Individual Test Item Specifications

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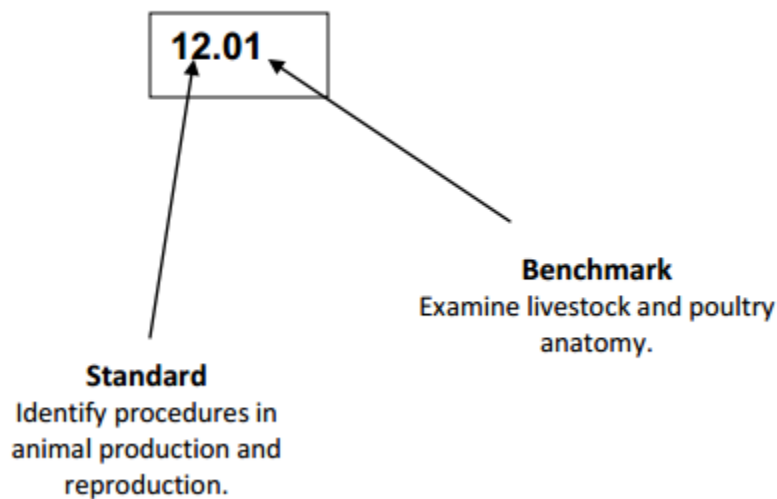
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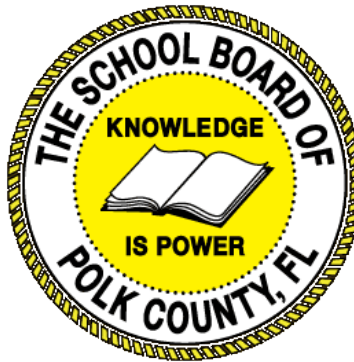
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I. Guide to the Individual Benchmark Specifications

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:

12.01

Benchmark
Examine livestock and poultry anatomy.

Standard
Identify procedures in animal production and reproduction.

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**.

Benchmark
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets

MAFS.912.S-ID.1.2

Subject Area
Florida Standards Math

Grade Level
Grades 9-12

Reporting Category
Statistics and Probability

Domain
Interpreting Categorical and Quantitative Data

Cluster
Summarize, represent, and interpret data on a single count or measurement variable

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	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.01 Identify purposes and functions of professional and community service organizations.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select or analyze the correct professional and community service organizations and will explain their reasons for existing.
Content Focus	Professional organization, community service organization, FCCLA (Family Career and Community Leaders of America)
Content Limits	Content should address a variety of professional and community service organizations based on the national, state and district organizations available to students for participation. An evaluation may include the selection of appropriate ideas or written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of the purpose of an organization. Stimulus may be a stem that has students identify the correct type of organization.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	What does FCCLA stand for as a professional organization? A. Family Career and Community Leaders of America (correct) B. Family Community and Career Leaders of America C. Family Consumer and Community Leaders of America D. Florida Consumer and Community Leaders of America

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.02 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select or explain the purposes of members of professional and community service organizations and their roles.
Content Focus	Professional organization, community service organization, FCCLA (Family Career and Community Leaders of America), president, vice president, secretary, treasurer, historian, sergeant-at-arms
Content Limits	Content should address they types of officer and leadership roles in professional and community service organizations based on the national, state and district organizations available to students. An evaluation may include the selection of appropriate ideas or written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation the roles of of leaders of an organization. Stimulus may be a stem that has students identify or list types of leadership roles.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	What is the purpose of the historian for a community service organization? A. Preparing press releases for events B. Sharing the past history of the organization C. Tracking the historical events of the year they are in office (correct) D. Writing minutes for meetings

