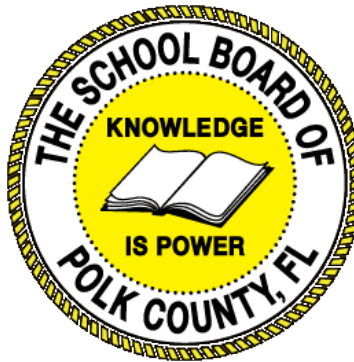


Individual Test Item Specifications

8815110- Financial Operations

2015



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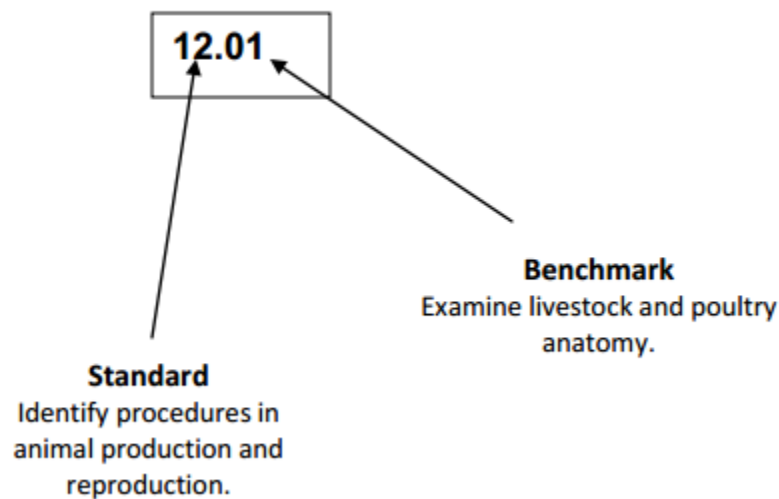
I. Guide to the Individual Benchmark Specifications

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	39.0 Compare the differences between the various economic systems.
Benchmark	39.01 Describe the terms "market" and "market system." Compare and contrast major features of a variety of economic systems. Explain the basic principles of a market system.
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 describe and identify the terms "market" and "market system". The student will also compare and contrast features of a variety of economic systems and explain basic principles of a market system.
Content Focus	Market, economic systems, supply, demand
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>A market system permits interaction between buyers and sellers. Which of the following is a type of market system?</p> <p>A. free market B. open market C. retail market D. supermarket</p> <p>Answer: B</p>

Standard	41.0 Explain the profit motive in our economic system.
Benchmark	41.01 Interpret the term "profit."
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L
Benchmark Clarification	The student will identify and define the term "profit".
Content Focus	Profit, loss, income, taxes, bills, pay
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which term refers to the amount that remains after all expenses have been paid? A. income B. profit C. tax D. wages Answer: B

Standard	42.0 Demonstrate by examples capital markets and the role securities have within these markets.
Benchmark	42.02 Explain a variety of methods available to corporations for raising capital.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will explain methods that corporations use to raise capital.
Content Focus	Capital, fundraising, donations, events, profits, taxes
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Corporations have a variety of ways to raise capital. Describe two ways in which a corporation can raise capital.</p> <p>Exemplar:</p> <p>One way a corporation can raise capital is by holding a special event that gets the community involved such as a 5K or 10K marathon. Runners pay a fee and are awarded prizes for placing in the top positions. The fees are used by the corporation for expenses.</p> <p>Corporations can hold special dinners and have guest speakers such as celebrities or professional athletes. These dinners are invitation only and require a payment to attend.</p> <p>Rubric:</p> <p>2 points - The student describes two ways. 1 point - The student describes one way. 0 points - The student does not describe any ways.</p>

Standard	43.0 Develop skill in interpreting the financial section of the daily newspaper.
Benchmark	43.01 Identify important financial data components found in the financial section of a daily newspaper.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will identify components found in the financial section of a daily newspaper.
Content Focus	Newspapers, classifieds, want ads, advertisement, stocks, analysis, bonds, ratio
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which section of a newspaper would a person find information about stock prices? A. coast life B. entertainment C. financial D. obituaries Answer: C

Standard	44.0 Demonstrate an understanding of the different types of business organization.
Benchmark	44.01 Compare the features of proprietorship, partnership, and corporation.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will compare proprietorship, partnership, and corporation.
Content Focus	Sole proprietorship, partnership, corporation, business ownership, advantages, disadvantages, liability, limited
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Sarah wants to start a cheesecake business. Her best friend, who is very talented with decorating and baking new flavors, is interested in joining her. Sarah, however, has some reservations about partnering with her best friend. Describe an advantage and a disadvantage of a partnership in a business organization.</p> <p>Exemplar: Sarah would have an advantage if she partnered with her best friend by having an additional skills that her best friend would bring to the business. The business would be able to offer new flavors and hopefully keep customers and bring new customers to the store. A disadvantage is that Sarah would have to share all profits with her best friend. If the two disagreed, their friendship could be hurt or even ruined.</p> <p>Rubric: 2 points - The student describes an advantage AND a disadvantage. 1 point - The student describes an advantage OR a disadvantage. 0 points - The student does not describe any.</p>

