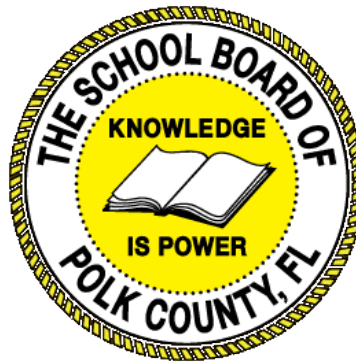


Individual Test Item Specifications

8500310- Child Development

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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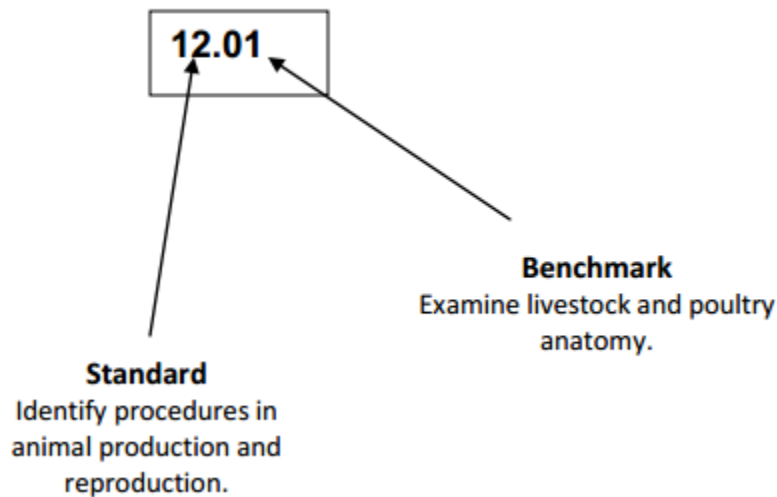
I. Guide to the Individual Benchmark Specifications

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.

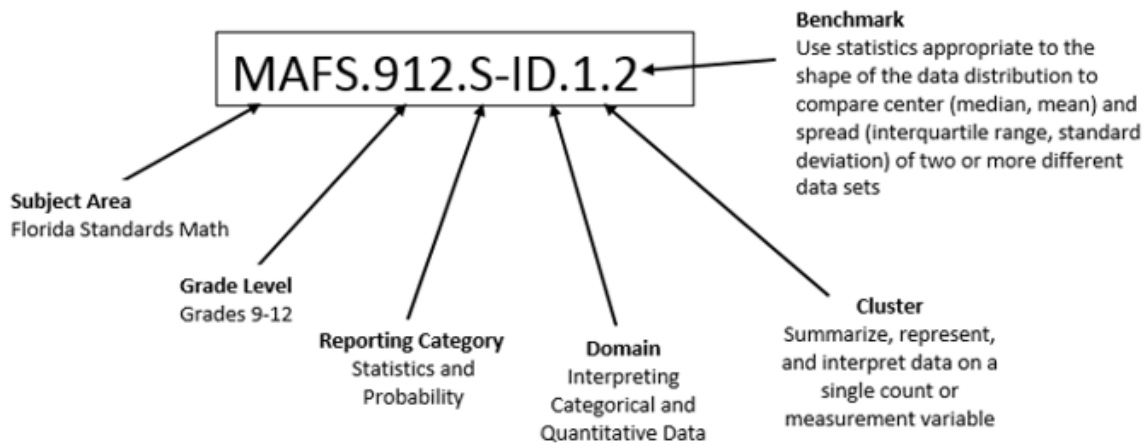
An example, from Agritechnology 1:



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**.



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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	04.0 Identify principles of human growth and child development.
Benchmark	04.01 Distinguish between the characteristics of human development.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L, M
Benchmark Clarification	The student will differentiate between the principles of human development which may include development is similar for each individual, development builds upon earlier learning, development proceeds at an individual rate, different areas of development are interrelated, or development is continuous.
Content Focus	Principles of human development, development, similar, earlier learning, individual rate, interrelated, and continuous.
Content Limits	The items may include descriptions of the general principles of human development. Specific theorists principles or characteristics of development should not be included.
Stimulus Attributes	The stimulus may include a stem written as a question. The short answer stimulus can be written as a statement and may describe the student response.
Response Attributes	The response can include terms, phrases, sentences, descriptions or scenarios.
Sample Item	<p>A child learns to speak individual words, then phrases, and then complete sentences. This is an example of which principle of development?</p> <p>A. development is similar for all B. development builds upon earlier learning C. development proceeds at individual rates D. the different areas of development are interrelated</p> <p>Correct Answer: B</p>

