Individual Test Item Specifications

8417131- Allied Health Assisting 3

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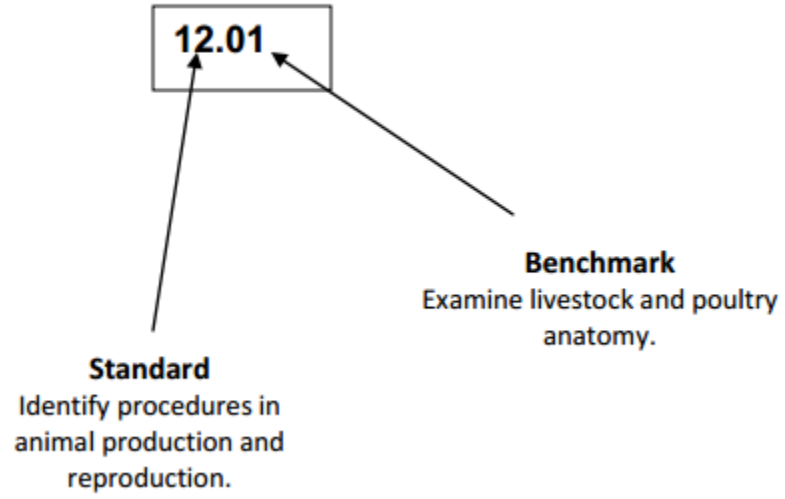
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

- Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.

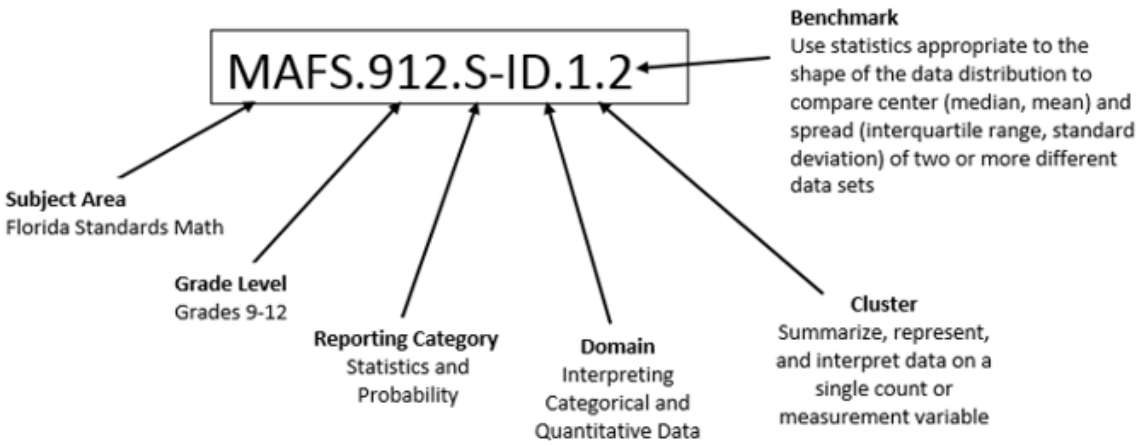
An example, from Agritechnology 1:



The image above describes the components of a Career and Technical Education Standard and Benchmark classification system.

Each MAFS benchmark is labeled with a system of letters and numbers.

- The four letters in the *first position* of the label identify the **Subject**.
- The number(s) in the *second position* represents the **Grade Level**.
- The letter(s) in the *third position* represents the **Category**.
- The number in the fourth position shows the **Domain**.
- The number in the *fifth position* identifies the **Cluster**.
- The number in the last position identifies the specific **Benchmark**.



The image above describes the components of a Florida Standard and Benchmark classification system.

Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for the Florida Department of Education Career and Technical Education item banks. For each benchmark assessed, the following information is provided.

Reporting Category	is a grouping of related benchmarks that can be used to summarize and report achievement.
Standard	refers to the standard statement presented in the Florida Standards.
Benchmark	refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark.
Item Types	are used to assess the benchmark or group of benchmark.
Cognitive Complexity	ideal level at which item should be assessed.
Benchmark Clarifications	explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.
Content Limits	define the range of content knowledge and that should be assessed in the items for the benchmark.
Stimulus Attributes	define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content.
Response Attributes	define the characteristics of the answers that a student must choose or provide.
Content Focus	addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.
Sample Items	are provided for each type of question assessed. The correct answer for all sample items is provided.