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.03 Work cooperatively as a group member to achieve organizational goals.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will explain or demonstrate how to direct or manage an organization.
Content Focus	Cooperation, team building, group dynamics, compromise, strategic plan
Content Limits	Content should address topics related to leadership skills and organizational management. Item should address communication among team members. A discussion may include the selection of appropriate behaviors or performing appropriate behaviors.
Stimulus Attributes	Stimulus may include scenarios that include group discussions with diverse populations. Stimulus should include communication centered on group dynamics. Communication may be one-on-one, group, or teacher led. Stimulus may present an organizational scenario.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	When there are disagreements on how to address a scenario in a group, what is the best approach to get a consensus? A. Anonymous vote only B. Debate between two group, then anonymous vote (correct) C. Presentation by two groups D. Public vote only

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.04 Demonstrate confidence in leadership roles and organizational responsibilities.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will explain or demonstrate how to use teamwork and cooperation to achieve group goals.
Content Focus	Strategic plan, organizational goals, agenda, timeline, flow chart
Content Limits	Content should address topics related to leadership skills and organizational management. Item should address communication among team members. A discussion may include the selection of appropriate behaviors or performing appropriate behaviors.
Stimulus Attributes	Stimulus may include scenarios that include group discussions with diverse populations. Stimulus should include communication centered on group dynamics. Communication may be one-on-one, group, or teacher led. Stimulus may present an organizational scenario.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	What can a leader do if they are anxious about public speaking? A. Ask another officer to give their speech B. Create an outline on a piece of paper C. Prepare brief remarks and practice repeatedly (correct) D. Video your speech and play for the group

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.05 Demonstrate personal responsibility.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	Students will explain or demonstrate how to take responsibility for their own actions or for a group's actions.
Content Focus	Self-management, responsibility, consequences, decision making
Content Limits	Items should include terms or phrases related to personal responsibility concepts and should be grade level appropriate. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that include personal responsibilty examples. Stimulus should include communication centered on explanations of responsibility. Communication may be one-on-one, group, or teacher led. Stimulus may present a personal scenario.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	What are the pronouns used in a scenario where the leader is taking responsibility for group actions? A. he, him B. Her, she C. They, them D. We, Us (correct)

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.06 Practice time management techniques.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select or explain how to be efficient and use skills to use time appropriately.
Content Focus	Time management, time log, agenda, day planner, calendar, prioritization, multi-tasking, deadline
Content Limits	Items should include terms or phrases related to time management techniques and terminology, and should be grade level appropriate. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of time management techniques. Stimulus may be a stem that has students identify types of time management techniques.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	When a project is given on Monday and is due the following Monday, what is the best approach for time management? A. Complete the entire project Monday night no matter how long it takes B. Divide project in to tasks for each day (correct) C. Set a goal to complete within 3 days D. Wait until Saturday and begin working

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.07 Identify methods used for studying.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select or explain a variety of strategies in studying and test preparation.
Content Focus	Note-taking, group study, summarizing, re-reading, homework, visualizing, pneumonic devices
Content Limits	Items should include terms or phrases related to study skills vocabulary and should be grade level appropriate. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of study skills. Stimulus may be a stem that has students identify types of study skills and their purpose.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	For an auditory learner, what is the least effective test preparation strategy? A. Group study meetings B. Reading notes silently (correct) C. Saying pneumonic devices repeatedly D. Speaking facts aloud repeatedly

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.08 List ways to use study time wisely.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select or explain strategies to use time management and study skills to be successful academically.
Content Focus	Time management, time log, agenda, day planner, calendar, prioritization, multi-tasking, deadline
Content Limits	Items should include terms or phrases related to study skills vocabulary and cover time management techniques and should be grade level appropriate. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of study skills. Stimulus may be a stem that has students identify types of study skills and their purpose.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	For a weekly test, how much time on average should be spent in test preparation per day? A. Fifteen minutes (correct) B. One hour C. Thirty minutes D. Two hours

