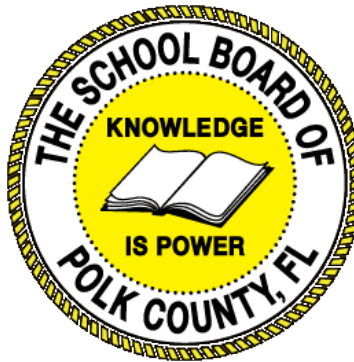


Individual Test Item Specifications

8301120- Business Analysis

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.

Table of Contents

I. Guide to the Individual Benchmark Specifications	1
Benchmark Classification System	1
Definitions of Benchmark Specifications	3
II. Individual Benchmark Specifications	4

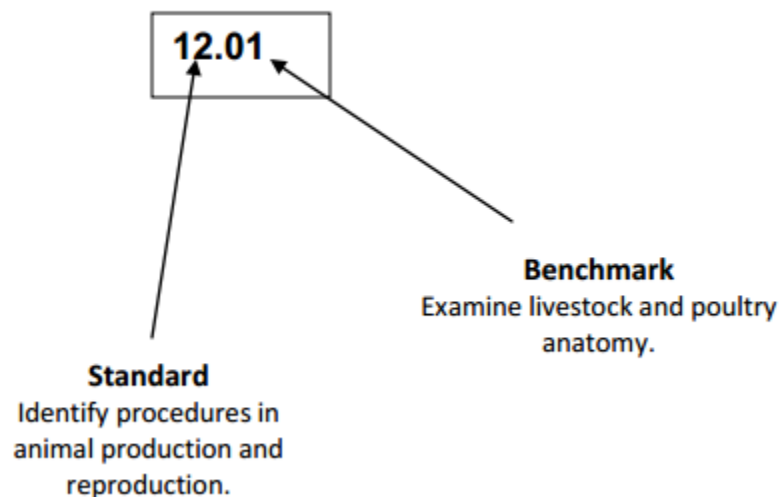
I. Guide to the Individual Benchmark Specifications

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	43.0 Describe management functions and organizational structures at the workplace.
Benchmark	43.03 Describe how departments gather, store, use and share data.
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 describe how departments gather data, store the data, and share that data.
Content Focus	Gather, store, file, software, desktop, documents, backup
Content Limits	The student must have access to the Internet and a variety of software applications including but not limited to word processing, spreadsheet, presentation; database, desktop publishing; email, etc.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	The Billing Department completed the invoices that the Sales Department needs by noon today. The manager of the Billing Department will send a memo with the copies of the invoices as an attachment. What is the term that refers to the sending of the memo? A. emailing B. evaluating C. publishing D. redeeming Answer: A

Standard	44.0 Demonstrate skills for accounting work-based learning experiences.
Benchmark	44.01 Apply accounting principles in an accounting environment.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will apply accounting principles in an accounting environment.
Content Focus	Accounting, debit, credit, balance, calculate, financial
Content Limits	The student must have access to the Internet and a variety of software applications including but not limited to word processing, spreadsheet, presentation; database, desktop publishing; email, etc.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>What is the term that refers to the debts that a person or a company owes?</p> <p>A. assets B. capital C. equity D. liabilities</p> <p>Answer: D</p>

Standard	45.0 Apply accounting principles and concepts to the performance of accounting activities.
Benchmark	45.01 Demonstrate the application of the full accounting cycle.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will demonstrate the application of the full accounting cycle.
Content Focus	Accounting, debit, credit, balance, calculate, financial
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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	How many steps are in the full accounting cycle? A. 4 B. 5 C. 8 D. 9 Answer: D

Standard	45.0 Apply accounting principles and concepts to the performance of accounting activities.
Benchmark	45.02 Demonstrate proficiency in cash control procedures.
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 demonstrate proficiency in case control procedures.
Content Focus	Cash, flow, control, debit, credit, balance
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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	As an employee, Jasmine receives dental benefits. When she visits the dentist, she mails the bill to the Employee Benefits Office. Two weeks later, Jasmine receives a check with her name and the name of the dentist office. She takes the check to the dentist's office to pay the bill. Jasmine signs the check but never receives the money. What is the term that refers to Jasmine's signing of the check? A. depositing B. endorsing C. forging C. withdrawing Answer: B

Standard	45.0 Apply accounting principles and concepts to the performance of accounting activities.
Benchmark	45.03 Use source documents to prepare and analyze transactions.
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 use source documents to prepare and analyze transactions.
Content Focus	Transactions, budget, debit, credit, analyze
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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>What is the term the refers to reviewing transactions for accuracy?</p> <p>A. analyzing B. closing C. journaling D. posting</p> <p>Answer: A</p>

