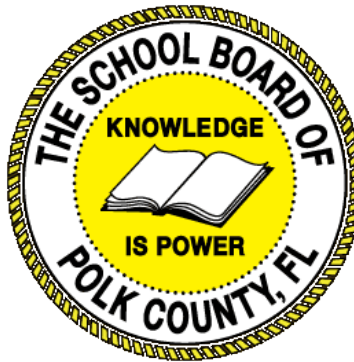


Individual Test Item Specifications

8417171- Emergency Medical Responder 3

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.

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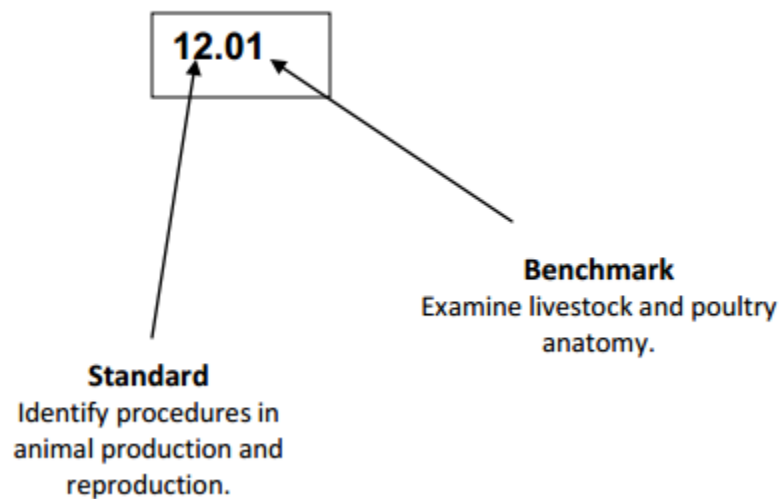
I. Guide to the Individual Benchmark Specifications

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.

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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 | 34.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder - The student will be able to: |
| Benchmark | 34.02 List and describe the responsibilities of the Emergency Medical Responder for the provision of pre-hospital emergency care within the local EMS system. |
| 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 | Understand the scope of practice of an Emergency Medical Responder as it relates to pre-hospital emergency care. |
| Content Focus | Assessment, behavioral emergencies, cardiopulmonary resuscitation, environmental emergencies, hemorrhage, intubate, invasive interventions, patent airway, non-invasive interventions, mental status, pharmacological interventions, psychological crisis seizure, stabilize, ventilating, |
| Content Limits | Limited to the role of an emergency medical responders, emergency medical technician (EMT), advanced EMT, and paramedics. |
| Stimulus Attributes | May include multiple choice or short response questions focusing on the roles of EMS personnel. |
| Response Attributes | The student will differentiate the role of an emergency technician, advanced emergency technician, and a paramedic. |
| Sample Item | <p>Which of the following is a true statement?</p> <ul style="list-style-type: none"> A. Only paramedics can provide pharmacological interventions. B. Emergency medical responders are the primary caregivers at the scene of an accident. C. Emergency medical technicians can provide noninvasive and pharmacological interventions. D. Advanced emergency medical technicians can conduct some advanced and pharmacological interventions. <p>Correct Answer: D</p> |

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| Standard | 37.0 Determine and record vital signs of a sick or injured person - The student will be able to: |
| Benchmark | 37.02 Demonstrate ability to accurately measure and record vital signs including manual blood pressure. |
| 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 | Accurately measure and record temperature, pulse, respiration, and blood pressure. |
| Content Focus | Apical pulse, aural temperature, axillary temperature, blood pressure, brachial pulse, clinical thermometers, diastolic, electronic thermometers, radial pulse, rate, respirations, rhythm, sphygmomanometer, stethoscope, systolic, temperature, tympanic thermometer, vital signs, volume |
| Content Limits | May include temperature, pulse, respirations and blood pressure. May include normal and abnormal vital sign values. Performance skills may include the following vital signs: radial pulse, apical pulse, blood pressure. |
| Stimulus Attributes | May include multiple choice, short response questions or a performance task. 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; to take a blood pressure: alcohol prep, sphygmomanometer, stethoscope; to take an apical pulse: stethoscope, alcohol prep, watch with a second hand or one minute timer. |
| Response Attributes | Students will differentiate normal and abnormal vital signs. Students will demonstrate proper technique in obtaining vital signs. Vital signs will include temperature, pulse, respirations, and blood pressure. |
| Sample Item | The pulse of an adult male patient is 72 beats per minute. You quickly realize this rate is A. about average for an adult B. too fast and must be reported C. too slow and must be reported D. about average for a young child Correct Answer: A |

