Individual Test Item Specifications

8850110- Introduction to Hospitality & Tourism

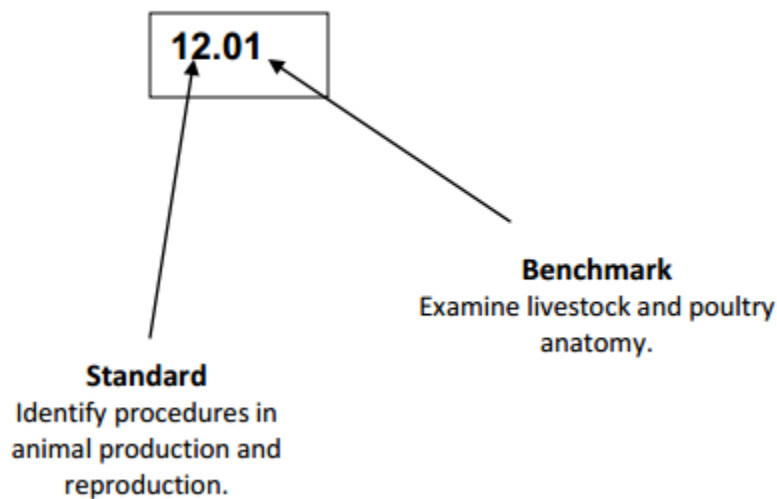### 2015
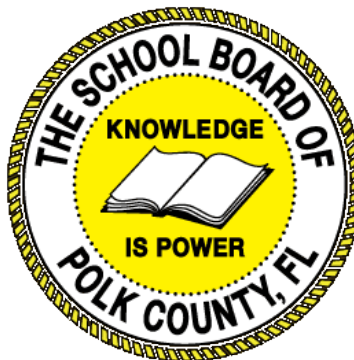
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I. Guide to the Individual Benchmark Specifications

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:

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**.

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

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

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	04.0 Identify careers in the hospitality and tourism industry.
Benchmark	04.01 List career positions in a variety of hospitality and tourism related industry components (e.g., ground transportation, cruise, air travel, lodging, food service, retail and corporate travel, leisure and recreation, conventions, and special events).
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 different careers within the hospitality and tourism field.
Content Focus	Concierge, porter, bellhop, bartender, executive chef, barista
Content Limits	The item should focus on the different careers within each cluster of the hospitality and tourism industry.
Stimulus Attributes	The stimulus could have the student identify in which cluster a particular career belongs.
Response Attributes	The response should require the student to show understanding of how each career fits into its cluster.
Sample Item	Within the realm of lodging, which person is responsible for helping guests with entertainment and dinner reservations? A. bellhop B. concierge C. executive chef D. porter Answer: B

Standard	04.0 Identify careers in the hospitality and tourism industry.
Benchmark	04.03 Identify skills and knowledge needed by hospitality and tourism professionals.
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 demonstrate skills needed as a professional within the hospitality and tourism industry.
Content Focus	Customer service, integrity, adaptability, dependability, work ethic, responsibility
Content Limits	The item should focus on the professional skills needed within the hospitality and tourism industry. The item should not focus solely on the specific skill, but on how that skill is utilized within the industry.
Stimulus Attributes	The stimulus should elicit explanations of how these professional skills relate to the hospitality and tourism industry.
Response Attributes	The response should focus on the skill of identification of skills needed by professionals of tourism and hospitality.
Sample Item	Which of the following professional skills is defined as "a value based on hard work and diligence"? A. adaptability B. integrity C. responsibility D. work ethic Answer: D

Standard	05.0 Research the various aspects of the hospitality and tourism industry.
Benchmark	5.06 Describe importance of quality customer service and its continuous improvement.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)= (SA)=X (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will understand the intricacies of customer service from the service provider standpoint.
Content Focus	Customer service (what it looks like and why is it important)
Content Limits	The item should require the student to demonstrate an understanding of what customer service is, how to improve it, and why it is important.
Stimulus Attributes	The short and extended response items may include a sample interaction with a customer and require the student to modify the interaction as needed.
Response Attributes	The response should contain complete sentences and require adequate description of quality customer service.
Sample Item	Christopher has a new job, and in his training he will learn why customer service is important. Explain three things Christopher should learn in training about customer service. Rubric: 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial 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.

