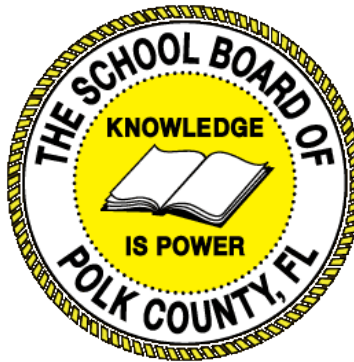


Individual Test Item Specifications

8215120- Business Entrepreneurial Principles

2015



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

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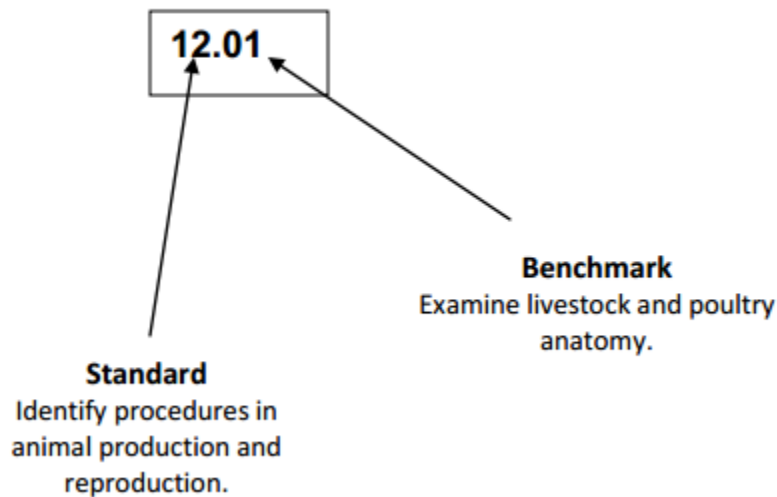
I. Guide to the Individual Benchmark Specifications

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.

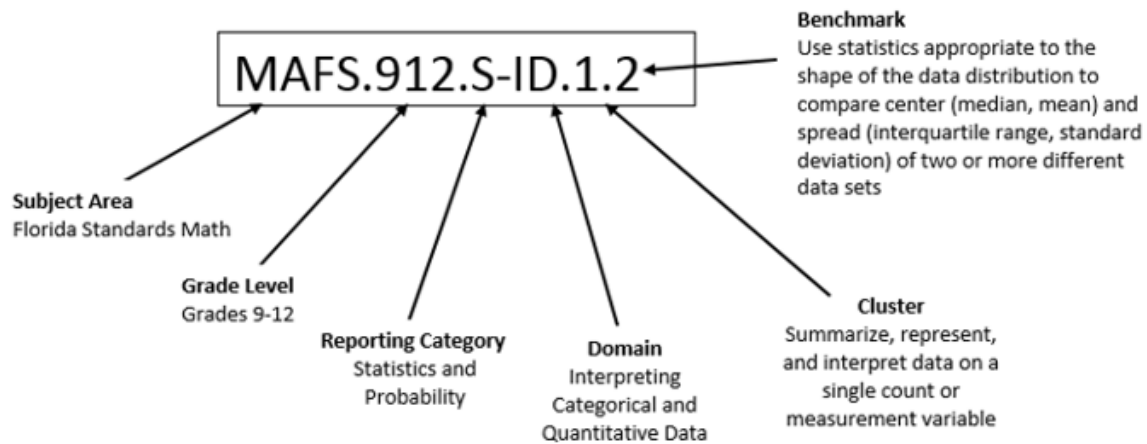
An example, from Agritechnology 1:



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	07.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
Benchmark	07.02 Apply the rules of electronic messaging etiquette.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	L
Benchmark Clarification	The student will apply the rules of etiquette to messaging.
Content Focus	Etiquette, manners, rules
Content Limits	Items are limited to electronic messaging.
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	What is the term that refers to using polite skills when sending an email? A. etiquette B. evaluation C. properness D. transferring Answer: A

