Individual Test Item Specifications

8830320- Lodging Principles
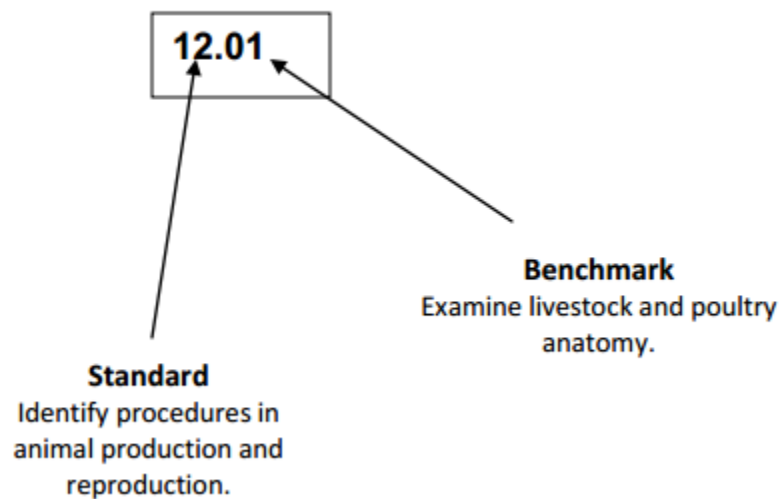
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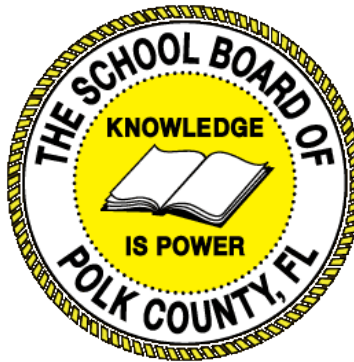
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I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

- Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.

An example, from Agritechnology 1:

12.01

Benchmark
Examine livestock and poultry anatomy.
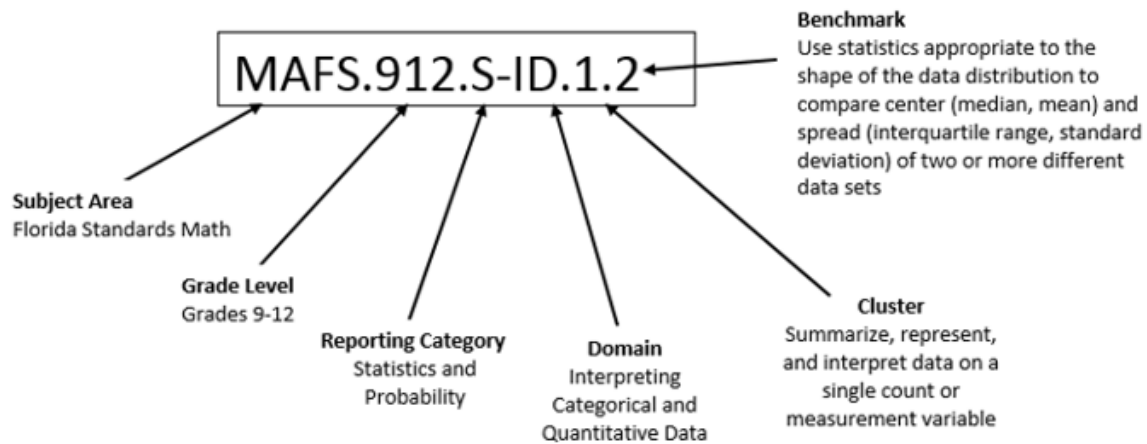
Standard
Identify procedures in animal production and reproduction.

The image above describes the components of a Career and Technical Education Standard and Benchmark classification system.

Each MAFS benchmark is labeled with a system of letters and numbers.

- The four letters in the *first position* of the label identify the **Subject**.
- The number(s) in the *second position* represents the **Grade Level**.
- The letter(s) in the *third position* represents the **Category**.
- The number in the fourth position shows the **Domain**.
- The number in the *fifth position* identifies the **Cluster**.
- The number in the last position identifies the specific **Benchmark**.

MAFS.912.S-ID.1.2

Subject Area
Florida Standards Math

Grade Level
Grades 9-12

Reporting Category
Statistics and
Probability

Domain
Interpreting
Categorical and
Quantitative Data

Cluster
Summarize, represent,
and interpret data on a
single count or
measurement variable

Benchmark
Use statistics appropriate to the
shape of the data distribution to
compare center (median, mean) and
spread (interquartile range, standard
deviation) of two or more different
data sets

*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	13.0 Describe the organizational structure of lodging organizations
Benchmark	13.01 Identify the different departments within a lodging organization (e.g., housekeeping, room service, catering).
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 list and describe the different jobs in the lodging industry.
Content Focus	Housekeeping, front desk, maintenance, catering, room service
Content Limits	The items will assess roles and responsibilities of workers in the lodging industry. The items will not assess ranking of job responsibilities in the workplace.
Stimulus Attributes	The stimulus may include pictures, videos, scenarios, presentation software images.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Which department within the lodging organization would take care of the guest laundry needs? A. catering B. front desk C. housekeeping D. room service Answer: C