Standard	04.0 Identify principles of human growth and child development.
Benchmark	04.02 Analyze areas of development including physical, social, emotional, moral and intellectual development and how they are interrelated.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will identify, describe, or analyze areas of development and may explain how they are interrelated.
Content Focus	Types of development.
Content Limits	The test items may include descriptions of types of development and of how these types of development are interrelated.
Stimulus Attributes	The stimulus may include a stem written as a question. The short answer or extended response stimulus can be written as a statement and may describe the student response.
Response Attributes	The response can include terms, phrases, sentences, or scenarios.
Sample Item	Alexis and Jose are playing in the sandbox. They are interacting as they share shovels and buckets. What type of development is this interaction demonstrating? A. emotional development B. intellectual development C. moral development D. social development Correct Answer: D

Standard	04.0 Identify principles of human growth and child development.
Benchmark	04.03 Predict the influence of heredity and environment on individual development.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify or infer the effect of heredity and environment on a child's development.
Content Focus	Heredity, genetics, environment, physical characteristics, nature, or nurture.
Content Limits	The test items may include the influences of heredity and environment on development. Items should not include other types of influences on development.
Stimulus Attributes	The multiple choice stimulus may include a stem written as a question. The short answer stimulus can be written as a statement and may describe the student response.
Response Attributes	The response may include terms, phrases, sentences, descriptions or scenarios.
Sample Item	Which is an example of an environmental influence on a child's development? A. a child's height B. a child's blood type C. a child's temperament D. a child's preference in music Correct Answer: D

Standard	04.0 Identify principles of human growth and child development.
Benchmark	04.04 Summarize major theorists of development including Maslow, Piaget and Erikson.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will describe the child development theories of Maslow, Piaget, and Erikson.
Content Focus	Key terms may include but are not limited to those related to each theory Maslow- hierarchy, physical, safety, social, self-esteem, self-actualization; Piaget- sensorimotor, preoperational, concrete operations, formal operations; Erikson - trust, mistrust, autonomy, shame, doubt, identity.
Content Limits	The test items may include a general description of each theory (Maslow, Piaget, and Erikson) including the theory type and names of stages. They should not include detailed descriptions or examples of each stage.
Stimulus Attributes	The stimulus may include a stem written as a question. The short answer stimulus can be written as a statement and may describe the student response.
Response Attributes	The response can include terms, phrases, sentences, descriptions.
Sample Item	Which child develop theory states that personality develops in stages and that each stage includes a unique psychological crisis? A. Erikson B. Maslow C. Piaget D. Vygotsky Correct Answer: A

Standard	05.0 Consider family planning strategies.
Benchmark	05.01 Weigh considerations before deciding to become a parent.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify, compare, and evaluate reasons and outcomes of being a parent.
Content Focus	Lifestyle, finances, costs, relationships, emotional needs, emotional support, living arrangements, mental and physical health, long-term goals, experience, work, careers, parenting methods, age
Content Limits	The item should not include specific religious affiliations or concerns pertaining to race, sex/gender, or sexual orientation.
Stimulus Attributes	The stimulus may include pictures, descriptions, scenarios, and lists but no connection to specific individuals.
Response Attributes	The student may identify, describe, or explain reasons to become a parent or not to as a result of family planning strategies.
Sample Item	<p>When deciding whether or not to become a parent, what is a factor to consider?</p> <p>A. cost of a baby B. number of pets currently owned C. collection of baby gear D. kind of clothing to put on the baby</p> <p>Correct Answer: A</p>

Standard	05.0 Consider family planning strategies.
Benchmark	05.02 Determine disadvantages of teen pregnancy and the advantages of abstinence before marriage.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will select, explain, or describe concerns and risks, for teen pregnancy and why abstinence is important to prevention.
Content Focus	Lifestyle, costs, relationships, emotional needs, emotional support, living arrangements, mental and physical health, abortion, education, work, careers, STDs, age, marriage, miscarriage, abstinence
Content Limits	The item should not include specific religious affiliations or concerns pertaining to race, sexual orientation, or sex/gender.
Stimulus Attributes	The stimulus may include pictures, scenarios, descriptions, and lists but no connection to specific individuals.
Response Attributes	The student may identify or explain how abstinence prevents teen pregnancy and related issues.
Sample Item	What is the only method of preventing pregnancy with a 100% effective rate? A. abstinence B. birth control pills C. condoms D. intrauterine device Correct Answer: A

