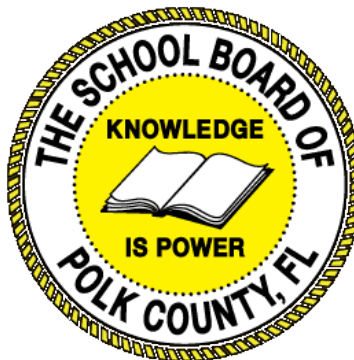


Individual Test Item Specifications

8722010- Building Trades &
Construction Design Technology 1

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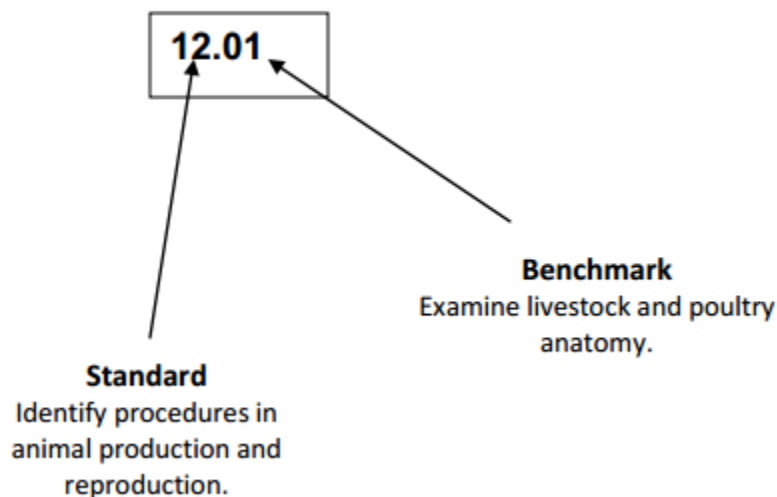
I. Guide to the Individual Benchmark Specifications

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.

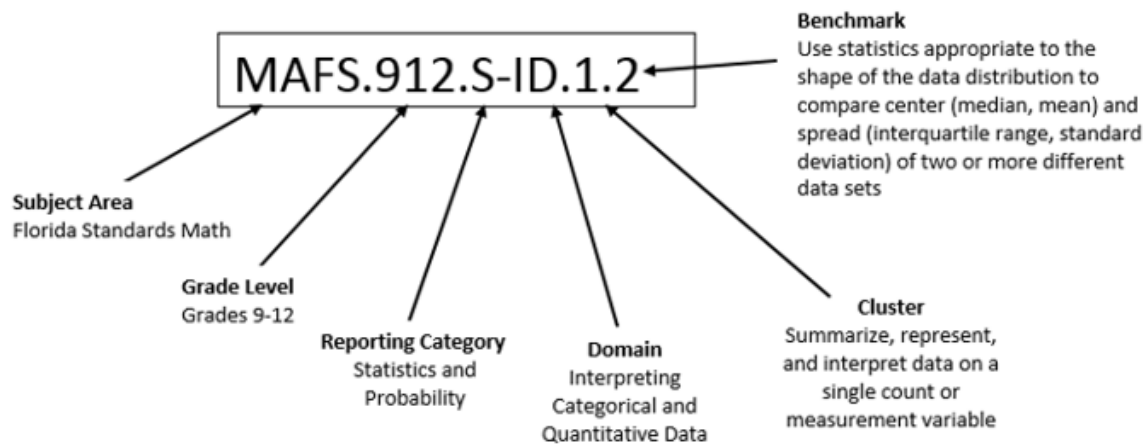
An example, from Agritechnology 1:



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	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.01 Observe and comply with all applicable Occupational Safety and Health Administration (OSHA) rules and regulations.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or observe and comply with all applicable Occupational Safety and Health Administration (OSHA) rules and regulations.
Content Focus	OSHA, Occupational Safety and Health Administration, regulations, standards, caution, workers, work comp, rules, workplace, regulation, experience MOD, injuries, protection, audit, fines, compliance, disaster plans, evacuation plans, severe weather, observe, wash stations, first aid, acids, asbestos, precautions, solvents, general guidelines
Content Limits	The content will include, but not be limited to, components of observing and complying with all applicable Occupational Safety and Health Administration (OSHA) rules and regulations. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	The response may include terms, phrases, sentences, images, diagrams, or charts. Student created written responses or computer generated responses may be used.
Sample Item	What is the leading cause of death for operators of heavy equipment? A. fire B. head-on collisions C. rear-end collisions D. roll-overs Answer: D

