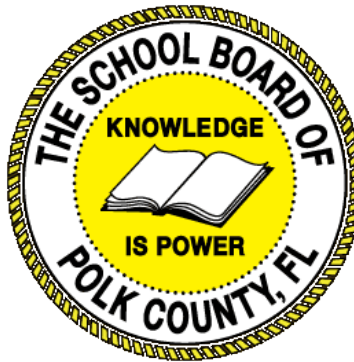


Individual Test Item Specifications

8417110- Health Science Foundations

2015



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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 |

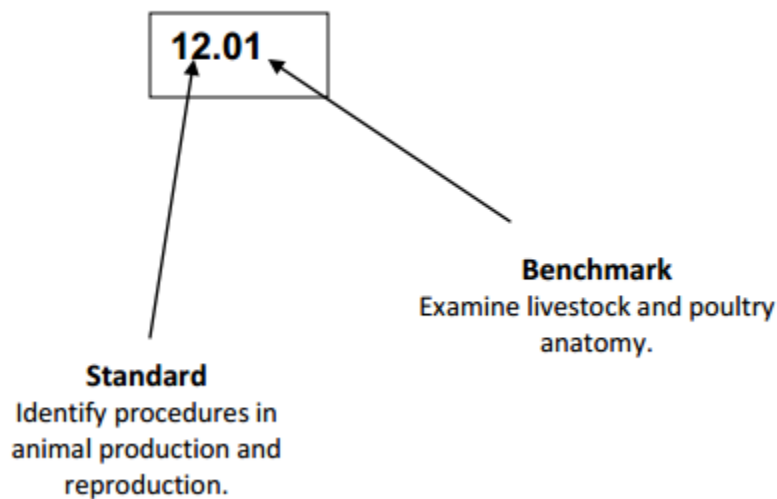
I. Guide to the Individual Benchmark Specifications

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.

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| 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

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| Standard | 19.0 Demonstrate knowledge of the healthcare delivery system and health occupations |
| Benchmark | 19.01 Identify the basic components of the health care delivery system including public, private, government and nonprofit |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will recognize of the various national healthcare organizations that impact the delivery of patient care |
| Content Focus | AHCA, CDC, FDA, Joint Commission on Accreditation, national health care organizations, NIH, OSHA, State Health Departments, USDHHS |
| Content Limits | This question will be limited to the awareness of national health agencies |
| Stimulus Attributes | May include multiple choice or short response. |
| Response Attributes | The student will have the knowledge and purpose of national healthcare agencies and organizations |
| Sample Item | <p>What organization inspects long-term care facilities, to ensure appropriate nursing care is being provided?</p> <p>A. Agency for Health Care Administration (AHCA) B. National Institutes of Health (NIH) C. Occupational Safety and Health Administration (OSHA) D. U.S. Department of Health and Human Services (USDHHS)</p> <p>Correct Answer: A</p> |

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| Standard | 19.0 Demonstrate knowledge of the health care delivery system and health occupations. -The student will be able to: |
| Benchmark | 19.02 Identify common methods of payment for healthcare services. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, moderate |
| Benchmark Clarification | The student will describe methods for paying medical costs. |
| Content Focus | Claim, coinsurance, contract, copayment, deductible, exclusion, precertification, premium |
| Content Limits | Limited to a basic understanding of health maintenance (HMOs), preferred provider organization (PPOs), Medicare, Medicaid, TRICARE, and drug related groups (DRGs). |
| Stimulus Attributes | May include scenarios which students must determine which type of insurance the individual qualifies for. May include scenarios where students have to identify what part of the payment was the premium, deductible, coinsurance, or copayment. |
| Response Attributes | Student will have the qualifications for various insurances. Students will differentiate premium, coinsurance, copayment, and deductible. |
| Sample Item | Which of the following would meet the qualify an individual for Medicare? A. an individual with a very low income B. an individual with a severe disability C. an individual who is 65-year-old D. an individual who has served in the military Correct Answer: C |

