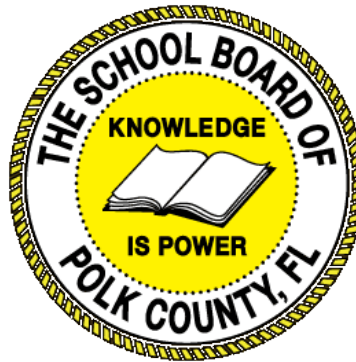




Individual Test Item Specifications

8815150- Finance & Business Technology

2015



The contents of this document were developed under a grant from the United States Department of Education. However, the content does not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the federal government.

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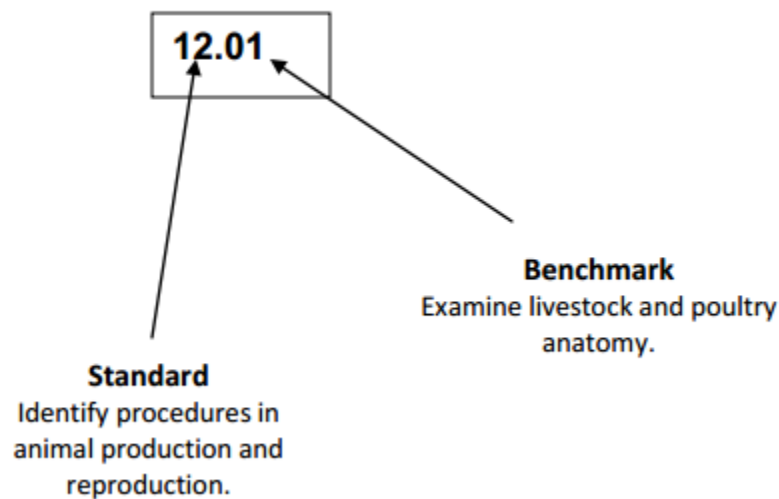
I. Guide to the Individual Benchmark Specifications

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.

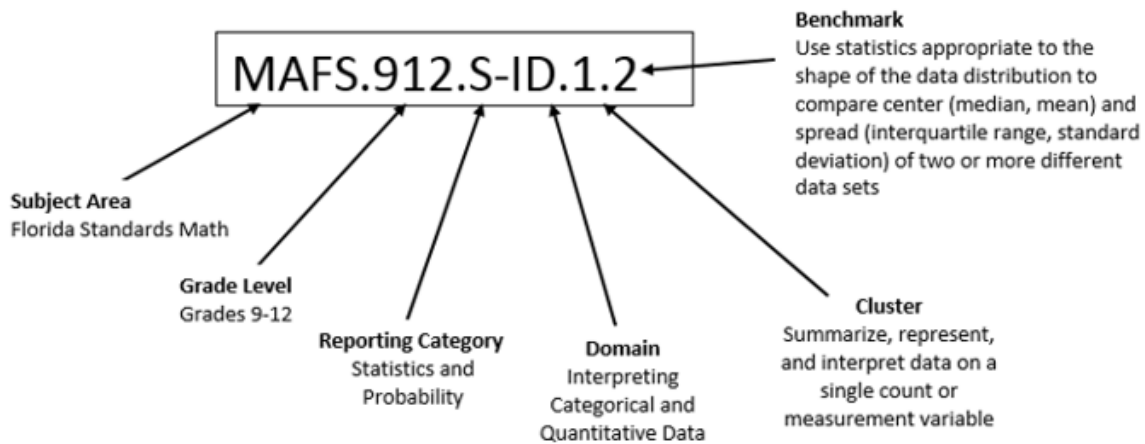
An example, from Agritechnology 1:



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	05.0 Demonstrate effective customer service skills.
Benchmark	05.01 Use appropriate communication skills, telephone etiquette, courtesy, and manners when dealing with customers.
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 use communication skills and proper etiquette when assisting customers.
Content Focus	Etiquette, communication, skills, manners, courtesy, customers
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>While Grayson is at a meeting one morning, Noah is answering the company's phones. Which greeting should Noah use when the phone rings?</p> <p>A. "Good Morning! This is Noah. How may I direct your call?"</p> <p>B. "Good Morning! Grayson is unavailable. How can I help you?"</p> <p>C. "Good Morning! What do you need?"</p> <p>D. "Good Morning! What?</p> <p>Answer: A</p>

