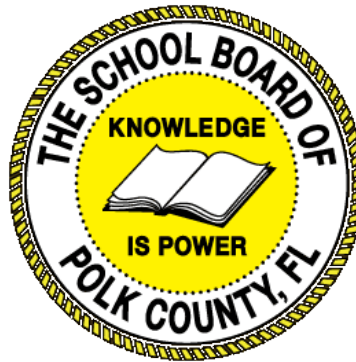




Individual Test Item Specifications

8212160- Business Software Applications 2

2015



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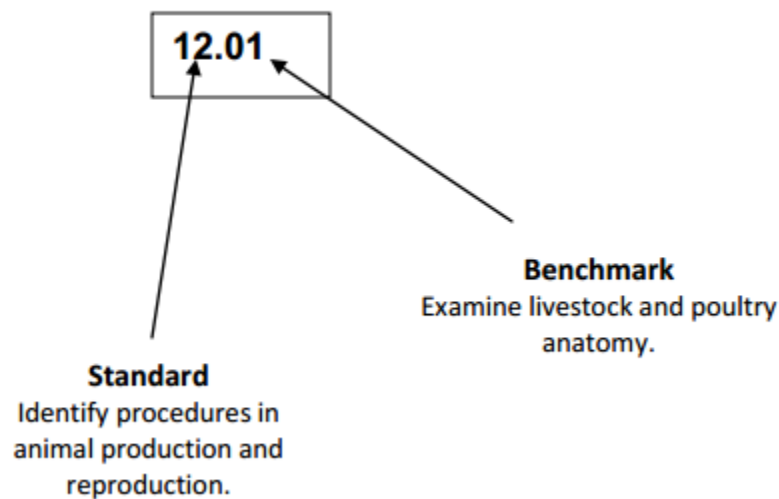
I. Guide to the Individual Benchmark Specifications

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	42.0 Use technology to increase administrative office support productivity and enhance workplace performance.
Benchmark	42.01 Key with speed and accuracy to meet industry standards for employment as an executive secretary or administrative assistant.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	M
Benchmark Clarification	The student will key a work-related document with speed and accuracy.
Content Focus	Demonstrate, speed, accuracy, timed writings, errors
Content Limits	The student must have access to computers and to a word processing software program. Timed writings may require a timing device such as a stopwatch or a clock with a second hand.
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 MAC, 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>The following paragraph contains errors in spelling. Using a blank word processing document or a blank Word document, key the following paragraph correcting all errors. Key your name at the top of the document and print when completed.</p> <p>The employee's breakroom is a placed for relaxeing, making phone cals, or even texteng. The vending machine, micrawave, and television are there for everyone to injoy. Please keep the room cleen and organized. Should a problem arise, let the appropriate maneger know so that the problem can bee corrected.</p> <p>2 points - The student corrects all the errors. 1 point - The student has errors inthe paragraph. 0 ponts - The students has not keyed the entire paragraph.</p>

Standard	43.0 Participate in administrative support work-based learning experiences.
Benchmark	43.02 Discuss the use of technology in an administrative office environment.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss the use of a variety of technology in an administrative office environment.
Content Focus	Computers, printers, scanner, copier, digital cameras, mouse, flash drives, external drives, documents, desktop
Content Limits	The student must have access to computers. Test items should address various forms of technology used in the administrative office environment which may include but are not limited to computers, scanners, copiers, printers, flash drives, external drives, digital cameras, projectors, video cameras, or televisions.
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 MAC, 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>Julia works as an administrative assistant at a local law firm. She has many responsibilities including answering the phone and helping customers. During the day, she uses a variety of other technological devices to complete her job tasks besides the phone. First, name two other types of technological devices that Julia would use on a typical day. Second, describe why she would use those devices.</p> <p>Exemplar: As an administrative assistant, Julia would use a variety of technological devices. Julia would use the following:</p> <ol style="list-style-type: none"> 1. copier--to make copies 2. computer--to key letters, presentations, spreadsheets, etc. 3. projector--to present presentations to a group of employees 4. scanner--to scan document and photos 5. digital camera--to take pictures for evidence 6. fax machine--to send documents to other locations 7. iPad--to review documents and other cases <p>2 points - The student names two technological devices AND describes why. 1 point - The student name one technological device AND describes why.</p>

	0 points - The student names no other technological devices.
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Standard	43.0 Participate in administrative support work-based learning experiences.
Benchmark	43.03 Compare and contrast the software applications used in an administrative office environment.
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 compare and contrast the software applications used in an administrative office including but not limited to word processing, spreadsheet, database, presentation, and desktop publishing software programs.
Content Focus	Word processing, spreadsheet, presentation, database, software, environment, business
Content Limits	The student must have access to computers and to word processing, spreadsheet, database, presentation, and desktop publishing 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 MAC, 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 software program would an employee use to create a business card for the new Vice President of Sales and Marketing? A. Access (database software) B. Excel (spreadsheet software) C. Publisher (desktop publishing software) D. Word (word processing software) Answer: C (desktop publishing software)