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| Standard | 19.0 Demonstrate knowledge of the health care delivery system and health occupations. - The student will be able to: |
| Benchmark | 19.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will describe the role of healthcare providers in the delivery system. Students will describe signs and symptoms of domestic violence. Students will refer victims of domestic violence to the proper resources for appropriate care. |
| Content Focus | Domestic violence, hospice, outpatient services, etc. |
| Content Limits | May include the following medical specialists: cardiologist, dermatologist, gastroenterologist, gerontologist, gynecologist, nephrologist, neurologist, obstetrician, oncologist, ophthalmologist, orthopedist, otolaryngologist, pathologist, pediatrician, psychiatrist, radiologist, and urologist. May include specialist from the following specialty areas: dental, mental health, nursing, vision, therapeutic, and diagnostic. May also include signs and symptoms of domestic violence. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Students will identify the type of healthcare provider needed when given a descriptive scenario. |
| Sample Item | Mr. Green went to the optical center because of pain in his right eye. Upon examination the patient was diagnosed with a corneal ulcer. Who gave Mr. Green the physical exam? A. ophthalmic technician B. ophthalmologist C. optician D. optometrist Correct Answer: B |

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| Standard | 19.0 Demonstrate knowledge of the health care delivery system and health occupations - The student will be able to: |
| Benchmark | 19.13 Explain the impact of emerging issues including technology epidemiology, bioethics and socioeconomics on healthcare delivery systems. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | The student will evaluate the medical and ethical impact of technology, the spread of disease, and socioeconomics on the healthcare delivery system. |
| Content Focus | Cloning, ethics, epidemic, epidemiology, euthanasia, genetics, organ donor, pandemic, socioeconomics, stem cells |
| Content Limits | May include ethical issues, socioeconomic issue and the impact of technology on healthcare delivery systems. |
| Stimulus Attributes | the development of antibiotics the availability of health insurance\ Development of computerized technology |
| Response Attributes | Students will evaluate ethical, technological, and socioeconomic issues and how they affect the delivery of healthcare when given a descriptive scenario. |
| Sample Item | What is the most significant reason for the dramatic increase life span over the last 100 years? A. better life-style choice B. the development of antibiotics C. the availability of health insurance D. the development of computerized technology Correct Answer: B |

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| Standard | 20.0 Demonstrate the ability to communicate and use interpersonal skills effectively. - The student will be able to: |
| Benchmark | 20.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | The student will recognize positive communication and negative or unsuccessful communication |
| Content Focus | Barriers, closed-ended questions, communication, feedback, leading questing, learning objectives, nonverbal communication, open-ended questions, pantomime, paraphrasing, probing questions, receiver, reflecting, resolution, sender |
| Content Limits | Limited to positive and negative communication in the workplace, with peers and patients. May include the six steps of the communication process. May include types of questions. May include common barriers that can prevent effective communication. |
| Stimulus Attributes | May include scenarios of good communication and poor communication. May include scenarios of common barriers that prevent effective communication. |
| Response Attributes | The student will recognize effective communication. The student will recognize common barriers that can prevent effective communication. |
| Sample Item | Your patient is upset because he missed his morning therapy session, how should you respond? A. "It's not my fault". B. "We are short staffed today". C. "I apologize for the oversight". D. " I'm doing the best I can today". Correct Answer: C |

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| Standard | 20.0 Demonstrate the ability to communicate and use interpersonal skills effectively. The student will be able to: |
| Benchmark | 20.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | The student will adapt communication to varied levels of understanding and cultural orientation |
| Content Focus | Communication barriers, culture, diverse, feedback, impaired, nonverbal communication, pantomime, paraphrasing, prejudice, terminally ill, |
| Content Limits | Limited to communication with selected population. May also include special needs such as terminally ill, hearing, visual or speech impairments, non-English speaking |
| Stimulus Attributes | Communication with varied levels of education,cultural orientation and special needs of selected population |
| Response Attributes | The student will describe ways to communicate to patients with special needs. |
| Sample Item | When entering the room of a visually impaired patient, what is the first thing you should do? A. Identify yourself immediately when you enter the room. B. Quietly enter the patient's room to prevent disturbing them. C. Turn all the lights on in the room so the patient can visualize you. D. Raise the volume of your voice so the patient will be able to understand. Correct Answer: A |