Standard	07.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
Benchmark	07.01 Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment.
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 file extensions for a variety of software programs including but not limited to word processing, spreadsheets, presentations, desktop publishing, etc.
Content Focus	File extensions, software, environment
Content Limits	The student must have access to the Internet, word processing, desktop publishing, spreadsheet, and presentation software programs.
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	Emma is learning how to use an Excel spreadsheet to complete a budget for her economics class. How would Emma save her Excel spreadsheet? A. budget.docx B. budget.pptx C. budget.psd D. budget.xlsx Answer: D

Standard	07.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
Benchmark	07.02 Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility.
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 demonstrate basic computer file management skills.
Content Focus	File management, file folders, naming conventions
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	Garrison's instruction on his assignment requires him to name his document using the correct file naming conventions. Which file naming convention should Garrison use? A. personal_budget B. personal&budget C. personal@budget D. personal*budget Answer: A

Standard	07.0 Demonstrate proficiency in using microcomputer and electronic skills to perform job functions.
Benchmark	07.04 Apply the following tools to increase work efficiency: word processing, database, spreadsheet programs, presentation programs, web design, email systems, and the Internet.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The students will apply word processing, database, spreadsheet, presentation, email, and other tools.
Content Focus	Word processing, spreadsheet, email, presentation, database, Internet
Content Limits	The student must have access to the Internet, word processing, desktop publishing, spreadsheet, and presentation software programs.
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 software program is used for scheduling appointments, scheduling meetings, and adding business contacts? A. Adobe Fireworks B. Adobe Premiere Pro C. Microsoft Access D. Microsoft Outlook Answer: D

Standard	o8.o Use technology to enhance the effectiveness of communication skills.
Benchmark	o8.01 Select and use word processing software and accompanying features to enhance written business communications.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will use word processing software to enhance written business communications.
Content Focus	Word processing, communications, letters, memos, reports
Content Limits	The student must have access to the Internet and word processing software programs.
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	Stacie's boss would like her to create sales invoices so that the company will have a record of all products sold for the next two months. However, Stacie is not sure how to create a sales invoice. What feature in Microsoft Word would Stacie use to create a sales invoice? A. mailings B. references C. templates D. watermarks Answer: C

Standard	o8.o Use technology to enhance the effectiveness of communication skills.
Benchmark	o8.o2 Format content to a document by applying font, paragraph attributes, indent and tab settings to text and paragraphs. Apply spacing settings to text and paragraphs. Navigate and search through a document, create and manipulate tables.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will apply fonts, tabs, and spacing to text.
Content Focus	Format, tables, manipulate, communication
Content Limits	The student must have access to the Internet and word processing software programs.
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>Your boss at Fabrics, Bows, & More would like you to create a sales invoice that could be used as a sample for future sales. Using a blank Microsoft Word templates, create a sales invoice with the following:</p> <p>Company Name: Fabrics, Bows, & More Address: 3829 Seaming Drive; Holiday, FL 82992 Phone: 904-555-1264 Item Sold: Bolt of Blue Fabric; 1 Bolt; \$850 Item Sold: Bows; Red; each; \$10 Save as sales_invoice_sample</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task. 3 Points: The response indicates that the student has an understanding of the concept embodied in the task. 2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task. 1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task. 0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	o8.o Use technology to enhance the effectiveness of communication skills.
Benchmark	o8.o3 Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. Insert and format pictures, shapes, and clipart. Apply and manipulate text boxes.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,H
Benchmark Clarification	The student will use software to create and format images, shapes, and graphics in a document.
Content Focus	Graphics, shapes, clipart, design, software, manipulate, text boxes
Content Limits	The student must have access to the Internet and word processing software programs.
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>As an intern at the accounting firm of Parks and Griffin, you complete many tasks from answering phones to scheduling appointments with clients. Also, you use a variety of software programs to complete tasks. These software programs include, but are not limited to, Microsoft Word, Excel, and PowerPoint, as well as Adobe software programs such as Fireworks, Photoshop, and Premiere Pro.</p> <p>Use an Adobe software program to create a logo for the accounting firm of Parks and Griffin. The firm has asked for the colors of blue and green to be used with a dollar sign and the names of Parks and Griffin.</p> <p>Once you have created your logo, create a letterhead on a blank document in Microsoft Word. The letterhead must include the name of the firm, an address, a city, state, zip code, and a phone number. The logo must be included in the letterhead.</p> <p>Save as letterhead.doc or letterhead.docx</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task.</p> <p>3 Points: The response indicates that the student has an understanding of the concept embodied in the task.</p> <p>2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task.</p>