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.02 Locate and examine Material Safety Data Sheets (MSDS) and follow the procedures as necessary.
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	The student will demonstrate knowledge, make observations or locate and examine Material Safety Data Sheets (MSDS) and follow the procedures as necessary.
Content Focus	MSDS, follow procedures, location of MSDS, material safety, data, follow rules, compliance, how to properly use and identify, emergency procedures, chain of command, emergency services, fellow employee
Content Limits	The content will include, but not be limited to, components of locating and examining Material Safety Data Sheets (MSDS) and following the procedures as necessary. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	If an employee accidentally splatters paint in their eye while on the job, which document would properly identify the proper safety protocol? A. Lockout Tag B. Material Safety Data Sheet C. Poison Control Center D. Safety Sheet Answer: B

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.03 Discuss and analyze the “Right-to-Know” Law as recorded in (29 CFR-1910.1200).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or discuss and analyze the “Right-to-Know” Law as recorded in (29 CFR-1910.1200).
Content Focus	Right-to-Know Law, 29 CFR 1910.1200, MSDS, compliance, OSHA, safe work environments, HAZCOM, protect workers, information vital to the employees safety, fair practices, Analyze Right to Know laws, safety culture, importance of safety and communication
Content Limits	The content will include, but not be limited to, components of discussing and analyzing the “Right-to-Know” Law as recorded in (29 CFR-1910.1200). Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	HazCom guidelines require all construction workers to do what? A. Know what to do in an emergency B. Post poison control number C. Use OSHA approved equipment D. Wear steel-toed footwear Answer: A

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.04 Identify and use safety equipment such as fall arrest systems, fire extinguishers, scaffolds and ladders.
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	The student will demonstrate knowledge, make observations or identify and use safety equipment such as fall arrest systems, fire extinguishers, scaffolds and ladders.
Content Focus	Safety equipment, fire extinguisher, 911, emergency response, fire alarm, fire blanket, fire proof garbage can, caution tape, barricades, eye wash stations, scaffolds, ladders, fall protection, guardrails, leash, first aid, safety vest, hard hat, burns, and burn care
Content Limits	The content will include, but not be limited to, components of identifying and using safety equipment such as fall arrest systems, fire extinguishers, scaffolds and ladders. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	What clean air device do workers wear on their face in the workplace when necessary? A. mask B. respirator C. tank D. windsock Answer: B

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.05 Identify, interpret, and follow disaster plans.
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	The student will demonstrate knowledge, make observations or identify, interpret, and follow disaster plans.
Content Focus	Disaster plans, fire alarms, evacuation, tornado, bunker, low areas, understand evacuation plans, location of evacuation plans, review procedures, shelter, power outages, tsunamis, plans and communication, understand disaster plans and properly communicate to fellow employees and visitors
Content Limits	The content will include, but not be limited to, components of identifying, interpreting, and following disaster plans. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	The organization that ensures safety for American workers is known as who? A. Federal Bureau of Investigation B. Florida Department of Transportation C. National Training Center D. Occupational Safety and Health Administration Answer: D

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.06 Describe and demonstrate appropriate safety attitudes and behaviors in the shop and on the job in the construction industry.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or describe and demonstrate appropriate safety attitudes and behaviors in the shop and on the job in the construction industry.
Content Focus	Safety attitudes, safe behaviors, safety methods, company safety cultures, shop discipline, job site safety, caution, listen to supervisors, follow instructions, be cautious, always be aware of surroundings, work together, look out for fellow workers, promote safety
Content Limits	The content will include, but not be limited to, components of describing and demonstrating appropriate safety attitudes and behaviors in the shop and on the job in the construction industry. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	The organization that ensures safety for American workers is known as who? A. Federal Bureau of Investigation B. Florida Department of Transportation C. National Training Center D. Occupational Health and Safety Administration Answer: D

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.07 Describe and demonstrate the appropriate safe use and maintenance of portable and stationary power equipment in the shop and on the job in construction industry.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or describe and demonstrate the appropriate safe use and maintenance of portable and stationary power equipment in the shop and on the job in construction industry.
Content Focus	Stationary power equipment, portable power equipment, safe use of power equipment at the shop and on the job, safety attitudes, safe behaviors, safety methods, company safety cultures, shop discipline, job site safety, caution, listen to supervisors, follow instructions, be cautious, always be aware of surroundings, work together, look out for fellow workers, promote safety
Content Limits	The content will include, but not be limited to, components of describing and demonstrating the appropriate safe use and maintenance of portable and stationary power equipment in the shop and on the job in construction industry. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	When transporting heavy equipment on a trailer, what added safety feature should always be used? A. bunji cords B. chain binders C. rope D. straps Answer: B

