Individual Test Item Specifications

8212120- Business Software Applications 1

2015

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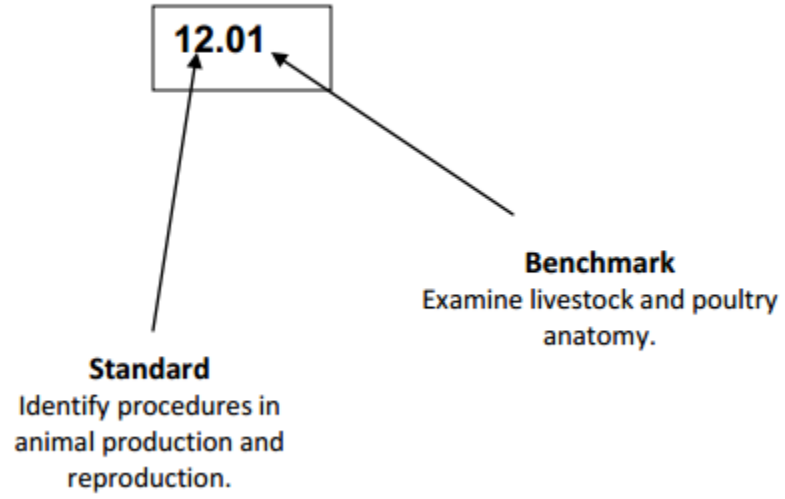
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

- Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.

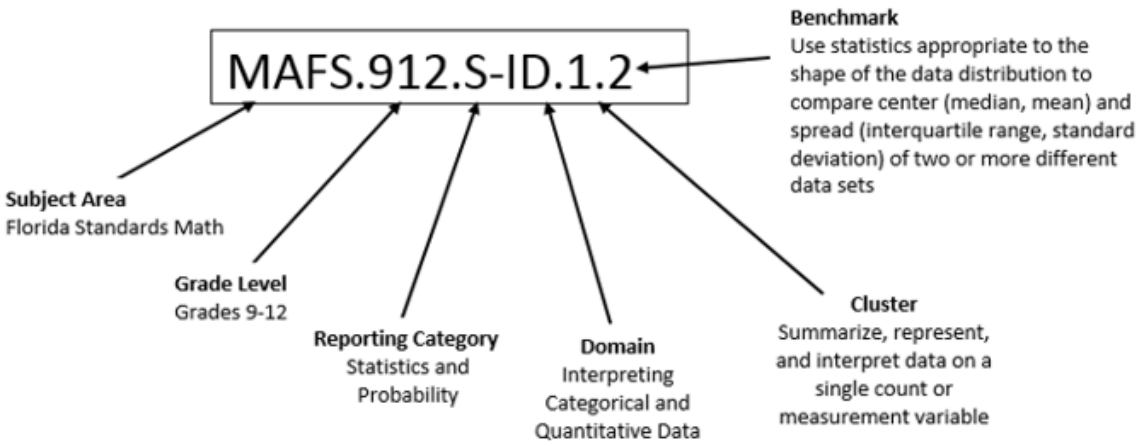
An example, from Agritechnology 1:



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

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

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



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

Definitions of Benchmark Specifications

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

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

II. Individual Benchmark Specifications

Standard	22.0 Using technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.01 Access, process and transmit information through all mediums(e.g. fax, e-mail, modem, internet, teleconferencing).
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify how to disseminate information through various means of electronic situations.
Content Focus	Tablet, smartphone
Content Limits	The student must have computer, tablet, or phone access to the Internet.
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.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	John's manager is in Orlando and is needing a sales report that is on John's computer at the office in Tallahassee. How should John get that sales report to his boss? a. email the report to his boss b. fly the report on the quickest plane c. mail the report at the local postal office d. read the report over the speaker phone to his boss Answer: A

Standard	22.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.02 Create documents using advanced features in word processing database, spreadsheet, presentation and multi-media software.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=XX (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify how to differentiate between word processing, presentation, and database software.
Content Focus	Word processing, spreadsheets, database, presentation, desktop publishing
Content Limits	The student must have access to the Internet and software programs for word processing, database, spreadsheet, presentation, and multimedia software.
Stimulus Attributes	The stimulus may include Internet access to research the given topic. It should also include presentation software that will allow the preparation and presentation of an oral report
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Susan is creating a presentation on how to start a computer. Which program will she use to present to the class? a. MS Excel b. MS PowerPoint c. MS Publisher d. MS Word Answer: B

