



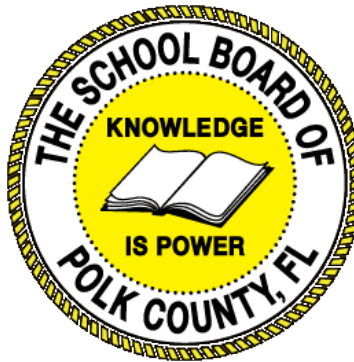
# Individual Test Item Specifications

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8815170- Business in a Global Economy

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2015



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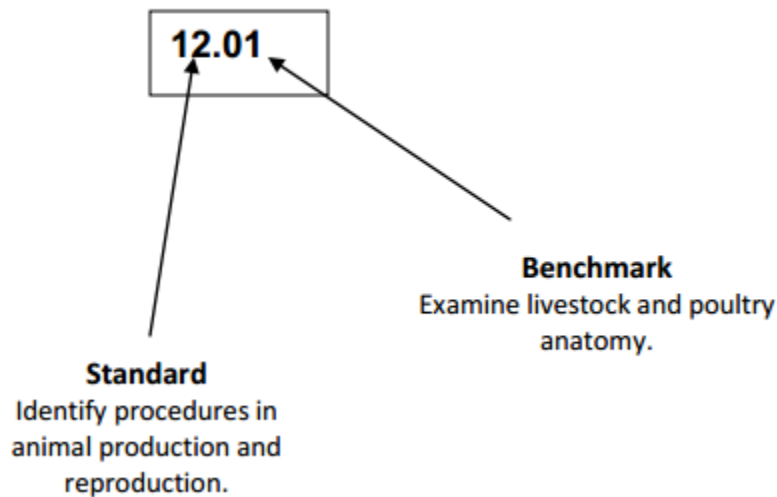
## I. Guide to the Individual Benchmark Specifications

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.

<b>Reporting Category</b>	is a grouping of related benchmarks that can be used to summarize and report achievement.
<b>Standard</b>	refers to the standard statement presented in the Florida Standards.
<b>Benchmark</b>	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.
<b>Item Types</b>	are used to assess the benchmark or group of benchmark.
<b>Cognitive Complexity</b>	ideal level at which item should be assessed.
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	define the range of content knowledge and that should be assessed in the items for the benchmark.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	define the characteristics of the answers that a student must choose or provide.
<b>Content Focus</b>	addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.
<b>Sample Items</b>	are provided for each type of question assessed. The correct answer for all sample items is provided.

## II. Individual Benchmark Specifications

<b>Standard</b>	63.0 Explain the strategies for competing in a global marketplace.
<b>Benchmark</b>	63.01 Define “business strategy”, “universal needs”, and localization.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will define business strategy, universal needs, and localization.
<b>Content Focus</b>	Universal needs, localization, business strategy
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Successful business strategies work because they accomplish two goals. One goal is creating customer demand. What is the other goal? A. lowering costs B. marketing techniques C. providing warranty support D. retaining customers Answer: A

<b>Standard</b>	64.0 Define the concept of globalization.
<b>Benchmark</b>	64.01 Define “globalization” and explain how it creates linkages between nations.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will define globalization and explain how globalization links nations.
<b>Content Focus</b>	Globalization
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Which term refers to companies that move the production of their goods to a foreign country? A. downsourcing B. insourcing C. outsourcing D. upsourcing Answer: C

<b>Standard</b>	65.0 Compare and contrast country differences.
<b>Benchmark</b>	65.01 Define “culture,” and name and discuss the elements of culture.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will define culture.
<b>Content Focus</b>	Culture, customs, traditions
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Which of the following is not a characteristic of culture? A. attitudes B. beliefs C. customs D. stereotypes Answer: D



<b>Standard</b>	65.0 Compare and contrast country differences.
<b>Benchmark</b>	65.04 Compare and contrast the world's three dominant economic systems.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will compare and contrast the world's three dominant economic systems.
<b>Content Focus</b>	
<b>Content Limits</b>	Economic systems, international
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	<p>Explain a market economy and then explain a mixed economy. Give one similarity and one difference between these two systems.</p> <p>Exemplar:  A market economy is based on the theory of supply and demand from the private sector with a free pricing system. A mixed economy is a combination of both private and public sectors. A similarity would be the commonality of the private sector promoting the production and sales of good and services. A difference would be the existence of the public sector which would create monopolies or provide resources such as infrastructure.</p> <p>Rubric:  2 points - The student describes the two economy systems and provides one similarity and one difference.  1 point - The student describes one economy system and either a similarity or a difference.  0 points - The student does not describe any economy system or their similarities or difference.</p>