Standard	05.0 Consider family planning strategies.
Benchmark	05.03 Evaluate family planning alternative, including advantages, disadvantages, health risks, and failure rates.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will describe or select appropriate strategies for family planning in consideration of pros, cons, health risks, and failures.
Content Focus	Family planning, prevention, health risks, and failures.
Content Limits	The item should not include specific religious affiliations or concerns pertaining to race, sexual orientation, or sex/gender.
Stimulus Attributes	The stimulus may include pictures, scenarios, descriptions, and lists but no connection to specific individuals.
Response Attributes	The student may identify or explain relationships between family planning and the related potential risks and successes.
Sample Item	<p>When planning for pregnancy, what would be considered a potential health risk?</p> <p>A. cost of living B. not married to partner C. history of miscarriage D. already having three children</p> <p>Correct Answer:C</p>

Standard	05.0 Consider family planning strategies.
Benchmark	05.05 Explain the symptoms and consequences of sexually transmitted diseases/infections.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	L, M
Benchmark Clarification	The student will identify and describe the types of sexually transmitted diseases/infections and their effect on family planning and pregnancy.
Content Focus	Chlamydia, herpes simplex virus, HPV, gonorrhea, HIV/AIDS, hepatitis, syphilis, trichomoniasis, prevention, testing, medication, miscarriage, birth defects
Content Limits	The item should not include scientific details or descriptions or major medical terminology not used in this course.
Stimulus Attributes	The stimulus may include pictures, scenarios, descriptions, and lists but no connection to specific individuals.
Response Attributes	The student may identify or describe symptoms, risks, treatments, and types of sexually transmitted diseases/infections as it relates to family planning.
Sample Item	Hepatitis infects which organ? A. brain B. heart C. liver D. lungs Correct Answer: C

Standard	06.0 Describe prenatal development, care and the birth process.
Benchmark	06.01 Describe the terminology associated with prenatal development, labor, and birth.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify or explain specific terminology related to the full process of pregnancy for expectant mother and child.
Content Focus	Prenatal development, labor, and birth.
Content Limits	The item should not include major medical terminology.
Stimulus Attributes	The stimulus may include pictures, scenarios, descriptions, and lists but no connection to specific individuals.
Response Attributes	The student may identify, describe, or explain meaning of related terms, stages, and processes.
Sample Item	Which word best describes the type of care an expectant mother receives during pregnancy? A. prenatal B. postpartum C. premature D. perinatal Correct Answer: A

Standard	o6.o Describe prenatal development, care and the birth process.
Benchmark	o6.o2 Distinguish the stages of prenatal development.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify or describe the three stages of development including differences, length of stage, and changes that occur.
Content Focus	Stages of development.
Content Limits	The item should not include major medical terminology.
Stimulus Attributes	The stimulus may include pictures, descriptions, scenarios, and lists but no connection to specific individuals.
Response Attributes	The student may identify, sequence, describe, or explain each stage of development, differences, time length, and changes which occur during.
Sample Item	<p>What is the correct order in which prenatal development takes place?</p> <p>A. embryonic, fetal, germinal B. fetal, germinal, embryonic C. fetal, embryonic, germinal D. germinal, embryonic, fetal</p> <p>Correct Answer: D</p>

Standard	06.0 Describe prenatal development, care and the birth process.
Benchmark	06.03 Identify the symptoms, discomforts, complications, and physical and emotional changes during pregnancy.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will identify or describe what and how the expectant mother experiences during pregnancy.
Content Focus	Symptoms, concerns, and changes that are associated with pregnancy as related to an expectant mother.
Content Limits	The item should not include major medical terminology.
Stimulus Attributes	The stimulus may include pictures, descriptions, scenarios, and lists but no connection to specific individuals.
Response Attributes	The student may identify or describe related complications, issues, and changes experienced by expectant mother.
Sample Item	<p>During pregnancy, a woman's hormones increase and decrease, causing many emotional and physical changes. What are two of these changes, and how might they impact an expectant mother?</p> <p>Rubric</p> <p>2 points: Student clearly identifies two correct changes and provides a detailed explanation of their effect using complete sentences.</p> <p>1 point: Student identifies two correct changes and briefly describes their effect.</p> <p>0 points: Student does not identify changes and/or does not include a description of effect.</p> <p>Exemplar: Hormones can cause nausea and mood swings. Women with nausea feel queasy and sometimes vomit no matter what they eat. Women with mood swings experience many emotional changes, sometimes very quickly, and seemingly without reason.</p>

