Individual Test Item Specifications

8708130- Medical Interventions

2015

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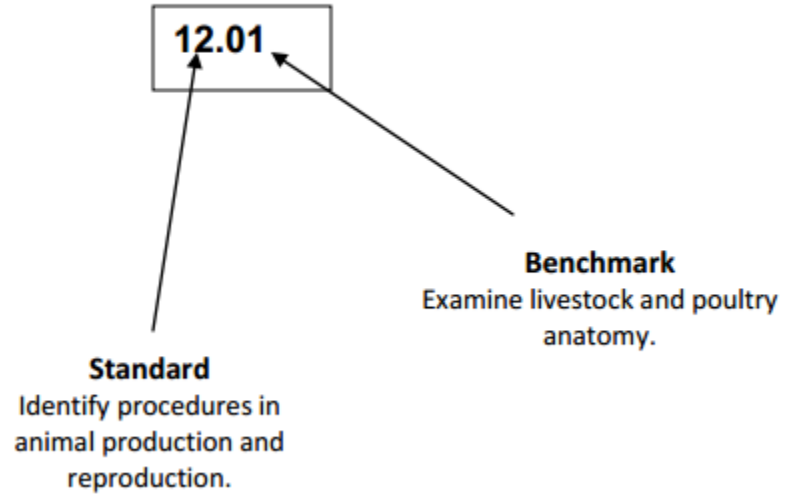
I. Guide to the Individual Benchmark Specifications

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

Benchmark Classification System

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

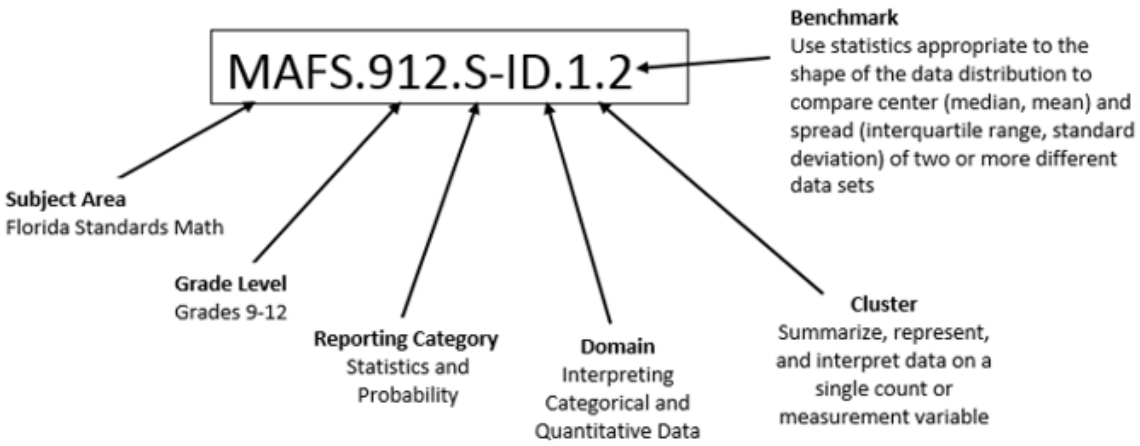
An example, from Agritechnology 1:



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

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

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



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

Definitions of Benchmark Specifications

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

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

II. Individual Benchmark Specifications

Standard	42.0 Investigate the variety of interventions involved in the prevention, diagnosis and treatment of infectious disease- The student will be able to:
Benchmark	42.03 Explain how bacteria can be identified using their DNA sequences.
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	Student will Explain how bacteria can be identified using their DNA sequences.
Content Focus	Prevention, Diagnosis, Treatment, Infectious disease, Bacteria, DNA, ELISA
Content Limits	The content of the items will assess bacteria, DNA sequences, and tests for infectious diseases.
Stimulus Attributes	None Specified
Response Attributes	Students will be able to identify parts baterical identification lab.
Sample Item	When trying to identify bacterial DNA sequences, which step is used to make copies of DNA? A) DNA Sequencing B) PCR Amplification C) PCR Purification D) Sampling Analysis Answer: B