Standard	05.0 Research the various aspects of the hospitality and tourism industry.
Benchmark	05.10 Compare and contrast international, domestic, and local hospitality and tourism.
Item Types **(MC)-Multiple Choice** **(SA)-Short Answer** **(P)-Performance** **(ER)-Extended Response**	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will understand the similarities and differences in the three areas of hospitality and tourism.
Content Focus	International, domestic, local
Content Limits	The item should focus on the different aspects and challenges of each type of tourism.
Stimulus Attributes	Stimulus could contain charts or graphs as needed to have students analyze the three areas of tourism.
Response Attributes	The response should distinguish between the three areas of hospitality and tourism.
Sample Item	Which type of tourism refers to travel within one's own country? A. business B. domestic C. international D. local Answer: B

Standard	05.0 Research the various aspects of the hospitality and tourism industry.
Benchmark	05.18 Identify factors influencing travelers to choose a particular location (e.g. weather, culture, climate, cost, natural resources, medical factors).
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 understand how different factors influence choices for travel destinations.
Content Focus	Culture, climate, cost effective, entertainment
Content Limits	The item should require analysis of how factors influence travel decisions. The item should also include how factors can be controlled or accommodated.
Stimulus Attributes	The selected response could contain pictures, graphs, or charts for students to analyze.
Response Attributes	The response should focus on the decision making process with information given that would affect the decision.
Sample Item	Rodney is planning a family vacation. He is only researching warm locations. Which factor is influencing his decision? A. climate B. cost C. culture D. entertainment Answer: A

Standard	05.0 Research the various aspects of the hospitality and tourism industry.
Benchmark	05.33 Explain economic factors that affect the tourism/hospitality industry (fuel costs, airline industry consolidations, availability of consumer's discretionary money).
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 explain how economic factors influence travel and the hospitality and tourism industry.
Content Focus	Economic, discretionary money, consolidation
Content Limits	The item may focus on the most recent recession in the early 2000's but should not include elements of job loss or negative impact on local areas.
Stimulus Attributes	The short response should require explanation of how these factors affect the tourism and hospitality industry. Could include charts and graphs as needed.
Response Attributes	The short response answers must explain the effects of the economy on tourism and hospitality.
Sample Item	Choose one economic factor that influences the hospitality and tourism industry. Explain how that factor affects the industry. Rubric: 2 points: The response indicates that the student has a complete understanding of the concept embodied in the task. 1 point: The response indicates that the student has a partial 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.

Standard	06.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
Benchmark	6.10 Describe importance of producing quality work and meeting performance standards.
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 understand and describe how quality and standards are important for employees.
Content Focus	Quality, work standards, performance standards
Content Limits	The item need to focus on the importance these standards and how employers use standards to evaluate effective employees.
Stimulus Attributes	The short and extended response items should require students to explain the importance of these standards, not just identifying them.
Response Attributes	The short response answers may include applying standards to hypothetical employee situations.
Sample Item	How can Dustin be sure to receive positive feedback and a good evaluation on his job performance? Rubric: 2 points: The response contains a correct explanation of performance standards. 1 point: The response identifies a performance standard, but contains an incorrect explanation. 0 points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	06.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
Benchmark	06.18 Explain the importance of positive customer service skills.
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 understand and explain what positive customer service skills are and how they affect hospitality and tourism.
Content Focus	Customer service, patience, attentiveness, positive language, flexibility
Content Limits	The item should focus on the positive impact of customer service skills and how that creates repeat customers and travelers.
Stimulus Attributes	The short and extended response items may include a sample interaction with a customer and require the student to modify the interaction as needed to include positive customer service skills.
Response Attributes	The response should indicate understanding of positive customer service skills and how they affect customer attitude.
Sample Item	Describe one customer service skill and how a worker in the hospitality and tourism industry could demonstrate positive customer service in that area. Rubric: 2 points: The response contains a correct explanation of one customer service skill. 1 point: The response identifies a customer service skill but the explanation is incorrect. 0 points: The response is incorrect.