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| Standard | 20.0 Demonstrate the ability to communicate and use interpersonal skills effectively. - The student will be able to: |
| Benchmark | 20.11 Distinguish between and report subjective and objective information. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will differentiate subjective (symptoms) and objective (signs) information and report it accordingly. |
| Content Focus | Assessment, data, objective observation, signs, subjective observation, symptoms |
| Content Limits | Limited to objective and subjective assessments. |
| Stimulus Attributes | May include multiple choice or short response questions with subjective and/or objective findings. |
| Response Attributes | Students will differentiate objective & subjective data. |
| Sample Item | Which of the following is a true statement? A. Sore throat, rash and wheezing are signs. B. Fatigue, nausea and heart palpitations are symptoms. C. Dizziness, tachycardia, and high blood pressure are signs. D. Shortness of breath, dizziness and vomiting are all symptoms. Correct Answer: B |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities. - The student will be able to: |
| Benchmark | 21.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will identify behaviors of a healthcare worker that could result in legal actions. |
| Content Focus | Abandonment, assault, battery, false imprisonment, fraud, liability, malpractice, negligence |
| Content Limits | Limited to malpractice, liability, negligence, abandonment, false imprisonment, assault, battery and fraud. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Students will differentiate various practices that could result in legal actions. Student will identify legal ramifications when given a descriptive scenario. |
| Sample Item | A 4-year-old patient is admitted to the hospital with asthma. The nurse assistant forgot to put the side rails up and the child fell and broke his femur. What could the nurse assistant be charged with? A. assault B. battery C. malpractice D. negligence Correct Answer: D |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities - The student will be able to: |
| Benchmark | 21.03 Demonstrate procedures for accurate documentation and record keeping |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)=X (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will document records accurately and legally. |
| Content Focus | Assessment, charting, chief complaint, documentation, medical history, medical record, recordkeeping, progress notes, SOAP |
| Content Limits | Limited to patient's health record electronic or paper. May include SOAP charting |
| Stimulus Attributes | Examples of documentation scenarios. May include SOAP charting. |
| Response Attributes | Students will understand appropriate documentation |
| Sample Item | <p>You make a mistake while documenting in a patient's record, what should you do?</p> <ul style="list-style-type: none"> A. Draw one line through it and initial. B. Use white out and make correction. C. Throw the page away and start over. D. d) Draw multiple lines through the mistake and make correction. <p>Correct Answer: A</p> |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities. - The student will be able to: |
| Benchmark | 21.05 Explain the "Patient's Bill of Rights". |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will explain the purpose of the patient's "Bill of Rights." |
| Content Focus | Autonomy, confidentiality, consumer responsibility, Patient Bill of Rights, Resident Bill of Rights, respect |
| Content Limits | May include Bill of Rights for patients and residents. |
| Stimulus Attributes | May include multiple choice or short response questions. |
| Response Attributes | Student will understand the rights that patients have and what expectations health care providers expect from the patient. |
| Sample Item | Which of the following is not an example of patient autonomy? A. convincing a patient to undergo a needed surgery B. obtaining emergency care even if one cannot pay for it C. a patient asking for a detailed explanation of the hospital bill D. a seriously ill patient leaving the hospital against medical advice Correct Answer: A |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities - The student will be able to: |
| Benchmark | 21.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA) |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | The student will understand the legal and ethical responsibilities in healthcare |
| Content Focus | Accessibility, breaching patient confidentiality, confidentiality, defamation of character, disclosure, libel, patient privacy, slander |
| Content Limits | The content will be limited to the Health Insurance Portability and Accountability Act (HIPAA) |
| Stimulus Attributes | Health Insurance Portability and Accountability Act (HIPAA) |
| Response Attributes | Apply the understanding of why medical records must be kept private |
| Sample Item | <p>What is the name of the law that keeps patient's health information private?</p> <p>A. HIPAA B. NAFTA C. OBRA D. OSHA</p> <p>Correct Answer: A</p> |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities - The student will be able to: |
| Benchmark | 21.07 Describe Advanced Directives |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will understand the intention and indication of Advanced Directives |
| Content Focus | Advanced directives, health care surrogate, living will, patient's bill of rights, permission |
| Content Limits | The content will be limited to advanced directives |
| Stimulus Attributes | Intent and requirements of Advanced Directives. |
| Response Attributes | Apply the understanding of Advanced Directives |
| Sample Item | <p>What is an Advanced Directive?</p> <ul style="list-style-type: none"> A. It contains the patient's bill of rights. B. It appoints the health care surrogate. C. It contains the patient's prewritten instructions. D. It gives permission for organ and tissue donation. <p>Correct Answer: C</p> |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities - The student will be able to: |
| Benchmark | 21.08 Describe informed consent |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will understand the purpose and utilization of an Informed Consent |
| Content Focus | Informed Consent |
| Content Limits | The content will be limited to Informed Consent |
| Stimulus Attributes | Intent and requirements of Informed Consent |
| Response Attributes | The student will have a clear understanding of Informed Consent |
| Sample Item | <p>What are the requirements of an Informed Consent?</p> <ul style="list-style-type: none"> A. after the patient has received his injection of pain med, attempt to get the signature on the consent form, assuming the patient has already discussed with physician B. obtain the signature from a distant relative that has not had a full discussion regarding the procedure and any possible complications C. permission granted voluntarily by the patient who is of sound mind after all risks have been explained in terms the patient can understand D. the consent for can be left in the patients room with a note for the first family visitor to sign. <p>Correct Answer: C</p> |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities - The student will be able to: |
| Benchmark | 21.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will recognize the limits of authority and responsibility of health care workers including legislated scope of practice |
| Content Focus | Malpractice, negligence, scope of practice, |
| Content Limits | The content will be limited to the limits of authority and responsibility of the healthcare workers scope of practice |
| Stimulus Attributes | Procedures and tasks allowed for the particular healthcare worker's position |
| Response Attributes | The student will understand what is legally allowed in various professions. |
| Sample Item | The RN asks you to remove sutures, place medication on the wound and apply a sterile dressing. You are a nursing assistant. What should you do? A. perform the requested task. B. report the nurse to the director of nursing. C. ask another nursing assistant to perform the task. D. politely tell the nurse you cannot perform the requested task. Correct Answer: D |