Standard	42.0 Investigate the variety of interventions involved in the prevention, diagnosis and treatment of infectious disease- The student will be able to:
Benchmark	42.06 Determine the concentration of infectious bacteria in simulated body fluids and identify infected patients using antibody-based diagnostic tests, such as ELISA assay.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	Student will Determine the concentration of infectious bacteria in simulated body fluids and identify infected patients using antibody-based diagnostic tests, such as ELISA assay.
Content Focus	Prevention, Diagnosis, Treatment, Infectious disease, Bacteria, DNA, ELISA
Content Limits	The content of the items will not assess graphical infectious disease outbreaks.
Stimulus Attributes	May include multiple choice and short answer and performance task including images of tube dilution samples.
Response Attributes	Students will be able to interpret results of ELISA test and perform serial dilutions.
Sample Item	If you dilute a 100 mL sample of antigen by 50% 3 times, how much of the original sample is found in the last tube? A) 25 mL B) 12.5 mL C) 6.25 mL D) 3.13 mL Answer: C

Standard	43.0 Explore the factors that contribute to the effectiveness of antibiotics against infectious diseases- The student will be able to:
Benchmark	43.02 Investigate how antibiotics disrupt the pathways that bacteria need to survive.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	Student will investigate how antibiotics disrupt the pathways that bacteria need to survive.
Content Focus	Structure/Function Bacteria, Antibiotics, Resistance
Content Limits	The content of the items will assess how antibiotics disrupt bacteria survival.
Stimulus Attributes	None Specified
Response Attributes	Students will be able to antibiotics are used to fight bacteria and understand the difference between gram positive and gram negtive staining.
Sample Item	Which statement best describes gram positive bacteria? A) Has multiple layers B) Stains purple color C) Outer membrane work as barrier D) Contains a layer with porins Answer: B

Standard	43.0 Explore the factors that contribute to the effectiveness of antibiotics against infectious diseases- The student will be able to:
Benchmark	43.03 Explain how bacteria use various pathways to gain resistance to antibiotics.
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	Student will explain how bacteria use various pathways to gain resistance to antibiotics.
Content Focus	Structure/Function Bacteria, Antibiotics, Resistance
Content Limits	The content of the items will not assess pathways through which bacteria transfer genes.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Which statement does NOT usually lead to bacterial resistance? A) Routinely reusing antibiotics B) Taking antibiotics only until one feels better C) Completing one's prescription of antibiotics D) Taking antibiotics for viral infections Answer: C

Standard	44.0 Investigate hearing loss as a detrimental effect of infectious disease- The student will be able to:
Benchmark	44.01 Distinguish the properties of sound waves; including frequency and amplitude.
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	Student will distinguish the properties of sound waves; including frequency and amplitude.
Content Focus	Structure/function Ear, Interventions, Hearing, Sound waves, Frequency, Amplitude,
Content Limits	The content of items will assess properties of sound waves, frequency and amplitude.
Stimulus Attributes	May include mulitple choice and short response and may include images of sound waves.
Response Attributes	Students will be able to determine the characteristics of sound waves.
Sample Item	Which property of a sound wave effects volume of a sound? A) angle B) frequency C) height D) width Answer: C

Standard	44.0 Investigate hearing loss as a detrimental effect of infectious disease- The student will be able to:
Benchmark	44.04 Research the variety of interventions and services available to aide those with hearing loss.
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	Student will identify the variety of interventions and services available to aide those with hearing loss.
Content Focus	Structure/function Ear, Interventions, Hearing, Sound waves, Frequency, Amplitude
Content Limits	The content of the items will assess interventions and services available to aide in hearing loss.
Stimulus Attributes	May include mulitple choice and short response and may include images of the ear.
Response Attributes	Students will know the difference between conductive hearing loss and senorinerual hearing loss as well as ways that they can be treated.
Sample Item	Which hearing loss would be considered sensorineural? A) hearing loss from perforated eardrum B) impacted earwax C) infection of the ear canal D) malformation of the cochlea Answer: D