Standard	44.0 Demonstrate an understanding of the different types of business organization.
Benchmark	44.02 List the advantages and disadvantages of forming a corporation.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will list advantages and disadvantages of forming a corporation.
Content Focus	Sole proprietorship, partnership, corporation, business ownership, advantages, disadvantages, liability, limited
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Name an advantage of a corporation and a disadvantage of a sole proprietorship. Exemplar: An advantage is limited liability. An owner is held accountable for the amount invested into the business. The owner does not lose everything if something happens to the business like he would if the business were a sole proprietorship. Rubric: 2 points - The student describes an advantage AND a disadvantage. 1 point - The student describes an advantage OR a disadvantage. 0 points - The student does not describe anything.

Standard	44.0 Demonstrate an understanding of the different types of business organization.
Benchmark	44.03 Discuss reasons for corporate acquisitions and mergers.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will discuss corporate acquisitions and mergers.
Content Focus	Acquisition, merger, takeover, corporate, selloff, buyoff, stocks, stockholders, majority
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Describe two reasons why a corporation would merge with another company. Exemplar: One reason for a merger would be that the two companies offer the complimentary products. A customer purchases one product and must purchase the other product too. Together, the two companies would make purchasing the product easier for the consumer. Another reason for a merge would be capital. One company might have more financial power, and the other company would benefit from this financial backing. Rubric: 2 points - The student describes two reasons for a merge. 1 point - The student describes one reason. 0 points - The student does not describe any reasons for a merge.

Standard	45.0 Outline the role the Federal Reserve System plays in our money, credit, and banking processes.
Benchmark	45.01 Define money and the role it plays in the American economic system.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will define money and explain its role in the American economic system.
Content Focus	Money, value, exchange rate
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Bonnie's grandparents describe stories about times when they had no money to make purchases. Therefore, they would use bartering to get the items they needed and wanted. First, describe money. Then, describe the term bartering.</p> <p>Exemplar: Money is a coin or a piece of paper that is valued at a certain amount. The money is exchanged for goods and services. Bartering means exchanging goods or services for another person's good or service when money is not available. For example, one person might have chickens and will use the eggs to pay for the other person's goods such as vegetables. They make a trade.</p> <p>Rubric: 2 points - The student describes money AND barter. 1 point - The student describes money OR barter. 0 points - The student does not describe either term.</p>

Standard	47.0 State the banking concept as used in America.
Benchmark	47.01 Identify the basic functions of banks.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify the basic functions of banks including but not limited to the services offered to customers.
Content Focus	Banks, credit union, savings account, checking account, interest, loans, mortgage
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	What is not a function of a bank? A. accepting deposits B. allowing withdrawals C. counseling families D. establishing credit Answer: C

Standard	47.0 State the banking concept as used in America.
Benchmark	47.03 Identify financial services offered by major non-bank competitors.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify financial services offered by non-bank competitors including but not limited to credit unions.
Content Focus	Credit unions, competitors, independent, financial companies, lending offices, credit cards
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Describe two ways a credit union is different from a bank. Exemplar: A credit union offers its members a share by returning any extra funds to the members as dividends. Credit unions are established as nonprofit organizations. Therefore, extra money must be returned to members. A credit union offers its members lower interest rates than banks do for loans for vehicles and homes. Banks are created for profit. Therefore, they tend to have higher interest rates. Rubric: 2 points - The student describes two ways. 1 point - The student describes one way. 0 points - The student does not describe any ways.

Standard	51.0 Evaluate the effectiveness of bank regulation and examination.
Benchmark	51.02 Identify the agencies responsible for bank regulation.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify the agencies responsible for bank regulation.
Content Focus	Regulation, rules, responsibility, agencies
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	What is the name of agency that regulates banking? A. FDEA B. FDIC C. IRA D. OSHA Answer: B

Standard	52.0 Identify terminology unique to the finance and finance-related industries.
Benchmark	52.01 Identify and define commonly used financial terms, such as income, expense, and profit.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify and define common financial terms such as profit, income, expense, debt, etc.
Content Focus	Income, profit, expense, debt
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which term is defined as the salary a person receives? A. expense B. income C. profit D. tax Answer: B