Standard	07.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
Benchmark	07.01 Develop a list of qualities necessary to be an effective team player (e.g., respect).
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 qualities necessary for working together as a team.
Content Focus	Communication, respect, active listening, humility
Content Limits	The item should focus on how the attitudes and qualities of individual members affect the entire team.
Stimulus Attributes	The stimulus should address recognition of team member qualities and how each quality is important in the tourism industry.
Response Attributes	The response should list qualities of an effective team player.
Sample Item	Whenever Lucy's boss compliments her on her work, she simply nods and says, "Thank you." Which quality is Lucy demonstrating? A. active listening B. communication C. humility D. respect Answer: C

Standard	07.0 Demonstrate human relations skills necessary for success in hospitality and tourism occupations.
Benchmark	07.13 Explain importance of maintaining confidentiality of business matters.
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 understand why confidentiality is important and how to maintain it within the hospitality and tourism industry.
Content Focus	Confidentiality, identifying information, financial information
Content Limits	The item should focus on how confidentiality builds trust and rapport with guests.
Stimulus Attributes	The short and extended response may use pictures, charts, and graphs as needed.
Response Attributes	The response should show how confidentiality is achieved and maintained within the hospitality and tourism industry.
Sample Item	Edgard has access to a computer at work that allows him access to current customer credit card information. Why is it important for Edgard to protect this information? Rubric: 2 points: The response correctly explains why confidentiality is important 1 point: The response contains some incorrect explanation 0 points: The response is incorrect.

Standard	08.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.
Benchmark	08.02 Identify, read, and comprehend a variety of forms of written communications utilized in the workplace.
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 demonstrate understanding of different types of written communications used within the workplace.
Content Focus	Advertisement, email, memo, letter
Content Limits	The item should include identifying types of documents and understanding the content of given documents.
Stimulus Attributes	The item may contain pictures of various forms of communication and require the student to demonstrate understanding of their contents.
Response Attributes	The response should require analysis of written communication.
Sample Item	Stephanie needs to communicate quickly with her coworkers. Which type of business communication will allow her to do this? A. email B. fax C. letter D. memo Answer: A

Standard	08.0 Demonstrate proficiency in applying communication and technology skills in the hospitality and tourism industry.
Benchmark	08.14 Identify and demonstrate conflict resolution techniques related to customer service (I.e., resolving complaints, disputes, and negotiations).
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 understand conflict resolution techniques and steps for their use within the hospitality and tourism industry.
Content Focus	Conflict prevention, recovery, communication, active listening, dispute
Content Limits	The item should include conflict resolution in the selected response questions so that the extended responses can show application.
Stimulus Attributes	The extended response may present a situation in which the student needs to take necessary steps to resolve a conflict.
Response Attributes	The response should indicate an understanding of conflict resolution.
Sample Item	While working at a mini golf course, Isaiah is approached by an upset client. How can Isaiah demonstrate active listening when dealing with this conflict? Rubric: 2 points: The response contains an accurate description of active listening. 1 point: The response contains an error in the description. 0 points: The response is incorrect.

Standard	09.0 Explain economic principles as related to the hospitality and tourism industry.
Benchmark	09.01 Explain the concept of supply and demand (e.g., overbooking, yield management).
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 explain how supply and demand affect the tourism industry.
Content Focus	Supply, demand, overbooking, compensation
Content Limits	The item should focus on supply and demand within the hospitality and tourism industry only.
Stimulus Attributes	The stimulus may contain charts or graphs as needed to have students analyze supply and demand in tourism.
Response Attributes	The response should show the effects of supply and demand on the hospitality and tourism industry.
Sample Item	Describe overbooking and why airlines employ the practice of overbooking. Rubric: 2 points: The response correctly describes overbooking and explains how the practice benefits businesses. 1 point: The response only describes overbooking. 0 points: The response is incorrect.

Standard	09.0 Explain economic principles as related to the hospitality and tourism industry.
Benchmark	09.04 Explain impact of tourism on local, state, national, and international economies.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will demonstrate understanding of how the economy impacts tourism on all levels.
Content Focus	Local, state, national and international economies, taxes, revenue
Content Limits	The item should be sensitive to students dealing with negative effects of local and state tourism in the early 2000's.
Stimulus Attributes	The extended response may contain a situation in which the student needs to explain how a new tax will affect tourism.
Response Attributes	The response should focus on the positive and negative effects the economy has on tourism.
Sample Item	How could the passage of a new local tax affect tourism? Rubric: 2 points: The response correctly explains how a tax affects tourism 1 point: The response contains an incorrect link between tax and tourism 0 points: The response is incorrect.