<b>Standard</b>	66.0 Explain the applications of international trade investment.
<b>Benchmark</b>	66.02 Describe the pros and cons of international trade to all nations.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will describe and discuss the advantages and disadvantages of international trade to all nations.
<b>Content Focus</b>	International trade, shipping
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	<p>Trading with other nations can be beneficial to a company; however, this type of trading has its disadvantages as well. Describe two disadvantages of trading with other nations.</p> <p>Exemplar: One disadvantage is the language barrier. If the businesses do not have qualified people who speak the native languages, trading will not be successful. Another disadvantage is the money/exchange rates. A company would have to observe and analyze to trade at the most beneficial times.</p> <p>Rubric: 2 points - The student describes two disadvantages. 1 point - The student describes one disadvantage. 0 points - The student does not describe any disadvantages.</p>

<b>Standard</b>	67.0 Demonstrate applications in international finance.
<b>Benchmark</b>	67.02 Describe the differences between fixed and floating exchange rate systems.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will describe the differences between a fixed exchange rate system and a floating exchange rate system.
<b>Content Focus</b>	Exchange rate, value, money, currency
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	The purpose of a fixed exchange rate system is to maintain the country's currency value. What is another term for this type of system? A. floating exchange rate B. monetary exchange rate C. pegged exchange rate D. value exchange rate Answer: C

<b>Standard</b>	67.0 Demonstrate applications in international finance.
<b>Benchmark</b>	67.05 Define exchange rates and explain how currencies are traded.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will define exchange rates and explain how currencies are traded.
<b>Content Focus</b>	Currency, money, exchange, trade, value
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Which form of currency is the most widely used in the world? A. dollar B. euro C. ruble D. yuan Answer: A

<b>Standard</b>	67.0 Demonstrate applications in international finance.
<b>Benchmark</b>	67.09 Define translation, transaction, and economic exposures, and describe how managers can protect against each one.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=XX (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will define translation, transaction, and economic exposure as well as how to protect against each one.
<b>Content Focus</b>	Translation, transaction, exposure, protection, risks
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Companies can often hedge against economic exposure in which type of market? A. american exchange B. foreign exchange C. immediate exchange D. national exchange Answer: B

<b>Standard</b>	68.o Explain the strategies for competing in a global marketplace.
<b>Benchmark</b>	68.12 Describe the effects of globalization on new product development.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will describe the effects of globalization on new product development.
<b>Content Focus</b>	New product, development, regulations, risks
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	List and describe two of the three variables in new product development . Exemplar: Cost- the expense to produce, market and sell products and services Time- the units of measure to plan, schedule and arrange resources Quality- the expected standard of measure for goods and services Rubric: 2 points - The student describes two of the three variables 1 point - The student describes one variable 0 points - The student does not describe any of the three variables

<b>Standard</b>	68.0 Explain the strategies for competing in a global marketplace.
<b>Benchmark</b>	68.20 Define ethics and discuss the ethical challenges unique to international businesses.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	L,M
<b>Benchmark Clarification</b>	The student will define ethics and discuss the ethical challenges unique to international business.
<b>Content Focus</b>	International, ethics, challenge
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	What is another name for business ethics? A. applied ethics B. corporate ethics C. professional ethics D. workplace ethics Answer: B

<b>Standard</b>	68.0 Explain the strategies for competing in a global marketplace.
<b>Benchmark</b>	68.25 Explain how changes in the global financial environment affect businesses.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)= (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M,H
<b>Benchmark Clarification</b>	The student will explain how change affects business in the global financial environment.
<b>Content Focus</b>	Change, global, business
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Who are the major contributors to a global financial environment? A. corporations B. consumers C. employers D. investors Answers: D



<b>Standard</b>	69.0 Select careers in international business for career planning.
<b>Benchmark</b>	69.01 Compare and contrast various career opportunities in international business.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	M, H
<b>Benchmark Clarification</b>	The student will compare and contrast a variety of career opportunities in international business.
<b>Content Focus</b>	Career, international, business
<b>Content Limits</b>	The student must have access to the Internet.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	The response can include terms, phrases, or sentences. Student created written responses or computer generated responses may be used.
<b>Sample Item</b>	Two careers in international business are international marketing director and business development director. Describe a job duty for each of these two careers. Exemplar: The international marketing director works to increase their company's market share through awareness of global trends. The business development director works to increase market share and profitability by attracting new customers and maintaining current clients. Rubric: 2 points - The student describes both careers AND a job duty for each. 1 point - The student describes one career. 0 points - The student does not describe either of the careers.