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.09 Create a plan to manage your time.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will analyze or demonstrate personal designs and ideas that will use time effectively.
Content Focus	Time management, time log, agenda, day planner, calendar, prioritization, multi-tasking, deadline
Content Limits	Content should address topics related to time management and individualizing a plan based on scenarios. Item should address communication among team members. A discussion may include the selection of appropriate behaviors or performing appropriate behaviors.
Stimulus Attributes	Stimulus may include scenarios that include creation of individualized plans. Stimulus can include communication of the plan in a verbal presentation. Communication may be one-on-one, group, or teacher led. Stimulus may present an organizational scenario.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Scenario: You have sports practices Monday, Tuesday and Thursday night this week and a math test on Friday. Create a planned schedule for the week to study. Rubric: 2 Points: Student creates a plan that adds more time daily as week progresses. 1 Point: Student creates a plan that has a daily study time. 0 Pointss: Student does not address daily plan for studying.

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.10 List ways technology can add balance your life.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select and explain how to use technology to become more effective in time management and other life skills.
Content Focus	Calendar applications, to-do-list applications, social media, study applications
Content Limits	Items should include terms or phrases related to generic types of technology and the impact it can have on improving quality of life. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of technology types and purposes. Stimulus may be a stem that has students identify types of technology and reasons it makes life simpler.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	How can having a calendar application on your electronic device help you be more efficient? A. Alarms can be set automatically B. Duplication of appointments can be avoided (correct) C. Helps you be prompt for meetings D. You can plan long-term

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.11 Develop a personal growth project.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will plan and present a strategy for personal development and maturity.
Content Focus	Self-assessment, projections, proposals, timelines, objectives
Content Limits	Content should address topics related to a personal growth plan and individualizing a plan based on scenarios. Item should address communication among team members. A discussion may include the selection of appropriate behaviors or performing appropriate behaviors.
Stimulus Attributes	Stimulus may include scenarios that include creation of individualized plans. Stimulus can include communication of the plan in a verbal presentation. Communication may be one-on-one, group, or teacher led. Stimulus may present an organizational scenario.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	A student is struggling with writing abilities in the classroom. Develop a personal growth project that will improve their skills over a one-month period of time that has 3 steps involved. Rubric: 4 Points: Student develops an effective plan that involves writing , has 3 steps and is completed in one month. 3 Points: Student develops an effective plan that involves writing and has 3 steps but does not cover the one month timeline. 2 Points: Student develops a plan that involves writing and covers the one month timeline but does not include 3 steps. 1 Point: Student develops a plan that involves writing. 0 Points: Student does not address writing in the plan.

Standard	01.0 Demonstrate leadership, study, and organizational skills – the student will be able to:
Benchmark	01.12 Identify ways to create organization in your personal space.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will demonstrate and analyze plans to make spaces more useful in time management and study skills.
Content Focus	Agendas, office supplies, drawers, clutter, cleaning timelines
Content Limits	Content should address topics related to analyzing a space for organization potential and individualizing a plan based on scenarios. Item should address communication among team members. A discussion may include the selection of appropriate behaviors or performing appropriate behaviors.
Stimulus Attributes	Stimulus may include scenarios that include creation of individualized plans. Stimulus can include communication of the plan in a verbal presentation. Communication may be one-on-one, group, or teacher led. Stimulus may present an organizational scenario.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	What would be the most important office supply for a student who is not turning in assignments on time? A. Agenda (correct) B. Binder C. Folder D. Legal Pad

Standard	02.0 Recognize factors that affect personality development – the student will be able to:
Benchmark	02.01 Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select and explain aspects of Havighurst's theory of developmental tasks.
Content Focus	Developmental tasks, pre-adolescence, adolescence, middle childhood, early childhood, early adulthood, maturity
Content Limits	Items should include terms or phrases related to Havighurst's theory of developmental stages. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of developmental timelines and stages. Stimulus may be a stem that has students identify types of stages and reasons it affect learning.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	Which of Havighurst's developmental stages involves gender-based social roles? A. Adolescence (Correct) B. Early Adulthood C. Middle Adulthood D. Middle Childhood