Standard	10.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
Benchmark	10.02 Explain elements in the marketing mix (price, product, promotion, place, and people).
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 how marketing factors affect the hospitality and tourism industry.
Content Focus	Price, product, promotion, place, people
Content Limits	The item may focus on identification and definition of terms as long as explanation of how they interact is included in some questions.
Stimulus Attributes	The short and extended response must require an explanation of how the elements work together in marketing. The stimulus may contain pictures, charts, and graphs as needed.
Response Attributes	The short response answers should require the student to explain marketing.
Sample Item	A local hotel is offering a free dining plan for the length of stay as long as the room is booked by a certain date. Which marketing tactic is the hotel employing? A. people B. price C. product D. promotion Answer: D

Standard	10.0 Identify marketing and business fundamentals related to the hospitality and tourism industry.
Benchmark	10.04 Explain concept of service vs. product marketing strategies.
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 understand marketing strategies and service strategies and how each affects the tourism industry.
Content Focus	Customer service, services, product, product availability
Content Limits	The item may include impact of service versus product marketing.
Stimulus Attributes	The short response should require students to explain how offering services or products can affect tourism and hospitality.
Response Attributes	The response should show distinction between service marketing and product marketing in the hospitality and tourism industry.
Sample Item	Which of the following is an example of service marketing by a resort? A. offering a kids' pack of activities for children B. offering free mini golf on property C. advertising the waterslides featured at the pool D. offering free shuttle service to and from the airport Answer: D

Standard	11.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
Benchmark	11.01 Explain purpose, principles, and importance of selling.
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 understand how sales directly affect the hospitality and tourism industry.
Content Focus	Sales, purpose, place, price, upsale
Content Limits	The item may focus on different upsales used in tourism and hospitality.
Stimulus Attributes	The item may contain pictures, charts, and graphs and require the student to demonstrate their application to sales.
Response Attributes	The response should focus on the importance of sales within the tourism industry.
Sample Item	Why do large corporations within the tourism industry now contain timeshare divisions? 2 points: The response correctly explains why timeshare divisions exist. 1 point: The response contains an error within the explanation. 0 points: The response is incorrect.

Standard	11.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
Benchmark	11.03 Explain motivations, needs, and expectations of hospitality and tourism consumers and their affects their lodging selections.
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 explain how consumers make choices when it comes to choosing a place to stay while traveling.
Content Focus	Motivation, needs, wants, lodging, amenities
Content Limits	The item may include identifying and explaining consumer choice and how that affects lodging choice for travel.
Stimulus Attributes	The short and extended response should focus on explaining the effects of lodging choices on customer decisions.
Response Attributes	The response should show the thought process behind consumer choices for travel.
Sample Item	The Rodrigues family chose their vacation lodging because of the pool and activities for the kids. What is this called in the tourism industry? A. amenities B. perks C. services D. special treatment Answer: A

Standard	12.0 Perform mathematical operations related to hospitality and tourism occupations.
Benchmark	12.03 Interpret quantitative information from tables, charts, and graphs as related to the hospitality or tourism related workplaces.
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 read and understand charts, graphs and tables used within hospitality and tourism.
Content Focus	Quantitative, interpret
Content Limits	The item may include flight schedules, cost analysis, bus schedules, show times, etc.
Stimulus Attributes	The item should contain tables, charts and graphs. The student should be required to interpret, not just read, the information given.
Response Attributes	The response choices should include common mathematical errors when performing needed calculations.
Sample Item	Daniel is flying from California to New York City. His flight leaves California at 11:37 am and arrives in New York City at 8:12 pm. How long is the flight time for the trip? A. 4 hr 45 min. B. 5 hr 45 min. C. 6 hr 45 min. D. 7 hr. 45 min. Answer: B

Standard	12.0 Perform mathematical operations related to hospitality and tourism occupations.
Benchmark	12.05 Calculate commissions, gratuity, taxes, and miscellaneous charges.
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 demonstrate calculations regularly needed within the hospitality and tourism industry.
Content Focus	Commissions, gratuities, tax, charges, fees
Content Limits	The item may include calculations of gratuities, tax, fees, commissions, etc. that are essential for this benchmark. The item must require calculations.
Stimulus Attributes	The item should contain tables, charts and graphs. The student should be required to interpret, not just read, the information given.
Response Attributes	The response choices should include common mathematical errors when performing needed calculations.
Sample Item	Keenan is paying for dinner out. He wants to leave an 18% tip on his bill of $17.82. What will his total cost be for dinner? A. $3.21 B. $17.82 C. $21.00 D. $21.03 Answer: D