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| Standard | 39.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately - The student will be able to: |
| Benchmark | 39.04 Assess patient and determine if the patient has a life threatening condition. |
| 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 | Describe the proper technique for assessing a patient for life threatening condition. |
| Content Focus | Airway obstruction, arterial bleed, cardiopulmonary resuscitation, conscious, rescue breathing, semiconscious, shock, unconscious |
| Content Limits | Limited to recognizing the following life threatening conditions: airway obstruction, allergic reaction, cardiac emergencies, change in consciousness, heat stroke, neck injuries, respiratory emergencies, severe bleeding, shock, spine injuries |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | The student will identify life threatening conditions when given a scenario. |
| Sample Item | <p>Which of the following would indicate shock?</p> <ul style="list-style-type: none"> A. blood pressure is low, pulse is rapid and weak, breathing slow and shallow B. blood pressure is high, pulse is slow and weak, breathing is slow and shallow C. blood pressure is low, pulse is rapid and weak, breathing is rapid and shallow D. blood pressure is high, pulse is rapid and weak, breathing is rapid and shallow <p>Correct Answer: C</p> |

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| Standard | 40.0 Demonstrate BLS procedures - The student will be able to: |
| Benchmark | 40.02 Restore breathing and circulation by means of cardiopulmonary resuscitation (CPR). |
| 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 | Demonstrate proper procedure for rescue breathing and cardiopulmonary resuscitation. |
| Content Focus | Abdominal thrusts, airway obstruction, back blows, bag-valve mask resuscitator, cardiac arrest, cardiopulmonary resuscitation, chest compressions, conscious, unconscious, rescue breathing, rescuer, resuscitation mask |
| Content Limits | May include rescue breathing, conscious & unconscious choking, and cardiopulmonary resuscitation on a infant, child, and an adult. May also include use of an 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), airway bags, (AED machine if testing proper use of an AED) |
| Response Attributes | Student will be able to demonstrate basic life support procedures needed when given a descriptive scenario. |
| Sample Item | <p>What care should you give a conscious child who is choking and cannot cough, speak, or breath?</p> <p>A. give two rescue breaths B. encourage the child to cough C. give back blows and chest D. compressions give five back blows and five abdominal thrusts</p> <p>Correct Answer: D</p> |

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| Standard | 41.0 Recognize and control bleeding - The student will be able to: |
| Benchmark | 41.04 Care for a patient who exhibits the signs and symptoms of internal bleeding. |
| 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 | Recognize signs and symptoms of internal bleeding and provide proper care for those patients. |
| Content Focus | Aneurysm, arterial bleed, blunt trauma, capillary bleed, contusion, ectopic pregnancy, fracture, hemorrhagic shock, spontaneous bleeding, sprain, strain, venous bleed |
| Content Limits | May include signs/symptoms of internal bleeding. Internal bleeding may include intra-cranial, intra-abdominal bleed, blunt trauma, ectopic pregnancy, sprain, strain. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | The student will recognize signs/symptoms of internal bleeding and demonstrate the proper care for the patient. |
| Sample Item | Jonathan obtained a blunt blow to the abdomen during football practice. Within a short period of time he became lightheaded, confused and complained of pain in his left upper abdomen. What is most likely causing his symptoms? A. a contusion of the abdomen B. a fractured rib C. a ruptured liver D. a ruptured spleen Correct Answer: D |

