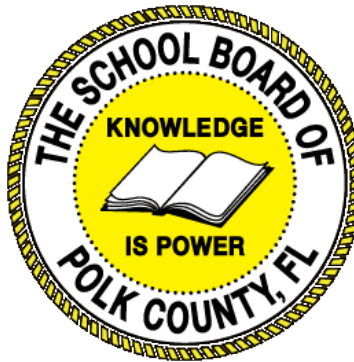


Individual Test Item Specifications

8215130- Legal Aspects of Business

2015



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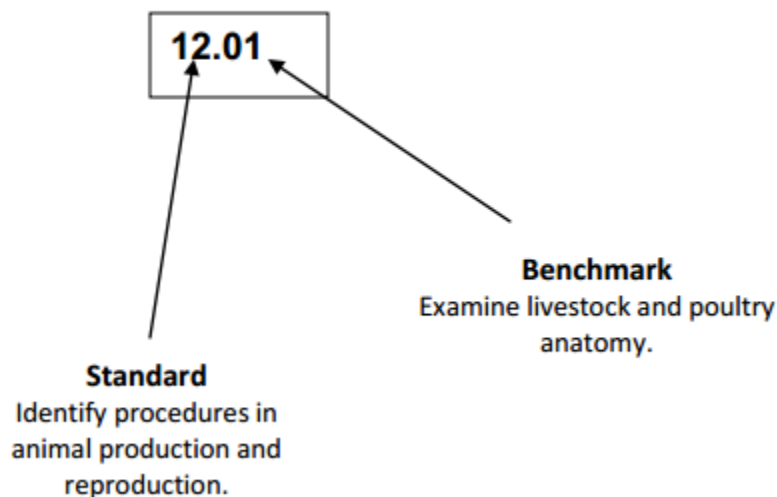
I. Guide to the Individual Benchmark Specifications

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	26.0 Participate in work-based learning experiences.
Benchmark	26.03 Compare and contrast software applications used 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 compare and contrast as well as describe the software applications typically used in a supervisory, management, small business environment.
Content Focus	Software, supervisory, management, environment, experience
Content Limits	Items are limited to common software utilized by supervisors, managers, and/or small businesses.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
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 manager of a local department store has many responsibilities including knowing the merchandise, handling customers, and dealing with employees. The manager must have knowledge of a variety of software programs to keep the store functioning on a daily basis. First, name a software program that the manager might use. Second, describe a situation when that particular software program would be used.</p> <p>Exemplar: The manager should know a desktop publishing software program which provides a variety of ways to create flyers, business cards, brochures, and posters. The manager could use this particular software program to create flyers to promote a special sale or clearance sale that the store would be having on certain dates. The flyers could be distributed to customers and could also be displayed on the walls to promote the special sale.</p> <p>Rubric: 2 points - The student names a software program AND a situation. 1 point - The student names a software program. 0 points - The student does not name a software program and a situation.</p>

Standard	27.0 Demonstrate an understanding of business law concepts.
Benchmark	27.02 Identify the elements of an enforceable contract.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify the elements of an enforceable contract.
Content Focus	Contracts, enforceable, binding
Content Limits	Items are limited to elements of an enforceable contract.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
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 person being forced into a contract under a threatening manner? A. coercion B. duress C. obligation D. sanctions Answer: B

Standard	27.0 Demonstrate an understanding of business law concepts.
Benchmark	27.03 Differentiate among classes of contracts (e.g., bilateral and unilateral, express and implied, oral and written).
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 differentiate among classes of contracts which can include bilateral, unilateral, oral, and written.
Content Focus	Contract, bilateral contract, unilateral contract, oral contract, written contract, void, executable, implied, expressed, formal, valid, intent, promisor, promisee
Content Limits	Items are limited to contract styles encountered in the business world.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
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 the type of contract when a contract is binding and enforced? A. bilateral contract B. unilateral contract C. valid contract D. voidable contract Answer: C

Standard	27.0 Demonstrate an understanding of business law concepts.
Benchmark	27.13 Describe breach of contract and the remedies available when a contract is breached.
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 describe breach of contract and the remedies available when a contract is breached.
Content Focus	Breach, contract, null, void, promise
Content Limits	Items are limited to the description of scenarios where contracts are breached and remedies.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
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 the failure of completing the requirements of a contract? A. breach B. damages C. punitive D. waiver Answer: A

Standard	27.0 Demonstrate an understanding of business law concepts.
Benchmark	27.18 Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment act, Family and Medical Leave Act).
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 identify legislation that regulates employee rights including but not limited to Americans with Disabilities Act, Age Discrimination in Employment Act, and the Family and Medical Leave Act.
Content Focus	Legislation, regulates, rights, Americans with Disabilities Act, Age Discrimination, Family and Medical Leave
Content Limits	Items are limited to laws and regulations that protect employee rights.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Mr. Whitman's wife is having a baby, and he would like to take some time off from his job to help during the first few weeks after the birth. Which legislation allows Mr. Whitman to take the time off to be with his wife and new baby? A. Americans with Disabilities Act B. Family and Medical Leave Act C. Newborns and Family Leave Act D. Medical Need for Fathers Leave Act Answer: B

Standard	27.00 Demonstrate an understanding of business law concepts.
Benchmark	27.20 Define key terms in computer law.
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 define key terms in computer law.
Content Focus	Law, torte, contract, claim, defendant, plaintiff, judge, jury, hung jury, rule, deliberate
Content Limits	Items are limited to concepts of law that are applied to informational technology.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
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 the stealing of someone's financial information online? A. breaching contract B. common law C. identity theft D. punitive damages Answer: C

Standard	28.0 Demonstrate an understanding of different types of insurance.
Benchmark	28.02 Compare and contrast the different types of life insurance (e.g., ordinary, limited payment, endowment, term).
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 compare and contrast the different types of life insurance including limited payment, endowment, term and ordinary life insurance.
Content Focus	Life insurance, limited payment, endowment, claim, dependents, term, whole life, mortality, premium, claim, loss, matures, installments
Content Limits	Items are limited to types of life insurance.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Describe the difference between a retirement endowment and a juvenile endowment. Exemplar: The retirement endowment matures at age 65 and is paid in monthly installments. The juvenile endowment matures at age 18 and is used for college bills. Rubric: 2 points - The student describes both the retirement endowment AND the juvenile endowment. 1 points - The student describes the retirement endowment OR the juvenile endowment. 0 points - The student does not describe the endowments.

Standard	28.0 Demonstrate an understanding of different types of insurance.
Benchmark	28.03 Compare and contrast the different types of other insurance (e.g., property, liability, automobile, homeowners', disability, marine).
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 compare and contrast the different types of insurance including property, liability, automobile; homeowners', disability, and marine insurance.
Content Focus	Insurance, automobile, marine, property, liability, homeowners', claim, loss, premium
Content Limits	Items are limited to additional types of insurance, not including life insurance.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
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 insurance will a person need if that person purchases a new boat? A. automobile insurance B. boat insurance C. marine insurance D. vessel insurance Answer: C