Standard	02.0 Recognize factors that affect personality development – the student will be able to:
Benchmark	02.02 Identify Maslow's basic human needs.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select and explain aspects of Maslow's theory of needs.
Content Focus	Hierarchy, physiological, esteem, self-actualization, belonging, safety
Content Limits	Items should include terms or phrases related to Maslow's theory of need. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of stages of need. Stimulus may be a stem that has students identify types of stages and reasons it affects development.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	A homeless person in freezing temperatures is experiencing what level of need? A. Belonging B. Esteem C. Physiological (correct) D. Self-actualization

Standard	02.0 Recognize factors that affect personality development – the student will be able to:
Benchmark	02.03 Define self-esteem and self-concept.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select and explain important aspects of self-esteem and self-concept and how it affects our development.
Content Focus	Self-esteem, self-concept, self-assessment
Content Limits	Items should include terms or phrases related to the impact of self image and how people view themselves. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require definitions or lists of characteristics of self-esteem. Stimulus may be a stem that has students identify types of issues that hinder self-esteem.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	Explain two ways to assess self-esteem in a person. Rubric 2 Points: Student gives a well-written explanation of two approaches to measuring self-esteem. 1 Point: Student gives a well-written explanation of one approach to measuring self-esteem. 0 Points: Studend does not give any valid ways to assess self-esteem .

Standard	02.0 Recognize factors that affect personality development – the student will be able to:
Benchmark	02.04 Explain how heredity and environment affect the development of personality.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will select and explain the different arguments on both sides of the theories of nature vs. nurture.
Content Focus	Genetics, DNA, heredity, environment, nature, nurture
Content Limits	Content should address topics related to discussions of nature vs. nurture theories for human development. A discussion may include the research or conflicts about which theory is correct.
Stimulus Attributes	Stimulus may include scenarios that include examples of a predominance of one theory or another. Stimulus can include communication of both sides of the conflict between the two theories in verbal presentation form. Communication may be one-on-one, group, or teacher led. Stimulus may present an organizational scenario.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Create a poster that displays two reasons for both nature and nurture in development. Rubric: 4 Points: Poster is designed well and has 2 examples of nature theory and 2 examples of nurture theory. 3 Points: Poster is designed well and has 2 examples of one theory and 1 example of the other. 2 Points: Poster has 1 example of each opposing theory of nature vs. nurture. 1 Point: There is one example of one theory on the poster. 0 Points: The information on the poster is unrelated to the question.

Standard	02.0 Recognize factors that affect personality development – the student will be able to:
Benchmark	02.05 Identify factors that affect self-concept and achievement.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will select and explain how biological, environmental and social factors can affect achievement and self-awareness.
Content Focus	Achievement, success, failure, goal setting, self-awareness
Content Limits	Content should address topics related to issues that may affect self-concept and therefore self achievement. A discussion may include how the two may or may not be connected.
Stimulus Attributes	Stimulus may include scenarios that include effects of positive or negative self-awareness. Communication may be written, one-on-one, group, or teacher led.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Write several paragraph about a person who has a positive self-concept and how that has affected their achievement. List at least 3 ways it has impacted their life and explain. Rubric: 4 Points: The paragraphs are well-written and include three reasons that having a positive self-esteem affected achievement. 3 Points: The paragraphs are well-written and include 2 reasons that having a positive self-esteem affected achievement. 2 Pointss: The paragraph was well-written but only included one reason that positive self-esteem affected achievement. 1 Point: The paragraph was not well-written and stayed on topic but had no reasons for the connection between self-esteem and achievement. 0 Pointss: The paragraph was not well-written and did not address the question at all.