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| Standard | 42.0 Recognize and control shock - The student will be able to: |
| Benchmark | 42.01 Recognize the likelihood that shock may occur or be present on the basis of patient assessment and observation of a mechanism of injury. |
| 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 | Recognize conditions that potentially can lead into shock. |
| Content Focus | Anaphylactic shock, cardiogenic shock, cyanosis, diaphoresis, hemorrhagic shock, metabolic shock, neurogenic shock, septic shock, |
| Content Limits | May include types of shock, signs and symptoms of shock and the treatment for shock. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Student will understand the signs and symptoms of shock and the proper treatment. |
| Sample Item | Which of the following scenarios can lead into septic shock? A. an individual with a severe bleed B. an individual with an acute infection C. an individual who is having an allergic reaction D. an individual who has severe dehydration Correct Answer: B |

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| Standard | 43.0 Understand the importance of emergency medications - The student will be able to: |
| Benchmark | 43.02 Describe the names, effects, indications, routes of administration and dosages for specific medications (i.e. Chemical Antidote Auto injector Devices). |
| 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 | Differentiate common medications used in an emergency situation including names, effects, indications, route of administration and dosages. |
| Content Focus | Adverse reaction, anaphylaxis, antihistamine, antiplatelet, contraindication, half-life, hypoglycemic, hyperglycemic, intramuscular, intravenous, onset, orally, peak, protocol, sublingual, unconscious, vasopressor, vasodilator |
| Content Limits | May include the following medications: acetaminophen (Tylenol), albuterol, aspirin, atropine, calcium chloride, charcoal, dextrose solutions, diazepam, diphenhydramine (Benadryl), dopamine, and epinephrine, epinephrine auto-injector, glucagon, Lasix, lidocaine, morphine, nitroglycerin, normal saline solutions, and sodium bicarbonate |
| Stimulus Attributes | Multiple choice, short response questions. May use scenarios describing emergency situations and asking for the proper pharmaceutical treatment. |
| Response Attributes | Students will identify the names, effects, indications, route and dosages of commonly used medications in an emergency situation. |
| Sample Item | Which of the following medications would be given to an individual with a blood pressure of 70/40? A. dopamine B. epinephrine C. lasix D. nitroglycerine Correct Answer: A |

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| Standard | 44.0 Demonstrate understanding of airway management, respiration and artificial ventilation - The student will be able to: |
| Benchmark | 44.02 Understand the pathophysiology of respiratory dysfunction. |
| 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 | Explain how respiratory dysfunctions alter the normal physiology of the body. |
| Content Focus | Apnea, cyanosis, dyspnea, hyperventilation, hypoventilation, hypoxemia, hypoxia, orthopnea, |
| Content Limits | Limited to chronic obstructive pulmonary disease, pneumonia, asthma, and emphysema |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | The student will be able to identify common respiratory dysfunctions when given a descriptive scenario. The student will understand the physiological changes that occurs with these dysfunctions. |
| Sample Item | Which of the following is true about asthma? A. Asthma makes swallowing difficult and painful. B. Asthma causes inflammation and obstruction to the airways. C. Asthma causes the lungs become infected and filled with pus. D. Asthma causes the mucous membrane of the trachea becomes inflamed. Correct Answer: B |