	<p>1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p> <p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>
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Standard	o8.o Use technology to enhance the effectiveness of communication skills.
Benchmark	o8.o4 Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will apply hyperlinks, endnotes, footnotes, references, and table of contents to documents.
Content Focus	Word processing software, footnotes, hyperlinks, endnotes, table of contents
Content Limits	The student must have access to the Internet and word processing software programs.
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>Using a blank Word document, create a bulleted list of five banks or credit unions available in your area where students can open a checking account or a savings account. Add a page border of your choice. Use a font size of 18 or higher. Use a font face of your choice. Save as banks.doc or banks.docx</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task.</p> <p>3 Points: The response indicates that the student has an understanding of the concept embodied in the task.</p> <p>2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p> <p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	09.0 Demonstrate proficiency using slide presentation software.
Benchmark	09.02 Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will create slide presentations by adding and removing slides, changing layouts, formatting slide design, and inserting placeholders.
Content Focus	Presentation software, layout, slide design, placeholders, insert, format
Content Limits	The student must have access to the Internet and presentation software programs.
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>Create a slide presentation named "Expenses". Include the following: Slide 2: Monthly Expenses with a bulleted list of 5 expenses Slide 3: a graphic of one of the five expenses Slide 4: another graphic of one of the remaining five expenses Slide 5: "The End" Make the following changes: Add a new blank slide after Slide 4. Insert a pie chart with Mortgage 40%; Utilities 10%; Vehicle 10%; Entertainment 5%. Save your presentation as expenses.ppt or expenses.pptx</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task. 3 Points: The response indicates that the student has an understanding of the concept embodied in the task. 2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task. 1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task. 0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	09.0 Demonstrate proficiency using slide presentation software.
Benchmark	09.03 Locate, create, and incorporate graphical and multimedia elements, including: shapes, graphics, images, bullets, hyperlinks, video, and audio into a slide presentation appropriate for the project.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will insert graphics and other media to presentations, include bullets, hyperlinks, video and audio.
Content Focus	Multimedia, graphics, images, hyperlinks, bullets, video, audio presentation
Content Limits	The student must have access to the Internet and presentation software programs.
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>You have been scheduled to present some money saving techniques to high school seniors. Create a 5-slide presentation titled: Save Money Now!</p> <p>Include the following:</p> <p>Slide 2: a bulleted list of 3 different ways to save money</p> <p>Slide 3: a graphic of your choice</p> <p>Slide 4: a link to a local bank where seniors can open a savings account</p> <p>Slide 5: a graphic related to money</p> <p>Save as save_money.ppt or save_money.pptx</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task.</p> <p>3 Points: The response indicates that the student has an understanding of the concept embodied in the task.</p> <p>2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p> <p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	09.0 Demonstrate proficiency using slide presentation software.
Benchmark	09.04 Explore and apply design and color theory to create dynamic and appealing visuals.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will apply color theory to create dynamic visuals.
Content Focus	Color, hexadecimal codes, light color, dark color
Content Limits	The student must have access to the Internet and presentation and desktop publishing software programs.