Standard	07.0 Use technology to enhance the effectiveness of communications in order to accomplish job objectives and enhance workplace performance.
Benchmark	07.04 Compose and create business communications appropriate for specific audiences.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will compose and create business communications for different audiences.
Content Focus	Communications, emails, teleconferencing, conference call, bulletin boards, memorandums, letters
Content Limits	Items are limited to communication practices employed by businesses.
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>Create a memo using a word processing program of your choice. The memo is going to all full-time employees. Use today's date. The subject is Personal Time on Fridays. Use your name for the From and for the reference initials. Key the following:</p> <p>For the month of June, you must take personal time on any Friday that you are not at work. Please sign up in the breakroom on the form that states "Fridays in June." We will be able to make sure that each Friday still has coverage for the office and especially for the phones. We want to make sure that at least one person is in the office on a Friday.</p> <p>If you have any questions, please feel free to stop by my office. Have a terrific May!</p> <p>Save the document as memo.</p> <p>Rubric:</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>
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Standard	8.0 Use information technology tools.
Benchmark	08.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, e-mail and internet applications.
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 employ technology tools such as word processing, databases, reports, spreadsheets, multimedia presentations, email, and other software applications.
Content Focus	Word processing, spreadsheet, email, databases, reports, presentations, calendars, contacts
Content Limits	Items are limited to softwares commonly used in business.
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	Christina's boss would like her to change the design of the company's logo to reflect the Wellness Challenge that the company will be promoting. How would Christina save the logo in the software program that allows her to create logos? A. logo.docx B. logo.ppt C. logo.psd D. logo.xls Answer: C

Standard	10.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
Benchmark	10.01 Define management.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will define management.
Content Focus	Management, supervisor, assistant, leader
Content Limits	Items are limited to the characteristics associated with business management.
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 term that refers to a manager who controls every little detail instead of allowing the employees to make decisions? A. microdeciding B. microdecisioning C. micromanaging D. microsupevising Answer: C

Standard	10.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
Benchmark	10.02 Identify the different levels of management.
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 levels of management.
Content Focus	Management, supervisor, assistant, leader, executive
Content Limits	Items are limited to the roles and responsibilities of different management ranks.
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 level of management involves the executive board of a business? A. half level B. lower level C. mid level D. top level Answer: D

Standard	10.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
Benchmark	10.03 Compare and contrast the various forms of business ownership (e.g., sole proprietorships, partnerships, corporations) and other organizational structures (e.g., nonprofit organizations, governmental agencies).
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 be able to compare and contrast different forms of business ownership.
Content Focus	Sole proprietorships, partnerships, corporations, advantages, disadvantages, liability
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	Several forms of businesses exist. Each form has advantages and disadvantages. Describe an advantage of a sole proprietorship. Then describe an advantage of a partnership. Exemplar: An advantage of a sole proprietorship is the owner may make his or her own rules and does not have to answer to anyone. An advantage of a partnership is that the owner shares the responsibility with a co-owner. If trouble were to happen, the partnership handles the situation together. Rubric: Rubric: 2 points - The student describes one advantage AND one disadvantage. 1 point - The student describe either one advantage OR one disadvantage. 0 points - The student does not describe anything.

Standard	10.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
Benchmark	10.04 Identify variations of basic forms of business ownership (e.g. franchises, employer stock ownership programs).
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 be able to identify basic forms of business ownership.
Content Focus	Franchise, ownership, stocks
Content Limits	Items are limited to types of business ownership.
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 form of business grants a license to an individual to sell a product or to have a restaurant that is an already established brand? A. franchise B. grant C. ownership D. stock ownership Answer: A

Standard	10.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
Benchmark	10.05 List the advantages and disadvantages of each form of business ownership.
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 be able to list the advantages and disadvantages of business ownership.
Content Focus	Franchise, ownership, stocks, advantages, disadvantages
Content Limits	Items are limited to pros and cons of owning a business.
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	Jennifer owns a local nail salon. She really enjoys her salon; however, being the sole owner has advantages and disadvantages. First, name one advantage of being the sole owner. Second, describe a disadvantage. Exemplar: Being the sole owner, Jennifer has the advantage of making her own decisions. Those decisions could include the hours her salon is open, days off, and even the prices of her products. The disadvantage is that she is using all of her money. If she had a partnership type of business, she could rely on the funds of the partner. Rubric: 2 points - The student describes one advantage AND one disadvantage. 1 point - The student describe either one advantage OR one disadvantage. 0 points - The student does not describe anything.