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| Standard | 44.0 Demonstrate understanding of airway management, respiration and artificial ventilation - The student will be able to: |
| Benchmark | 44.03 Use available mechanical devices to assure the maintenance of an open airway and assist ventilation (i.e. pocket mask, bag-valve mask, Sellick's maneuver). |
| 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 | Maintain open airway and assist ventilation using mechanical devices such as pocket mask, bag-valve mask and Sellick's maneuver. |
| Content Focus | Bag-valve mask, endotracheal intubation, head tilt chin lift maneuver, jaw thrust maneuver, oropharyngeal airway, patent airway, regurgitation, suction, ventilation |
| Content Limits | Limited to oropharyngeal and nasopharyngeal intubation, pocket mask, bag-valve mask and Sellick's maneuver. |
| Stimulus Attributes | May include pictures for identification. May include multiple choice. May use descriptive scenarios. |
| Response Attributes | The student will identify various mechanical devices used to maintain open airway and assist ventilation. |
| Sample Item | <p>What is the main purpose for performing the Sellick's maneuver?</p> <ul style="list-style-type: none"> A. to clear the pharynx B. to keep the airway patent C. to locate the trachea D. to prevent regurgitation <p>Correct Answer: D</p> |

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| Standard | 46.0 Identify muscular-skeletal injuries - The student will be able to: |
| Benchmark | 46.01 Identify the various types of musculo-skeletal injuries. |
| 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 | Describe various types of muscle and skeletal injuries. |
| Content Focus | Greenstick fracture, impacted fracture, comminuted fracture, dislocation, repetitive strain injuries, sprain, strain |
| Content Limits | Limited to fractures, dislocation, ligament tears, sprain, strain, rotator cuff tear, knee injuries, Achilles tendon injuries |
| Stimulus Attributes | May include multiple choice or short response with descriptive scenarios. |
| Response Attributes | Students will identify various musculo-skeletal injuries. Injuries may be in a descriptive scenario. |
| Sample Item | A 12-year boy injured himself at soccer practice. Upon exam the orthopedic doctor found that he had injured the joint; the ligaments were torn and the ankle was very swollen. What is his diagnosis? A. dislocation B. fracture C. sprain D. strain Correct Answer: C |

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| Standard | 46.0 Identify muscular-skeletal injuries - The student will be able to: |
| Benchmark | 46.02 Immobilize and otherwise care for suspected fractures, dislocations, sprains and strains with available supplies and equipment, including commercially available and improvised devices. |
| 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 | Describe the first aid care for suspected fractures, dislocations, sprains and strains. |
| Content Focus | Closed (simple) fracture, comminuted fracture, compound (open) fracture, dislocation, greenstick fracture, immobilize, impacted fracture, spiral fracture, splint, sprain, strain, |
| Content Limits | Limited to the care for fractures, dislocations, sprains and strains. May include types of fractures. Performance skills may include applying splints and slings to immobilize. |
| Stimulus Attributes | May use multiple choice and short response. May use descriptive scenarios. If doing a performance skill you will need the following supplies: Splint boards, ace bandages, triangular bandages, soft splints may include pillows or blankets. |
| Response Attributes | The student will differentiate various fractures, dislocations, sprains and strains and describe the proper care for them. |
| Sample Item | A young boy injured himself at soccer practice. Upon exam the orthopedic doctor found that he had injured the joint; the ligaments were torn and the ankle was very swollen. What is his diagnosis? A. dislocation B. fracture C. sprain D. strain Correct Answer: C |

