

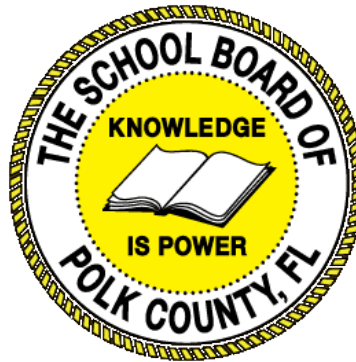
# Individual Test Item Specifications

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8301110- Management & Human Resources

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2015



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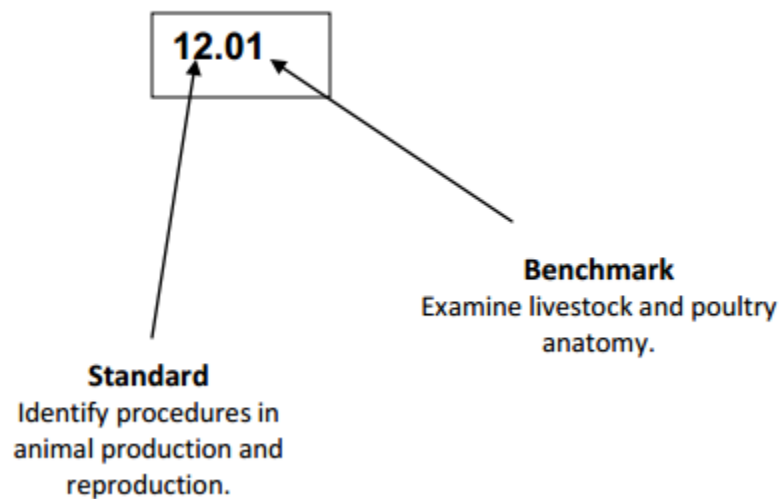
## I. Guide to the Individual Benchmark Specifications

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.

<b>Reporting Category</b>	is a grouping of related benchmarks that can be used to summarize and report achievement.
<b>Standard</b>	refers to the standard statement presented in the Florida Standards.
<b>Benchmark</b>	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.
<b>Item Types</b>	are used to assess the benchmark or group of benchmark.
<b>Cognitive Complexity</b>	ideal level at which item should be assessed.
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	define the range of content knowledge and that should be assessed in the items for the benchmark.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	define the characteristics of the answers that a student must choose or provide.
<b>Content Focus</b>	addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.
<b>Sample Items</b>	are provided for each type of question assessed. The correct answer for all sample items is provided.

## II. Individual Benchmark Specifications

<b>Standard</b>	34.0 Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals.
<b>Benchmark</b>	34.01 Identify information relating to an organization's internal operations and strategic development. Include discussion of finance, marketing and IT areas.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will identify areas of a business responsible for the day-to-day operations and planning.
<b>Content Focus</b>	Organization, operations, strategic development, marketing/advertising, informational technology, finance
<b>Content Limits</b>	Upper limits: The student will discuss the role of organization areas in the overall development of a business. Lower limits: The student will identify key areas/departments within an organization.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Which area of a business is responsible for projecting a specific image for the company? A. accounting B. finance C. marketing D. personnel Answer: C

<b>Standard</b>	34.0 Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals.
<b>Benchmark</b>	34.04 Identify important alliances with key people outside an organization to support strategic growth (e.g., community partnerships).
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M,H
<b>Benchmark Clarification</b>	The student will identify and discuss the importance of building and maintaining community/business relationships, which will support growth for the business.
<b>Content Focus</b>	Organization, operations, strategic development, community liaison, advisory board, goodwill, relationships, consistency
<b>Content Limits</b>	Upper limits: The student will explain a strategy to work with key personnel outside the organization, which will promote organizational growth. Lower limits: The student will identify key persons outside an organization, which will support growth.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Jack is trying to build goodwill for his business in the community. Which of the following would be the best way to build this goodwill? A. always making the customer happy B. advertising in a national campaign C. developing new products D. surveying the customers Answer: A

<b>Standard</b>	34.0 Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals.
<b>Benchmark</b>	34.05 Develop strategies to manage change within the organization that balances the needs of the organization, employees and other stakeholders.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will understand the process of creating an organization's core values/ mission statement, along with how to communicate the message.
<b>Content Focus</b>	change, stakeholders
<b>Content Limits</b>	Upper limits: The student will come up with a strategy to use in a time of change within an organization.Lower limits: The student will recognize a strategy an organization would use in a time of change.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Discuss a strategy a business may use to promote goodwill after a negative story is posted on the national media. Exemplar: A business may develop media commercials which show positive contributions the company has made in local communities. 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.