Standard	02.0　　　Recognize factors that affect personality development – the student will be able to:
Benchmark	02.06　　State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will analyze or demonstrate the connections between positive self-image and relationships with others.
Content Focus	Self-image, connections, relationships, dynamic, static, healthy,unhealthy, social dynamics
Content Limits	Content should address topics related to issues that may affect self-concept and therefore relationships with others. A discussion may include how the two may or may not be connected.
Stimulus Attributes	Stimulus may include scenarios that include effects of positive or negative self-awareness. Communication may be written, one-on-one, group, or teacher led.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Write several paragraph about a person who has a positive self-concept and how that has affected their social connections. List at least 3 ways it has impacted their life and explain. Rubric: 4 Points: The paragraphs are well-written and include three reasons that having a positive self-esteem affected relationshipst. 3 Points: The paragraphs are well-written and include 2 reasons that having a positive self-esteem affected relationships. 2 Points: The paragraph was well-written but only included one reason that positive self-esteem affected relationships. 1 Point: The paragraph was not well-written and stayed on topic but had no reasons for the connection between self-esteem and relationships. 0 Points: The paragraph was not well-written and did not address the question at all.

Standard	02.0 Recognize factors that affect personality development – the student will be able to:
Benchmark	02.07 Identify characteristics of individuals with high/low self-esteem.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select and explain how to analyze the differences in people with high and low self-esteem.
Content Focus	Confidence, depression, self-esteem, characteristic
Content Limits	Items should include terms or phrases related to the impact of self image and characteristics to those that have a positive image or negative image. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require definitions or lists of characteristics of self-esteem. Stimulus may be a stem that has students identify types of issues that hinder self-esteem.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	For a person with low self-esteem, which is a word that can be used to describe them? A. Confident B. Bold C. Hesitant (correct) D. Stubborn

Standard	03.0 Identify and apply skills needed for positive interpersonal relationships – the student will be able to:
Benchmark	03.03 List forms of verbal and non-verbal communication.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will select and explain how to use forms of communication that are with language and that are without language and discuss the different impacts.
Content Focus	speech, writing, communication, body language, facial expressions, gestures, tone
Content Limits	Items should include terms or phrases related to the impact of the use of verbal and non-verbal communication. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require definitions or lists of types of communication. Stimulus may be a stem that has students identify types of verbal and non-verbal communication.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	Select which type of communication you think has the most impact in a group and give 2 reasons why. Rubric: 2 Points: Paragraph well-written and includes 2 reasons to back their opinion. 1 Point: Paragraph well-written and includes 1 reason to back their choice of communication. 0 Points: Paragraph not well-written and includes no reasons for communication choice.

Standard	03.0 Identify and apply skills needed for positive interpersonal relationships – the student will be able to:
Benchmark	03.05 Demonstrate appropriate manners and etiquette for a variety of social situations.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will analyze and perform tasks to show the importance of the use of manners in specific social scenarios.
Content Focus	Etiquette, manners, eye contact, hand shake, polite, proper
Content Limits	Content should address topics related to etiquette and manners and the effect on social and professional relationships when used properly. A discussion may include how the two are connected.
Stimulus Attributes	Stimulus may include scenarios that include work and social situations and provide options for students to respond with the correct behavior. Communication may be written, one-on-one, group, or teacher led.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Describe two appropriate actions you should take following an interview to follow-up. Rubric: 2 Points: Listed two appropriate actions with logical explanation. 1 Point: Listed one appropriate action with logical explanation. 0 Points: No logical action listed.

Standard	04.0 Identify positive coping skills for adjusting to stress and conflict – the student will be able to:
Benchmark	04.01 Identify positive and negative stress.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	The students will understand the benefits and drawbacks of stress as it affects a person physically, mentally and socially.
Content Focus	Positive stress, negative stress, coping, crises
Content Limits	Items should include terms or phrases related to the impact of positive and negative stress. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require definitions or lists of types of positive and negative stress. Stimulus may be a stem that has students identify types of stressors and what category they belong to, positive or negative.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	Which of these is an example of positive stress? A. Family conflict B. Having debt C. Losing your cell phone D. Training for a 5K (correct)