II. Individual Benchmark Specifications

Standard	34.02 If unlicensed clinical laboratory type skills is one of the selected allied health areas to be taught, only procedures that are exempt from clinical laboratory personnel licensure requirements will be presented and students will:
Benchmark	34.02.06 Name (or identify) and explain the use of the common instruments/equipment found in the clinical laboratory.
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 explain the use of instruments/equipment commonly used in the clinical laboratory.
Content Focus	Beaker, bunsen burner, burette, centrifuge, electrophoresis apparatus, flask, glass slide, hematology analyzer, microscope, petri dish, pipette, syringe, test tube, tourniquet, ultracentrifuge
Content Limits	Limited to common instruments listed in key terms.
Stimulus Attributes	May include a picture of an instrument for student to recognize. May include multiple choice and short response with laboratory scenarios.
Response Attributes	Student will identify common instruments/equipment used in the clinical laboratory and the purpose for using each instrument.
Sample Item	Which instrument is used to detect and classify proteins? A. burette B. centrifuge C. electrophoresis apparatus D. hematology analyzer Correct Answer: C

Standard	34.02 If unlicensed clinical laboratory type skills is one of the selected allied health areas to be taught, only procedures that are exempt from clinical laboratory personnel licensure requirements will be presented and students will:
Benchmark	34.02.07 Demonstrate knowledge of specimen differentiation and procedure interferences.
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 identify knowledge of specimen differentiation and procedure interferences. Including patient instruction pre-specimen collection
Content Focus	Blood culture, complete blood count, differential, Pap test, patient instructions, pre-collection specimen instructions, serum, specimen collection procedures, urinalysis
Content Limits	Limited to various specimen collections techniques
Stimulus Attributes	May include multiple choice or short response questions with a descriptive scenarios involving specimen collections
Response Attributes	Student will be able to identify specimen collection techniques
Sample Item	Which of the following patient instructions is most appropriate if a Pap test will be obtained at the next office visit? A. Do not douche for 3-4 days before appointment. B. Take a mild laxative the day before appointment. C. Drink at least 16 oz. of water immediately before appointment. D. D) Discontinue all forms of contraceptives for 1 week prior to appointment. Correct Answer: A

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.01 Describe the functions of bones and muscles as related to the practice of physical therapy.
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 the musculoskeletal system on a diagram and describe the functions of the musculoskeletal system as it relates to physical therapy.
Content Focus	Acetabulum, ACL, concentric, deltoid, eccentric, femur, gastrocnemius, hamstrings, hip flexor, humerus, isocentric, MCL, patella, pelvis, quadriceps, rotator cuff, shoulder girdle, sternocleidomastoid, talus, tibia
Content Limits	Identifying location and function of bones and muscles but not expected to diagnose nor write exercise prescriptions. Limited to the major muscles of the head and neck, upper and lower extremities. Limited to the major bones (i.e. skull, ribs, sternum, sacrum, vertebra, clavicle, scapula, humerus, radius, ulna, femur, patella, tibia, fibula, carpals, tarsals, phalanges) and will not include the minor bones."
Stimulus Attributes	Skeleton and muscle diagrams of the human body. Physical therapy terms
Response Attributes	Students will be able to identify major muscles and bones of the musculoskeletal system and their functions.
Sample Item	Which muscle is responsible for flexion of the lower leg? A. biceps brachii B. biceps femoris C. gastrocnemius D. rectus femoris Correct Answer: B

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.02 Define disability and identify types of disabilities.
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 several musculoskeletal disabilities and categorize into types.
Content Focus	Anterior cruciate ligament (ACL) tear, Atrophy, cerebrovascular accident (CVA), fibromyalgia, multiple sclerosis, muscular dystrophy, osteoarthritis, Rheumatoid arthritis, rotator cuff tear, tendonitis, transient ischemic attack (TIA)
Content Limits	Limited to common disabilities listed in key terms.
Stimulus Attributes	. May include multiple choice or short response questions with a descriptive scenario May include pictures of varying diseases and disorders of the musculoskeletal system.
Response Attributes	The student will identify musculoskeletal disease and disorders according to their signs and symptoms.
Sample Item	Which of the following is an inflammation of the joints that causes permanent deformity and starts in the 30-40 years of age? A. arthritis B. osteoarthritis C. osteoporosis D. rheumatoid arthritis Correct Answer: D