Standard	45.0 Explore vaccination as a mode of infectious disease prevention–The student will be able to:
Benchmark	45.01 Explain how vaccines act as medical interventions to defend the body against infectious invaders.
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	Student will explain how vaccines act as medical interventions to defend the body against infectious invaders.
Content Focus	Vaccines, Interventions, Infectious disease, Laboratory, Plasmids, Genetic, Epidemiologist
Content Limits	The content of the items will assess vaccines defense on infectious invaders.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Which vaccine often needs boosters because it does not grow or duplicate? A) Live, attenuated vaccines B) Killed whole cell vaccinces C) Toxin Vaccines D) DNA Vaccines Answer: B

Standard	45.0 Explore vaccination as a mode of infectious disease prevention–The student will be able to:
Benchmark	45.03 Define plasmids and explain their significance in genetic engineering.
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	Student will define plasmids and explain their significance in genetic engineering.
Content Focus	Vaccines, Interventions, Infectious disease, Laboratory, Plasmids, Genetic, Epidemiologist
Content Limits	The content of the items will assess plasmids and genetic engineering.
Stimulus Attributes	None Specified
Response Attributes	Students will be able determine how plasmids are used in the making of vaccines.
Sample Item	What is found within plasmid rings that are needed to created vaccines? A) ATP B) ADP C) DNA D) RNA Answer: C

Standard	45.0 Explore vaccination as a mode of infectious disease prevention–The student will be able to:
Benchmark	45.04 Investigate the importance of epidemiologists and the impact these medical professionals have on public health.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	Student will investigate the importance of epidemiologists and the impact these medical professionals have on public health.
Content Focus	Vaccines, Interventions, Infectious disease, Laboratory, Plasmids, Genetic, Epidemiologist
Content Limits	The content of the items will not assess vaccination from the perspective of individuals from different generations.
Stimulus Attributes	None Specified
Response Attributes	Students will understand the role that an epidemiologists plays trying to determine the cause of diseases, their origins when spreading through a population, and how to prevent further occurrence.
Sample Item	Which is a job duty of an epidemiologist? A) Determine a person's caused of death B) Determine how hearing loss occurs C) Determine cause of disease and prevent spread D) Determine a person's ethnicity using their bones Answer: C

Standard	46.0 Investigate the available types of genetic testing/screening and their ethical implications–The student will be able to:
Benchmark	46.01 Describe genetic testing and how it is used to determine if someone has a genetic disorder.
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	Student will classify genetic testing and how it is used to determine if someone has a genetic disorder.
Content Focus	Genetics, Screening, Disorders, Counseling, Prenatal, Interventions
Content Limits	The content of the items will assess genetic testing/sceening to diagnose genetic disorders.
Stimulus Attributes	May include multiple choice and short response with images of karyotypes
Response Attributes	Students will understand the difference is CVS, Amniocentesis, ultrasound, and karyotypes.
Sample Item	Which genetic screening procedure is from removing a sample the placenta to test for genetic disorders? A) Amniocentesis B) Chorionic Villi Sampling C) Karyotypes D) Ultrasoud Answer: B

Standard	46.0 Investigate the available types of genetic testing/screening and their ethical implications–The student will be able to:
Benchmark	46.07 Describe proper prenatal care as well as medical interventions used to monitor a pregnancy.
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	Student will identify proper prenatal care as well as medical interventions used to monitor a pregnancy
Content Focus	Genetics, Screening, Disorders, Counseling, Prenatal, Interventions
Content Limits	The content of the items will not assess DNA extraction, PCR and restriction analysis.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Which of the different types of prenatal screenings uses images of the developling fetus to ensure healthy growth A) amniocentesis B) chorionic villil sampling C) ultrasonography D) genetic screening Answer: C

Standard	47.0 Examine the current reproductive technology and discuss medical interventions of the future–The student will be able to:
Benchmark	47.03 Explore the various medical interventions parents have available to choose the sex of their future child, including sperm sorting and embryo selection by pre-implantation genetic diagnosis (PDG).
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	Student will investigate the various medical interventions parents have available to choose the sex of their future child, including sperm sorting and embryo selection by pre-implantation genetic diagnosis (PDG).
Content Focus	Reproductive, Interventions, Gene therapy, Disorders, Cloning
Content Limits	The content of the items will assess medical interventions to choose the sex of their child.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Which technique screens fertilized embryos before they are inserted do look for genetic disorders? A) embryo selection B) gene silencing C) karyotyping D) pre-implantation genetic diagnosis Answer: D