Standard	04.0 Identify positive coping skills for adjusting to stress and conflict – the student will be able to:
Benchmark	04.07 List the steps in the conflict resolution process.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will understand the process it takes to work through conflict and resolve it with friends, family and co-workers.
Content Focus	Peer pressure, bullying, conflict resolution, refusal skills, prevention, compromise
Content Limits	Items should include terms or phrases related to the steps involved with working through conflict with friends, family and acquaintances. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require strategies and steps to resolve conflict. Stimulus may be a stem that has students identify types of conflict and the best ways to resolve it.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	What is the first step in the conflict resolution process? A. Compromise B. Identification (correct) C. Refusal D. Research

Standard	05.0 Identify relationships that influence personality development – the student will be able to:
Benchmark	05.04 Recognize healthy and unhealthy relationships.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will identify traits of healthy and unhealthy relationships and be able to give reasons to avoid unhealthy relationships and pursue healthy relationships.
Content Focus	Bullying, peer pressure, negative influences, positive influences, mentor, example
Content Limits	Content should address topics related to healthy and unhealthy relationships and the effect on social and professional relationships. A discussion may include how to compare the effects of both.
Stimulus Attributes	Stimulus may include scenarios that help students define aspects of healthy and unhealthy relationships. Communication may be written, one-on-one, group, or teacher led.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	What is the name for the person who is not involved in bullying but does not report it? A. Bystander (correct) B. Bully C. Victim D. Watcher

Standard	05.0 Identify relationships that influence personality development – the student will be able to:
Benchmark	05.07 Describe the family life cycle.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	Students will understand the family life cycle and can explain all the steps.
Content Focus	Family of origin, leaving home, dating, coupling, marriage, childless couple stage, family with young children, family with adolescents, family with grown children, launching
Content Limits	Content should address topics related to an explanation of the steps in the family life cycle.
Stimulus Attributes	Stimulus may include scenarios that include the steps of the family life cycle and the purpose of this cycle for society. Communication may be written, one-on-one, group, or teacher led.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Write an essay describing the family life cycle and why it is important to society. Rubric: 4 Points: Essay is well-written and includes 4 steps to the family life cycle and explains why it is important to society. 3 Points: Essay is well-written and includes 3 steps to the family life cycle and explains why it is important to society. 2 Points: Essay includes 2 steps to the family life cycle. 1 Point: Essay inlcudes 1 step to the family life cycle. 0 Points: Essay is not well-written and does not include any steps of the family life cycle.

Standard	06.0 Assess the importance of good health and wellness – the student will be able to:
Benchmark	06.06 Identify the health risks associated with the use of alcohol, tobacco, and other drugs.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will understand the impact to their lives and the lives of others by using alcohol, tobacoo, and other drugs or being associated with people who do.
Content Focus	Addiction, abuse, cancer, cirrosis, brain damage, criminal justice system
Content Limits	Items should include terms or phrases related to the negative consequences of the use of alcohol, tobacco and other drugs. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that have students explain and define negative aspects of the use of alcohol, tobacco and other drugs. Stimulus may be a stem that has students identify types of conflict and the best ways to resolve it.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	List two negative risks associated with the use of marijuana. Rubric: 2 Points: Two risks are listed. 1 Points: One risk is listed. 0 Points: No risks are listed.