<b>Standard</b>	34.0 Describe how formulating policies and guiding the change process supports the organizations' mission and strategic goals.
<b>Benchmark</b>	34.06 Identify ways to develop and communicate organization's core values and mission.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will understand the process of creating an organization's core values/ mission statement, along with how to communicate the message.
<b>Content Focus</b>	Values, mission statement
<b>Content Limits</b>	Upper limits: The student will identify how to develop and communicate an organization's core value/ mission statement. Lower limits: The student will identify how a mission statement is developed.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	A mission statement for a business is a tool that can help to capture the business's goals and the philosophies underlying them. Describe two items that should be included in a mission statement. Exemplar: Image of the company, why in business, who will be the customers, what type of service will be provided. 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.

<b>Standard</b>	35.0 Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
<b>Benchmark</b>	35.02 Identify types of legislative and regulatory changes that impact organizations. Discuss steps organizations might take to support, modify or oppose these types of changes.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M,H
<b>Benchmark Clarification</b>	The student will cite examples where the government stepped in and changed the rules as to how companies operate and how to be proactive in the future.
<b>Content Focus</b>	Regulatory, legislative, proactive
<b>Content Limits</b>	Upper limits: The student will identify the regulation and give the impact of that regulation. Lower limits: The student will answer a level 1 multiple choice on a type of regulatory change.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Describe one instance where government made new regulations which impacted business. Additionally, state the outcome on the business because of the regulation. Exemplar answer topic: the car industry and pollution control 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.

<b>Standard</b>	35.0 Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
<b>Benchmark</b>	35.03 Discuss enterprise risk management and identify policies that protect an organization from potential risk.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)= (ER)=X
<b>Cognitive Complexity Level</b>	H
<b>Benchmark Clarification</b>	The student will explain how organizations protect themselves from risk. The student will demonstrate knowledge of an organization sets policies to be proactive in this area.
<b>Content Focus</b>	Risk management, policies, potential risk, insurance policies
<b>Content Limits</b>	Upper limits: The student will discuss risk management and policies that could protect and organization from potential risk. Lower limits: The student will identify a policy that would protect an organization from potential risk.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Describe two policies that protect the school district from potential risk. Exemplar: setting requirements for bus drivers; requiring levels of cleanliness on campuses 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.

<b>Standard</b>	35.0 Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
<b>Benchmark</b>	35.04 Identify organization's mission, vision, values, business goals, objectives, plans, and processes.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M,H
<b>Benchmark Clarification</b>	The student will identify the definitions of the terms mission, vision, values, business goals, objectives, and processes.
<b>Content Focus</b>	Mission, vision, values, business goals, objectives, processes
<b>Content Limits</b>	Upper limits: The student will be able to write in a short answer a simple organizational mission. Lower limits: The student will be able to define the terms listed in this standard.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Describe two business goals for an established company which has been making a profit. Exemplar: becoming more profitable, increasing productivity, improving customer service, growth. 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.

<b>Standard</b>	35.0 Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
<b>Benchmark</b>	35.07 Identify and analyze how planning, organizing, directing and controlling impact management functions.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M,H
<b>Benchmark Clarification</b>	The student will identify the basic functions of management along with analyzing how these functions impact the management of an organization.
<b>Content Focus</b>	Analyze, planning, organizing, directing controlling, management
<b>Content Limits</b>	Upper limits: The student will identify and analyze how one or two of the key terms would have an effect on management functions. Lower limits: The student will identify a meanings of one of the key terms of this standard
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Which management function is being used when an organization is deciding a course of action for the future along with how to implement this action? A. controlling B. directing C. organizing D. planning Answer: D

<b>Standard</b>	35.0 Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
<b>Benchmark</b>	35.09 Identify cost benefit analysis factors utilized during the life cycle of a business, including growth scenarios, anticipated scenarios, economic stress, worst case scenarios and impact on net worth and earnings.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M,H
<b>Benchmark Clarification</b>	The student will define basic economic terms such cost benefit analysis during the life cycle of the business. The student should also be able to tell the effect these have on the profitability of the business.
<b>Content Focus</b>	Business life cycle, growth scenarios, economic stress, worst case scenarios, net worth, earnings, break even point, initial capital cost, maintenance cost, disposal cost,
<b>Content Limits</b>	Upper limits: The student will tell why these terms have an effect on the profitability of a business. Lower limits: The student will identify/define these basic economic terms.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Describe briefly the development stage in the life cycle of a business. Exemplar: The development stage is in the beginning when the planning of an idea takes place. Research should take place, including market research, capital outlay, and business structure. 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.