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.08 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
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 demonstrate knowledge, make observations or describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
Content Focus	Jobsite safety, be aware of surroundings, rules and regulations, buddy systems, clean work environments, healthy work environments, unplug machines when not in use, clean work areas often, shop safety, safety awards programs, culture, experience MOD
Content Limits	The content will include, but not be limited to, components of describing personal and jobsite safety rules and regulations that maintain safe and healthy work environments. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	When an employee is on a scaffold or roof, which piece of safety equipment will offer fall protection? A. block and tackle B. handline C. ladder D. safety harness Answer: D

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.09 Explain emergency procedures to follow in response to workplace accidents.
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 demonstrate knowledge, make observations or explain emergency procedures to follow in response to workplace accidents.
Content Focus	First aid, emergency procedures, workplace accident, 911, hospital, ambulance, bandages, report injuries to supervisor, report all accidents regardless of severity, types of workplace accidents, falls are most common, knowledge of workplace accident procedures and how too
Content Limits	The content will include, but not be limited to, components of explaining emergency procedures to follow in response to workplace accidents. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	What should an employee do when they witness an on-the-job accident regardless of severity? A. call an attorney B. do not report it C. notify a supervisor D. tell a friend Answer: C

Standard	04.0 Demonstrate safety practices and follow disaster plans.
Benchmark	04.10 Create a disaster and/or emergency response plan.
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	The student will demonstrate knowledge, make observations or create a disaster and/or emergency response plan.
Content Focus	Emergency response, disaster plans, inclement weather, hurricane, tornado, tsunami, disaster plans practice, fire alarms, evacuation, tornado, bunker, low areas, understand evacuation plans, location of evacuation plans, review procedures, shelter, power outages, tsunami, plans and communication, understand disaster plans and properly communicate to fellow employees and visitors
Content Limits	The content will include, but not be limited to, components of creating a disaster and/or emergency response plan. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	What document should be posted near exit doors in all commercial environments? A. evacuation routes B. hurricane plan C. tsunami drill D. poison control center contacts Answer: A

Standard	05.0 Identify and use basic hand tools.
Benchmark	05.01 Select and utilize appropriate hand tools typically used in the construction industry for specific tasks in accordance with safety guidelines.
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	The student will demonstrate knowledge, make observations or select and utilize appropriate hand tools typically used in the construction industry for specific tasks in accordance with safety guidelines.
Content Focus	Power tools, equipment, safety guidelines, hazardous uses, properly used and maintained, power source, risk factors, electrical shock, pneumatics, appropriate power tools for the project, specific tasks, safe culture
Content Limits	The content will include, but not be limited to, components of selecting and utilizing appropriate hand tools typically used in the construction industry for specific tasks in accordance with safety guidelines. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	What type of hammer works best for pulling nails out of a piece of lumber? A. ball peen B. claw C. jewelry D. hammer axe Answer: B

Standard	o6.o Identify power tools and describe their proper operation.
Benchmark	o6.o1 Select and utilize appropriate power tools and equipment typically used in the construction industry for specific tasks in accordance with safety guidelines.
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	The student will demonstrate knowledge, make observations or select and utilize appropriate power tools and equipment typically used in the construction industry for specific tasks in accordance with safety guidelines.
Content Focus	Power tools, equipment, safety guidelines, hazardous uses, properly used and maintained, power source, risk factors, electrical shock, pneumatics, appropriate power tools for the project, specific tasks, safe culture
Content Limits	The content will include, but not be limited to, components of selecting and utilizing appropriate power tools and equipment typically used in the construction industry for specific tasks in accordance with safety guidelines. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Which tool would you use to safely make a baseball bat? A. striking wrench B. table saw C. wood chipper D. wood lathe Answer: D

Standard	07.0 Research and present construction components, materials, hardware and characteristics.
Benchmark	07.01 Research and present the various components, materials and hardware used in residential construction applications.
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	The student will demonstrate knowledge, make observations or research and present the various components, materials and hardware used in residential construction applications.
Content Focus	Hardware, construction, vast array of materials and hardware, refinery, manufacturing, assemblers, residential construction, materials and hardware used in residential construction, various components of residential construction,
Content Limits	The content will include, but not be limited to, components of researching and presenting the various components, materials and hardware used in residential construction applications. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	What is installed in residential kitchens for storage? A. cabinets B. closet C. lavatory D. shed Answer: A

