Individual Test Item Specifications

8772430- Digital Video Production 3
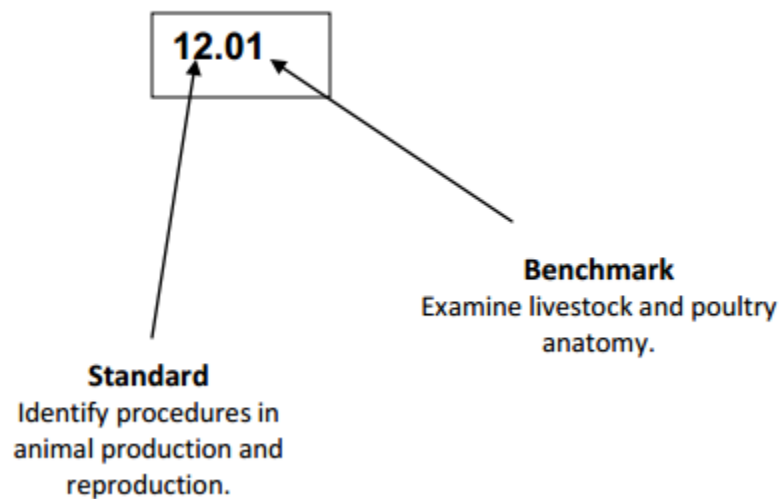
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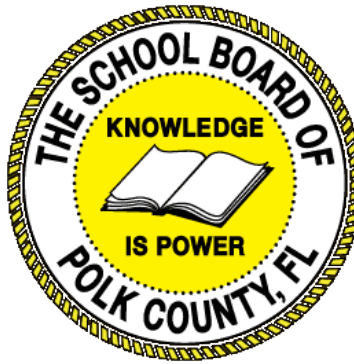
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I. Guide to the Individual Benchmark Specifications

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:

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**.

MAFS.912.S-ID.1.2

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

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	4.0 Demonstrate safe and efficient work practices--The student will :
Benchmark	4.01Follow industry safety rules, regulations and policies.
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 safety regulations in the digital video industry.
Content Focus	Lifting, carrying, storing, assembling
Content Limits	Items are limited to equipment safely.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: You are on a location set and you have been asked to move the set to another angle about 30 feet away. The set consists of hanging muslin backdrops and furniture. When moving the backdrops, what safety procedure should you follow? a. Pick up the backdrop and movie it alone. b. Push the backdrops to the needed position.. c. Pick up the backdrop with another person and move it. d. Roll the backdrop up, move it and then rehang in the correct place. Correct answer: d

Standard	4.0 Demonstrate safe and efficient work practices--The student will :
Benchmark	4.02Demonstrate proper handling of hazardous materials.
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 and explain how to manage hazardous materials.
Content Focus	Hazardous materials, disposal, protocol. Regulations, osha, hazmat
Content Limits	Items are limited to how to take care of hazardous materials and the proper way to dispose of them.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: You have gotten a new computer and you need to dispose of the old computer. What is the proper method of disposing old computers? a. bring to the local public library b. contact your town's e-waste program c. throw it away in the regular trash d. throw it in the town's recycle bin Correct answer: b

Standard	4.0 Demonstrate safe and efficient work practices--The student will :
Benchmark	4.03Demonstrate awareness of appropriate ergonomics.
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 and explain what ergonomics is and how to correctly implement.
Content Focus	Ergonomic, musculoskeletal, reach, strain, neutral position
Content Limits	Items are limited to the appropriate ergonomic uses for the digital video industry.
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 primary purpose of ergonomics? a. provide the body with neutral position b. provide the body with shoulder support c. provide the body with maximum vertical reach d. provide the body with maximum horizontal reach Correct answer: a

Standard	4.0 Demonstrate safe and efficient work practices--The student will :
Benchmark	4.04Demonstrate proper care of equipment.
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 and explain how to maintain equipment correctly.
Content Focus	Basic recording and playback equipment maintenance, storage, sets, lighting
Content Limits	Items are limited to 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, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: When cleaning LCD screens, what is the appropriate method? a. LCD's are self cleaning. b. LCD's are best cleaned using a lint rag and glass cleaner. c. LCD's should be powered off and with the power plug removed. d. LCD's should be cleaned while powered on so you can see the effectiveness of your cleaning. Correct answer: c

Standard	4.0 Demonstrate safe and efficient work practices--The student will :
Benchmark	4.05Demonstrate appropriate use of equipment in an efficient manner.
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 use equipment correctly and efficiently.
Content Focus	Basic recording and playback equipment maintenance, storage, sets, lighting
Content Limits	Items are limited to how 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, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: You have completed a digital video and you are ready to export it to a DVD. In your project parameters, it states that the DVD should be at the highest quality. What quality should you select to meet your project parameters? a. 720 b. 1080 c. NTSC d. PAL Correct answer: b

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will :
Benchmark	6.01Determine 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	Moderate, High
Benchmark Clarification	The student will determine what type of lighting would be needed for multiple types of settings.
Content Focus	Lighting types, location, settings
Content Limits	Items are limited to the vocabulary, types of lighting for studio and location shoots and 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	Multiple Choice: Your set requires mood lighting to have warmth undertones. What type of lighting should you choose? a. blue backlights b. green backlights c. red backlights d. violet backlights Correct answer: a

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will :
Benchmark	6.02Identify 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)= (P)=X (ER)=
Cognitive Complexity Level	Moderate, High
Benchmark Clarification	The student will understand how to position lighting and how to set up the different types of lighting.
Content Focus	Set, location, settings, lighting types, small interiors, large interiors, background spill. Wide shots, close shots, reflectors, screening
Content Limits	Items are limited to how to position lighting to meet the needs of the production.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Lighting ratio is the balance between light and shadow. Which of the following statements accurately describes high-key lighting? a. High key lighting results with shadows. b. High key lighting results in no shadows. c. High key lighting results in low key lighting. d. High key lighting results in washed out details. Correct answer: a

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will :
Benchmark	6.03Use 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	Moderate, High
Benchmark Clarification	The student will understand and explain the correct way to use lighting in different situations.
Content Focus	Setting, lighting types
Content Limits	Items are limited to how to safely assemble and set up the appropriate lighting 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 the difference between an incandescent bulb and an LED? a. LED's create heat and incandescents are cool. b. Incandescent uses semiconductors and LEDs use crystals. c. Incandescent create light by use of a filament and LED's use electroluminescence. d. LED's create light by use of a filament and Incandescent use electroluminescence. Correct answer: d

Standard	6.0 Create appropriate lighting for location and/or set productions--The student will :
Benchmark	6.04Use lighting for effect to control mood and impact in production settings.
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 understand and explain 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 are limited to how to position lighting to control the mood of a production.
Stimulus Attributes	Worksheets, observations, hands on assignments, examples and non examples, simulations, role playing
Response Attributes	None Specified
Sample Item	Multiple Choice: What type of lighting would be used in a horror scene? a. Lighting with shadows. b. Lighting with dim, warm light. c. Lighting with many multi-color lights. d. Lighting without softboxes or umbrellas. Correct answer: a