FLORIDA DEPARTMENT OF
EDUCATION
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Individual Test Item Specifications

8212410- Administrative Office Technology 2

2015
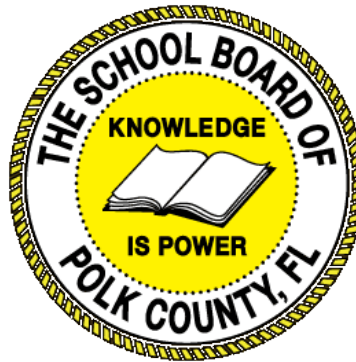
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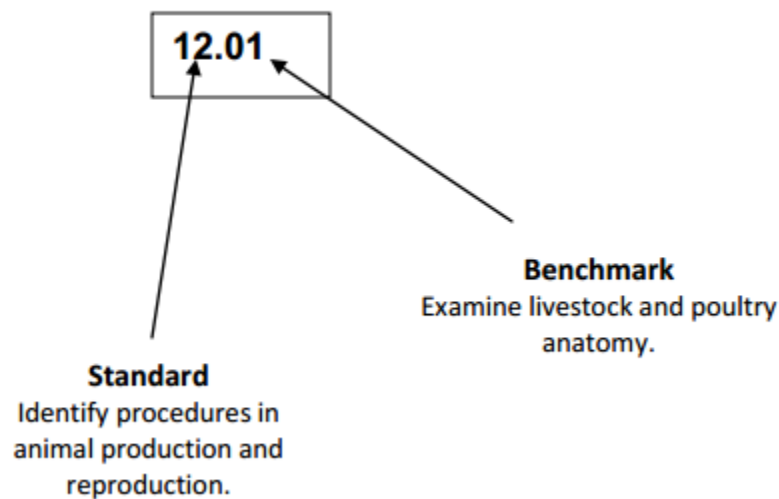
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I. Guide to the Individual Benchmark Specifications

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

Benchmark Classification System

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

An example, from Agritechnology 1:

12.01

Benchmark
Examine livestock and poultry anatomy.

Standard
Identify procedures in animal production and reproduction.

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

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

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

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

MAFS.912.S-ID.1.2

Subject Area
Florida Standards Math

Grade Level
Grades 9-12

Reporting Category
Statistics and Probability

Domain
Interpreting Categorical and Quantitative Data

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

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

Definitions of Benchmark Specifications

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

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

II. Individual Benchmark Specifications

Standard	32.0 Participate in technology work-based learning experiences.
Benchmark	32.02 Discuss the use of technology in the administrative 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 discuss the use of a variety of technology in the administrative field.
Content Focus	Word processing, spreadsheet, presentation, database, desktop publishing, calendars, emails, messaging, tasks, journals
Content Limits	The student must have access to the Internet and a variety of software applications including but not limited to word processing, spreadsheet, presentation; database, desktop publishing; email, 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	MyKiyah has many tasks to complete this morning. Her boss asks her to key a letter, create a flyer, and send a note to the accounting department. Which software programs would MyKiyah use to accomplish these tasks? A. spreadsheet and email software programs B. spreadsheet, presentation, and email software programs C. presentation, publication design, and email sofware programs D. word processor, publication design, and email software programs Answer: D

Standard	33.0 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
Benchmark	33.1 Deliver impromptu and planned speeches.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	MH
Benchmark Clarification	The student will be given a topic and will be able to plan and deliver a speech. Also students must be prepared to make a speech without time to prepare.
Content Focus	Impromptu speech, planned speech
Content Limits	Items may include an impromptu or prepared speech on a given topic
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: Give a five minute impromptu speech asking for higher quality choices of food in the school cafeteria. 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	35.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
Benchmark	35.01 Serve as interviewer, interviewee, and liaison in public relations, civic, media, community, and employment situations.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will conduct an interview or be interviewed in the classroom by a classmate or the instructor for a fictitious position.
Content Focus	Interviewer, interviewee, resume
Content Limits	Items are limited to the the various components of a job interview.
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: Put together a list of interview questions that one would use to interview a high school student. Use the questions to interview the instructor for an afterschool position. 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	35.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
Benchmark	35.02 Demonstrate leadership behavior to include delegation of duties.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will create a mock duty schedule where duties are assigned. Additionally, other leadership behaviors such as motivation, collaboration, honesty, and integrity are to be recognized and defined.
Content Focus	Delegation, leadership, duties, motivation, collaboration, honesty, integrity
Content Limits	Items are limited to the delegation of duties by leadership.
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 spreadsheet program, create a duty roster that includes hours expected to work for employees named Joe, John, and Jack. These employees are working in a retail setting at a local mall. 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.