Standard	07.0 Research and present construction components, materials, hardware and characteristics.
Benchmark	07.02 Research and present the various components, materials and hardware used in commercial construction applications.
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	The student will demonstrate knowledge, make observations or research and present the various components, materials and hardware used in commercial construction applications.
Content Focus	Various components used in commercial construction, bill of sale, parts list, purchase orders, materials, hardware, commercial construction applications, accurate estimate, careful schedules, risk management, high quality materials, environmental concerns, proper application
Content Limits	The content will include, but not be limited to, components of researching and presenting the various components, materials and hardware used in commercial construction applications. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	What type of concrete is installed in commercial parking lots to help reduce the number of water retention ponds needed? A. polished B. pervious C. terrazzo D. tilt-up Answer: B

Standard	07.0 Research and present construction components, materials, hardware and characteristics.
Benchmark	07.03 Research and present the various components, materials and hardware used in industrial construction applications.
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	The student will demonstrate knowledge, make observations or research and present the various components, materials and hardware used in industrial construction applications.
Content Focus	Various components used in industrial construction, bill of sale, parts list, purchase orders, materials, hardware, industrial construction applications, accurate estimate, careful schedules, risk management, high quality materials, environmental concerns, proper application, industrial differences, example of industrial projects and material applications
Content Limits	The content will include, but not be limited to, components of researching and presenting the various components, materials and hardware used in industrial construction applications. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Which concrete additive is used in industrial floor slabs? A. fly ash B. plastic polymers C. Steel fiber D. Styrofoam beads Answer: C

Standard	07.0 Research and present construction components, materials, hardware and characteristics.
Benchmark	07.04 Research and present pre planning and procedural steps to accomplish various projects large and small both in the lab and on the job site.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or research and present pre planning and procedural steps to accomplish various projects large and small both in the lab and on the job site.
Content Focus	Pre planning, product-process and people, procedural steps, project planning, omitted, critical stakeholders, methodologies, small projects, large projects, scheduling, supervision, proper planning makes a huge difference in success,
Content Limits	The content will include, but not be limited to, components of researching and presenting preplanning and procedural steps to accomplish various projects large and small both in the lab and on the job site. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Before the commencement of any construction project, you should begin with what? A. post-construction meeting B. pre-construction meeting C. time clock D. workman's compensation checklist Answer: B

Standard	o8.o Demonstrate an understanding of the construction industry and related occupations.
Benchmark	o8.o1 Identify and distinguish construction trade occupations and the roles and responsibilities of each craft.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or identify and distinguish construction trade occupations and the roles and responsibilities of each craft.
Content Focus	Construction industry, related occupations, tools and machines, skilled workers, craft, business process, critical thinking, interpersonal skills, construction trade occupations, roles of a contractor or construction worker,
Content Limits	The content will include, but not be limited to, components of identifying and distinguishing construction trade occupations and the roles and responsibilities of each craft. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Which contractor would be responsible for installing cement blocks? A. concrete contractor B. electrical contractor C. masonry contractor D. plumbing contractor Answer: C

Standard	o8.o Demonstrate an understanding of the construction industry and related occupations.
Benchmark	o8.o2 Identify and distinguish construction project management occupations and the roles and responsibilities of each.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or identify and distinguish construction project management occupations and the roles and responsibilities of each.
Content Focus	Project manager, construction managers, supervisors, crew leaders, foreman, roles of each team member, construction chain of command, occupations, roles and responsibility, mission statement, vision statement, contracts, specifications, invitation to bid, RFI's, estimators, office managers, company president, managerial staff
Content Limits	The content will include, but not be limited to, components of identifying and distinguishing construction project management occupations and the roles and responsibilities of each. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Which type of engineer would calculate the number of retention ponds needed for a construction project? A. civil B. electrical C. mechanical D. structural Answer: A