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.03 Name and discuss the avenues of physical therapy practice.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)=X (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will identify at least three different avenues Physical Therapy practice
Content Focus	Arthritis, cardiac,MVA, neurologic rehabilitation, orthopedic,pulmonary,
Content Limits	Student may know several different avenues of physical therapy practice but is not expected to know the treatment plan development for each.
Stimulus Attributes	definitions of physical therapy options
Response Attributes	In Multiple choice questions choose correct option for varied types of PT
Sample Item	Which type of physical therapy would benecessary for a patient that has had a TIA and has right sided paralysis? A. Cardiac B. Orhopedic C. Neurologic D. Pulmonary Correct Answer C

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.04 Describe equipment used in physical therapy.
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 various equipment used in Physical Therapy
Content Focus	Assistive devices, electrotherapy, exercise balls, posture mirror, ramps, resistive bands, TENS unit, traction, ultrasound,
Content Limits	May include assistive devices (crutches, cane walker), long-handled reachers, TENS unit, traction ultrasound and electric musce stimulation.
Stimulus Attributes	Pictures/terminology associated of various PT equipment. May include multiple choice, short and long response questions.
Response Attributes	Students will choose the correct equipment when given a scenario.
Sample Item	Which of the following is a variety of implements or equipment used to aid patients in performing tasks or movement? A. electrotherapy B. ramps C. C)resistance bands D. traction Correct Answer D

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.05 Teach crutch and walker use and care.
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 how to use crutches and/or walker use in physical therapy.
Content Focus	3 step gait, 2 step gait, etc.
Content Limits	Limited to proper use of crutches and walker.
Stimulus Attributes	May use multiple choice or short response.
Response Attributes	Student can describe proper crutch and walker use and care.
Sample Item	When fitting a patient for crutches the most optimal position for the top of the crutches is how far below the armpit? A. 1/2 inch-1 inch B. 1 inch-1 1/2 inch C. 1 1/2 inch-2 inch D. 2 in-2 1/2 inch Correct Answer B

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.06 Perform safe body mechanics and transfer
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 identify safe body mechanics and patient transfer options.
Content Focus	Ambulate, base of support, dangle,ergonomics, gait belt, log roll,shearing
Content Limits	The student should know how to ambulate a patient from a variety of positions but is not expected to differentiate the disease or disorder that caused the need for physical therapy
Stimulus Attributes	guide charts for patient position and ambulation. ergonomic tools for transferring.
Response Attributes	In Multiple choice questions choose correct option for varied types of body mechanic apparatus and equipment.
Sample Item	Which of the following is a used to aid patients in performing movement from a wheelchair to the upright position? A. assistive devices B. gait belt C. ramps D. traction Correct Answer B

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.07 Demonstrate an understanding of the use of modalities (i.e. Ultrasound, heat and cold therapeutic massage, E-STEM, wound care, elastic stockings)
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 identify a variety fo Physical therapy modalities and be able to describe how they are used.
Content Focus	Elastic stockings, massage, STEM, theraputic, ultrasound
Content Limits	Limited to ultrasound, heat and cold therapeutic massage, E-STEM, wound care and application of elastic stockings
Stimulus Attributes	May use multiple choice or short response. May use pictures associated with PT equipment.
Response Attributes	Student will be able to describe the best modality to use on a patient when given a scenario.
Sample Item	When placing the gel covered leads on an injured muscle with a STEM unit it is best to put them on which site? A. origin B. insertion C. both origin and insertion D. origin of primary muscle and insertion of synergistic muscle Correct Answer: C

Standard	34.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.03.11 Demonstrate techniques used in active and passive range of motion exercises.
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 active and passive range of motion exercises.
Content Focus	Active range-of-motion exercises, abduction, adduction, circumduction, contractures,dorsiflexion, eversion, flexion, extension, hyperextension, inversion, joint mobility,joint stiffness, muscle tone, passive, planter flexion, pronation, range-of-motion ex
Content Limits	Limited to active and passive range of motion exercises to the shoulder, wrist, hip, and ankle. May include types of movement.
Stimulus Attributes	May use multiple choice or short response questions pertainning to passive range-of-motion exercises and the purpose of exercises. If a performance skill will need a manikin or live person to perform the range of motion exercises on.
Response Attributes	Student will demonstrate range of motion exercises. Students will be familiar with directional terms.
Sample Item	Which of the following is the first step in assisting a patient with passive range of motion exercises? A. Greet the patient and identify yourself. B. Exercise the correct joint on the correct side. C. Have the patient lie on the side that is free of pain. D. provide an explanation to the patient of what you will be doing Correct Answer: A

