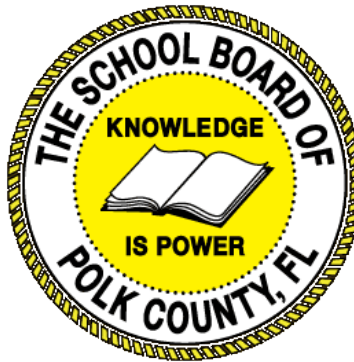




Individual Test Item Specifications

8772420- Digital Video Production 2

2015



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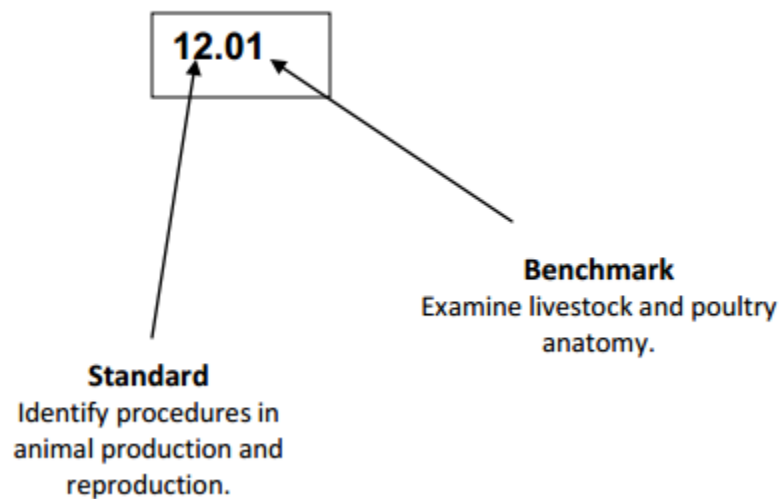
I. Guide to the Individual Benchmark Specifications

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	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)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will use digital video equipment correctly.
Content Focus	Digital video, equipment, camera settings, recording media, batteries, tripod
Content Limits	Items are limited to the functions of the camera settings such as white balance etc.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Aperture determines how much light gets through a lens by changing the diameter of the lens opening. To adjust this setting on a camera, you would use what setting? a. aperture b. f-stops c. magnification d. perspective Correct answer: b

Standard	o6.o Create appropriate lighting for location and/or set productions--The student will be able to:
Benchmark	o6.o1 Determine appropriate lighting needs for production settings.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will understand how lighting works and which setup is best for the given situation.
Content Focus	Lighting, classic studio lighting, background lighting, horizontal, and vertical placement, effect on design, exposure, texture, depth, ceiling bounce
Content Limits	Items are limited to how to assess a location and use appropriate lighting to convey the vision of the director.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What effect is achieved by placing a light behind the subject, placed as not to be visible, and adjusted so that it illuminates the edges of the subject? a. fill light b. key light c. natural light d. rim light Correct answer: d

Standard	o6.o Create appropriate lighting for location and/or set productions--The student will be able to:
Benchmark	o6.o2 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)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will know what variables need to be addressed when determining the lighting of a location shoot.
Content Focus	Small interiors, large interiors, background spill. wide shots, close shots, reflectors, screening
Content Limits	Items are limited to lighting needs of different locations.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is not a common lighting problems in outdoor production? a. bright background b. ceiling bounce c. no control over direction d. racoon eyes Correct answer: b

Standard	o6.o Create appropriate lighting for location and/or set productions--The student will be able to:
Benchmark	o6.o4 Light a location set with ambient/available and supplemental lighting.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will identify what ambient light is and how to achieve it.
Content Focus	Quantity of light, direction, reflectors, colors, spotlights, floodlights, spotlights, types of lights, LED, masking
Content Limits	Items are limited to equipment shots, etc could be used when using natural light.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: The use of available light may pose a challenge for a photographer. The brightness and direction of the light is often not adjustable, except perhaps for indoor lighting. What type of light is this? a. ambient light b. back light c. side lighting d. rim lighting 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)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will identify how to use digital video equipment/ cameras correctly on location.
Content Focus	Framing the shot, compensation, light, aperture, shutter speed, exposure, panning and tilting, dollying, hand holding
Content Limits	Items are limited to the techniques needed to obtain the appropriate shot.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What controls the amount of time allotted to form each video frame? a. aperture b. exposure c. light d. shutter Correct answer: a