Standard	46.0 Apply accounting principles and concepts using appropriate technology.
Benchmark	46.01 Identify and use the appropriate technology in an accounting environment.
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 appropriate technology used in an accounting environment and be able to use the technology in a variety of situations.
Content Focus	Word processing, spreadsheet, database, desktop publishing, digital, scanning, documents
Content Limits	The student must have access to the Internet and a variety of software applications including, but not limited to, word processing, spreadsheet, presentation, database, desktop publishing, email, etc.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Spreadsheets consist of rows and columns. What is the name of the area where rows and columns meet? A. cell B. section C. workbook D. worksheet Answer: A

Standard	46.0 Apply accounting principles and concepts using appropriate technology.
Benchmark	46.02 Demonstrate proficiency in the use of spreadsheet and accounting software to maintain accounting records to include creating and manipulating both data and formulas, formatting data, securing data, and presenting results visually (including charts and graphs).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will demonstrate the use of spreadsheet and accounting software by creating and manipulating data and formulas. The Student will present results by using charts and graphs.
Content Focus	Spreadsheet, charts, graphs, data, manipulate, visual
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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	Jovie is working on a spreadsheet and must include several formulas to complete the rows and columns. What is the term that represents formulas on a spreadsheet? A. allocate B. consolidate C. function D. validate Answer: C

Standard	47.0 Prepare and use financial information about business organizations to support decision making.
Benchmark	47.01 Demonstrate knowledge of the accounting cycle (including chart of accounts, use of t accounts, journalizing business transactions, preparation of trial balance, adjusting entries, closing entries, and financial statement preparation (i.e., income statement, statement of retained earnings, cash flow statement, and balance sheet).
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 demonstrate knowledge of the accounting cycle including t accounts, entries, statements, etc.
Content Focus	T accounts, journaling, adjusting, balance, cash flow, transactions
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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	Describe the t-account used in the Accounting cycle. Exemplar: The t account in Accounting is used to explain debits and credits. On a piece of paper, a person would draw a large capital T. On the left side of the T, debits would be placed. On the right side of the T, credits would be placed. Rubric: 2 points - The student describes AND provides examples. 1 point - The student description is limited. 0 points - The student does not describe anything.

Standard	48.0 Manage business information using appropriate software.
Benchmark	48.01 Identify and use the appropriate software in a 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 identify and use a variety of software programs used in a business environment.
Content Focus	Word processing, desktop publishing, spreadsheets, email, database, presentation, calendar
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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	Mason is working on a new advertising logo for a client who is starting a children's clothing business. What software does Mason need to create the logo? A. database software B. desktop publishing software C. spreadsheet software D. website creation software Answer: B

Standard	48.0 Manage business information using appropriate software.
Benchmark	48.02 Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in a business environment.
Content Focus	Word processing, spreadsheet
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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>Compose a business letter in block format to the Billing Department of the Kramer, Logan, and Niles Accounting Firm. Address the letter to Mr. Stan Fordsmith. Use today's date.</p> <p>In the first paragraph, thank Mr. Fordsmith for his prompt response to the completing the forms required by our Sales Department.</p> <p>In the second paragraph, ask Mr. Fordsmith to send the balance sheets and any other documents. Include phone contact information (fictitious) and email address (fictitious).</p> <p>Use "Sincerely" as the Complimentary Close.</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	49.0 Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements.
Benchmark	49.02 Define the goal of analysis in supporting managers to make more informed decisions through the accumulation and analysis of data.
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 define the goal of analysis in supporting managers to make informed decisions through the accumulation and analysis of data.
Content Focus	Analysis
Content Limits	The student must have access to the Internet and word processing software program.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	What is the term that refers to investigating the details and the statistics to form a conclusion? A. analyzing B. convincing C. representing D. sanctioning Answer: A

Standard	49.0 Describe information systems and requirements analysis. This description should identify the project goal, data storage, movement, security, quality, usage, and functional requirements.
Benchmark	49.03 Identify data requirements and parameters, including data sources and formats.
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 data requirement and parameters including but not limited to the data sources and formats.
Content Focus	Parameters, formats, charts, graphs, sources
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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 Benefits Enrollment Coordinator needs to verify that each employee has met the qualifications before the bonus checks are distributed. Each employee must have participated in the activity, met the quota established, and mailed thank you letters to the customers. What is the term that refers to each of these requirements that the Benefits Enrollment Coordinator is reviewing? A. bullets B. coordinates C. matches D. parameters Answer: D