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| Standard | 21.0 Demonstrate legal and ethical responsibilities - The student will be able to: |
| Benchmark | 21.14 Recognize and report illegal and/or unethical practices of healthcare workers |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will understand the mechanism for reporting illegal or unethical practices of healthcare workers |
| Content Focus | Assault, battery, confidentiality, defamation of character, false imprisonment, fraud, libel, malpractice, negligence, slander, substance abuse |
| Content Limits | The content will be limited to recognizing and reporting illegal or unethical behavior of coworkers. |
| Stimulus Attributes | Reporting illegal or unethical behavior of healthcare workers |
| Response Attributes | Identify correct method of reporting illegal or unethical behavior |
| Sample Item | <p>What should the nurse do if she finds a coworker pouring alcohol into a soda bottle in the break room and asks you not to tell anyone?</p> <ul style="list-style-type: none"> A. discuss the incident with another coworker for advice B. give the co-worker information about rehabilitation programs. C. ignore the behavior, and make the coworker promise not to drink at work D. immediately report incident to your supervisor <p>Correct Answer: D</p> |

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| Standard | 22.0 Demonstrate an understanding of and apply wellness and disease concepts. - The student will be able to: |
| Benchmark | 22.03 Identify psychological reactions to illness including defense mechanisms. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)=X |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will recognize psychological responses to illness including defense mechanisms. |
| Content Focus | Compensation, control, defense mechanism, denial, displacement, malingering, rationalization, regression, repression, withdrawal. |
| Content Limits | Limited to compensation, control, denial, displacement, malingering, rationalization, regression, repression and withdrawal. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Student will identify the defense mechanisms used in a descriptive scenario. Students will understand the positive and negative effects of using defense mechanisms. |
| Sample Item | You are assigned to care for a patient , who has recently been diagnosed with cancer. As you enter the room, the patient screams at you and tells you to get out of the room. What defense mechanism is the patient exhibiting? A. displacement B. projection C. rationalization D. regression Correct Answer: A |

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| Standard | 23.0 Recognize and practice safety and security procedures. - The student will be able to: |
| Benchmark | 23.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)=X (ER)= |
| Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | The student will identify and describe safety procedures based on the guidelines of Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) and explain proper procedures for standard precautions. |
| Content Focus | Airborne precautions, blood-borne pathogen, contact precautions, droplet precautions, isolation, medical asepsis, microbe, nosocomial infection, pathogen, personal protective equipment,(PPE), reverse isolation, standard precautions, surgical sepsis |
| Content Limits | Limited to hand washing, standard precaution, personal protective equipment (PPE) and isolation. |
| Stimulus Attributes | None Specified |
| Response Attributes | Students will differentiate precautions used in preventing the spread of infection. Students will explain the proper procedure in applying and taking off personal protective equipment. |
| Sample Item | <p>What is the proper action to take if blood is splashed on a countertop while caring for a patient?</p> <ul style="list-style-type: none"> A. clean the area with soap and water B. clean the spill with an antiseptic C. clean the spill with a disinfectant D. clean the area well after the patient leaves <p>Correct Answer: C</p> |