Standard	34.05 If unlicensed respiratory restorative skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.05.02 Describe common respiratory diseases (asthma, emphysema, chronic bronchitis, atelectasis) and common medications used to treat respiratory diseases.
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 differentiate common diseases and disorders of the respiratory system and common medications used to treat them.
Content Focus	Apnea, cyanosis, dyspnea, hyperventilation, hypoventilation, hypoxemia, hypoxia, orthopnea, wheezing
Content Limits	Limited to asthma, emphysema, chronic bronchitis, and atelectasis.
Stimulus Attributes	May include multiple choice or short response questions with a descriptive scenario.
Response Attributes	Student will be able to identify common respiratory diseases/disorders when given a descriptive scenario.
Sample Item	A 12-year-old child, came into the emergency room with difficulty breathing. She had a pronounced wheezing What is MOST likely her diagnosis? A. asthma B. bronchitis C. chronic obstructive pulmonary disease D. emphysema Correct Answer: A

Standard	34.05 If unlicensed respiratory restorative skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.05.05 Demonstrate and discuss the use of incentive spirometers.
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 indications to use an incentive spirometer as well the hazards of use.
Content Focus	Atelectasis, Continuous positive airway pressure, Hemoptysis, Hypoxemic, Infiltrates, Intermittent positive pressure breathing, Noninvasive ventilation, Parietal, Percussion, Pneumothorax, Spirometer
Content Limits	Student may be able to identify the information relating to the use of an incentive spirometer.
Stimulus Attributes	May include multiple choice, short answer, performance task or extended response with procedural steps. If a performance task will need an individual to fill the role of a patient and a incentive spirometer.
Response Attributes	Student will be able to identify proper use of an incentive spirometer
Sample Item	Which of the following complications for using an incentive spirometer would also be considered a contraindication? A. hyperventilation B. ineffective unless used properly C. discomfort secondary to inadequate pain control D. hypoxia secondary to interruption of prescribed oxygen therapy Correct Correct Answer: B

Standard	34.05 If unlicensed respiratory restorative skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.05.06 Differentiate between various oxygen delivery devices (nasal cannulas, simple and re-breathing masks, oxyhoods, enclosures.
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 demonstrate the knowledge of oxygen delivery devices
Content Focus	Atelectasis, cyanosis, endobrachial, hemoptysis, hypoxemic, infiltrates, interstitial, nasal canula, noninvasive ventilation, oxyhood parietal, percussion, pneumothorax, re-breathing mask
Content Limits	Student may be able to differnetiate the information relating to the use of various oxygen delivery devices including,nasal canula, masks, oxyhoods.
Stimulus Attributes	May include multiple choice, short answer, or performance task with procedural steps or case scenarios
Response Attributes	student will be able to choose the correct oxygen delivery device when given the definition of various types.
Sample Item	Which of the following oxygen delivery devices is considered to be high flow? A. mechanical aerosol system B. nasal canula C. non-rebreather mask D. partial rebreathing mask Correct Answer: B

Standard	34.05 If unlicensed respiratory restorative skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.05.10 Discuss and practice the use of the pulse oximeter.
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 and demonstrate the used of the pulse oximeter.
Content Focus	Arterial, oximeter, saturation, sensors
Content Limits	Limited to application and use of the pulse oximeter.
Stimulus Attributes	May include multiple choice and short response questions. If a performance task will need a pulse oximeter and an individual to act as the patient.
Response Attributes	Students will demonstrate understanding of the proper use of a pulse oximeter.
Sample Item	Which finger is the recommended site for application of a pulse oximeter? A. the index finger B. the middle finger C. the ring finger D. the pinky finger Correct Answer: A

Standard	34.06 If medical administrative assisting type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.06.01 Demonstrate an understanding of basic medical terminology e.g. prefixes, suffixes and root words related to major body systems.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will demonstrate the use of basic medical terminology for a variety of major body systems.
Content Focus	Root words, prefixes and suffixes for the human body systems
Content Limits	The student is expected to combine root words with prefixes and suffixes but does not need to define in detail all of the information acquired
Stimulus Attributes	Flash cards/computer quizlets with root words, prefix, suffixes and combination sequences
Response Attributes	In a MC questions the student will recall/match terms with corresponding medical terminology
Sample Item	MC: Which of the following is a term for kidney? A. chole B. hepat C. pneum D. nephr Correct Answer: D