Standard	22.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.03 Discuss how to and where access is possible to install an update software for current office use.
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 explain how to update software using installation practices.
Content Focus	Patch, anti virus, malware, spyware, virus, patch
Content Limits	The student must have access to a computer and to a variety of software programs.
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	John's computer has a virus. What must he do to fix this issue if there is no protective software on the computer? a. call tech support b. download a patch to fix it c. download a software program for directions d. download a software program for virus protection

Standard	22.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.04 Use technology to research, compile, create, and deliver an oral presentation.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will utilize an Internet search engine to research a given topic for the presentation. The student will also be given ample time to compile, create, and deliver the oral presentation.
Content Focus	Keyword search, copyright, works cited, sources, bullet points, graphics,presentation software
Content Limits	The student must have access to presentation software.
Stimulus Attributes	The stimulus should include Internet access to research the given topic. It should also include presentation software that will allow the preparation and presentation of an oral report.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Terri is the group leader for a science project presentation. She has completed the PowerPoint slides that she wants to use and included additional notes in the "notes" section. Which of the following print options would she use to make sure her added notes are printed along with the slides? A. handouts B. notes pages C. outline view D. slides Answer: B

Standard	22.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.05 Key with speed and accuracy to meet industry standards for employment as a secretary or administrative assistant.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=XX (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will demonstrate proper finger placement on a computer keyboard to achieve acceptable speed and accuracy in a 1' and 3' timed writing.
Content Focus	Home row, shift key, enter key, tab, double space
Content Limits	The student must have access to a QWERTY alphanumeric keyboard on a regular sized computer, not on a tablet or mobile phone.
Stimulus Attributes	The stimulus should not use a 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 key (finger) should be used to hold down the proper shift key to capitalize the letter L? A. A (left pinky) B. L (right ring finger) C. S (left ring finger) D. semi-colon (right pinky) Answer: A

Standard	22.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.06 Perform integrated functions using various software applications.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=XX (SA)= (P)=XX (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will demonstrate proper use of integrating functions using various software application programs.
Content Focus	Word processing, spreadsheets, database, presentation, insert, open, copy, paste, save, save as, import
Content Limits	The student must have access to word processing software.
Stimulus Attributes	The stimulus may include software application programs. Samples should be illustrated, if needed.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Julie wants to add one of her own photographs to the cover page of her science report. Which of the following functions would she perform to accomplish this task? A. crop B. insert C. save D. wrap Answer: B

Standard	22.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.07 Perform proofreading skills including electronic reference tools.
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 proofread documents using the reference tools that are available with specific software application programs.
Content Focus	Spell check, grammar check, thesaurus, synonyms, look up, reference, review
Content Limits	The student must have access to word processing software.
Stimulus Attributes	The stimulus will include a document with mistakes that students will correct using the spelling and grammar features of their word processing software. Students may be asked to also utilize the review feature which includes finding synonyms or references for specific words.
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: Distribute a printed copy of the following passage to each student. Tell students: "Using your word processor, type the following document and correct all the spelling and grammar errors. When finished, print one copy of the document with your name in the header." Passage to be typed: Jeffrey wanted too go too the football game on friday night, bute did not have enoughe money to by a ticket. He decided he wood stae home in stead. Its a good thing that he did not go, the game was cancelled do to a bad thunderstorm. Exemplar: Jeffrey wanted to go to the football game on Friday night, but did not have enough money to buy a ticket. He decided he would stay home instead. It's a good thing that he did not go; the game was cancelled due to a bad thunderstorm. (11 errors corrected) Rubric: 4 points: 9-11 errors were found and corrected 3 points: 5-8 errors were found and corrected 2 points: 3-4 errors were found and corrected 1 point: 1-2 errors were found and corrected

	0 points: 0 errors were found; the student typed the paragraph with all the errors or the student did not attempt to type the paragraph at all

Standard	22.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	22.08 Identify various means to scan, store and manage electronic documents and understand how to use.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=XX (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will distinguish the different types of filing available for electronic documents including scanning, storing, and managing different file formats.
Content Focus	Scan, save, save as, folder creation, folder usage, online storage, cloud storage, .pdf, attachments, upload, view, download
Content Limits	The student must have access to the Internet and spreadsheet, word processing, database, presentation, and desktop publishing software applications.
Stimulus Attributes	The stimulus may include software application programs. Samples should be illustrated, if needed.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Jeremy needs to submit a copy of his school records with his letter of intent in an email to his college admissions office. He has already scanned the records and saved them to his computer. Which of the following tasks should he use to include his scanned records in the email? A. attachment B. copy records C. insert copied records D. paste copied records Answer: A