Standard	54.0 Describe the role and impact of consumer debt.
Benchmark	54.01 Define debt. Differentiate between good and bad debt.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will define debt and differentiate between good debt and bad debt.
Content Focus	Debt, good debt, bad debt
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Give two reasons why a person would be deemed as having bad credit.</p> <p>Exemplar: A person would be deemed as having bad credit if the person has a history of late payments. These late payments could be on the mortgage, hospital bills, or even credit cards. Another reason is that the person has previously filed for bankruptcy. A bankruptcy means that the person does not have any financial means of paying off any debt.</p> <p>Rubric 2 points - The student names two reasons for having bad credit. 1 point - The student names one reason. 0 points - The student does not name any reasons.</p>

Standard	54.0 Describe the role and impact of consumer debt.
Benchmark	54.02 Identify the components and consequences of a credit score.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will describe and identify the components of and the consequences of a credit score.
Content Focus	Credit score, rating, bad credit, debt
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which component is not part of a credit score? A. dependents B. income C. judgement D. late payments Answer: A

Standard	56.0 Identify career opportunities available in the consumer credit field.
Benchmark	56.01 List the various careers in consumer lending.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify careers in consumer lending.
Content Focus	Consumer lending, mortgage, broker, banker, teller
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which career is not a career in consumer lending industry? A. analyst B. loan officer C. logistician D. optometrist Answer: D

Standard	57.0 Describe consumer credit products.
Benchmark	57.01 Identify the characteristics of consumer credit products (i.e., open ended, secured and unsecured, short and long term).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will identify open ended, secured and unsecured, short and long term consumer credit products.
Content Focus	Open ended credit, secured credit, unsecured credit, short term credit, long term credit, collateral, interest
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Which type of loan has collateral to offer in the event that the person is unable to pay the loan? A. guaranteed B. pledged C. secured D. unsecured Answer: C

Standard	58.0 Define risk and consumer lending.
Benchmark	58.01 Define a credit risk.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=
Cognitive Complexity Level	L
Benchmark Clarification	The student will define credit risk.
Content Focus	Credit risk, reconcile, overdraft protection, bounces, balance, charges, default, lender, consumer
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	Who assumes the credit risk if a loan were to default? A. bank manager B. consumer C. investor D. lending institution Answer: D

Standard	59.0 Outline the procedures utilized in processing a credit application.
Benchmark	59.01 Outline the information needed on a credit application.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M, H
Benchmark Clarification	The students will identify and describe information required on a credit application.
Content Focus	Name, address, social security number, credit, application, required information, income, verification
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>Nancy must complete a credit application in order to apply for a credit card. Describe two pieces of information that Nancy will be required to complete on this application.</p> <p>Exemplar:</p> <p>Nancy will need to have the name of her employer as well as the address, phone number, and fax number. Verification will be needed to make sure that she is a current employee.</p> <p>A second piece of information will be her current income. The credit company will need to verify that she will be able to repay the amount of the credit.</p> <p>2 points - The student describes two pieces of information. 1 point - The student describes one piece of information. 0 points - The student does not describe anything.</p>

Standard	64.0 Outline the methods utilized in servicing a loan.
Benchmark	64.03 Define bankruptcy.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L
Benchmark Clarification	The student will define bankruptcy.
Content Focus	Bankruptcy, chapter 11, chapter 7, lawyers, broke, financial ruin, debt, debtors, due date, deadline
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	What is the term for a person or business that has no money in any account to pay any employees or bills? A. bankrupt B. dumping C. kickback D. quota Answer: A

Standard	68.o Define global trade.
Benchmark	68.04 Distinguish between imports and exports.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify and define imports and exports.
Content Focus	Import, exports, market, taxes, products
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	To make more profits, a local clothing designer decides to receive shipments of material from a company in China. What is the name of shipments that the clothing designer is receiving? A. exports B. imports C. kickbacks D. quota Answer: A

Standard	68.o Define global trade.
Benchmark	68.o9 Know the terms trade, tariff, quota, embargo, voluntary export restraints, most favored nation status, foreign trade zones, export, import, dumping, kickbacks, International Monetary Fund (IMF).
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=XX (SA)=X (P)= (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will define the terms trade, tariff, quota, embargo, voluntary export restraints, dumping, kickbacks, zones, export, import, voluntary export restraints, most favored nation status, and International Monetary Fund.
Content Focus	Trade, tariff, quota, embargo, voluntary export restraints, dumping, kickbacks, zones, export, import, voluntary export restraints, most favored nation status, and International Monetary Fund
Content Limits	The student must have access to the Internet.
Stimulus Attributes	The stimulus should include a stem written as a question. Constructed response stimulus can be written as a statement and may describe the student response. Charts, tables, and other related graphics may be used.
Response Attributes	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
Sample Item	<p>What term refers to a specific amount of products that an employee must sell during a specific time period?</p> <p>A. embargo B. kickback C. quota D. restraint</p> <p>Answer: C</p>