, presentation software, spreadsheet software, document creation software, server, browser
Content Limits	Upper limits: The student will discuss how to overcome a technology scenario with a short answer. Lower limits: The student will recognize/identify a technology used in the administrative field.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	A company sale representative is working a booth at a local trade show. Describe a way the representative can continuously present information even when the representative is busy with other customers. Exemplar: Have a slide presentation set to loop, displayed with a LCD projector on to a screen. 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.