Individual Test Item Specifications

8772410- Digital Video Production 1
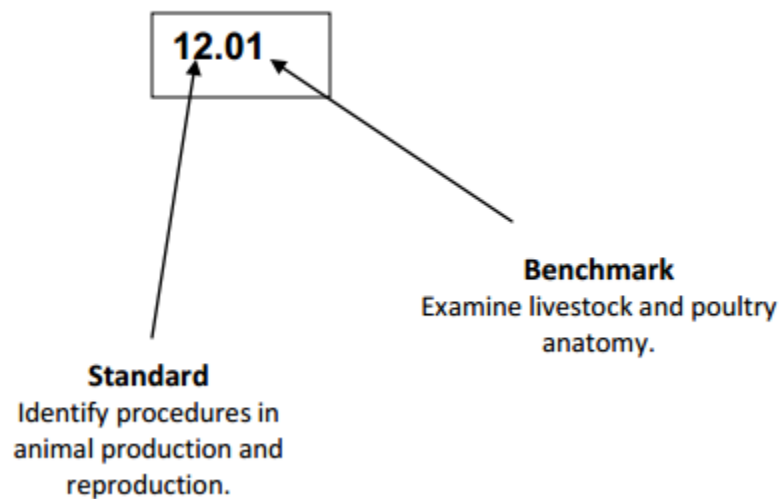
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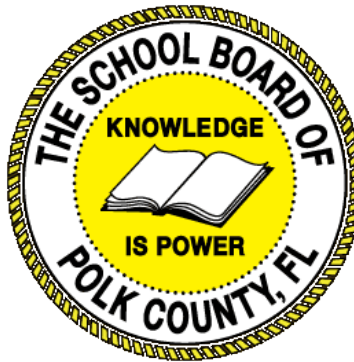
Table of Contents

I. Guide to the Individual Benchmark Specifications

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

Benchmark Classification System

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

An example, from Agritechnology 1:

12.01

Benchmark
Examine livestock and poultry anatomy.

Standard
Identify procedures in animal production and reproduction.

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

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

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

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

MAFS.912.S-ID.1.2

Subject Area
Florida Standards Math

Grade Level
Grades 9-12

Reporting Category
Statistics and Probability

Domain
Interpreting Categorical and Quantitative Data

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

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

Definitions of Benchmark Specifications

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

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

II. Individual Benchmark Specifications

Standard	04.0 Demonstrate safe and efficient work practices--The student will be able to:
Benchmark	04.01 Follow industry safety rules, regulations and policies.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to perform tasks to keep himself and others safe.
Content Focus	Aware of surroundings, different types of hazards
Content Limits	Items should include industry recommendations for care and maintenance of typical/basic video and still cameras, scanners, cords, external hard drives, power supplies etc.
Stimulus Attributes	Worksheets, observations, hands on assignments
Response Attributes	None Specified
Sample Item	What clothing should you not wear when working in a production studio or on set? a. closed toe shoes b. clothes with hanging material and fringe c. shirts with graphics d. shorts Correct answer: b

Standard	04.0 Demonstrate safe and efficient work practices--The student will be able to:
Benchmark	04.02 Demonstrate proper handling of hazardous materials.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to handle and dispose of hazardous materials.
Content Focus	Knowledge of what is a hazardous material, proper disposal processes
Content Limits	Items should include industry and school requirements of how to properly handle and/or dispose of hazardous materials such as batteries, toner, equipment.
Stimulus Attributes	Worksheets, observations, hands on assignments
Response Attributes	None Specified
Sample Item	Short Answer You have just received a new rechargeable battery for your video camera. In 1-2 sentences to explain how you should dispose of the rechargeable battery properly? Rechargeable batteries should be recycled. If you are at a place of business or school. you should contact maintenance to determine the correct procedure. Rubric: 2 points: Student will completely and thoroughly explain how to dispose of batteries and who they should contact in 1-2 complete sentences. 1 point: Student will completely and thoroughly explain either how to dispose of batteries or who they should contact in 1-2 complete sentences. 0 points: Student did not answer correctly or did not attempt.

Standard	04.0 Demonstrate safe and efficient work practices--The student will be able to:
Benchmark	04.03 Demonstrate awareness of appropriate ergonomics.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify the correct way to position himself for all activities performed.
Content Focus	Ergonomics, sit, stand, lift, move equipment correctly
Content Limits	Items may include definition and application of ergonomics and how it relates to a work area.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples
Response Attributes	None Specified
Sample Item	You are getting ready to go to location. The lighting bag is packed. What is the best way to pick it up correctly to load it onto the cart? a. with your feet apart, bend from the waist to pick it up b. with your feet together, and your knees straight, pick it up c. with your feet apart, bend your knees and pick it up d. with your feet together, bend from the waist to pick it up Correct answer: c