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| Standard | 24.0 Recognize and respond to emergency situations |
| Benchmark | 24.01 Record and monitor vital signs |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)=X (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will understand vital sign terminology as well as the averages of vital signs. |
| Content Focus | Afebrile, aural, apnea, blood pressure, bradycardia, bradypnea, diastolic, dyspnea, febrile, hypertension, hypotension, orthopnea, orthostatic hypotension, pulse, pulse points. Rectal, respiration, sphygmomanometer, stethoscope, systolic, tachycardia, t |
| Content Limits | May include knowledge related to temperature, pulse, respiration and blood pressure. Performance skills limited to radial pulse, apical pulse or blood pressure. |
| Stimulus Attributes | Students may be supplied visual variations of vital signs. scenarios involving baseline comparisons of vital signs. If doing a performance skill, the following supplies will be needed: To take a radial pulse: watch with a second hand or one minute timer; |
| Response Attributes | The students will understand proper procedures for taking vital signs, which include blood pressure, pulse, respiratory rate and temperature. The student will be expected to know the normal values. |
| Sample Item | Which of the following vital signs would be considered within normal limits? A. blood pressure of 110/60; pulse 42 B. blood pressure of 122/78; pulse 98 C. blood pressure of 128/76; pulse 72 D. blood pressure of 172/98; pulse 120 Correct Answer: C |

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| Standard | 24.0 Recognize and respond to emergency situations. - The student will be able to: |
| Benchmark | 24.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)=X (ER)=X |
| Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | The student will identify the emergency situation and the proper care to be given. |
| Content Focus | Cardiopulmonary resuscitation, rescue breathing, conscious victim, unconscious victim, foreign obstruction, chest compressions, automated external defibrillator |
| Content Limits | Must follow the American Heart Association. May include conscious and unconscious FBAO, rescue breathing, CPR and use of AED. Performance skills may include rescue breathing, unconscious choking victim, CPR with or without an AED. |
| Stimulus Attributes | Multiple choice, short or extended response giving a scenario and the student is asked to identify the medical emergency and explain the proper care that should be given. If testing performance supplies needed: CPR manikin (Adult, child and/or infant), a |
| Response Attributes | Students response will show understanding of the proper care that should be given in various emergency situations. |
| Sample Item | <p>One of your classmates is choking in the cafeteria and cannot cough, speak or breathe. What first aid care should be given?</p> <ul style="list-style-type: none"> A. encourage to try coughing B. give 5 back blows then 5 abdominal thrusts C. give 5 back blows then 5 chest compressions D. give 30 chest compression then 2 rescue breaths <p>Correct Answer: B</p> |

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| Standard | 25.0 Recognize and practice infection control procedures. - The student will be able to: |
| Benchmark | 25.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)=X (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will describe the principles of infection control and medical asepsis |
| Content Focus | Standard Precautions (most current term for Universal Precautions), gloves, masks, gowns, personal protective equipment, handwashing, medical asepsis |
| Content Limits | This is limited to the knowledge and understanding of the principles of infection control and medical asepsis to prevent the spread of infections |
| Stimulus Attributes | May include multiple choice or short response questions related to the transmission of infectious diseases and the methods to prevent transmission |
| Response Attributes | The student will identify and implement precautions to prevent the spread of infectious disease |
| Sample Item | <p>What is the easiest and most effective method to prevent transmission of infectious disease?</p> <ul style="list-style-type: none"> A. good handwashing B. limit visitors to direct family only C. place patients in isolation D. use only disposable equipment with patients <p>Correct Answer: A</p> |

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| Standard | 27.0 Demonstrate employability skills. The student will be able to: |
| Benchmark | 27.01 Identify personal traits or attitudes desirable in a member of the healthcare team. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will identify personal traits or attitudes desirable in a member of the healthcare team. |
| Content Focus | Dependability, discretion, empathy, flexible, integrity, tact |
| Content Limits | This is limited to the personal traits desirable in a member of the healthcare team |
| Stimulus Attributes | Multiple choice and short response questions related to positive and negative traits in a member of the healthcare team. |
| Response Attributes | The student will be able to identify appropriate and desirable traits in the workplace |
| Sample Item | <p>What is the best way to avoid gossip in the workplace?</p> <ul style="list-style-type: none"> A. Only repeating comments only to your supervisor. B. Removing yourself from the group where gossip is occurring. C. Only talking about patients and their family members to co-workers. D. Remaining quiet when you are in a group where gossip is occurring. <p>Correct Answer: B</p> |