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>Using Microsoft PowerPoint, create a 4-slide presentation about expenses the average high school student has during the senior year. Title the first slide as "Senior Year Expenses". Include one bulleted list on the 2nd slide. Insert two graphics on both the third and fourth slide. Add a design of your choice to the entire presentation. Include a transition of your choice between slides. Add an animation to two of the four graphics.</p> <p>Save as senior_year</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task.</p> <p>3 Points: The response indicates that the student has an understanding of the concept embodied in the task.</p> <p>2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p> <p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	09.0 Demonstrate proficiency using slide presentation software.
Benchmark	09.06 Create and manipulate graphical and multimedia elements to improve or develop new contacts appropriate for the project, including: creation of images, color selections, tone, hue and contrast.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will create graphics and multimedia elements changing the hue, tone, and contrast.
Content Focus	Images, hue, tone, contrast, multimedia, elements
Content Limits	The student must have access to the Internet and presentation and desktop publishing software programs.
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>Your school's principal would like the school's mascot to have a slightly different look for the month of October. Since October is Breast Cancer Awareness Month, the principal would like the mascot to be a pink color. Using a photo editing software program of your choice, change the color of your school's mascot so that it has a pink color.</p> <p>Include a horizontal text in a font of your choice that reads the following: Support Breast Cancer Awareness.</p> <p>Save as pink_mascot</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task.</p> <p>3 Points: The response indicates that the student has an understanding of the concept embodied in the task.</p> <p>2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p> <p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	09.0 Demonstrate proficiency using slide presentation software.
Benchmark	09.07 Apply slide transitions and create custom animations to slide presentations appropriate for the target audience.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L,H
Benchmark Clarification	The student will apply slide transitions and create custom animations.
Content Focus	Slide transitions, presentation, target audience, graphics, animation
Content Limits	The student must have access to the Internet and presentation and desktop publishing software programs.
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>You have been assigned a project in your Personal Finance course that requires you to spend a monthly income of \$2000. You will create a 4-slide presentation that shows the amount you intend to spending on the top three expenses: food, clothing, and shelter. The first slide will have the title: How I Spent My \$2000.</p> <p>Include one subtle transition between Slides 2 and 3. Include one dynamic transition between Slides 3 and 4. Insert graphics on Slides 2, 3, and 4. Add one custom animation to a graphic of your choice. Save as income.ppt or income.pptx</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task. 3 Points: The response indicates that the student has an understanding of the concept embodied in the task. 2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task. 1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task. 0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	11.0 Demonstrate sales and marketing fundamentals.
Benchmark	11.04 Identify the opportunities for cross selling
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 opportunities for cross selling.
Content Focus	Cross selling, business
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	A customer is purchasing a sapphire ring at a local jewelry store. However, before the customer makes that purchase, the employee suggests that the customer consider purchasing the matching sapphire necklace and earrings. What is the term that refers to the suggesting of those additional items? A. cross selling B. persuasive buying C. power buying D. relationship selling Answer: A