<b>Standard</b>	35.0 Research and explain how evaluating organizational effectiveness contributes to the overall strength of the business.
<b>Benchmark</b>	35.10 Describe business concepts, including competitive advantage, organizational branding, business case development, and corporate responsibility.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will define business concepts.
<b>Content Focus</b>	Competitive advantage, organizational branding, business case development, corporate responsibility. Corporate citizenship, increased value
<b>Content Limits</b>	Upper limits: The student will demonstrate mastery of the terms by stating two characteristics of the term. Lower limits: The student will define the terms.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Describe two factors that would give a company a competitive advantage over its competition. Exemplar: provide a better value; give outstanding customer service for same or lower price 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.

<b>Standard</b>	36.0 Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives.
<b>Benchmark</b>	36.04 Identify, review, document and update examples of essential job functions for positions.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will give or pick out examples of job functions for a stated position.
<b>Content Focus</b>	Job function, working conditions, equipment use, qualifications, standards, Mental demands, physical demands
<b>Content Limits</b>	Upper limits: The student will give two examples of job function of a position. Lower limits: The student will recognize the job function of a position.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	List two job functions of a police officer. Exemplar: working with the public, working outdoors, using weapons, able to write reports, be able to follow and give orders 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.



<b>Standard</b>	36.0 Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives.
<b>Benchmark</b>	36.05 Describe criteria for hiring, retraining, retaining and promoting based on job descriptions.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will give a description of the criteria used in hiring, training, keeping them employed and advancement based on the position requirements.
<b>Content Focus</b>	Hiring, retraining, retaining, promotion, advancement, work ethic, mentor, professional
<b>Content Limits</b>	Upper limits: The student will give two criterias for hiring or promoting based on job descriptions. Lower limits: The student will recognize the definitions of the key terms.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	State two criteria for hiring a retail store manager. Exemplar: communication skills, organized, math skills, education, references. 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.

<b>Standard</b>	36.0 Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives.
<b>Benchmark</b>	36.07 Describe how to assess internal and external workforce skills to determine availability of qualified candidates. Discuss skills testing, inventory, and workforce demographics. Develop performance appraisal processes.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will show knowledge of how organizations come to a decision about using in house personnel or people from outside the organization to complete tasks. Additionally, the student will know skill testing and be able to create a basic performance a
<b>Content Focus</b>	Internal/external workforce skills, skills testing, workforce demographics, performance appraisal
<b>Content Limits</b>	Upper limits: The student will create a performance appraisal. Lower limits: The student will assess internal and external workforce skills.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Identify a major difference between internal and external workforce skills. Exemplar: External would be the interaction between employees and customers. Internal would be the interactions between employees. 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.

<b>Standard</b>	36.0 Describe how sourcing and recruitment planning are important to the organization's ability to achieve goals and objectives.
<b>Benchmark</b>	36.08 Identify and describe internal and external recruitment resources including employee referrals, diversity groups, and social media.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will understand the hiring process including using external help such as a headhunter. The student will describe internal options such as employee referrals to fill positions. The student will describe why an organization should have a diver
<b>Content Focus</b>	Social media, employee referrals, internal recruitment, external recruitment
<b>Content Limits</b>	Upper limits: The student will explain why diversity is good for the workplace. Lower limits: The student will identify external/internal recruitment resources.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	<p>Explain how and why businesses should strive to create diverse groups within the organization.</p> <p>Exemplar: Having a diverse group which includes differences of age, ethnic background, race, and sex forces people to leave their comfort zones and look at ways to solve issues differently.</p> <p>2 points: The response indicates that the student has a complete understanding of the concept embodied in the task.</p> <p>1 point: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

<b>Standard</b>	37.0 Explore and discuss how hiring and retention planning are critical to organizational success.
<b>Benchmark</b>	37.01 Develop a strategy to select appropriate candidates for a position, including: applicant tracking, interviewing, reference and background checking. Investigate interviewing techniques.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will recognize how decisions are made in the hiring process. The student should know how people are weeded out for positions. Additionally, student should know the interview process, along with the checking of a person's character. The stud
<b>Content Focus</b>	Applicant tracking, interviewing, character reference, interview techniques
<b>Content Limits</b>	Upper limits: The student will identify a strategy to select an appropriate candidate. Lower limits: The student will identify types of interview techniques.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Explain how references could be used to select a candidate from a pool of equally qualified candidates. Exemplar: If the candidates are equally qualified references can be checked to help determine if a candidate stands out from the others because of outstanding character. 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.