Standard	06.0 Describe prenatal development, care and the birth process.
Benchmark	06.05 Describe the relationship between the health and care of the expectant mother and the developing child.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L, M, H
Benchmark Clarification	The student will identify prenatal care needed throughout pregnancy and understand factors when considering a birth attendant.
Content Focus	The descriptions or lists of physical, chemical, environmental factors will directly relate to fetal development or of specialized doctors or health care persons as related to pregnancy.
Content Limits	The item should be limited to fetal development as a result of maternal health and care. The content will not include information pertaining to child post-birth.
Stimulus Attributes	The stimulus may include pictures, scenarios, descriptions, and lists but no connection to specific individuals.
Response Attributes	The student may explain or demonstrate understanding of the relationship between appropriate health and care and fetal development.
Sample Item	<p>Prenatal tests are used during pregnancy to determine the health of an expectant mother and her baby. Which type of test checks for Down Syndrome?</p> <p>A. amniocentesis B. glucose tolerance C. group b streptococcus D. non-stress</p> <p>Correct Answer:A</p>

Standard	o6.o Describe prenatal development, care and the birth process.
Benchmark	o6.o7 Sequence the stages of labor and birth.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will identify or describe the phases of labor and the birth process.
Content Focus	Dilation, delivery, afterbirth, cervix, physical and emotional changes, contractions, amniotic sac rupture, early and active labor, delivery of placenta
Content Limits	The item should be limited to basic terminology for labor and birth. The content will not include major medical references or scientific terms.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists as related to benchmark. No connection to specific individuals.
Response Attributes	The student may identify, list, or describe stages of labor and birth including needs of the mother or child during each phase.
Sample Item	The placenta is removed during which phase? A. afterbirth B. active labor C. early labor D. sac rupture Correct Answer: A

Standard	o6.o Describe prenatal development, care and the birth process.
Benchmark	o6.o8 Specify health needs of the mother and infant during postnatal development.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will select or describe appropriate care for the mother and infant post delivery.
Content Focus	The descriptions or lists of terms and concepts will be related to the healing needs of the mother and developmental needs of the infant.
Content Limits	The item should not include major medical terminology or rare occurrences.
Stimulus Attributes	The stimulus may include pictures, scenarios, descriptions, and lists but no connection to specific individuals.
Response Attributes	The student may identify, list, or describe the mental and physical needs of the mother post delivery and developing infant.
Sample Item	<p>Kimberly gave birth a week ago. Since then, she has lost her appetite and been feeling sad, moody, and sometimes shameful. These symptoms could be an indicator of what?</p> <p>A. exhaustion B. low blood sugar C. poor diet D. postpartum depression</p> <p>Correct Answer: D</p>

Standard	07.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
Benchmark	07.02 Observe and compare patterns of development and age appropriate activities, including current brain research.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify age appropriate developmental activities and sequences.
Content Focus	Psychological, social, physical, neuromuscular and mental development may be considered.
Content Limits	Limited to considering activity and development in relation to age, and prerequisites and subsequents, but not more than one level higher or lower.
Stimulus Attributes	The stimulus may include pictures, descriptions, scenarios, and lists but no connection to specific individuals.
Response Attributes	The student may identify prior or subsequent stages, age appropriateness of actions, behaviors or activities, or delays or precociousness.
Sample Item	<p>What behavior might indicate that a three year old child is not developing according to expectations?</p> <p>A. Does not always catch a bounced</p> <p>B. Memorizes short songs</p> <p>C. Stands on one foot for two</p> <p>D. Knows first but not last name</p> <p>Correct Answer: D</p>

Standard	07.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
Benchmark	07.03 Analyze factors which contribute to the child's physical, social, emotional, moral and intellectual development.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify possible contributors to normal or abnormal child development and potential signs and results of insufficiencies or excesses.
Content Focus	Descriptions of behaviors, appearance, ability and performance individually or within scenarios may be provided or requested.
Content Limits	Specific syndromes or rarely contracted diseases will be excluded unless sufficient detail is provided in the prompt.
Stimulus Attributes	The stimulus may include pictures, descriptions, and lists but no connection to specific individuals.
Response Attributes	The student may be asked to identify possible contributors or potential outcomes of excess or insufficient levels from pictures, lists or descriptions or provide suggestions for remedial treatment if appropriate.
Sample Item	Pat frequently sees a four year old child at the neighborhood playground who appears weak and pale, and tires easily. What is most likely to be the cause of these conditions? A: insufficient sleep B: insufficient dietary iron C: excessive activity D: excessive dietary carbohydrates Correct Answer: B