Standard	23.0 Use information technology tools.
Benchmark	23.01 Use personal information management (PIM) applications to increase workplace efficiency.
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,H
Benchmark Clarification	The student will use technological tools to increase workplace efficiency including but not limited to spreadsheet, database, operating system tools, apps, email, digital filing and retrieval tools, agrigators, and online calendars and notification tools.
Content Focus	E-mail, workflow, task managment, collaboration, file hierarchy, calendars, address books, file classification, organizational skills
Content Limits	The student must have access to the Internet, email, word processing, and operating systems software applications.
Stimulus Attributes	The stimulus may include a real-world scenario.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Maria's new boss wants her to save all incoming email messages. Maria needs to be able to retrieve the email messages at a moment's notice. Which of the following skills would help Maria find specific email messages quickly? A. Organize messages in specific folders within the email program. B. Print out all of the email messages and store them in physical file folders. C. Make a copy of all the messages and store them on a portable hard-drive. D. Send a copy of the email messages back to the boss and have her organize her own messages. Answer: A

Standard	23.0 Use information technology tools.
Benchmark	23.02 Employ technological tools to expedite workflow including work processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will use technological tools to expedite workflow including but not limited to spreadsheet, word processing, database, presentation, and desktop publishing software applications.
Content Focus	Expedite, spreadsheets, databases, presentations
Content Limits	The student must have access to the Internet, email, word processing, presentation, and desktop publishing software applications.
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	MyKiyah's boss wants her to send a sales report to the Accounting department. Which would be the best way for MyKiyah to complete this task? A. display the report in the breakroom B. email the report to the department C. post the report on social media D. text the report to the department Answer: B

Standard	23.0 Use information technology tools.
Benchmark	23.03 Employ computer operations applications to access, create, manage, integrate, and store information.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will use operating system software to access, create, manage, and store information including but not limited to files within the operating system, apps, email, and online calendars and cloud storage.
Content Focus	Operating system software, file hierarchy, online calendars, cloud storage, servers, networks, internet, and intranet.
Content Limits	The student must have access to the Internet, email, word processing, and operating systems software applications. Students will be required to only use software applications that are available at the school site.
Stimulus Attributes	The stimulus may include a real-world scenario.
Response Attributes	The response can include terms, phrases, or sentences. Performance Task response should include an example of the real-world actual outcome. Students will be required to only use software applications that are available at the school site.
Sample Item	Authentication requires a computer user to prove his/her identity so the computer will allow access. What type of security protocol requires a person to use part of their body as identification? (i.e. fingerprints, iris patterns, face shape, etc.) A. biometrics B. key logger C. PIN D. RFID chip Answer: A

Standard	23.0 Use information technology tools.
Benchmark	23.04 Employ collaborative/groupware applications to facilitate group 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,H
Benchmark Clarification	The student will use collaborative/groupware applications to access, create, manage, and store files that more than one person can have access to including: word processing, spreadsheet, and presentation files.
Content Focus	Google docs, cloud storage, server storage, password, invitation, online collaborative calendars, online collaborative application software, and online file storage
Content Limits	The student must have access to the Internet, email, word processing, and operating systems software applications. Students will be required to only use software applications that are available at the school site.
Stimulus Attributes	The stimulus may include a real-world scenario.
Response Attributes	The response can include terms, phrases, or sentences. Performance Task response should include an example of the real-world actual outcome.
Sample Item	Groupware refers to programs that help people work together collectively while located remotely from each other. Which of the following tools would allow the team members to work collaboaratively in a face-to-face setting? A. presentation software B. word processor C. internet browser D. video messaging software Answer: D

Standard	24.0 Participate in administrative work-based learning experiences.
Benchmark	24.02 Compare and contrast the software applications used in the adminstrative field.
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
Benchmark Clarification	The student will compare and contrast spreadsheet, word processing, database, presentation, and desktop publishing software applications used int he administrative field.
Content Focus	Software applications, word processing, spreadsheets, database, presentation, desktop publishing
Content Limits	The student must have access to the Internet and spreadsheet, word processing, database, presentation, and desktop publishing software applications.
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	Cindy has been given the task of creating a spreadsheet for the department's budget and creating a presentation that everyone will see in the meeting room. Which software programs would Cindy use to complete these two tasks? A. database and presentation software B. database and word processing software C. spreadsheet and presentation software D. spreadsheet and word processing software Answer: C