Standard	45.0 Describe the importance of professional ethics and legal responsibilities.
Benchmark	45.01 Evaluate and justify decisions based on ethical reasoning.
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 must evaluate and justify decisions based on ethical and legal reasoning.
Content Focus	Ethics, reasoning, legal, responsibilities, morals, morality, trustworthiness,
Content Limits	The items may include a variety of office situations that will involve make decisions based on ethical reasoning and legal reasoning.
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 MAC, 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	Harlow works at a doctor's office and has been taking a 20 minute break every hour to call her best friend and to check her Twitter account. Explain Harlow's two unethical issues. Exemplar: Harlow's first issue is that she is stealing time from her employer. Taking frequent breaks is not allowed by the company. She is allowed one 15 minute break if she works 4 to 5 hours. The second issue is checking her Twitter account while on the clock. Harlow should be working by helping patients, cleaning rooms, or checking equipment. 2 points - The student explains two issues. 1 point - The student explain one issue. 0 points - The student does not explain any issues.

Standard	45.0 Describe the importance of professional ethics and legal responsibilities.
Benchmark	45.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, and legal responsibilities, as well as employer policies.
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 evaluate alternative responses to a variety of workplace situations based on personal and professional responsibilities, ethical and legal responsibilities, and employer's policies.
Content Focus	Responsibilities, workplace, ethical, legal, professional, personal
Content Limits	The items may include a variety of situations that require decisions based on personal responsibilities, professional responsibilities, or ethical or legal responsibilities. The items may include policies based on a variety of employment situations.
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 MAC, 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>Cherish witnessed a problem at work. Her co worker charged a customer an extra \$5.00 and then placed the \$5.00 in her pocket. Cherish did not want to start any trouble, so she did not report this incident to her supervisor. Cherish had many other alternative solutions to handling this situation. Describe another way she could have handled the situation that would have benefitted the company. Include any ethical or legal responsibilities Cherish could have displayed in the situation.</p> <p>Exemplar: Cherish had a professional responsibility. That responsibility was to her Supervisor. He needed to know that someone was treating a customer wrong by charging a higher amount. Cherish also had an ethical responsibility to the customer. The customer should not have to pay more for an item, and the customer deserved to have a refund. The other employee is doing wrong and should suffer the consequences.</p> <p>2 points - The student explains an alternative way to correct the situation AND displays both a professional AND ethical responsibility.</p> <p>1 point - The student explains an alternative solution.</p> <p>0 points - The student does not explain any alternative solutions or responsibilities.</p>

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Standard	45.0 Describe the importance of professional ethics and legal responsibilities.
Benchmark	45.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
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 and explain unethical behaviors in the workplace as well as the consequences resulting in performing those behaviors.
Content Focus	Ethics, responsibilities, consequences, behaviors, positive, negative, workplace
Content Limits	The test items may include a variety of situations that have consequences for unethical or illegal behaviors in the workplace.
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 MAC, 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>Josh is scheduled to start work at 7:00. However, he signs his timecard at 6:00 and goes directly to the break room to eat breakfast. First, explain why signing his timecard at 6:00 is a problem. Then, explain why his going to the break room is another problem.</p> <p>Exemplar: Josh is basically stealing time from the company. The company has certain hours for each employee, and if Josh clocks in early, then another employee's time must be cut. Once Josh is on the clock, he must begin working. Going to the break room is not working. He is paid for work hours not breakroom time. These issues are both unethical behaviors in his workplace.</p> <p>2 points - The student describes both behaviors. 1 point - The student describes one behavior. 0 points - The students does not describe any behaviors.</p>

Standard	46.0 Explain the importance of employability skills and entrepreneurship skills.
Benchmark	46.01 Identify and demonstrate positive work behaviors needed to be employable.
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 identify positive and negative work behaviors.
Content Focus	Positive, negative, qualities, skills, demonstrate
Content Limits	The test items may include positive work behaviors.
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 MAC, 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 one positive work behavior a person would need as a customer service representative at a local department store. Then, describe one negative work behavior the customer service representative should not demonstrate. Exemplar: A customer service representative must have patience. Customers need assistance to find the items they need, to purchase items, or even to refund items. The customer service representative must be willing to listen to the customer, and this listening takes time and patience. The customer service representative should not be rude or have a negative attitude. A negative attitude may discourage the customers from making purchases. 2 points - The student describes a positive AND a negative behavior. 1 point - The student describes a positive OR a negative behavior. 0 points - The student does not describe any behaviors.