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| Standard | 48.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs) - The student will be able to: |
| Benchmark | 48.02 Assesses motor, sensory, and distal circulation in extremities. |
| 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 | Evaluate motor, sensory and distal circulation in the upper and lower extremities. |
| Content Focus | Capillary refilling, crepitus, edema, fibula, humerus, numbness, paresthesia, pedal pulse, pin prick, radial pulse, radius, sensation, ulnar, tibia, palpate, dorsalis pedis pulse |
| Content Limits | Limites to upper and lower extremities. Sensation assessment may include light touch, pin prick, and vibration. Distal circulation assessment may include color, temperature, capillary refilling. Motor assessment may include open and close fist and flex and extend the ankle. |
| Stimulus Attributes | May include multiple choice and short response. May use descriptive scenarios. |
| Response Attributes | The student will be able to evaluate the motor, sensory and distan circulation of the extremities. |
| Sample Item | Which pulse is routinely used to assess circulation in the lower extremity? A. dorsalis pedis B. femoral C. poplitea D. posterior tibial Correct Answer: A |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.01 Identify and care for patients with non-traumatic chest pain, utilizing patient assessment. |
| 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 | Utilize the patient assessment to identify and care for individuals with chest pain not associated with trauma. |
| Content Focus | Cardiac arrest, coronary thrombosis, coronary occlusion, cyanosis, diaphoresis, fatigue, myocardial infarction, |
| Content Limits | Limited to angina, musculoskeletal pain, and myocardial infarction. May include proper care for each. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Student will differentiate life threatening and non-life threatening chest pain and the proper treatment. |
| Sample Item | <p>You are called to the scene of an Individual who has coronary artery disease. The 65-year-old gentleman is complaining of chest pain for the last ten minutes. The wife states he took one nitroglycerine tablet 4 minutes ago. What should the paramedic?</p> <ul style="list-style-type: none"> A. Treat for shock and get him to the emergency room. B. Give another nitroglycerine and get him to the emergency room. C. room. D. Begin cardiopulmonary resuscitation, he is having a heart attack E. Wait to 5 minutes to see if the nitroglycerine will stop the chest pain <p>Correct Answer: B</p> |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.02 Identify and care for patients experiencing respiratory distress, utilizing patient assessment |
| 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 | Utilize patient assessment to identify and care for patients experiencing breathing problems. |
| Content Focus | Apnea, bag-valve mask, dyspnea, bradypnea, diaphoresis, hypoxia, laryngeal tube, nasal cannula, nasopharyngeal airway, oropharyngeal airway, orthopnea, oxygen saturation, pulse oximetry, rales, respiratory arrest, respiratory effort, retraction, suctioning, tachypnea, tracheostomy, ventilation, wheezing |
| Content Limits | Diagnosis may include foreign body airway obstruction, pulmonary embolism, pneumonia, chronic obstructive pulmonary disease, asthma, and anaphylaxis. Treatment may include airway management, intubation, non-invasive ventilation, and suctioning. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Student will differentiate life threatening and non-life threatening respiratory distress and the proper treatment. |
| 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 |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.03 Identify and care for patients experiencing a diabetic emergency, utilizing patient assessment. |
| 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 | Utilize a patient assessment to identify and treat patients with a diabetic emergency. |
| Content Focus | Diabetic coma, gestational diabetes, hypoglycemia, hyperglycemia, insulin, insulin shock, pancreas, polydipsia, polyphagia, polyuria, Type 1 diabetes, Type 2 diabetes |
| Content Limits | Limited to diabetic coma and insulin shock. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Student will identify diabetic coma and insulin shock when given a descriptive scenario. |
| Sample Item | Which of the following signs and symptoms are seen with hypoglycemia? A. face flushed B. fruity breath odor C. headache D. skin dry Correct Answer: C |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.04 Identify and care for a patient who is experiencing a seizure, utilizing patient assessment. |
| 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 | Utilize a patient assessment to identify and care for patient having seizures. |
| Content Focus | Convulsion, seizure |
| Content Limits | Assessment and care for a seizure |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | Student will identify a seizure and the proper care to give when given a descriptive scenario. |
| Sample Item | Which of the following seizures consists of sporadic jerks, usually on both sides of the body ? A. atonic seizure B. clonic seizure C. grand mal seizure D. myoclonic seizure Correct Answer: D |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.05 Identify and care for a patient who has ingested, inhaled, absorbed or been injected with a poisonous substance. |
| 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 | Recognize types of poisoning and the proper care to be given. |
| Content Focus | Absorption, ingestion, inhaled |
| Content Limits | Limited to ingested, inhaled , absorbed or injected poisoning. |
| Stimulus Attributes | May include multiple choice, short response questions. May use descriptive scenarios related to poisoning. |
| Response Attributes | The student will identify types of poisoning and the proper care to be given. |
| Sample Item | Roberto was playing in the back yard when he got stung by a bee. Which of the following is a part of the first aid treatment? A. remove it with tweezers B. squeeze it gently so that it pops out C. leave it alone because it will eventually fall out D. remove it by scraping with a straight edge Correct Answer: D |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.06 Identify and care for a patient who is in an altered state of consciousness, utilizing patient assessment. |
| 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 | Evaluate altered state of consciousness and describe the proper care to be given. |
| Content Focus | Alert, conscious, disoriented, lethargic, unconscious, unresponsive |
| Content Limits | Limited to AVPU (alert, verbal, pain, unresponsive) assessment for level of consciousness and Glasgow Coma Scale. |
| Stimulus Attributes | May use multiple choice and short response. May use descriptive scenarios. |
| Response Attributes | The student will use AVPU assessment to determine altered state of consciousness. The student will identify altered state of consciousness when given a descriptive scenario. |
| Sample Item | Which of the following is a false statement? A. A patient may be unconscious, yet respond to stimuli. B. The body should withdraw away from the pain and not towards it. C. Pain response is used only if the patient does not respond to voice stimuli. D. It is alright to ask yes and not questions to determine the level of consciousness. Correct Answer: D |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.07 Identify and care for a patient who is experiencing a stroke, utilizing patient assessment. |
| 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 | Utilize patient assessment to distinguish and provide initial care for a patient experiencing a stroke. |
| Content Focus | Cardiovascular accident, embolism, hemispheric, intracerebral, thrombosis, transient ischemic attack |
| Content Limits | Field assessment of a stroke, signs & symptoms, types of strokes, and initial care. Utilize Prehospital Stroke Scale FAST. |
| Stimulus Attributes | May include multiple choice and short response. May use descriptive scenarios. |
| Response Attributes | The student will identify and provide initial care for a patient experiencing a stroke. The student will identify various types of strokes |
| Sample Item | If an individual had a stroke on the right side of his brain, which of the following would be true on examination? A. paralysis of the left side of the body; left gaze preference B. paralysis of the right side of the body; left gaze preference C. paralysis of the left side of the body; right gaze preference D. paralysis of the right side of the body; right gaze preference Correct Answer: C |

