Individual Test Item Specifications

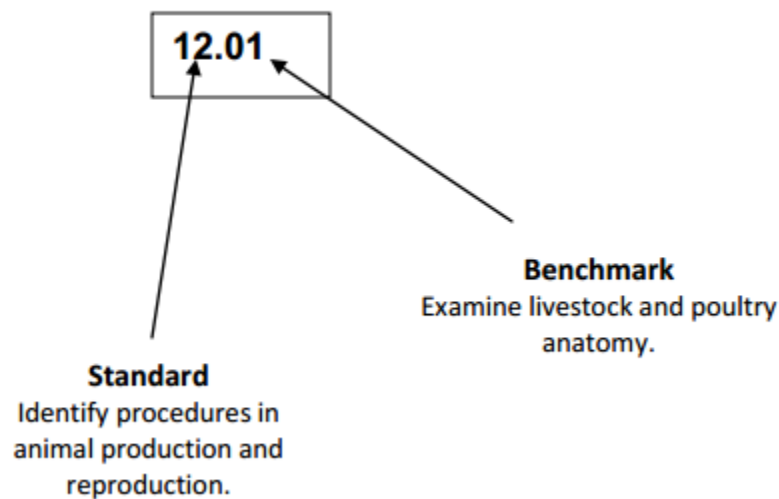8212420- Administrative Office Technology 3

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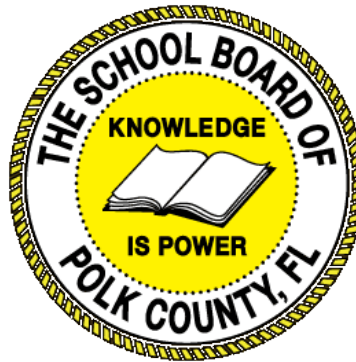
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I. Guide to the Individual Benchmark Specifications

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

Standard
Identify procedures in animal production and reproduction.

Benchmark
Examine livestock and poultry anatomy.

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**.

MAFS.912.S-ID.1.2

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

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	37.0 Participate in administrative office work-based learning experiences.
Benchmark	37.02 Discuss the use of technology in an administrative office environment.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss, describe, and explain the different types of technology in an administrative office environment.
Content Focus	Technology, devices, software, programs, word processing, spreadsheet, presentation, desktop publishing, computer, hardware
Content Limits	The test items may include the use of a variety of technology used in an administrative office environment. The student must have access to the Internet as well as word processing, spreadsheet, presentation, database, 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 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 is the name of the technology device that allows you to view a presentation in front of a group of individuals? A. flash drive B. color printer C. projector D. scanner Answer: C

Standard	37.0 Participate in administrative office work-based learning experiences.
Benchmark	37.03 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 environment.
Content Focus	Technology, devices, software, programs, word processing, spreadsheet, presentation, desktop publishing
Content Limits	The test items may include the use of a variety of technology used in an administrative office environment. The student must have access to the Internet as well as word processing, spreadsheet, presentation, database, 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 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	Name a software application that allows an employee to create business cards. Then, describe another item that can be created with that same software. Exemplar: Microsoft Publisher is a desktop publishing software program that an employee can use to create business cards. Microsoft Publisher can also be used to create flyers, calendars, and brochures. 2 points - The student names and describes. 1 point - The student names the software OR describes another item. 0 points - The student does not describe any.

Standard	37.0 Participate in administrative office work-based learning experiences.
Benchmark	37.05 Discuss the management/supervisory skills needed 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 discuss the management or supervisory skills needed in an administrative office environment.
Content Focus	Management, supervisor, skills, responsibilities
Content Limits	The student must have access to the Internet to research management and/or supervisory skills. Test items may include sole proprietorships, partnerships, or organization. The nature of the business organizations may include the advantages and disadvantages of those types of businesses/organizations.
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	Jasmine is keying a letter for her boss, answering a phone call, and assisting a customer who is standing at her desk. Which term refers to doing several things at one time? A. double-dipping B. double-snacking C. multi-dipping D. multi-tasking Answer: D

Standard	38.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
Benchmark	38.01 Describe the nature and types of business organizations.
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 describe the different types of business organizations.
Content Focus	Sole proprietorship, partnership, corporation, organization, laws
Content Limits	The test items may include sole proprietorships, partnerships, or organization. The nature of the business organizations may include the advantages and disadvantages of those types of businesses/organizations.
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 term refers to business owned by one person? A. one ownership B. one proprietorship C. sole ownership D. sole proprietorship Answer: D

Standard	38.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
Benchmark	38.02 Explain the effect of key organizational systems on performance, quality, and excellent customer service.
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 explain the effect of organizational roles with teams and departments on customer service.
Content Focus	Customer service, organization, performance, departments, environment
Content Limits	The student must have access to the Internet to research management and/or supervisory skills. Test items may include sole proprietorships, partnerships, or organization. The nature of the business organizations may include the advantages and disadvantages of those types of businesses/organizations.
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	David has a customer at a local department store who is returning a $3,000.00 diamond ring. The store does not want to lose the sale, and the store does not want to lose the customer. Explain one way David could handle this situation. Exemplar: Obviously, the customer is not happy with the ring. The store does not want to refund the sale, so David should offer help to the customer by showing other rings that might make the customer happy. The other rings could be the same price and save the store the refund. David should also enlist the help of a supervisor since this refund is rather large. At the same time, David should make the customer feel comfortable with the decision and invite the customer to return for future purchases. 2 points - The student explains two strategies. 1 point - The student explains one strategy. 0 points - The student does not explain any strategies.