Standard	o8.o Record, mix and edit audio resources--The student will be able to:
Benchmark	o8.o1 Identify and select microphones for production needs.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will identify the different types of microphones.
Content Focus	Microphones, condenser mics, unidirectional, bidirectional, omnidirectional, lavalier, headsets, lapel mics
Content Limits	Items are limited to which microphone is best suited for each situation.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is the best microphone to use in a two person interview? a. diaphragm b. lavalier c. ribbon d. USB Correct answer: b

Standard	o8.o Record, mix and edit audio resources--The student will be able to:
Benchmark	o8.o2 Determine optimal microphone placement.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will identify the best place to place a microphone for the production.
Content Focus	Microphones, condenser mics, unidirectional, bidirectional, omnidirectional, lavalier, headsets, lapel mics
Content Limits	Items are limited to how to get the best sound from a microphone with a given set of circumstances.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is one problem with a poorly placed microphone? a. freedom from noise b. explosive sounds c. room tone d. script rustle Correct answer: d

Standard	o8.o Record, mix and edit audio resources--The student will be able to:
Benchmark	o8.o3 Establish appropriate recording conditions.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Moderate
Benchmark Clarification	The student will identify the environmental conditions of the production and set up appropriate recording conditions.
Content Focus	Microphone types, setups for different situation, audio recording techniques, tracks, microphone placement
Content Limits	Items are limited to how to maximize the conditions at a production to obtain the best possible recording.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice When recording two or more performers at the same time, which of the following conditions are optimal? a. Provide one microphone and an extra equalizer. b. Provide two microphones as close as possible. c. Provide one microphone and use a foam windscreen. d. Provide two microphones separated by as much space as possible. Correct answer: a

Standard	o8.o Record, mix and edit audio resources--The student will be able to:
Benchmark	o8.05 Perform appropriate pre-production check of production equipment.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will identify how to prepare equipment for a session.
Content Focus	Digital video, equipment, camera settings, recording media, batteries, tripod
Content Limits	Items are limited to how to check equipment prior to setting up or going to a session.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What task is part of pre-production of equipment used in a shoot? a. Edit the film b. Set up the camera shots c. Ask grips for technical assistance d. Check to see if you have the right lights, jibs, sliders, reflectors, etc. Correct answer: d

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)=X (P)= (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will identify the equipment found in a control room and explain its functions.
Content Focus	Switcher, professional cameras, Video control system (camera shading), Audio Console, Limiter/ compressor for audio, video tape recorders, Video monitors, Microphones, Cabling, lighting
Content Limits	Items are limited to what equipment is in a typical control room and its functions.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: In a control studio, a video control system can replace a solid color (usually blue or green) with another video signal. What is this process called? a. chroma b. chroma key c. key d. key buss Correct answer: b

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)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Low, High
Benchmark Clarification	The student will identify and explain how to save and store video resources both on and off the computer.
Content Focus	Video resources, clips, backgrounds, sound effects, production footage, library footage
Content Limits	Items are limited to what a video resource is and how to create a catalog, document of the location and resource type. it may include subject, date and length etc.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: You have been asked to organize the video resources in your school. They include backgrounds, sound effects, production footage, library footage, finished projects, and interviews. What would be the best way to organize the resources? a. categories b. date c. length d. subject Correct answer: a

Standard	10.0 Organize and edit video resources--The student will be able to:
Benchmark	10.04 Perform assemble edits for appropriate effect.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	Low, High
Benchmark Clarification	The student will explain how to edit resources for the appropriate outcome.
Content Focus	Video resources, edits, software, assemble edits, insert edits
Content Limits	Items are limited to how to edit video and achieve the desired effect for the production.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What is a means of editing a videotape in which separate clips are placed in sequence with no transitions or smoothing effects other than straight cuts? a. assemble edits b. insert edits c. rough edits d. straight edits Correct answer: a

Standard	11.0 Generate a production schedule--The student will be able to:
Benchmark	11.01 Define the segment or program type.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	Low
Benchmark Clarification	The student will identify and explain the parameters of segments and programs.
Content Focus	Segment , production schedule
Content Limits	Items are limited to how a production schedule works.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: Production plans include what elements of a production? a. archive project b. control panel settings c. weather report d. what equipment is needed Correct answer: d

Standard	11.0 Generate a production schedule--The student will be able to:
Benchmark	11.02 Identify production resources needed.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	Low, Moderate
Benchmark Clarification	The student will identify production resources.
Content Focus	Production resources, video resources, clips, backgrounds, sound effects, production footage, library footage
Content Limits	Items are limited to what is needed on production resources.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: If you find video, audio, or other resources on the internet, what type of file does it need to be if you want to use it in a project? a. copyrighted b. jpg c. multimedia gallery d. royalty free Correct answer: d