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| Standard | 27.0 Demonstrate employability skills |
| Benchmark | 27.09 Identify acceptable work habits |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will identify acceptable work habits |
| Content Focus | Work habits, team work, good attitude, good communication skills |
| Content Limits | This will be limited to the identification of acceptable work habits |
| Stimulus Attributes | None Specified |
| Response Attributes | The student will be able to identify acceptable work habits |
| Sample Item | Which of these statements would imply that you have a good attitude? A. "It's not my job." B. "It's time for my break." C. "I will do that right away." D. "That's not my patient." Correct Answer: C |

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| Standard | 27.0 Demonstrate employability skills |
| Benchmark | 27.10 Recognize appropriate affective /professional behavior |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will distinguish appropriate affective/professional behavior |
| Content Focus | Communication, good hygiene, interpersonal skills, professional distance, teamwork, well groomed |
| Content Limits | This will be limited to the recognition of appropriate affective/professional behavior in the workplace (appearance, behaviors, professional distance, acceptance of criticism) |
| Stimulus Attributes | Questions will be inclusive of professional behavior and exhibiting employability skills |
| Response Attributes | The student will be able to identify employability skills and appropriate affective/professional behavior |
| Sample Item | <p>When preparing for your job interview, why is it important to be well groomed?</p> <p>A. This will reflect that you are respectful. B. It will help you make a good first impression. C. This will show you have good moral values. D. This will show you have a lot of experience interviewing.</p> <p>Correct Answer: D</p> |

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| Standard | 28.0 Demonstrate knowledge of blood borne disease, including HIV/AIDS. - The student will be able to: |
| Benchmark | 28.05 Apply infection control techniques designed to prevent the spread of disease caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines. |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)=X (ER)= |
| Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | The student will utilize principles of infection control to prevent the spread of infections |
| Content Focus | Blood borne pathogens, gloves, gowns, handwashing, intact skin, masks, personal protective equipment, standard precaution, universal precaution |
| Content Limits | This is limited to the knowledge and understanding of of the principles of infection control to prevent the spread of infections realated to blood borne pathogens. Performance task may include applying and taking off personal protective equipment and proper handwashing. |
| Stimulus Attributes | Multiple choice and short response questions related to the transmission of infectious diseases and the methods to prevent transmission of blood borne pathogens. If doing PPE performance skill the following supplies will be needed: disposable gown, goggle |
| Response Attributes | The ability to identify and implement precautions to prevent the spread of infectious disease |
| Sample Item | Which of these examples can transmit blood borne pathogens? A. puncture with a clean needle B. splash to eyes with body fluid C. direct contact with the patients intact skin D. splash of onto health care workers uniform Correct Answer: B |

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| Standard | 29.0 Apply basic math and science skills |
| Benchmark | 29.03 Make, use and convert using both traditional and metric units |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)= (P)=X (ER)= |
| Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will convert traditional units to metric units and metric units to traditional. |
| Content Focus | Metric, traditional units |
| Content Limits | This will be limited to converting pounds to kilograms and kilograms to pounds, inches to centimeters and centimeters to inches |
| Stimulus Attributes | Performance of medical math problems. |
| Response Attributes | The student will correctly convert pounds to kilograms, kilograms to pounds, inches to centimeters and centimeters to inches. |
| Sample Item | Eric lost 55 pounds, how many kilograms (kg) did he lose? A. 10 kg. B. 15 kg. C. 20 kg. D. 25 kg Correct Answer: D |

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| Standard | 29.0 Apply basic math and science skills |
| Benchmark | 29.05 Convert from regular to 24 hour time |
| Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response | (MC)=X (SA)=X (P)= (ER)= |
| Cognitive Complexity Level | LOW |
| Benchmark Clarification | The student will demonstrate the ability to convert standard time to 24 hour time and 24 hour time to standard time |
| Content Focus | 24 hour time & standard time |
| Content Limits | This will be limited to conversion of standard time to 24 hour time and 24 hour time to standard time |
| Stimulus Attributes | Questions will be inclusive of conversion to 24 hour time and 24 hour time to standard |
| Response Attributes | The student will correctly convert standard time to 24 hour time |
| Sample Item | <p>What is the correct conversion of 8:15 pm to 24hour time?</p> <p>A. 18:15 B. 20:15 C. 22:15 D. 00:15</p> <p>Correct Answer: 20:15</p> |