Standard	07.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
Benchmark	07.04 Determine the importance of play and the application of age appropriate activities.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will identify age appropriate activities for children, and the explain the relationship of the activity to developmental stages.
Content Focus	Developmental appropriateness and ability of child to benefit psychologically, physically, neuromuscular, and mentally may be considered.
Content Limits	The inherent and potential benefit of the activity and development in relation to age will not require analyzing adjoining developmental phases of less than one year.
Stimulus Attributes	The stimulus may include pictures, descriptions, and lists of activities or benefits but no connection to specific individuals.
Response Attributes	The student may identify potential benefits or age appropriateness of activities, and suggest alternative items.
Sample Item	<p>What is one benefit to pre-school children from playing simple board games?</p> <p>A: reinforces hand-eye coordination and spatial recognition B: supports imagination and interactive play C: provides stimulus for creative play and expression D: introduces sharing and taking turns</p> <p>Correct Answer: D</p>

Standard	07.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
Benchmark	07.05 Evaluate indoor and outdoor toys and play equipment for age appropriateness and safety.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify age appropriate toys and activities for children.
Content Focus	Safety in construction and application, and ability of child to benefit psychologically, physically, neuromuscular, and mentally may be considered.
Content Limits	The inherent and potential activity of the item and development in relation to age will not require analyzing adjoining developmental phases of less than one year.
Stimulus Attributes	The stimulus may include pictures, descriptions, and lists of items or benefits, but no connection to specific individuals.
Response Attributes	The student may identify safety concerns, age appropriateness of use, and suggest alternative items.
Sample Item	<p>What activity would be inappropriate for a daily activity for a two to three year old child?</p> <p>A: Video games for three hours B: Follow the leader C: Make-believe D: Cooperative play</p> <p>Correct Answer: A</p>

Standard	o8.o Examine environmental and inherited birth defects.
Benchmark	o8.o1 Explain common types of special needs and birth defects in children.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L, M
Benchmark Clarification	The student will identify factors that may result in special needs or issues in children and their connection to common types of birth defects and disabilities in children.
Content Focus	Descriptions of lists of related disabilities, birth defects, and environmental and genetic influences which impact children. Terms/concepts may include race/ethnicity as it directly relates to inherited birth defects.
Content Limits	The item should be limited to topics and terms directly related to common types of birth defects or special needs as a result of environmental or inherited factors.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists as related to benchmark. No connection to specific individuals.
Response Attributes	The student may identify or describe common types of birth defects and special needs as a result of environmental factors and/or inherited genetics.
Sample Item	<p>What is an environmental factor that could cause birth defects?</p> <p>A. chromosomal disorder B. gestational diabetes C. preeclampsia D. radiation</p> <p>Correct Answer: D</p>

Standard	o8.o Examine environmental and inherited birth defects.
Benchmark	o8.o3 Outline steps to assist children with special needs.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will identify and/or explain strategies in assisting children with various special needs.
Content Focus	Descriptions or strategies which relate to helping children with special needs be able to function in the least restrictive environment with appropriate accommodations.
Content Limits	The item should be limited to basic understanding of disabilities in children. Scientific names or rare disorders will not be included. The vocabulary should be applicable for general situations.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists as related to benchmark. No connection to specific individuals.
Response Attributes	The student may identify, describe, or list steps and strategies to generally assist children with special needs.
Sample Item	<p>What would be an appropriate way for an assistant to help a vision-impaired six-year-old during his lunch time?</p> <p>A. Hand feed the child his lunch. B. Watch the child eat and offer verbal directions. C. Help the child find his seat and ensure he has his food. D. Open all packages for the child and spread out his meal without asking.</p> <p>Correct Answer: B</p>

Standard	o8.o Examine environmental and inherited birth defects.
Benchmark	o8.o4 Identify community resources available to families of children with special needs.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will identify and select programs and resources within a community to help families of children with special needs.
Content Focus	The lists of resources and their descriptions of services offered. "Community" can include town, city, state, or area as used in general terms; do not include specific names of towns or places.
Content Limits	The item should be limited to common programs or groups within a community.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists as related to benchmark. No connection to specific individuals.
Response Attributes	The student may identify or select resources related to helping families of children with special needs.
Sample Item	Who can parents go to for assistance in identifying whether or not their child has a disability? A. day care provider B. pediatrician C. school nurse D. teacher Correct Answer:B