Standard	38.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
Benchmark	38.03 List and describe quality control systems and/or practices common to the workplace.
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 list and describe quality control systems and/or the practices that are common in the workplace.
Content Focus	Quality control, common, workplace
Content Limits	The student must have access to the Internet to research management and/or supervisory skills. Test items may include sole proprietorships, partnerships, or organization. The nature of the business organizations may include the advantages and disadvantages of those types of businesses/organizations.
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	Create a hierarchy graphic that explains the roles/positions of the individuals in your school's front office. Your school's principal will be positioned at the top of the graphic. You may use colors of your choice and fonts of your choice. 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	38.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
Benchmark	38.04 Explain the impact of the global economy on business organizations.
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 explain the impact of the global economy on business organizations including within teams, departments, or the whole business itself.
Content Focus	Global economy, business, organization, export, import, outsources
Content Limits	The student may need access to the Internet as well as access to a presentation software program, a word processing software program, or a desktop publishing software program.
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 term describes when a company gets their merchandise from other countries? A. hypersource B. insource C. outsource D. prosource Answer: C

Standard	39.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
Benchmark	39.01 Describe personal and job site safety rules and regulations that maintain safe and healthy work 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 describe or list the safety rules and regulations that maintain a safe and healthy working environment.
Content Focus	Safety rules, regulations healthy, environment, workers' compensation
Content Limits	The student may need access to the Internet as well as access to a presentation software program, a word processing software program, or a desktop publishing software program.
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	Safety at work is extremely important. Rules exist to keep employees and customers from injury. Describe one rule that exists and one consequence for not obeying that rule. Exemplar: One rule to keep employees and customers safe is to hold on to the guardrail as you walk up and down stairs. If you do not hold on to the rail, you could slip and fall causing injury. The injury would cost the company money. 2 points - The student explains two strategies. 1 point - The student explains one strategy. 0 points - The student does not explain any strategies.

Standard	39.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
Benchmark	39.02 Explain emergency procedures to follow in response to workplace accidents.
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 emergency procedures that should be followed after a workplace accident.
Content Focus	Emergency, procedures, safety, accidents, guidelines
Content Limits	The student may need access to the Internet as well as access to a presentation software program, a word processing software program, or a desktop publishing software program.
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	Use a blank 5-slide presentation software program to explain the emergency procedures that should be followed if an individual were accidentally cut with a sharp blade. Include names of contact individuals and/or phone numbers. Include two graphics. Save as emergency. 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	39.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
Benchmark	39.03 Create a disaster and/or emergency response plan.
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 create a disaster response plan.
Content Focus	Disaster, emergency, response, route, plan, action
Content Limits	The student may need access to the Internet as well as access to a presentation software program, a word processing software program, or a desktop publishing software program.
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	Use a blank Word document and create an Tornado Emergency Response Plan. List the steps the students and the teacher must do in the event that a tornado were to happen. Include any individuals and/or phone numbers. 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	40.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
Benchmark	40.01 Train and assist others in business behavior, procedures, and skills.
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 train other individuals in the appropriate business procedures and skills as well as the proper business behavior.
Content Focus	Behavior, procedures, policies
Content Limits	The student may need access to the Internet as well as access to a presentation software program, a word processing software program, or a desktop publishing software program.
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	Demonstrate the following to your teacher: 1. How to open a blank document in Microsoft Office Word. 2. How to save the document to the desktop. 3. How to print the document to the printer. Save the document as sample 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	41.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
Benchmark	41.01 Perform budgeting and accounting procedures.
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 perform a variety of budgeting and accounting procedures.
Content Focus	Budgets, accounting, payroll, expenses, income, profit, reconcile, assets, liabilities, equity
Content Limits	The student may need access to the Internet as well as access to a spreadsheet software, presentation software, a word processing software, or a desktop publishing software program.
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 term refers to a company's cash? A. assets B. equity C. liabilities D. payables Answer: A

Standard	41.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
Benchmark	41.02 Plan and design the physical layout of an office to meet ergonomic and federal requirements.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	H
Benchmark Clarification	The student will plan and design the physical layout of an office to meet ergonomic requirements.
Content Focus	Ergonomic, requirements, federal, state, local, design, layout: cubicles
Content Limits	The student may need access to the Internet as well as access to a presentation software program, a word processing software program, or a desktop publishing software program.
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	Using a software program of your choice, design the layout of an office that has the following: 3 desks 3 chairs 1 copier You may add two extra items of your choice such as computers, plants, waiting area, etc. 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	41.0 Perform administrative office functions and responsibilities to accomplish job objectives and enhance workplace performance.
Benchmark	41.03 Analyze equipment specifications to meet required needs and make purchase recommendations.
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 analyze equipment specifications to determine the needs and make appropriate purchase decisions.
Content Focus	Equipment, specifications, purchase requirements
Content Limits	The student must have access to the Internet to research the specifications for a variety of equipment/technological devices and to review prices for determining the appropriate purchases.
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	The school's technology coordinator has asked you to help in determining which color printer to purchase. Your task is to research two different brands of color printers. Print the specifications sheets and show your instructor. 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.