Standard	o8.o Demonstrate an understanding of the construction industry and related occupations.
Benchmark	o8.o3 Identify and differentiate design and engineering occupations and the roles and responsibilities of each.
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 demonstrate knowledge, make observations or identify and differentiate design and engineering occupations and the roles and responsibilities of each.
Content Focus	Design staff, architect, roles of architect, roles of engineers, civil engineer, structural engineer, mechanical engineer, PA, stamp, seal of approval, design criteria, roles of each team member, approval process, building permits, code compliance, ADA
Content Limits	The content will include, but not be limited to, components of identifying and differentiating design and engineering occupations and the roles and responsibilities of each. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Which type of engineer would calculate the number of retention ponds needed for a construction project? A. civil B. electrical C. mechanical D. structural Answer: A

Standard	o8.o Demonstrate an understanding of the construction industry and related occupations.
Benchmark	o8.o4 Assess the relationship between the Department of Labor and the construction industry, economy and employment.
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 demonstrate knowledge, make observations or assess the relationship between the Department of Labor and the construction industry, economy and employment.
Content Focus	Department of labor, construction industry, economy, employees of the construction industry, impact on the economies, critical thinking skills, workforce concerns, soft skills, healthy relationship with regulatory organizations, economic impacts, political relationships, unions
Content Limits	The content will include, but not be limited to, components of assessing the relationship between the Department of Labor and the construction industry, economy and employment. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Which department oversees minimum wage rates for construction workers? A. Department of Commerce B. Department of Labor C. Internal Revenue Service D. U.S. Regulatory Agency Answer: B

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.01 Identify and demonstrate positive work behaviors needed to be employable.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or identify and demonstrate positive work behaviors needed to be employable.
Content Focus	Positive work behaviors, soft skills, employee skills, behavior, control, physical abilities, education, knowledge, application, positive work environments, proper dress, well kept, eye contact, customer service, on time habits, sick calls, hard work, pay structure, listening, team work
Content Limits	The content will include, but not be limited to, components of identifying and demonstrating positive work behaviors needed to be employable. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Which positive characteristic helps you stand out in the workplace and motivate others? A. criticism B. flexibility C. irrationality D. leadership Answer: D

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.02 Develop personal career plan that includes goals, objectives and strategies.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or develop a personal career plan that includes goals, objectives and strategies.
Content Focus	Career plans, goals, objectives, strategies, planning, personal achievements, accomplishment, future, benefits, salary, position, education, training, certifications, licensing, knowledge, 1, 3 and 5 year plans, budgeting, debt
Content Limits	The content will include, but not be limited to, components of developing a personal career plan that includes goals, objectives and strategies. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	A skill that demonstrates the ability to work well with others to reach a common goal is what? A.cooperation B. inflexibility C. sarcasm D. strictness Answer: A

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.03 Examine licensing, certification, and industry credentialing requirements.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or examining licensing, certification, and industry credentialing requirements.
Content Focus	Licensing, industry exam, industry credentials, requirements, industry licensing requirements, general contractor, specialty contractor, ACI, NCCER, trades, types of contractors, understand roles of each
Content Limits	The content will include, but not be limited to, components of examining licensing, certification, and industry credentialing requirements. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	If you are building structures over 4 stories tall, you must be which type of licensed contractor? A.certified builder B. general contractor C. industrial contractor D. mechanical contractor Answer: B

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.04 Maintain a career portfolio to document knowledge, skills and experience.
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	The student will demonstrate knowledge, make observations or maintain a career portfolio to document knowledge, skills and experience.
Content Focus	Document knowledge, portfolio of career, skills, experience, licensing, industry exam, industry credentials, requirements, industry licensing requirements, general contractor, specialty contractor, ACI, NCCER, trades, types of contractors, understand roles of each. Keep records and resume, past project experience
Content Limits	The content will include, but not be limited to, components of maintaining a career portfolio to document knowledge, skills and experience. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Why would having a current industry certification in your trade be considered a marketable skill? A. it allows a tax exemption B. it is less of a liability for your company C. it demonstrates lack of experience D. it displays current education and tr

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.05 Evaluate and compare employment opportunities that match career goals.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or evaluate and compare employment opportunities that match career goals.
Content Focus	Compare employment opportunities, career, research trades, research incomes, required training, document knowledge, portfolio of career, skills, experience, licensing, industry exam, industry credentials, requirements, industry licensing requirements, general contractor, specialty contractor, ACI, NCCER, trades, types of contractors, understand roles of each. Keep records and resume, past project experience
Content Limits	The content will include, but not be limited to, components of evaluating and comparing employment opportunities that match career goals. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Many years of industry experience in any trade can empower someone to become successful in the future for what particular career opportunity? A.accountant B.bass player C.teacher D. medic Answer: C