<b>Standard</b>	37.0 Explore and discuss how hiring and retention planning are critical to organizational success.
<b>Benchmark</b>	37.03 Describe post offer employment responsibilities, including: employment agreements, 109 procedures, coordinating relocation and immigration.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will recognize responsibilities of the employer after a job offer has been extended.
<b>Content Focus</b>	Employment responsibilities, employment agreements, 109 procedures, relocation, immigration, probation periods
<b>Content Limits</b>	Upper limits: The student will be able to explain post-offer employment responsibilities. Lower limits: The student will identify a post-employment responsibility.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	In Human Resources a 109 policy refers to which of the following? A. accounting B. budgeting C. probation D. recruiting Answer: C

<b>Standard</b>	38.0 Research and develop tools and programs that support employee training and professional development.
<b>Benchmark</b>	38.03 Identify employee training programs (including leadership skills, harassment prevention, and IT skills) to improve individual and organizational effectiveness
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M,H
<b>Benchmark Clarification</b>	The student will identify organizational training programs which will make the employees more effective and give an overall more positive atmosphere to the workplace.
<b>Content Focus</b>	Leadership skills, harassment prevention, information technology skills, cross training, incidental training, orientation, culture of learning
<b>Content Limits</b>	Upper limits: The student will identify types of training needed for a particular scenario. Lower limits: The student will define key training terms.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	In which type of training do employees learn skills for other jobs within the company? A. change management training B. cross training C. customer service training D. leadership training Answer: B

<b>Standard</b>	39.0 Investigate and prepare employee development tools and performance appraisals to meet organizational needs.
<b>Benchmark</b>	39.05 Identify performance appraisal methods, including instruments, and ranking scales.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will understand how employees are evaluated and accessed.
<b>Content Focus</b>	Performance appraisal methods, ranking scales, productivity, adaptability
<b>Content Limits</b>	Upper limits: The student will name types of performance appraisal methods when given a scenario. Lower limits: The student will define performance appraisal methods when given choices.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Describe two categories found on an employee appraisal instrument. Exemplar: punctuality, adaptability, productivity 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.

<b>Standard</b>	41.0 Explore the manner and importance of maintaining relationships and working conditions to balance employer and employee needs and rights in support of organizational goals and objectives.
<b>Benchmark</b>	41.01 Discuss federal laws affecting employment in union and non-union environments; including laws regarding antidiscrimination policies, sexual harassment, labor relations and privacy. Include discussion of WARN, Act, Title VII, and NLRA.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will understand laws that affect workers in union/non-union shops. These laws can include antidiscrimination, sexual harassment, right to work state. Student should be able to identify WARN, Act, Title VII, and NLRA.
<b>Content Focus</b>	Union, non-union, sexual harassment, antidiscrimination, WARN Act, Title VII, NLRA
<b>Content Limits</b>	Upper limits: The student will be able identify and discuss the applicable employment law based on a senerio. Lower limits: The student will recognize federal employment laws.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Briefly explain the Right to Work law. Exemplar: The law prohibits an established union from requiring workers to pay union dues. 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.



<b>Standard</b>	42.0 Evaluate how to provide a safe, secure work environment that protects the organization from liability.
<b>Benchmark</b>	42.01 Discuss federal laws that ensure workplace health, safety, security and privacy. Include: OSHA, Drug-free workplace Act, ADA, HIDAA, Sarbanes-Oxley Act.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will describe federal laws which protect workers in the workplace.
<b>Content Focus</b>	Workplace health, safety, security and privacy, OSHA, Drug-free workplace Act, ADA, HIDAA, Sarbanes-Oxley Act.
<b>Content Limits</b>	Upper limits: The student will give examples of laws which promote workplace safety, and explain why. Lower limits: The student will identify law by how it effects workplace safety.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Describe two ways OSHA protects workers at the workplace. Exemplar: Workers do not have to purchase safety equipment when working with hazardous materials. Businesses have safety inspections to ensure workers are in a safe environment. 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.