Standard	04.0 Demonstrate safe and efficient work practices--The student will be able to:
Benchmark	01.04 Demonstrate proper care of equipment.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to care for and maintain all equipment used.
Content Focus	Basic recording and playback equipment maintenance, storage, sets, lighting,
Content Limits	Items may include industry recommendations for care and maintenance of typical/basic video and still cameras, scanners, cords, external hard drives, power supplies etc.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples
Response Attributes	None Specified
Sample Item	You are on location and something splashes onto your camera lens. You do not have another camera and nothing to clean the lens with. What would be the best alternative in this situation? a. gently blow on the splashed area to get it to dry b. shake off as much as you can and continue c. stop filming and come back again when you have another camera d. use your finger to gently clean it Correct answer: b

Standard	04.0 Demonstrate safe and efficient work practices--The student will be able to:
Benchmark	04.05 Demonstrate appropriate use of equipment in an efficient manner.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to use equipment correctly and efficiently.
Content Focus	Maintenance, operate
Content Limits	Items may contain basic equipment operates including how to record, save, protect, play files from different types of devices.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples
Response Attributes	None Specified
Sample Item	In what order should you assemble a three point lighting kit? a. light, tripod, umbrella b. light, umbrella, tripod c. tripod, light, umbrella d. tripod, umbrella, light Correct answer: c

Standard	05.0 Plan a production set--The student will be able to:
Benchmark	05.01 Define set requirements for program type.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to determine the purpose and audience of a project.
Content Focus	Purpose, audience
Content Limits	The audience should be pre- determined. However students should be able to identify what are the typical needs of the different audiences.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations
Response Attributes	None Specified
Sample Item	Your principal has asked you to create a video sharing the interviews of students at last years walkathon to promote this years walk-a-thon. What is the purpose of this video? a. infographic and statistics b. live action c. storytelling d. testimonials Correct answer: d

Standard	05.0 Plan a production set--The student will be able to:
Benchmark	05.02 Define needed prop, costume and other resources.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to obtain costumes, props, etc. for different tasks.
Content Focus	Prop, costume, backgrounds, lighting, sound
Content Limits	Items should be limited to basic terms, how to determine the need for different types of costumes and props, options for obtaining them such as a seamstress, rentals, etc.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What would best determine the tone and style of a project? a. costume b. lighting c. location d. props Correct answer: a

Standard	05.0 Plan a production set--The student will be able to:
Benchmark	05.03 Acquire appropriate locations for segment type.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify what areas are appropriate for the given task and how to correctly obtain permission to use them.
Content Focus	Location, setting
Content Limits	Items may include different types of settings, what background is appropriate, and proper etiquette for requesting use of areas in both written and verbal form.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	You have been asked to make a video about pet ownership. What are the various variables you would consider when choosing locations where you could shoot to this video? Explain in 2-3 sentences. When considering set locations, you should consider sound and video quality and in this case make sure it was pet friendly. Rubric: 2 points: Student will completely and thoroughly explain at least 2 variables in 2-3 complete sentences. 1 point: Student will completely and thoroughly explain at least 1 variable in 2-3 complete sentences. 0 points: Student did not answer correctly or did not attempt.

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will be able to:
Benchmark	06.01 Determine appropriate lighting needs for production settings.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to determine what type of lighting would be needed for multiple types of settings.
Content Focus	Lighting types, location, settings
Content Limits	Items may include vocabulary, types of lighting for studio and location shoots, lighting placement to achieve different effects.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What is the lighting model that creates a constant level of light on all surfaces, regardless of orientation? a. ambient light b. artificial light c. backlighting d. natural light Correct answer: b

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will be able to:
Benchmark	06.02 Identify locations and studio lighting types, method of use and application.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to position lighting and set up the different types of lighting.
Content Focus	Set, location, settings, lighting types
Content Limits	Items may include vocabulary, types of lighting for studio and location shoots, lighting placement to achieve different effects.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	With the lights available, set the studio up for an interview for two people sitting in chairs facing each other with as little shadow as possible from a camera mounted at a 90° angle. Rubric: 5 points: Student will completely and thoroughly set up the set correctly. The student will correctly set up and use the lights for both sides and use the appropriate backlight with little to no shadows. 4 points: Student will set the furniture up correctly. The student will correctly set up and use the lights two of three required lights (side 1, side 2 and backlight) with little to no shadows. 3 points: Student will set the furniture up correctly. The student will correctly set up one of three required lights (side 1, side 2 and backlight) with little to no shadows. 2 points: Student may or may not set up the furniture correctly but uses least 2 of the required lights (side 1, side 2 and backlight) in the right area but with shadows present. 1 point: Student may or may not set up the furniture correctly but uses only 1 of the required lights (side 1, side 2 and backlight) in the right area but with shadows present. 0 points: Student did not answer correctly or did not attempt.