Standard	34.06 If medical administrative assisting type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.06.02 Demonstrate an understanding of straight numerical, alphabetical and terminal digit filing.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will demonstrate proper alpahabetical and terminal digit filing.
Content Focus	Alphabetical filing, cross indexing, cross-reference, numerical filing, straight numeric filing, terminal digit filing
Content Limits	Limited to alphabetical filing, straight numerical filing, and terminal digit filing.
Stimulus Attributes	Using multiple choice or extended response, students will file a list of names or businesses applying indexing and digital filing rules.
Response Attributes	The student will demonstrate understanding of indexing rules by filing alphabetically and numerically correctly.
Sample Item	You are a medical assistant working in a doctor's office. You are asked to file the following charts:Daniel Scott, Brian George, Sr., Brian George, Jr., Brenda de Scott Using the rules of alphabetical filing, which of the following is the correct order of filing? A. Brian George Jr., Brian George, Sr., Daniel Scott, Brenda de Scott B. Brian George, Jr., Brian George, Sr., Brenda de Scott, Daniel Scott C. Brian George, Sr., Brian George, Jr., Brenda de Scott, Daniel Scott D. Brian George, Sr., Brian George, Jr., Daniel Scott, Brenda de Scott Correct Answer: A

Standard	34.06 If medical administrative assisting type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.06.06 Define a Release of Medical Information, Explanation of Benefits, Assignment of Benefit and Electronic Remittance Advice.
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 demonstrate the understanding and knowledge of the Release of Medical Information, Explanation of Benefits, Assignment of Benefit and Electronic Remittance Advice.
Content Focus	Release of Medical Information, Explanation of Benefits, Assignment of Benefit and Electronic Remittance Advice.
Content Limits	Limited to the knowledge of Release of Medical Information, Explanation of Benefits, Assignment of Benefit and Electronic Remittance Advice
Stimulus Attributes	Using multiple choice or extended response about; Release of Medical Information, Explanation of Benefits, Assignment of Benefit and Electronic Remittance Advice
Response Attributes	The student will have a basic understanding of Release of Medical Information, Explanation of Benefits, Assignment of Benefit and Electronic Remittance Advice
Sample Item	A Release of Medical Information must include which of the following? A. signature of the patient B. signature of the provider C. signature of requesting provider D. signature of the health care advocate Correct Answer: A

Standard	34.06 If medical administrative assisting type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.06.07 Develop an understanding of healthcare coverage and be able to interpret the information contained on the patient's insurance card.
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 medical healthcare coverage and verify understanding of insurance.
Content Focus	Co-insurance,Copay, deductible, % splits
Content Limits	Limited to healhtcare coverages and understanding the contents of insurance cards
Stimulus Attributes	May use sample insurance cards.
Response Attributes	The student will have a basic understanding of healthcare coverage.
Sample Item	Which of the following terms refers to the money necessary to pay before any active insurance will be filed? A. co-insurance B. copay C. deductible D. premium Correct Answer: C

Standard	34.06 If medical administrative assisting type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.06.08 Understand the financial terms and procedures involved in operating a medical office practice, including Income, Expense, Accounts Receivable, Accounts payable, Cash and Accrual Accounting, Write-off Adjustments
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 accounting and financing terms and procedures involved in operating a medical office practice.
Content Focus	Accounts receivable, accounts payable, adjustments, cash and accrual accounting, claim, copayment, coinsurance, deductible, expense, income, invoice, premium, write-off
Content Limits	Limited to application of key terms.
Stimulus Attributes	Questions may be in multiple choice or short response format.
Response Attributes	The student will understand financial terms and procedures involving the operation of a medical office practice.
Sample Item	The amount that an insurance company may say is “not allowed” and not the responsibility of the patient, for a contracted physician, would become which of the following on the patient’s account? A. an adjustment B. a charge C. a deductible D. an exclusion Correct Answer: A

Standard	34.07 If unlicensed Radiologic type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.07.03 Describe how radiation produces an image on film and through digital technology
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 radiographic exposure techniques with x-ray film and digital imaging.
Content Focus	ACR, analog image, computed radiography, contrast, digital radiography, digital radiography, dose, dose efficiency, fluoroscopy, patient dose, receptor, special resolution, x-ray absorption
Content Limits	Limited to how radiation is used to produce a film and digital technology.
Stimulus Attributes	May include multiple choice or short response questions related to the imaging development processes used in radiologic technology.
Response Attributes	The student will be able to identify the how radiation images are produced. .
Sample Item	Which of the following is considered a disadvantage to using digital imaging? A. legal issues B. initial set up cost C. increase speed of image viewing D. exposure reduction to a patient Correct Answer: B