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.06 Identify and exhibit traits for retaining employment.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or identify and exhibit traits for retaining employment.
Content Focus	Retain employment, team player, ethics, consumer awareness, positive work behaviors, soft skills, employee skills, behavior, control, physical abilities, education, knowledge, application, positive work environments, proper dress, well kept, eye contact, customer service, on time habits, sick calls, hard work, excel in the work place
Content Limits	The content will include, but not be limited to, components of identifying and exhibiting traits for retaining employment. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	When you influence those around you to improve the performance of fellow co-workers, what is this referred to? A. chain of command B. chatroom C. supervising D. team building Answer: D

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.07 Identify opportunities and research requirements for career advancement.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or identify opportunities and research requirements for career advancement.
Content Focus	Necessary research, career advancement, management staff, internet, education, industry requirements, rate of return, college, blue collar, types of career opportunities
Content Limits	The content will include, but not be limited to, components of identifying opportunities and researching requirements for career advancement. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	To advance credentials needed for your particular construction trade, it is important to get what? A.certifications B. equipment C. journeymen D. overtime Answer: A

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.08 Research the benefits of ongoing professional development.
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	The student will demonstrate knowledge, make observations or research the benefits of ongoing professional development.
Content Focus	Professional development, necessary training, current trends, common practices, changes in technology, current certifications, latest understanding of industry, feedback, outside influence, learning, latest techniques
Content Limits	The content will include, but not be limited to, components of research the benefits of ongoing professional development. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	What keeps employees knowledgeable of new practices and current trends specific to their field? A. computers B. meetings C. professional development D. surveys Answer: C

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.09 Examine and describe entrepreneurship opportunities as a career planning option.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or examine and describe entrepreneurship opportunities as a career planning option.
Content Focus	Entrepreneurship opportunities, career planning, business leaders, impact on community, form a company, step to starting a business, investment, costs, financial data, mentorship, research, career goals, taxes, budgeting, process, technology
Content Limits	The content will include, but not be limited to, components of examining and describing entrepreneurship opportunities as a career planning option. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Entrepreneurship opportunities will provoke individuals to do what? A. hire inexperienced individuals B. postpone commitments C. procrastinate D. take initiative Answer: D

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.10 Conduct a job search and analyze the requirements of the job.
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	The student will demonstrate knowledge, make observations or conduct a job search and analyze the requirements of the job.
Content Focus	Job search, industry requirements, on the job training, lack of experience, common mistakes, Department of Labor, age, types of education needed, secure employment, computer skills, office or field environment, type if pay and benefits, insurance, work comp
Content Limits	The content will include, but not be limited to, components of conducting a job search and analyzing the requirements of the job. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	When searching for a job that involves working with both water and sewer pipes on a construction project, you would be searching for which type of contractor? A. concrete B. electrical C. plumbing D. roofing Answer: C

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.11 Determine the ramifications of a poor-driving record on employability opportunities.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or determine the ramifications of a poor-driving record on employability opportunities.
Content Focus	Poor driving record, employability with a poor driving record, insurance rates, deductibles, risk management, types of infractions, personality traits, misconceptions, understanding, ramification of a poor driving record
Content Limits	The content will include, but not be limited to, components of determining the ramifications of a poor-driving record on employability opportunities. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	A person with A DUI will have the most trouble renewing which type of license? A. CDL B. Type E C. personal D. motorcycle Answer: A

Standard	09.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	09.12 Assess the importance of confidentiality in the workplace.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will demonstrate knowledge, make observations or assess the importance of confidentiality in the workplace.
Content Focus	Workplace confidentiality, integrity, ethical behavior, compassion, understanding, right to know, confidence, chain of command, reliability, trust, management capabilities, trustworthy employee
Content Limits	The content will include, but not be limited to, components of assessing the importance of confidentiality in the workplace. Text and vocabulary will be grade appropriate.
Stimulus Attributes	Question stem, vocab, video, graphs, diagrams, pictures, performance task, selection, demonstrations and oral explanations via media clips.
Response Attributes	Student will select one correct answer. incorrect distractors will be written. Students will also participate in a performance based task to demonstrate knowledge of the material.
Sample Item	Employees who talk with their co-workers about information that has not been officially disclosed to them is known as what? A. non-official meetings B. spreading rumors C. stating the obvious D. willingness to cooperate Answer: B