Standard	47.0 Examine the current reproductive technology and discuss medical interventions of the future–The student will be able to:
Benchmark	47.04 Describe and outline the process of reproductive cloning.
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	Student will describe and outline the process of reproductive cloning.
Content Focus	Reproductive, Interventions, Gene therapy, Disorders, Cloning
Content Limits	The content of the items will not assess the safety of gene therapy.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	What was the first mammal to ever be cloned? A) cat B) dog C) goat D) sheep Answer: D

Standard	48.0 Explore the diagnostic techniques and technology being used to better diagnose and understand cancer–The student will be able to:
Benchmark	48.01 Investigate the physiology of cancer and discuss how cancerous cells differ from normal/healthy cells.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	Student will investigate the physiology of cancer and discuss how cancerous cells differ from normal/healthy cells.
Content Focus	Diagnostics, Technology, Cancer, Physiology, Xrays, CT scans, MRI
Content Limits	The content of the items will assess physiology of cancer.
Stimulus Attributes	None Specified
Response Attributes	Students will be able to distinguish differences between different diagnostic tools for bone cancers.
Sample Item	Which diagnostic tool uses tracer in order to detect possible defects in the skeletal system? A) Xrays B) MRI C) CT Scan D) Bone Scan Answer: D

Standard	49.0 Explore the potential risk factors associated with cancer and the various situations which cause changes to DNA–The student will be able to:
Benchmark	49.01 Describe the potential risk factors for different types of cancer as well as the ways to reduce the risk.
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	Student will classify the potential risk factors for different types of cancer as well as the ways to reduce the risk.
Content Focus	Risks factors, Cancer cells, Screenings, Virus
Content Limits	The content of the items will assess risk factors associated with cancer.
Stimulus Attributes	None Specified
Response Attributes	Student will know the different risk factors for different types of cancers.
Sample Item	Getting older is a possible risk factor for which type of cancer? A) Bone B) breast C) lung D) prostate Answer: D

Standard	49.0 Explore the potential risk factors associated with cancer and the various situations which cause changes to DNA–The student will be able to:
Benchmark	49.02 Explore the various cancer screening techniques that can be used to predict risk for developing cancer.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	Student will distinguish the various cancer screening techniques that can be used to predict risk for developing cancer.
Content Focus	Risks factors, Cancer cells, Screenings, Virus
Content Limits	The content of the items will assess cancer screening techniques.
Stimulus Attributes	None Specified
Response Attributes	Students will be able to determine the differences between cancer testing techniques.
Sample Item	The BRCA gene is used to screen for which type of cancer? A) brain B) blood C) bone D) breast Answer D

Standard	50.0 Investigate the treatments and therapies available to treat cancer and its physical, mental and emotional effects–The student will be able to:
Benchmark	50.01 Define and identify the differences between chemotherapy and radiation therapy.
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	Student will fine and identify the differences between chemotherapy and radiation therapy.
Content Focus	Chemotherapy, Radiation Therapy, Treatments, Cancer, Prosthetics,
Content Limits	The content of the items will assess chemotherapy and radiation therapy.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Identify 2 differences between chemotherapy and radiation therapy for cancer treatment. RUBRIC 2 Points: The student is able to correctly identify 2 differences between chemotherapy and radiation therapy. 1 Point: The student is able to correctly i

Standard	50.0 Investigate the treatments and therapies available to treat cancer and its physical, mental and emotional effects–The student will be able to:
Benchmark	50.02 Describe how chemotherapy drugs interact with and destroy cancer cells.
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	Student will describe how chemotherapy drugs interact with and destroy cancer cells.
Content Focus	Chemotherapy, Cancer, Cells
Content Limits	The content of the items will assess how chemotherapy drugs destroy cancer cells.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	What is the common method of administering chemotherapy drugs? A) intravenous B) intraperitoneal C) topical D) orally Answer: A