Standard	34.07 If unlicensed Radiologic type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.07.06 Identify anatomical position and terminology medial, lateral, superior, inferior, anterior/ventral, and posterior/dorsal).
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will identify anatomical positioning along with medical terminology.
Content Focus	Anterior, caudal, cranial, deep, distal, inferior, lateral, LLQ, LUQ, medial, posterior, RLQ, RUQ, superficial, superior, ventral,
Content Limits	Application of medical terms as it pertains to the field of radiologic technology.
Stimulus Attributes	May include multiple choice or short response questions related to patient positioning used in radiologic technology.
Response Attributes	The student will be able to choose the correct anatomical position and terminology.
Sample Item	Which cavity is divided into quadrants? A. abdominopelvic B. cranial C. dorsal D. thoracic Correct Answer: A

Standard	34.07 If unlicensed Radiologic type skills is one of the selected allied health areas to be taught, students will:
Benchmark	34.07.08 Explain appropriate exam(s) to the patient.
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 differentiate and describe x-ray exams to the patient.
Content Focus	Angiogram, arthrogram, barium enema, barium swallow, bone scan, chest x-ray (CXR), computered tomography (CT), cystogram, fluroscopy, intravenous pyelogram (IVP), kidney, ureter, bladder (KUB), lower gastrointestinal (LGI), magnetic resonance imaging (MRI
Content Limits	May include describing various tests, patient preparation, and differentiate various films.
Stimulus Attributes	Pictures of radiologic devices and completed exams may be used. Multiple choice, short or long response questions pertaining to various radiological exams.
Response Attributes	The student will identify various exams used in radiology, explain the procedures, and identify various types of films.
Sample Item	Which radiologic exam utilizes a needle injection into a joint space while taking a fluroscopy image? A. arthrogram B. barium enema C. cystogram D. venogram Correct Answer: A

Standard	34.08 If unlicensed phlebotomy aide type skills are to be taught, students will:
Benchmark	34.08.06 Practice accepted procedures of transporting, accessioning and processing specimens.
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 acceptable practice accepted procedures of transporting, accessioning and processing specimens
Content Focus	Accessioning, processing, safely, specimens, standard precautions, transporting
Content Limits	Limited to accepted practices and procedures for transporting, accessioning and processing specimens
Stimulus Attributes	Questions may be in multiple choice or short response format
Response Attributes	The student will be able to identify the accepted procedures for transporting, accessioning and processing specimens
Sample Item	Which of the following is a standard precaution that must be observed when transporting specimens? A. carry the specimen bag by hand B. wearing gloves while transporting C. place specimens on cart to transport D. use a puncture proof container with lid Correct answer: D

Standard	34.08 If unlicensed phlebotomy aide type skills are to be taught, students will:
Benchmark	34.08.06 Demonstrate skills and knowledge necessary to perform phlebotomy.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will utilize proper technique for performing a phlebotomy.
Content Focus	Anticoagulent, artery, bleeding time, blood-borne pathogen, coagulation, ecchymosis, edema, embolus, evacuation tube, ecchymosis, nosocomial infection, palpate, universal precautions
Content Limits	Limited to proper procedures for performing a phlebotomy.
Stimulus Attributes	May include multiple choice or short response questions.
Response Attributes	Student will be able to identify common knowledge necessary to perform phelebotomy.
Sample Item	Treating all specimens as though they are contaminated is known as what? A. hazardous waste control B. isolation C. quality control D. universal precaution Correct Answer: D

Standard	34.10 If electrocardiograph technician skills are to be taught, students will:
Benchmark	34.10.01.1 Correlate the anatomy of the heart to the placement of leads for an EKG including special needs populations.
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 identify anatomical landmarks for lead placement, including special needs population.
Content Focus	Angle of Louis, anterior axillary line, dextrocardia, intercostal space, manubrium, midaxillary line, midclavicular line, suprasternal notch
Content Limits	Limited to a 12-lead EKG. May include lead placement for a child, Special needs include mastectomy, breast implants, amputee, and dextrocardia
Stimulus Attributes	May include multiple choice or short response with special needs scenarios.
Response Attributes	The student will demonstrate understanding of lead placement for a 12-lead EKG, including special needs populations.
Sample Item	Which of the following describes the correct electrode placement for lead V5? A. 4th intercostal space at the left mid-axillary line B. the 5th intercostal space at the left mid-axillary line C. the 4th intercostal space at the left anterior axillary line D. the 5th intercostal space at the left anterior axillary line Correct Answer: D