Standard	09.0 Assess the family and society's role in protecting the rights of children.
Benchmark	09.01 Explain the importance of families and the roles and responsibilities of caregivers.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will identify and describe importance of familial relationships, and responsibilities of those in caregiver positions.
Content Focus	Biological and non-biological caregivers and other relatives and their contributions to and responsibilities to children may be considered.
Content Limits	Identification of the caregiver roles will not be gender specific. Identification of consequences of failure in a responsibility will be limited to the potential results for the child and not include legal penalties for the caregiver.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists of contributions of family members, relatives or caregivers.
Response Attributes	The student may identify or demonstrate understanding of the relationship of caregiver responsibilities, behaviors, and actions to child development.
Sample Item	<p>What is one typical benefit to pre-school children from having an active and nurturing father figure in the home?</p> <p>A: children are more likely to be taller and</p> <p>B: children are more likely to be more risk-adverse</p> <p>C: children are more likely to have better verbal skills</p> <p>D: children are more likely to have better physical skills</p> <p>Correct Answer: C</p>

Standard	09.0 Assess the family and society's role in protecting the rights of children.
Benchmark	09.02 Identify children's rights that are protected by local, state and federal laws and regulations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify and compare children's legal rights in Florida and America.
Content Focus	Legislated and judicially provided rights may be considered along with identification of the benefits of the protection which they provide to children.
Content Limits	Items are limited to legal rights in Florida and America. Potential rights violations only will be identified without including penalties assessed.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists of children's rights, and the potential benefits they provide.
Response Attributes	The student may identify benefits provided, the age appropriateness of legal application and suggest alternative actions to prevent rights violations.
Sample Item	Under Florida law, what is the maximum time a child younger than six years old may be left unsupervised in a motor vehicle if the motor is running and the child is not in danger from another source? A: One minute B: Five minutes C: Fifteen minutes D: Thirty minutes Correct Answer: C

Standard	09.0 Assess the family and society's role in protecting the rights of children.
Benchmark	09.03 Differentiate between the types of child abuse and neglect.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify and compare types and descriptions of child abuse in Florida and America.
Content Focus	Descriptions or lists of abusive acts, actions or of omissions, or of scenarios and settings may be included.
Content Limits	Identification of potential consequences to abused children will be limited to major, common outcomes.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists as related to benchmark. No connection to specific individuals.
Response Attributes	The student may identify safety concerns, parameters of legal application, and suggest alternative actions to prevent abuse.
Sample Item	What is the most common type of child abuse? A: Sexual B: Neglect C: Physical D: Psychological Correct Answer: B

Standard	09.0 Assess the family and society's role in protecting the rights of children.
Benchmark	09.04 State how the common physical and behavioral indicators of child abuse and neglect are detected and reported.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify and compare indicators, detection methods and reporting requirements of types of child abuse in Florida and America.
Content Focus	Descriptions or lists of indicators, detection methods and reporting requirements of types of child abuse may be included.
Content Limits	Identification of indicators and detection methods will be limited to major, common indicators and methods. Reporting requirements will identify categories of reporters without including specific penalties.
Stimulus Attributes	The stimulus may include descriptions, images, scenarios, and lists as related to benchmark without any connection to specific individuals.
Response Attributes	The student may identify potential indicators, detection methods, and groups of people and entities that require reporting in Florida.
Sample Item	<p>According to Florida law 9.202, F.S. and 415.107, F.S, all adults are required to report suspected child abuse, but some professions have greater responsibilities. Certain employment categories of people are professionally mandated reporters and must provide their name and occupation when reporting suspected child abuse.</p> <p>In what occupation are people considered to be professionally mandated reporters?</p> <p>A: Bankers B: Teachers C: Postal Workers D: Paramedics</p> <p>Correct Answer: B</p>

Standard	09.0 Assess the family and society's role in protecting the rights of children.
Benchmark	09.06 Discuss parenting styles and compare the advantages and disadvantages.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify and compare parenting styles and present advantages and disadvantages for each type.
Content Limits	Broad descriptions of styles, expected outcomes and scenarios to create opportunities to apply a style, choose an example of an application, and/or predict a behavioral response may be used. No more than three parenting styles will be presented in any one
Content Focus	Descriptions or lists of parenting styles and expected behaviors in children will be considered.
Stimulus Attributes	Selection of styles from scenarios or a descriptions, or use of scenarios to create opportunities to apply a style, choose an example of an application, and/or predict a behavioral response may be presented.
Response Attributes	The student may be asked to describe or define a style, choose a style to best fit a scenario, compare styles, or identify behaviors expected in children from the application of a style.
Sample Item	<p>In a two parent family what is the best combination of parenting styles to foster healthy relationship in the children.</p> <p>A. One parent permissive and the other authoritarian B. One parent permissive and the other C. Both parents Laissez-faire D. Both parents authoritative</p> <p>Correct Answer: D</p>