Standard	10.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
Benchmark	10.18 Define a limited liability corporation.
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 be able to define limited liability corporation.
Content Focus	Limited, liability, corporation
Content Limits	Items are limited to the characteristics and examples of a limited liability corporation.
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 type of business organization is taxed like a partnership? A. business trust B. joint venture C. limited liability D. manufacturing arrangement Answer: C

Standard	10.0 Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
Benchmark	10.23 Describe the pros and cons of owning a franchise.
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 be able to describe the advantages and disadvantages of franchise ownership.
Content Focus	Franchise, ownership, stocks
Content Limits	Items are limited to the benefits and challenges of owning a franchise.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	A franchise allows someone to own a business selling a product that is established. Owning a franchise has advantages and disadvantages. Name one advantage and name one disadvantage. Exemplar: One advantage of owning a franchise is being able to sell a product that has a history. The consumer knows the product and purchases the product. The disadvantage is that the person must abide or follow the rules established the owner of the business. The franchise owner is basically a manager and is not allowed to make new rules. Rubric: 2 points - The student describes one advantage AND one disadvantage. 1 point - The student describes either one advantage OR one disadvantage. 0 points - The student does not describe any.

Standard	12.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
Benchmark	12.06 Identify examples of unethical behaviors that result in higher prices for consumers (e.g., insurance fraud).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will be able to identify examples of unethical behavior that could result in higher prices for consumers.
Content Focus	Ethics, rules, regulations
Content Limits	Items are limited to examples and consequences of unethical business practices that drive-up costs for consumers.
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	Pam and Shawn knowingly gave false information on their insurance forms so that Pam could receive a large check from the insurance company. What is the term that refers to the giving of false information? A. accusation B. fraud C. ponzi D. setback Answer: B

Standard	12.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
Benchmark	12.07 Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will be able to identify ethical issues that result in technological advances.
Content Focus	Ethics, rules, regulations, hacking
Content Limits	Items are limited to ethics within technology.
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 term that refers to using a computer to gain access to another individual's account? A. canvassing B. creeping C. hacking D. herolding Answer: C

Standard	14.0 Demonstrate mathematics knowledge and financial planning strategies and skills.
Benchmark	14.03 Construct charts/tables/graphs using functions and data.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	MH
Benchmark Clarification	The student will construct charts, tables, and graphs using functions and data.
Content Focus	Charts, tables, graphs, functions, data
Content Limits	Items are limited to the creation of tables, charts, and graphs utilizing commonly used business software.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Create a pie chart using a word processing software program to show the following breakdown of the employees in a department store.</p> <p>Full time employees: 120 Part time employees: 75 Contract employees: 35 Anticipated full time employees: 235 Anticipated part time employees: 320 Anticipated temporary employees: 52 Anticipated contract employees: 22</p> <p>Save as employees</p> <p>Rubric:</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	15.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
Benchmark	15.03 Discuss the use of technology in a supervisory, management, or small business 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 define/discuss basic types of technologies used by management in the workplace.
Content Focus	Tracking software, GPS, motor vehicle black box, supervisory, cell phones, and shared documents
Content Limits	Items are limited to how certain supervisory tools are used in the workplace and the technology tools that business supervisors use.
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	Describe briefly how a small business can keep track of the location of company vehicles during the day. Exemplar: Vehicles can be equipped with GPS. The business owners can track the vehicles via handheld or computer. 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	16.0 Justify the need to gain and maintain competitive advantage.
Benchmark	16.01 Identify ways in which businesses compete with each other (e.g., quality, service, status, price).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will understand business competition and how companies try to differentiate themselves from other companies.
Content Focus	Market share, quality, service, status, price, differentiate, and capitalism
Content Limits	Items are limited to how companies try to differentiate themselves from the competition and the way businesses compete.
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	Describe how a company could show the differences between itself and a competitor when both have similar products with similar prices. Exemplar: The company could launch an advertising campaign where it stresses superior customer service. 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	16.0 Justify the need to gain and maintain competitive advantage.
Benchmark	16.02 Define market share.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	LM
Benchmark Clarification	The student will be able to define market share.
Content Focus	Market share, stocks, bonds, economy
Content Limits	Items are limited to the characteristics and examples of market share practices.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>A franchise allows someone to own a business selling a product that is established. Owning a franchise has advantages and disadvantages. Name one advantage and name one disadvantage.</p> <p>Exemplar: One advantage of owning a franchise is being able to sell a product that has a history. The consumer knows the product and purchases the product. The disadvantage is that the person must abide or follow the rules established the owner of the business. The franchise owner is basically a manager and is not allowed to make new rules.</p> <p>Rubric: 2 points - The student describes one advantage AND one disadvantage. 1 point - The student describes either one advantage OR one disadvantage. 0 point - The student does not describe any.</p>