Standard	13.0 Describe the organizational structure of lodging organizations
Benchmark	13.03 Create an organization chart of a lodging organization.
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 create an organizational chart of a lodging organization.
Content Focus	Divisions, departments, service
Content Limits	The items will assess students knowledge of the various positions on the organizational chart of a lodging organization.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation,scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Which of the following information is not included when creating a lodging organization chart? A. departments B. positions C. partnerships D. responsibilities Answer: C

Standard	14.0 Identify the roles of management and administrative personnel.
Benchmark	14.02 Identify the various divisions of lodging organizations (e.g., rooms, front office, engineering, administration).
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 list and describe the various divisions of lodging organizations .
Content Focus	Rooms, front office, engineering, administration
Content Limits	The items will assess roles and responsibilities of workers in the lodging industry. The items will not assess ranking of job responsibilities in the workplace.
Stimulus Attributes	The stimulus may include pictures, videos, scenarios, presentation software images.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	A guest in a room on the first floor calls the front desk to report a leak. Which department will respond to the guest request? A. engineering B. food and beverage C. front office D. rooms Answer: A

Standard	15.0 Identify housekeeping operations and management functions.
Benchmark	15.01 List the jobs and duties in the housekeeping department.
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 list and describe the duties of a housekeeper in the lodging industry.
Content Focus	Inspected, assignments, teamwork
Content Limits	The items will assess roles and responsibilities of housekeepers in the workplace.
Stimulus Attributes	The stimulus may include pictures, charts, videos, presentation software images.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Which of the following is not an area of duty for the housekeeping department? A. corridors B. free areas C. guestrooms D. storage areas Answer: B

Standard	15.0 Identify housekeeping operations and management functions.
Benchmark	15.02 Describe importance of the housekeeping team and relationship to overall functions of lodging establishment.
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 describe the relationship and functions of the lodging industry.
Content Focus	Confidentiality, trustworthiness,paying attention to details
Content Limits	The items will assess importance of the housekeeping team and relationship to overall functions of lodging establishment.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation,scenarios.
Response Attributes	The response should require complete sentences that focus on the student's knowledge of the housekeeping team's overall functions in the lodging establishment.
Sample Item	Which of the following is not one of the housekeeping team's important overall functions to the lodging establishment? A. guest impression B. lack of efficiency C. reputation D. revenue Answer: B

Standard	15.0 Identify housekeeping operations and management functions.
Benchmark	15.04 Discuss the financial impact of inventory control.
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 be able to discuss the financial impact of inventory control has on the lodging industry.
Content Focus	Bottom line, profits, losses
Content Limits	The items will assess students knowledge of the financial impact of inventory control.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation,scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Each department has a financial impact that can affect the lodging establishment's inventory control. Which department has the least impact? A. food and beverage B. front desk C. engineering D. housekeeping Answer: B

Standard	15.0 Identify housekeeping operations and management functions.
Benchmark	15.09 Identify vocabulary and acronyms unique to the housekeeping department.
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 define vocabulary and acronyms that are unique to the housekeeping department.
Content Focus	Mitering, house, HR, HVAC, OSHA, MSDS, linen room, MOD, OOO, units,vacuuming, inspections
Content Limits	The items will assess students knowledge of vocabulary and acronyms unique to the housekeeping department.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Miter is a term that is specific to what task in housekeeping? A. changing light bulbs B. dusting furniture C. inventory control D. making the bed Answer: D

Standard	15.0 Identify housekeeping operations and management functions.
Benchmark	15.10 Identify supplies necessary to equip a supply cart.
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 list and Identify supplies necessary to equip a supply cart.
Content Focus	Disinfectants, germicides, polishes, cleaners, linen, room accessories
Content Limits	The items will assess the knowledge of supplies necessary to equip the housekeeper's supply cart.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios,
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Which of the following is not a supply that is included on a supply cart? A. cleaners B. condiments C. germicides D. linen Answer: B

Standard	15.0 Identify housekeeping operations and management functions.
Benchmark	15.11 Explain and demonstrate proper techniques for maintaining room cleanliness.
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 be able to explain and demonstrate proper techniques for maintaining room cleanliness.
Content Focus	Inventory list, deep-cleaning, mitering of corners, sanitation
Content Limits	The items will assess students knowledge to demonstrate proper techniques for maintaining room cleanliness.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, checklist, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What must be a part of properly making the bed when cleaning a guest's room? A. apply linen freshener B. make up the bed first C. mitering bed corners D. placing mints on the pillow Answer: C

Standard	17.0 Identify sales/marketing and reservations function.
Benchmark	17.04 Identify the documents that flow through the sales and marketing department (i.e., cashier report, arrival report, credit report, departure report, contract).
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 documents that flow through the sales and marketing department
Content Focus	Cashier report, arrival report, credit report, departure report, contract
Content Limits	The items will assess the students knowledge of documents that flow through the sales and marketing department.
Stimulus Attributes	The stimulus may include samples, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Which of the following is not a form used in a sales and marketing department? A. arrival report B. cashier report C. credit report D. security report Answer: D