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| Standard | 50.0 Identify and provide initial care for a sick and/or injured patient - The student will be able to: |
| Benchmark | 50.08 Identify and care for a patient who has a foreign body in the eye, utilizing patient assessment. |
| 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 | Utilize patient assessment to distinguish and provide initial care for a patient who has a foreign body in the eye. |
| Content Focus | Accommodation, affected side, blunt trauma, corneal reflex, embedded object, flush, foreign object, intervention, intraocular, irrigation, Morgan lens, particle, penetrating trauma, peripheral vision, protruding object, pupillary response, visual acuity |
| Content Limits | May include particles, foreign objects, or blunt trauma to the eye. |
| Stimulus Attributes | May include multiple choice and short response. May use descriptive scenarios. |
| Response Attributes | The student will identify and provide initial care for a patient who has a foreign body in the eye. |
| Sample Item | A child has a particle in the eye and begins to rub the eye. What would be the main concern? A. There can be loss of vision. B. The cornea can be scratched. C. An Infection can set in the eye. D. Particle can embed deeper into the eye. Correct Answer: B |

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| Standard | 50.0 Identify and provide initial care for a sick/or injured person - The student will be able to: |
| Benchmark | 50.09 Identify and care for a patient with thermal, chemical, or electrical burns, determining the severity including degree, body surface area, type, and location. |
| 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 | Differentiate various types of burns including thermal, chemical and electrical burns and determine their severity which includes degree, body surface area, type and location. |
| Content Focus | Chemical burn, dehydration, dermis, electrical burn, electrolyte imbalance, epidermis, first-degree burn, infection, rule of nine, second-degree burn, scarring, sepsis, skin graft, subcutaneous, thermal burn, third-degree burn, |
| Content Limits | Limited to thermal, chemical and electrical burns. May include assessing the degree and body surface area. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | The student will be able to identify various types of burns, including the severity of degree, body surface area and location. |
| Sample Item | Which of the following is NOT a systemic effect of burns? A. tissue destruction B. dehydration C. reduced circulation D. shock Correct Answer: A |