Standard	50.0 Investigate the treatments and therapies available to treat cancer and its physical, mental and emotional effects–The student will be able to:
Benchmark	50.04 Exhibit information on the advances and benefits of prosthetic technology for those who have lost their limbs.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	Student will design information on the advances and benefits of prosthetic technology for those who have lost their limbs.
Content Focus	Prosthetics, Therapy, Physical therapy, Occupational therapy
Content Limits	The content of the items will assess how the advancement of prosthetics benefits those who have lost limbs.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Identify at least 2 reasons why is it so difficult to replicate the skills of a real arm with a prosthetic arm. RUBRIC: 2 POINTS The student is able identify 2 reasons 1 POINT: The student is able to identify 1 reason. 0 POINTS: The student is unable to identify any reasons.

Standard	50.0 Investigate the treatments and therapies available to treat cancer and its physical, mental and emotional effects–The student will be able to:
Benchmark	50.05 Explain how physical and occupational therapists help patients with disabilities or recovering from surgery/injury.
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	Student will explain how physical and occupational therapists help patients with disabilities or recovering from surgery/injury.
Content Focus	Prosthetics, Therapy, Physical therapy, Occupational therapy
Content Limits	The content of the items will assess how therapy help patients with disabilities.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Explain two differences in how physical therapists and occupational therapists treat patients RUBRIC 2 POINTS: The student is able to correctly explain two differences in job duties between a physical therapist and occupational therapist 1 POINT: The student explains one difference between a physical therapist and occupational therapist 0 POINTS: The student is unable to explain a difference between physical therapist and occupational therapist

Standard	53.0 Investigate the causes and treatments for kidney failure–The student will be able to:
Benchmark	53.02 Describe the chain of events that result when kidneys do not function properly and how it affects the creation of red blood cells.
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	Student will describe the chain of events that result when kidneys do not function properly and how it affects the creation of red blood cells.
Content Focus	Structure/function Kidney, Treatments, ESRD
Content Limits	The content of the items will assess events that result in ESRD
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Which test would NOT be likely used to check for kidney function? A) blood urea nitrogen levels B) glomerular filtration rate C) red blood cell count D) white blood cell count Answer: D

Standard	53.0 Investigate the causes and treatments for kidney failure–The student will be able to:
Benchmark	53.03 Analyze the medical options for treatment for persons with ESRD including hemodialysis, peritoneal dialysis and kidney transplant.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	Student will analyze the medical options for treatment for persons with ESRD including hemodialysis, peritoneal dialysis and kidney transplant.
Content Focus	Structure/function Kidney, Treatments, ESRD
Content Limits	The content of the items will assess medical options and treatments for ESRD
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Identify one pro and one con for peritoneal dialysis vs hemodialysis. RUBRIC: 2 Points: The student correctly identifies one pro and one con 1 Point: The student correctly identifies either a pro or con 0 Points: The student is not able to identify either a pro or a con

Standard	54.0 Explore the process, policies and procedures involved for organ transplantation–The student will be able to:
Benchmark	54.01 Consider the integral factors to consider when deciding who should receive an organ transplant.
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	Student will consider the integral factors to consider when deciding who should receive an organ transplant.
Content Focus	Process, Policies/procedures, Organ Transplant, Blood, Tissue typing, Donor, Laparoscopy, Nephrectomy
Content Limits	The content of the items will assess policies/procedures for organ transplant.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	Which organization is responsible for creating the policies that govern the allocation of organ donation? A) American Association of Organ Transplants B) Donate Life Procurement Network C) National Organization of Organ Donation D) Organ Procurement and

Standard	54.0 Explore the process, policies and procedures involved for organ transplantation–The student will be able to:
Benchmark	54.03 Describe the general steps involved in a live donor laparoscopic nephrectomy.
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	Student will construct the general steps involved in a live donor laparoscopic nephrectomy.
Content Focus	Process, Policies/procedures, Organ Transplant, Blood, Tissue typing, Donor, Laparoscopy, Nephrectomy
Content Limits	The content of the items will assess a live donor laparoscopic nephrectomy.
Stimulus Attributes	None Specified
Response Attributes	None Specified
Sample Item	What part of the body would a laparoscopic nephrectomy be performed? A) abdominal area B) around the cranium C) inguinal area D) proximal hips Answer: A