Standard	17.0 Identify sales/marketing and reservations function.
Benchmark	17.12 Determine information needed to book a hotel reservation.
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 what information is needed to book a hotel reservation.
Content Focus	Guest, charges, overbookings, packages, amenities, cancellations
Content Limits	The items will assess the students knowledge of the information needed to book a hotel reservation.
Stimulus Attributes	The stimulus may include charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What information is not needed to book a hotel reservation online? A. check rates B. credit card C. dates D. reservations Answer: D

Standard	18.0 Identify food and beverage functions.
Benchmark	18.01 List jobs and duties in the food and beverage department.
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 describe the jobs and duties in the food and beverage department.
Content Focus	Front-of-the-house, back-of-the-house,special events
Content Limits	The items will assess the students knowledge of the jobs and duties in the food and beverage department.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What is not a duty of the food and beverage department? A. banquet set-up B. catering C. room service D. wake-up service Answer: D

Standard	18.0 Identify food and beverage functions.
Benchmark	18.05 Describe various media utilized to promote food and beverage services.
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 describe the various media sources utilized to promote food and beverage services.
Content Focus	Billboards, print, social media, television
Content Limits	The items will assess the students knowledge of the various media utilized to promote food and beverage services.
Stimulus Attributes	The stimulus may include pictures, charts, video presentations, research scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What is not an example of media used to promote food and beverage services? A. bus signs B. Facebook C. Groupon D. summits Answer: D

Standard	19.0 Identify human resources functions.
Benchmark	19.01 List jobs and duties in the human resources department.
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 list and describe the jobs and duties in the human resources department.
Content Focus	Recruitment, training, interviews, employees, hire, monitoring
Content Limits	The items will assess the students knowledge of the jobs and duties in the human resources department.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Which is not a job of the human resources department? A. assistant human resources director B. human resources director C. human resources managers D. human resources recruiter Answer: D

Standard	19.0 Identify human resources functions.
Benchmark	19.04 Identify vocabulary and acronyms unique to the human resources department.
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 recognize acronyms and terminology related to the human resources department.
Content Focus	HR, morale, compliance,affirmative action, EOC
Content Limits	The items will assess the students knowledge of the jobs and duties in the human resources department.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What does the acronym EOC stand for? A. Emergency Operations Center B. Employee's Off Chart C. Equal Option Clause D. Equal Opportunity Compliance Answer: D

Standard	20.0 Identify controller/finance functions.
Benchmark	20.01 List jobs and duties in the controller/finance department.
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 list and describe the jobs and duties in the controller/finance department.
Content Focus	Payroll, guest accounts, revenue, collections
Content Limits	The items will assess the students knowledge of the jobs and duties in the controller/finance department.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What is not a duty of the controller/finance department? A. collections B. guest accounts C. payroll D. vending machines Answer: D

Standard	20.0 Identify controller/finance functions.
Benchmark	20.02 Describe importance of the controller/finance team and relationship to overall functions of lodging establishment.
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 describe importance of the controller/finance team and relationship to overall functions of lodging establishment.
Content Focus	Detail-oriented, expenses, cashiering, statistics
Content Limits	The items will assess importance of the controller/finance team and relationship to overall functions of lodging establishment.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What is not an important function of the controller/finance team to the lodging establishment? A. budgets B. cashiering C. department orders D. revenue Answer: C

Standard	20.0 Identify controller/finance functions.
Benchmark	20.07 Identify differences between revenue centers and cost centers.
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 describe the differences between revenue centers and cost centers in the lodging establishment.
Content Focus	Direct cost, indirect cost, support center, profits
Content Limits	The items will assess the students knowledge of the differences between revenue centers and cost centers.
Stimulus Attributes	The stimulus may include discussions, pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	Security is a cost center that does not generate revenue. Which revenue center does generate income? A. accounting B. food and beverage C. engineering D. human resources Answer: B

Standard	21.0 Identify safety/security functions
Benchmark	21.01 List jobs and duties in the safety/security department.
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 describe the jobs and duties in the safety/security department.
Content Focus	Reports, patrolling, theft, key control, surveillance, emergencies
Content Limits	The items will assess the students knowledge of the jobs and duties in the safety/security department.
Stimulus Attributes	The stimulus may include pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What is not a duty in the safety/security department? A. controlling access to guest rooms B. making sure all guest room doors are secure C. patrolling the property D. writing incident reports surveillance via cameras Answer: B

Standard	21.0 Identify safety/security functions
Benchmark	21.06 Recognize guest safety and security issues
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 recognize and discuss the safety/security issues of guest in the lodging establishment.
Content Focus	Theft, key control, safe deposit boxes, reports
Content Limits	The items will assess the knowledge of safety/security issues of guest in the lodging establishment.
Stimulus Attributes	The stimulus may include discussions, guest speakers, pictures, charts, video presentation, scenarios.
Response Attributes	The response may include terms, phrases, or sentences.
Sample Item	What is not an issue that affects guest safety and security? A. access control B. door locking systems C. in-room safe D. unsecured exit doors Answer: C