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will be able to:
Benchmark	06.03 Use lighting equipment according to industry safety standards.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to identify the correct way to use lighting in different situations.
Content Focus	Setting, lighting types
Content Limits	Items may include vocabulary, types of lighting for studio and location shoots, lighting placement to achieve different effects.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What is the correct way to handle power cords that cross an aisle or walkway? a. cover the exposed cord completely with tape b. cover the exposed cords with a carpet c. have someone stand there and warn people d. make them as straight as possible Correct answer: a

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will be able to:
Benchmark	06.04 Define light quality in terms of intensity, color, direction and characteristics.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify the different types of light sources, the effects they create, and when they are used.
Content Focus	Absorption of light, ambient light, accent lighting, angle, artificial light, aperture, background lighting
Content Limits	Items may include vocabulary, types of lighting for studio and location shoots, lighting placement to achieve different effects.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What type of lighting makes people look older? a. fluorescent b. High intensity c. halogen d. incandescent Correct answer: a

Standard	07.0 Operate a video camera--The student will be able to:
Benchmark	07.01 Use current industry standard production video equipment.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to correctly perform basic tasks on production video equipment in different situations.
Content Focus	Performance, setting, variety of scripts
Content Limits	Items may include types of production and studio equipment, their uses, and how to operate.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	When choosing a type of video camera, what would be the best type of overall camera lens? a. digital lens b. image - stabilization c. optical lens d. wide-angle lens Correct answer: c

Standard	07.0 Operate a video camera--The student will be able to:
Benchmark	07.02 Operate camera in studio and location (field) production environments.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to identify the appropriate set up and shots for different locations.
Content Focus	Setting, location, studio, production equipment, lighting, sound, audio, microphones
Content Limits	Items may include types of shots, when certain types of shots are needed, how to arrange equipment to maximize the desired effect.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What is the difference between a tilt shot and a pan shot? a. A pan shot is mounted on a dolly and moves forward or away, and a tilt shot sweeps from left to right horizontal. b. A pan shot tilts up or down on a vertical plane, and a tilt shot sweeps from left to right horizontal. c. A tilt shot tilts up or down on a vertical plane, and a pan shot sweeps from left to right horizontally. d. A tilt shot tilts up or down on a vertical plane, and a pan shot is mounted on a dolly and moves forward or away. Correct answer: c

Standard	08.0 Record, mix and edit audio resources--The student will be able to:
Benchmark	08.01 Identify and select microphones for production needs.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify the different types of microphones and what they are used for.
Content Focus	Types of microphones, setting, studio,
Content Limits	Items may include basic types of microphone appropriate uses and pros and cons.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What type of microphone is the mainstay of professionals, and is characterized by High sensitivity and a good High-frequency response? a. capacitor microphone b. dynamic microphone c. lapel microphone d. laser microphone Correct answer: b

Standard	08.0 Record, mix and edit audio resources--The student will be able to:
Benchmark	08.02 Determine optimal microphone placement.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	High
Benchmark Clarification	A student will be able to identify where to place microphones to get the desired effect in different situations.
Content Focus	Setting, location, microphone types and functions
Content Limits	Items may include basic types of microphone appropriate uses and pros and cons.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What are at least two options for the best place to set a microphone for an interview? Exemplar: Boom microphone from above, boom microphone underneath and lav microphone. Rubric: 2 points: Student will completely and thoroughly set up the set correctly. 1 point: Student will completely and thoroughly set up the set with at least one of the locations correct. 0 points: Student did not answer correctly or did not attempt.

Standard	08.0 Record, mix and edit audio resources--The student will be able to:
Benchmark	08.03 Establish appropriate recording conditions.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to identify what factors are needed to successfully record audio in various situations.
Content Focus	Setting, location, microphone types and functions
Content Limits	Items may include basic types of microphone appropriate uses and pros and cons.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What is a filter used for during audio recordings? a. to reduce popping sounds b. to reduce wind noises c. to increase High frequency tones d. to decrease low frequency tones Correct answer: a

Standard	09.0 Operate control room equipment--The student will be able to:
Benchmark	09.01 Define control room functions in a production.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to understand and operate equipment in a production studio.
Content Focus	Production studio, controls
Content Limits	Items may include dolly, tripod, teleprompter, pedestal, video switcher, audio mixing, and monitors.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What is the special effect that uses color for the backdrop to that is replaced with the base picture? a. chroma key b. component background c. cutaway d. overlay Correct answer: a

Standard	10.0 Organize and edit video resources--The student will be able to:
Benchmark	10.01 Log and organize video resources.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will be able to create an appropriate organization system to store project resources.
Content Focus	Organization, basic computer skills, resources
Content Limits	Items may include hard drive, folders, external hard drive, and file extensions.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What is not a control room function of a television/video production studio? a. edit video and audio b. switch from camera to camera c. use a green screen d. write a script Correct answer: d

Standard	10.0 Organize and edit video resources--The student will be able to:
Benchmark	10.02 Input video resources into post-production equipment and workflow.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)= (P)=X (ER)=X
Cognitive Complexity Level	High
Benchmark Clarification	The student will be able to import audio, video and other resources efficiently.
Content Focus	Import, audio, video
Content Limits	Items may include use of a still or video camera to import files, import files from the computer, internet and external storage devices.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	What are at least 2 video formats that can be imported to a video editing program? Two video formats include .wav, .avi, .mov, mp3 Rubric: 2 points: Student will completely and thoroughly set up the set correctly. 1 point: Student will completely and thoroughly set up the set with at least one of the locations correct. 0 points: Student did not answer correctly or did not attempt.