Standard	10. 0 Examine health and safety issues related to child development.
Benchmark	10. 03 Identify childhood illnesses and appropriate treatment.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify standard symptoms, duration of incubation and contagion period, method of transmission of the targeted disease, the typical age of initiation, treatment, and any suggested aftercare.
Content Focus	Standard symptoms, duration of incubation and contagion period, method of transmission of the targeted disease, the typical age of initiation, treatment, and any suggested aftercare may be considered
Content Limits	Responses will not require analyzing diseases of the same family or source, or with more than three common symptoms listed. Rarely contracted diseases will be excluded unless sufficient detail is provided in the prompt.
Stimulus Attributes	The stimulus may include pictures, descriptions, and lists of symptoms or diseases, but no connection to specific individuals.
Response Attributes	The student may identify and compare childhood diseases, duration of incubation and contagion period, method of transmission, typical age of initiation, normal symptoms and duration, physician approved treatments, and their relationship,
Sample Item	Which of the following are the symptoms of Chickenpox? A: rash, tiredness, headache, fever B: fever, muscle pain, sore throat, cough, extreme C: rash, fever, cough, runny nose D: swollen salivary glands, fever, headache, tiredness, muscle pain Correct Answer: A

Standard	10. 0 Examine health and safety issues related to child development.
Benchmark	10.01 Determine the nutritional needs of children.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will will identify major nutritional ssues related to child development, associate the potential outcomes of unsafe levels, and suggest preventative measures and remedies.
Content Focus	Descriptions or lists of nutritional factors which may be impact child development and their impacts may be considered.
Content Limits	Responses will not require analyzing adjoining developmental phases of less than one year.
Stimulus Attributes	The stimulus may include pictures, descriptions, and lists of nutritional factors and potential outcomes of unsafe levels, but no connection to specific individuals.
Response Attributes	The student may identify and compare normal and abnormal nutrition and development and their relationship, and present or choose remediation alteratives.
Sample Item	<p>Source: public domain http://ods.od.nih.gov/factsheets/VitaminD-HealthProfessional/ Although Vitamin D deficiencies have been frequently associated with Ricketts there is more value to the vitamin than just prevention. What is another benefit of having Vitamin D in the diet?</p> <p>A. Vitamin D promotes iron B. Vitamin D supports modulation of body C. Vitamin D reduces serum phosphate D. Vitamin D supports bone remodeling</p> <p>Correct Answer: D</p>

Standard	10. 0 Examine health and safety issues related to child development.
Benchmark	10.02 Explain the role immunizations and health check-ups play in the wellness of the child.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will will identify standard Florida Department of Health immunization protocols for childhood diseases and their benefits.
Content Focus	Standard immunization protocols including the targeted disease, the preferred age and method for implementation, and any suggested aftercare.
Content Limits	Responses will not require analyzing diseases of the same family or source, or with more than three common symptoms listed.
Stimulus Attributes	The stimulus may include pictures, descriptions, and lists of diseases and immunization protocols, and of potential hazards of missing immunization timetables.
Response Attributes	The student may identify and compare standard health protocols, preventable childhood diseases, wellness, and their relationship.
Sample Item	<p>Source: Public Domain http://www.vaccines.gov/more_info/features/five-important-reasons-to-vaccinate-your-child.html</p> <p>The Centers for Disease Control and Prevention consider immunizations as an important component of child health. Part A: Write one reason to immunize a preschooler. Part B: Briefly explain why immunizations for preschool children are important.</p> <p>Scoring Rubric 2 The work demonstrates a clear and complete understanding of the concepts and/or procedures required by the task. Appropriate knowledge is shown with clear and complete explanations and interpretations. 1 The response demonstrates a clear understanding of the concepts and/or procedures but is not complete. Appropriate knowledge is shown, but explanation or interpretation has minor flaws. OR The response is incorrect because errors but otherwise indicates a clear understanding of the concepts and/or procedures required by the task. 0 The response is irrelevant, inappropriate, or not provided.</p> <p>Scoring Exemplar</p>