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| Standard | 50.0 Identify and provide initial care for a sick/or injured person - The student will be able to: |
| Benchmark | 50.10 Identify and care for a patient suffering from an environmental emergency including heat cramps, heat exhaustion, heat stroke, and frostbite, utilizing patient assessment. |
| 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 | Identify and care for a patient suffering from heat-related and cold- related emergencies utilizing a patient assessment. |
| Content Focus | Frostbite, cardiac arrhythmias, heat cramps, heat exhaustion, heat stroke, hyperthermia, hypothermia, shock |
| Content Limits | Limited to heat cramps, heat exhaustion, heat stroke, and frostbite. May include signs/symptoms and proper treatment. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | The student will recognize signs/symptoms of environmental emergencies and understand the proper care for them. |
| Sample Item | Which of the following is NOT a sign of heat stroke? A. altered mental status B. nausea and vomiting C. pale, moist skin D. rapid, weak pulse Correct Answer: C |

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| Standard | 52.0 Provide triage to victims of multiple casualty incidents - The student will be able to: |
| Benchmark | 52.01 Categorize the victims of multiple casualty incidents according to the severity of injury or illness on the basis of patient assessments. |
| 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 | Triage victims of multiple casualty incidents depending on the severity of injury or illness. |
| Content Focus | Apnea, arterial bleed, capillary refill, cardiopulmonary resuscitation, conscious, cyanosis, dyspnea, head-to-toe assessment, laceration, mental status, multiple casualty incident (MCI), perfusion, respirations, secondary triage, spontaneous breathing, START triage, triage, status, unconscious |
| Content Limits | Classify as immediate, emergent, urgent less urgent non urgent. |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | The student can utilize START Triage process to prioritize victims in various scenarios. The student can identify victims who require immediate, emergent, urgent, less urgent and non-urgent care. |
| Sample Item | <p>How would you prioritize the following victims beginning with the most urgent?</p> <p>1: a victim with a bee sting complaining of tightness in her throat, 2: a victim with chronic abdominal pain who is complaining of nausea and vomiting 3: a victim who is grasping his throat and whose lips are cyanotic 4: a victim with a minor head injury who is alert 5: a victim complaining of severe pain and has an obvious leg fracture</p> <p>A. 1, 3, 4, 5, 2 B. 1, 3, 5, 2, 4 C. 3, 1, 4, 5, 2 D. 3, 1, 5, 4, 2</p> <p>Correct Answer: D</p> |

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| Standard | 52.0 Provide triage to victims of multiple casualty incidents - The student will be able to: |
| Benchmark | 52.02 Use triage tags or other identification devices available locally to indicate priorities for pre-hospital emergency care and transportation to medical facilities. |
| 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 | Specify priorities for pre-hospital emergency care and transportation to medical facilities utilizing triage tags. |
| Content Focus | Apnea, arterial bleed, capillary refill, cardiopulmonary resuscitation, conscious, cyanosis, dyspnea, head-to-toe assessment, laceration, mental status, multiple casualty incident (MCI), perfusion, respirations, secondary triage, spontaneous breathing, START triage, triage, status, unconscious |
| Content Limits | Limited to START Triage process |
| Stimulus Attributes | May include multiple choice or short response questions with a descriptive scenario. |
| Response Attributes | The student will use START Triage process to tag victims in various scenarios. |
| Sample Item | <p>The victim is healthy appearing male on the floor with severe leg pain and light-headedness. The victim is alert and able to answer questions. No respirator complaints, respiratory rate is 24. Pulse is strong, rate is 120. Leg has deformity and open wound with bone sticking out. There is some ongoing bleeding. What color tag would this victim receive?</p> <p>A. black B. green C. red D. yellow</p> <p>Correct Answer: D</p> |