Standard	12.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	12.01 Identify and demonstrate positive work behaviors needed to be employable.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
Cognitive Complexity Level	L,M
Benchmark Clarification	The student will identify positive work behaviors.
Content Focus	Positive, work behaviors, employable, responsibility
Content Limits	The student must have access to the Internet.
Stimulus Attributes	You have been assigned a project in your Personal Finance course that requires you to spend a monthly income of \$2000. You will create a 4-slide presentation that shows the amount you intend to spend on the top three expenses: food, clothing, and shelter
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 new employee must demonstrate positive work behaviors each day towards coworkers, supervisors, and customers. Describe one positive work behavior an employee should demonstrate towards supervisors and one towards customers.</p> <p>Exemplar: One positive work behavior an employee should demonstrate towards supervisors is dedication. Supervisors depend on their employees to complete their job responsibilities. Those responsibilities range from showing up to work on time to helping customers. A positive behavior an employee should demonstrate towards customers is a willingness to help. Customers have needs, and those needs should be met.</p> <p>Rubric 2 points - The student names two positive work behaviors. 1 point - The student names one positive work behavior. 0 points - The student does not name any.</p>

Standard	12.0 Explain the importance of employability and entrepreneurship skills.
Benchmark	12.04 Maintain a career portfolio to document knowledge, skills, and experience.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will maintain a career portfolio.
Content Focus	Career portfolio, knowledge, experience, samples, maintain
Content Limits	The student must have access to the Internet, word processing, desktop publishing, spreadsheet, and presentation software programs.
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>Create a career portfolio that has the following items:</p> <ul style="list-style-type: none"> A sample cover letter in Block format Your resume Your personal budget A 5-slide presentation about your career choice A 3-slide presentation about your college choice Save as portfolio Rubric <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task.</p> <p>3 Points: The response indicates that the student has an understanding of the concept embodied in the task.</p> <p>2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p> <p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	13.0 Manage career development.
Benchmark	12.11 Understand employment benefits packages.
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 understand the employment benefits packages offered by businesses.
Content Focus	Benefits, fringe benefits, packages, health, dental, vision
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 of the following is not a fringe benefit offered by employers? A. company car B. dental coverage C. payroll compensation D. vision pln Answer: C

Standard	14.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations.
Benchmark	14.01 Develop keyboarding skills to enter and manipulate text and data.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	L, H
Benchmark Clarification	The student will develop keyboarding skills to enter and manipulate text and data.
Content Focus	Keyboarding, skills, accuracy, speed
Content Limits	The student must have access to the Internet and word processing software programs.
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>Key the following paragraph with one or fewer mistakes: Fringe benefits are the bonuses that a company offers to its employees. Those benefits include health insurance, vision plans, and dental coverage. Depending on the size of the company, employees may even have a company car or other travel benefits. Some companies even have gym memberships as a benefit. Employers respect their employees and want them to be healthy and happy. Save as benefits Rubric 4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task. 3 Points: The response indicates that the student has an understanding of the concept embodied in the task. 2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task. 1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p>

	<p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>
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Standard	20.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace and to accomplish job objectives and enhance workplace performance.
Benchmark	20.03 Use spreadsheet software to develop basic financial reports.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will use spreadsheet software for basic financial reports.
Content Focus	Spreadsheet software, financial reports, columns, cells, rows, worksheets, workbook
Content Limits	The student must have access to the Internet and spreadsheet software programs.
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>Your economics teacher has assigned a monthly budget project. According to the instructions, you have a monthly income of \$2500.00. You must create your monthly budget on a blank Excel spreadsheet. You have to pay your apartment rent of \$750, your electric bill of \$210, and your water bill of \$40. Also, you must include three remaining bills of your choice. Additionally, you have to use formulas on your spreadsheet to show the remaining balance of your income after subtracting all expenses.</p> <p>Save as my_budget</p> <p>Rubric</p> <p>Rubric</p> <p>4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task.</p> <p>3 Points: The response indicates that the student has an understanding of the concept embodied in the task.</p> <p>2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task.</p> <p>1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task.</p>

	<p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>
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Standard	21.0 Demonstrate mathematics knowledge and skills.
Benchmark	21.01 Demonstrate knowledge of arithmetic operations.
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 demonstrate knowledge of arithmetic operations including but not limited to addition, subtraction, division, multiplication, averaging, counting, and a variety of other operations.
Content Focus	Addition, subtraction, division, multiplication, average, sum, count, max, min, arithmetic operations
Content Limits	The student must have access to the Internet and spreadsheet software programs.
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 formula represents eight times five? A. 8×5 B. $8 \& 5$ C. $8 \# 5$ D. 8^5 Answer: A

Standard	21.0 Demonstrate mathematics knowledge and skills.
Benchmark	21.03 Construct charts/tables/graphs using functions and data.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
Cognitive Complexity Level	M, H
Benchmark Clarification	The student will construct charts, tables, graphs using functions and data.
Content Focus	Charts, tables, functions, data, formulas
Content Limits	The student must have access to the Internet and spreadsheet software programs.
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>Create a spreadsheet that has the following grades listed in one column: Column Title: Personal Finance Grades 75, 68, 100, 92, 78, 89 Use the average function to determine the average for this class.</p> <p>Rubric 4 Points: The response indicates that the student has a thorough understanding of the concept embodied in the task. 3 Points: The response indicates that the student has an understanding of the concept embodied in the task. 2 Points: The response indicates that the student has a partial understanding of the concept embodied in the task. 1 Point: The response indicates that the student has a very limited understanding of the concept embodied in the task. 0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>