	<p>Maximum Points: 2</p> <p>Part A: 1 point</p> <p>The student identifies a valid reason: can save lives; protects the child; protects others; saves time & money; other world-wide/generational/travel impacts; or any valid reason</p> <p>Part B – 1 point</p> <p>The student makes a logical and valid presentation of reasons their choice is important.</p>
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Standard	10. 0 Examine health and safety issues related to child development.
Benchmark	10.04 Assess safety hazards for children of different ages.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	H
Benchmark Clarification	The student will identify potential safety hazards, identify one or more related risks and one or more preventative measures to reduce dangers from them.
Content Focus	Items likely to cause bodily, internal injury, or poisoning may be considered
Content Limits	Specific medical and anatomical language reference will be excluded unless sufficient clarifying detail is provided in the prompt.
Stimulus Attributes	Items or situations that may expose children to danger, require choosing a safe replacement item or activity, and/or predicting a possible injury may be presented.
Response Attributes	The student may identify or rank safety concerns, age appropriateness of items and activities, and suggest alternative actions to prevent injuries.
Sample Item	<p>What activity may put preschool children in danger of choking?</p> <p>A: Eating peanuts B: Eating while sitting C: Eating sliced grapes D: Eating hotdogs cut lengthwise</p> <p>Correct Answer: A</p>

Standard	10. 0 Examine health and safety issues related to child development.
Benchmark	10.05 Recognize emergency situations and plan appropriate responses.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify emergency situations, one or more related risks, and one or more appropriate responses.
Content Focus	Situations likely to cause children serious bodily or internal injury, or poisoning may be considered
Content Limits	Specific medical language and anatomical reference will be excluded unless sufficient clarifying detail is provided in the prompt.
Stimulus Attributes	Scenarios that require choosing an appropriate response to prevent or reduce injury, provide emergency remedies or treatment, and/or predicting a possible injury may be presented.
Response Attributes	The student may identify dangers inherent in items and situations, responses to potential or actual injury or preventative steps to avoid or reduce dangers.
Sample Item	<p>You and find your 3 year old sister holding your Mom's open prescription container. You did not see her take any of it. What is the safest action you can take?</p> <p>A: Call your Mom B: Call Poison Control C: Call an Ambulance D: Call her Pediatrician</p> <p>Correct Answer: B</p>

Standard	12.0 Explore careers related to child development.
Benchmark	12.02 Describe careers related to children.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M,H
Benchmark Clarification	The student will identify careers or employment related to child development.
Content Focus	Public, private or governmental organizations or corporations may be described or presented.
Content Limits	Broad categories of careers, organizations or employment opportunities may be included.
Stimulus Attributes	The stimulus may include pictures, descriptions, and lists but no connection to specific locations of organizations.
Response Attributes	The student may identify entities that provide career opportunities related to the standard, or career opportunities that specific entities provide in Florida.
Sample Item	<p>In Florida, what state department would have the best information on career opportunities in childcare?</p> <p>A: Department of Business and Professional Regulation B: Department of Children and Families C: Department of Education D: Department of Health</p> <p>Correct Answer: B</p>

Standard	13.0 Demonstrate leadership and organizational skills.
Benchmark	13.02 Identify purposes and functions of professional and youth organizations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify youth and professional organizations from activities and services, purposes or missions.
Content Focus	Organizations with a focus on youth activities, development or education, or for individuals with related careers may be considered.
Content Limits	Organizations with statewide presence may be identified by name, others only generically by type or focus.
Stimulus Attributes	The stimulus may include descriptions and lists of activities, services, purposes or missions, or of organizations or agencies in Florida.
Response Attributes	The student may identify organizations or agencies from activities, services, purposes or missions, or these items for agencies.
Sample Item	Which youth organization in Florida is more likely to have afterschool tutoring programs? A: Boys & Girls Clubs of America B: Boy Scouts of America C: Girl Scouts of the USA D: YMCA Correct Answer: A

Standard	13.0 Demonstrate leadership and organizational skills.
Benchmark	13.03 Identify roles and responsibilities of members of professional and youth organizations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify roles and responsibilities of members of professional and youth organizations.
Content Focus	Roles within organizations with a focus on youth activities, development or education, or for individuals with related careers may be considered.
Content Limits	Roles within organizations with statewide presence may be included generically by type or focus.
Stimulus Attributes	The stimulus may include descriptions and lists of areas of responsibility or services provided for roles within organizations or agencies in Florida.
Response Attributes	The student may identify roles within organizations or agencies from descriptions and lists of areas of responsibility or services provided, or these items for roles within agencies.
Sample Item	<p>These are typical responsibilities for a specific role in a childcare center: provide staff training; ensure facilities are clean; develop educational programs; set fees; and help resolve conflicts between children. What role in a childcare center might include all of these responsibilities?</p> <p>A: Childcare center aide B: Childcare center director C: Childcare center lead teacher D: Childcare center social worker</p> <p>Correct Answer: B</p>