Standard	52.0 Design and build business applications using database management systems.
Benchmark	52.01 Define file organization structures and data models.
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 file organization structures and data models.
Content Focus	Supervision, managers, assistant managers, Chief Executive Officers
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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	Gabe has been asked to use a word processing program in order to create a display that will show the organizational structure of the local department store. The display should start with the Store Manager in the highest position with the Assistant Store Manager under him. The display should end with the part time employees at the bottom of the display. What feature in the word processing software program would Gabe use to show this structure? A. quick parts B. smartArt C. text box D. wordArt Answer: B

Standard	52.0 Design and build business applications using database management systems.
Benchmark	52.05 Identify the types of information corporations need in data mining, business analysis, and reporting.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will identify the types of information corporations need in data mining, business analysis and reporting.
Content Focus	Analysis, gather, determine, predict, data
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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 store manager of the local department store would like to know the zip code of the customers who frequently shop in his store. For the past three months, each customer has been asked to state his or her zip code. Every sales clerk has entered the zip codes into the store's database. Thousands of customers have shopped in the store. Now the store manager needs to sort those zip codes to discover that information. What is the term that refers to the sorting through thousands of zip codes?</p> <p>A. data mining B. frequent mailings C. shopping statistics D. target market research</p> <p>Answer: A</p>

Standard	52.0 Design and build business applications using database management systems.
Benchmark	52.06 Identify relevance of pivot tables, macros, automation and integration of downloaded data.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will identify pivot tables, macros, automation and integration of downloaded data.
Content Focus	Pivot tables, macros
Content Limits	The student must have access to the Internet and accounting or spreadsheet software programs. The student may need to have access to a calculating device.
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	As an administrative assistant, Johanna keys many letters for her boss. In each letter, she must key the company name and slogan. She created a two-keystroke combination that will automatically key the company name and slogan for her. What is the name of this keystroke combination? A. macros B. micros C. share combo D. stroke combo Answer: A

Standard	52.0 Design and build business applications using database management systems.
Benchmark	52.07 Identify uses for reports and visual presentation of data, including forms, charts, graphs, wikis and other web applications.
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 identify the uses for reports and visual presentation of data including forms, charts, graphics and other applications.
Content Focus	Reports, visual presentation, data, forms, charts, graphs, wikis
Content Limits	The student must have access to the Internet and a variety of software programs for presentation, word processing, desktop publishing, and any other software program.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Gabriel needs to create a bar chart to show the differences in the fundraising amounts for the past three years. Which software program would Gabriel use to create his bar chart? A. Microsoft Access B. Microsoft Excel C. Microsoft Publisher D. Microsoft Word Answer: B

Standard	55.0 Describe the implications of professional values, ethics, and attitudes in business.
Benchmark	55.01 Identify the appropriate use of employee property.
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 identify the appropriate use of employee property.
Content Focus	Ethics, theft, stealing, personal property, company property
Content Limits	The student must have access to the Internet and word processing software program.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>The marketing department receives a brand new camera for taking pictures of the products they sale. On Friday, Griffin decides to take the camera home and use the camera at his daughter's wedding. Griffin has violated many of the company's policies. Explain two ways Griffin has violated company policy. Exemplar: Griffin violated two company rules. He took the camera without permission, and he used the camera for personal business. The camera was purchased for the company to use when photographing products.</p> <p>Rubric: 2 points - The student describes two violations. 1 point - The student describes one violation. 0 points - The student does not describe any violations.</p>

Standard	55.0 Describe the implications of professional values, ethics, and attitudes in business.
Benchmark	55.02 Describe the role of confidentiality in business.
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 describe the role of confidentiality in business.
Content Focus	Confidentiality, laws, rules, regulations, confidence
Content Limits	The student must have access to the Internet and word processing software program.
Stimulus Attributes	The stimulus may include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Graphics, scenarios, illustrations, screenshots, or video clips may be included. Graphics should not include tablet or mobile device keyboards.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>As an unpaid intern, Karrington works at a local doctor's office each day after school. The office manager explains to Karrington that what happens in the office and who visits the office must remain confidential. First, define confidential. Then, describe a patient situation when confidentiality is important.</p> <p>Exemplar: Confidential means keeping something private so that no one knows any information and details. A patient with a medical condition does not want the general public to know details. Therefore, the doctor and the staff must keep all details secret. The patient is trusting the members of the doctor's office to keep quiet.</p> <p>Rubric: 2 points - The student describes term AND situation. 1 point - The student describes term OR situation. 0 points - The student does not describe anything.</p>