Standard	46.0 Explain the importance of employability skills and entrepreneurship skills.
Benchmark	46.02 Develop personal career plan that includes goals, objectives, and strategies.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will develop a career plan that includes short-term goals and long-term goals and strategies to achieve the goals.
Content Focus	Short-term goals, long-term goals, strategies, objectives, career
Content Limits	The student may need access to computers and to word processing, spreadsheet, database, presentation, and desktop publishing 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.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Maddie has been working as a part-time administrative assistant, but she wants a full time position. Explain two strategies Maddie could use to reach her goal of being a full-time administrative assistant. Exemplar: Maddie could do the following: 1) Make an appointment with her supervisor to let him/her know that she is interested in the full time position. 2) Write a letter to her supervisor applying for the position. 2 points - The student explains two strategies. 1 point - The student explains one strategy. 0 points - The student does not explain any strategies.

Standard	46.0 Explain the importance of employability skill and entrepreneurship skills.
Benchmark	46.04 Maintain a career portfolio to document knowledge, skills, and experience.
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 create a portfolio with documents that show individual skills, knowledge, and experience.
Content Focus	Employment, employability, skills, career, portfolio, experience
Content Limits	The student must have access to computers and to word processing, spreadsheet, database, presentation, and desktop publishing 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.
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 slide career portfolio presentation that contains the following:</p> <ol style="list-style-type: none"> 1. Name of your future career 2. Description of your future career 3. Education required 4. Salary range 5. Skills needed <p>Save as career_portfolio</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	47.0 Demonstrate personal money-management concepts, procedures, and strategies.
Benchmark	47.03 Develop a personal budget and financial goals.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will demonstrate personal money-management concepts and procedures by developing a personal budget.
Content Focus	Money, budget, financial, goals
Content Limits	The student must have access to computers and to word processing, spreadsheet, and/or presentation 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.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>You have an income of \$1200.00 after taxes. Using a word processing software program, create a one-month personal budget with the following information:</p> <ol style="list-style-type: none"> monthly expenses that include rent, food, electricity, and car 10% of your monthly income in a savings account additional expenses: clothing and entertainment <p>Save as personal_budget</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	47.0 Demonstrate personal money-management concepts, procedures, and strategies.
Benchmark	47.04 Complete financial instruments for making deposits and withdrawals.
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 complete financial documents for making deposits and withdrawing of funds.
Content Focus	Deposits, withdrawals, overdraft protection, balance, bounce, funds, accounts, checking, savings
Content Limits	The student must have access to computers and to Accounting, word processing and/or spreadsheet software programs. The student may use generic deposit and withdrawal forms as instruments to complete tasks.
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	What is the term that refers to removing money from a bank account? A. deduction slip B. deposit slip C. withdrawal form D. withholding form Answer: C

Standard	47.0 Demonstrate personal money-management concepts, procedures, and strategies.
Benchmark	47.05 Maintain financial records.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will maintain a variety of financial records.
Content Focus	Banking, savings, deposits, checking, account, withdrawals, filing
Content Limits	The test items may include a variety of financial records including tax returns, bank statements, deposit slips, or withdrawal forms.
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	Dalton is in the process of balancing his checking account. At the beginning of the month, he had a balance of \$3,582.15. On his statement, he has made the following transactions: withdrawals: 522.15; 232.89; 72.00; and 32.00 deposits: 52.50; 610.33; 22.55 What is his current balance? A. 3408.49 B. 859.04 (amount of the withdrawals) C. 685.38 (amount of the deposits) D. 173.66 (amount of the withdrawals minus deposits) Answer: A

Standard	47.0 Demonstrate personal money-management concepts, procedures, and strategies.
Benchmark	47.06 Read and reconcile financial statements.
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 demonstrate personal money-management concepts, procedures, and strategies for reading and reconciling a variety of financial statements.
Content Focus	Reconcile, management, balance, debit, credit, bounce, assets, liabilities, spreadsheet, worksheet, workbook, calculate, profit, loss
Content Limits	The test items may include a variety of financial records including tax returns, bank statements, deposit slips, or withdrawal forms.
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	At the end of the day, employees must take the profit from the cash register and give that profit to the bank. Which form would the employee complete to accomplish this task? A. balance sheet (accounting document) B. deposit slip C. tax return (government form) D. withdrawal form (form for removing money) Answer: B

Standard	47.0 Demonstrate personal money-management concepts, procedures, and strategies.
Benchmark	47.07 Research, compare and contrast investment opportunities.
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 compare and contrast a variety of investment opportunities offered at banks and credit unions.
Content Focus	Investment, management, stock market, Individual Retirement Account (IRA), stocks, bonds, mutual funds, interest
Content Limits	The test items may include a variety of investment opportunities including but not limited to stocks, bonds, or mutual funds.
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	Which investment provides the least amount of risk? A. individual retirement accounts B. money market accounts C. mutual funds D. stocks Answer: B