Standard	34.10 If electrocardiograph technician skills are to be taught, students will:
Benchmark	34.10.01.2 Correlate the electrical conduction system of the heart to the rhythms.
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 relate each component of the ECG strip with the heart activity.
Content Focus	Atrioventricular node, automaticity, bundle of His, Bundle branches, complexes, conductivity, contractility, depolarization, excitability, interval, isoelectric, polarization, Purkinje fibers, repolarization, segment, wave
Content Limits	May include the following: P wave, QRS complex, T wave U wave, PR interval, QT interval, ST segment,
Stimulus Attributes	May include multiple choice or short response questions where students will explain the correlation of the heart activity with each component of the ECG waveform.
Response Attributes	Students will describe the heart activity as it corresponds to various parts of the ECG waveform.
Sample Item	Which of the components of the ECG represent ventricular depolarization? A. PR interval B. QRS complex C. QT interval D. ST segment Correct Answer: B

Standard	34.10 If electrocardiograph technician skills are to be taught, students will:
Benchmark	34.10.01.5 Give the inherent rates for the SA node, the AV junction, and the ventricles.
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 identify the inherent rates when the impulse is initiated at the SA node, the AV junction and the ventricles.
Content Focus	Automaticity, AV junction, conduction pathway conductivity, inherent rate, SA node
Content Limits	May include multiple choice or short response.
Stimulus Attributes	The student will understand inherent rates at various pacemaker sites.
Response Attributes	None Specified
Sample Item	If the pacemaker is located in the AV junction, which of the following would you expect to be the inherent rate? A. 30 B. 50 C. 70 D. 90 Correct answer: B

Standard	34.10 If electrocardiograph technician skills are to be taught, students will:
Benchmark	34.10.03.2 Perform a 12 lead EKG.
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 perform a 12-lead EKG with proper lead placement
Content Focus	Artifact, bipolar lead, isoelectric line, 12 lead EKG, rhythm, rate, P wave configuration, PR interval, QRS duration, sinus bradycardia, sinus dysrhythmia, sinus rhythm, sinus tachycardia
Content Limits	Limited to a 12-lead EKG. Student will use the 5-step process to identify normal sinus rhythm and recognize abnormal rhythms. The student will not be asked to interpret abnormal rhythms, just be able to identify that they are abnormal.
Stimulus Attributes	May include picture of chest for positioning leads. May include multiple choice or short response questions referring to the 5-step process to identify normal and abnormal findings. IF a performance skill you will need an EKG strip for the student to perf
Response Attributes	The student will understand the proper procedure for performing a 12-lead EKG. The student will understand the 5-step process for interpreting an EKG. The student will recall normal values of rate, P wave, PR interval, and QRS complex. The student will re
Sample Item	Which of the following would indicate an abnormal rhythm? A. a PRI of 0.24 B. a QRS of 0.10 C. a heart rate of 95 D. a slightly irregular P-P interval Correct Answer: A

Standard	34.10 If electrocardiograph technician skills are to be taught, students will:
Benchmark	34.10.04 Recognize normal and abnormal monitoring.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will interpret normal and abnormal EKG tracings
Content Focus	Atrial fibrillation, atrial flutter, bradycardia, heart block, myocardial infarction, myocardial ischemia, normal sinus rhythm, sinus bradycardia, sinus tachycardia, supraventricular tachycardia
Content Limits	Student will use the 5-step process to identify normal sinus rhythm and recognize abnormal rhythms.
Stimulus Attributes	May include multiple choice or short response questions referring to the 5-step process to identify normal and abnormal findings. May include an ECG tracing to interpret as either normal or abnormal or identifying the ECG component which makes it an abnor
Response Attributes	Students will use the 5-step process and recognize normal and abnormal findings.
Sample Item	Which of the following would indicate an abnormal rhythm? A. a PRI of 0.24 B. a QRS of 0.10 C. a heart rate of 95 D. a slightly irregular P-P interval Correct Answer: A