Standard	16.0 Justify the need to gain and maintain competitive advantage.
Benchmark	16.03 Identify various forms of competition (e.g., pure competition, oligopoly, monopolistic competition, monopoly).
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 be able to identify various forms of competition.
Content Focus	Monopoly, oligopoly, pure competition
Content Limits	Items are limited to types of economic and business competition.
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 local bookstore is the only place college students can purchase books for their classes. Therefore, the bookstore can increase the prices of the books at any time. What type of business does this bookstore have? A. duopoly B. monopoly C. oligopoly D. totalitarian Answer: B

Standard	17.0 Perform human resources management activities.
Benchmark	17.01 Identify the benefits of professional staff development (e.g., workshops, conferences, course work, membership in professional associations).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will be able to identify the benefits of professional staff development.
Content Focus	Conferences, convention, workshops, professional associations, courses
Content Limits	Items are limited to the benefits of professional development.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>The math teacher will be absent on Monday and Tuesday of next week to attend a conference about changes in the guidelines for teaching math. This conference is considered a professional staff development activity. Describe one advantage and one disadvantage of having the math teacher attend this conference.</p> <p>Exemplar: Having the math teacher attend the conference gives the math teacher a chance to learn the new guidelines and to meet other math teachers. When math teachers get together, they can discuss and share idea that will help in their classrooms. The major disadvantage is that the math teacher is absent, and the students have a substitute. Sometimes, the substitute does not know the math and is not able to teach.</p> <p>Rubric: 2 points - The student describes one advantage AND one disadvantage. 1 point - The student describes either one advantage OR one disadvantage. 0 points - The student does not describe any.</p>

Standard	17.0 Perform human resources management activities.
Benchmark	17.05 Describe methods used to compensate employees (e.g., minimum wage, wages, salary, commission). Describe the methods to negotiate employee compensation and the role of benchmark surveys.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will define and describe the methods companies use to pay employees. The student will also understand the salary negotiation process.
Content Focus	Compensation, wages, minimum wage, salary, commission, benefits, stock options, negotiation, and benchmark surveys
Content Limits	Items are limited to compensation types and how a company compensates employees.
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	Describe two non-monetary ways a company could compensate employees. Exemplar: country club membership, health insurance 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial understanding of the concept embodied in the task. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	19.0 Perform supervisory/management functions.
Benchmark	19.01 Describe the functions of management (e.g., planning, organizing, staffing directing, controlling) and discuss how the functions are interrelated.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will be able to describe the functions of management and how the functions are interrelated.
Content Focus	Planning, organizing, staffing, controlling, interrelated
Content Limits	Items are limited to functions of management within a business.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	When a manager must hire a new employee, the manager is completing which function in management? A. controlling B. planning C. spending D. staffing Answer: D

Standard	19.0 Perform supervisory/management functions.
Benchmark	19.03 Define the purpose of a business plan and describe the major components included in a business plan.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will define the purpose of a business plan and identify the major components of the plan.
Content Focus	Business plan, sections, outlines, marketing, finance, summary
Content Limits	Items are limited to the purposes and components business plans.
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 document that provides a guideline for a business? A. business plan B. consolidation plan C. marketing plan D. supervisory plan Answer: A