Standard	06.0 Assess the importance of good health and wellness – the student will be able to:
Benchmark	06.08 Develop an exercise and nutrition plan that incorporates the components of wellness.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will demonstrate an understanding of overall personal wellness and can use diet, exercise, activities and relationships to develop plans for themselves or others.
Content Focus	Wellness, exercise, calories, nutrition, emotional health
Content Limits	Content should address topics related to developing wellness plans for exercise and nutrition that will affect people positively when used properly. A discussion may include how the two are connected.
Stimulus Attributes	Stimulus may include scenarios that involve students demonstrating an understanding of overall wellness and developing plans including aspects of nutrition and exercise. Communication may be written, one-on-one, group, or teacher led.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Develop an overall wellness plan for an 18-year old who is beginning college in the fall and is going to live on campus. The plan must include nutrition, exercise and emotional/social activities. Rubric: 4 Points: A well-designed plan that addresess all 3 aspects of wellness and is appropriate for the client. 3 Points: A well-designed plan that addresses 2 aspects of wellness and is appropriate for the client. 2 Points: A plan that addresses 1 aspect of wellness and is appropriate for the client. 1 Point: A plan that loosely relates to wellness issues for an 18-year old. 0 Pointss: No formalized plan and not targeted for an 18-year old.

Standard	07.0 Develop a plan for managing your resources – the student will be able to:
Benchmark	07.03 Identify the steps of the decision-making process.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will understand there is an important process in decision-making that they must actively engage in to be able to make good choices.
Content Focus	Identification, research, discussion, options, communication, resolution
Content Limits	Items should include terms or phrases related to the steps involved with the decision-making process. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanation of the steps of the decision-making process. Stimulus may be a stem that has students identify types of conflict and the best ways to resolve it.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	Write an essay describing the decision-making process and why it is important to society. Rubric: 4 Points: Essay is well-written and includes 4 steps to the decision-making process and explains why it is important to wellness. 3 Points: Essay is well-written and includes 3 steps to the family life cycle and explains why it is important to society. 2 Points: Essay includes 2 steps to the decision-making process. 1 Point: Essay inlcudes 1 step to the decision-making process. 0 Points: Essay is not well-written and does not include any steps of the decision-making process.

Standard	07.0 Develop a plan for managing your resources – the student will be able to:
Benchmark	07.08 Develop a spending and savings plan for your money.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=X
Cognitive Complexity Level	Moderate to High
Benchmark Clarification	Students will understand the value of earning, spending, and saving money and will have an overall depth of knowledge of personal finance.
Content Focus	Finances, checking account, savings account, interest, income, expenses
Content Limits	Content should address topics related to earning, spending and saving money appropriately to have a positive impact on well-being. A discussion may include how these habits can be an imporant life skill.
Stimulus Attributes	Stimulus may include scenarios that include earning, spending and saving money and planning for financial success. Communication may be written, one-on-one, group, or teacher led.
Response Attributes	Responses may include a written explanation or a verbal presentation.
Sample Item	Develop an overall financial plan for an 18-year old who is beginning college in the fall and is going to live on campus. The plan must include earning, spending and saving activities. Rubric: 4 Points: A well-designed plan that addresess all 3 aspects of financial planning and is appropriate for the client. 3 Points: A well-designed plan that addresses 2 aspects of financial planning and is appropriate for the client. 2 Points: A plan that addresses 1 aspect of financial planning and is appropriate for the client. 1 Point: A plan that loosely relates to financial planning for an 18-year old. 0 Points: No formalized plan and not targeted for an 18-year old.

Standard	07.0 Develop a plan for managing your resources – the student will be able to:
Benchmark	07.11 Identify the personal skills needed for employment.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	Low to Moderate
Benchmark Clarification	Students will understand the many personal abilities that are needed to apply, interview, be hired and work in the business world of today.
Content Focus	Job search, application, interview skills, success, failure, policies, procedures
Content Limits	Items should include terms or phrases related to the obtaining and maintaining employment and the skills required to obtain these goals. Items may require the selection of appropriate ideas or the written expression of ideas.
Stimulus Attributes	Stimulus may include scenarios that require explanations of how to obtain and maintain employment and understand the skills and abilities needed. Stimulus may be a stem that has students identify types of conflict and the best ways to resolve it.
Response Attributes	Responses may include a written explanation or a choice of correct selected response.
Sample Item	What is the number one factor in long-term employment success? A. Attendance (correct) B. Intelligence C. Strong work relationships D. Training others