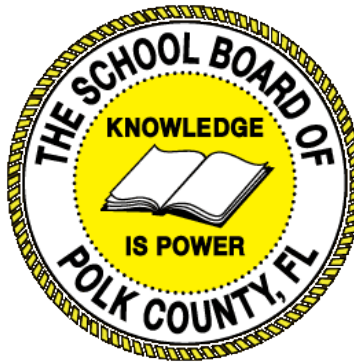


Individual Test Item Specifications

8850350- Exploring Hospitality & Tourism

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.

Table of Contents

I. Guide to the Individual Benchmark Specifications	1
Benchmark Classification System	1
Definitions of Benchmark Specifications	3
II. Individual Benchmark Specifications	4

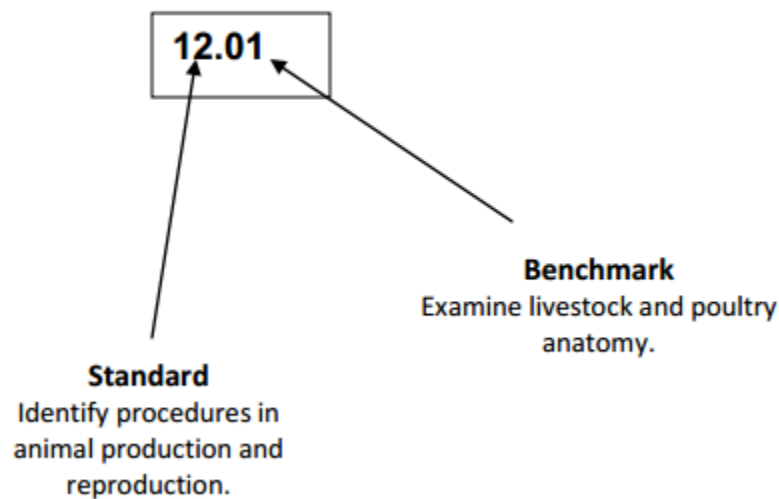
I. Guide to the Individual Benchmark Specifications

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.

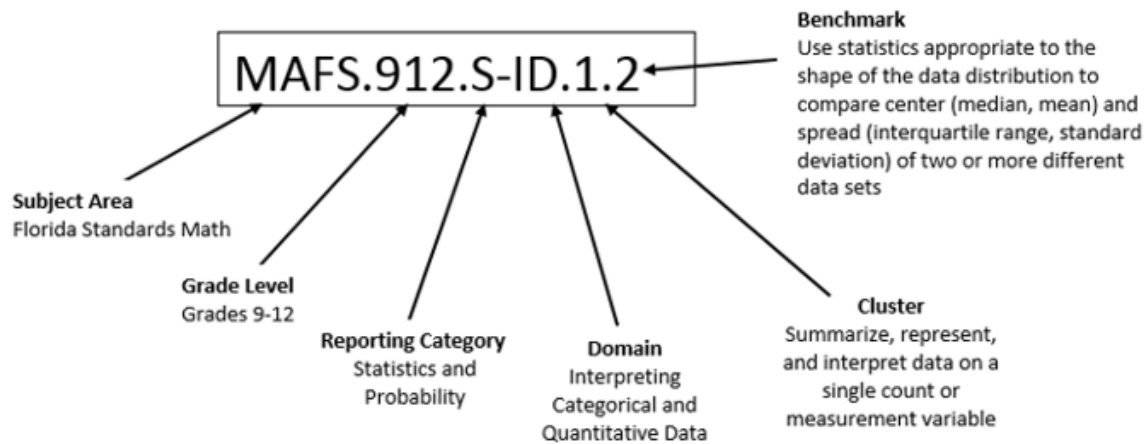
An example, from Agritechnology 1:



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	01.0 Demonstrate an understanding of the restaurant and food/beverage services career pathway.
Benchmark	01.01 Define and use proper terminology associated with the restaurant and food/beverage services career pathway.
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 terms used in the restaurant and food/beverage pathway.
Content Focus	Food service, service, menu, food production, recipe, yield, plating, food contamination, foodborne illness
Content Limits	The item should include a connection between the terminology of the restaurant and food/beverage pathway with the correct use of the vocabulary.
Stimulus Attributes	The stimulus should include a question stem that provides a variety of terminology levels. Images may be used.
Response Attributes	The short responses should include the importance of explaining the terminology, not just identifying it.
Sample Item	<p>Mike's catering company is working with a client to cater a wedding. The client will have 200 guests and a food budget of \$600. When calculating the food cost, what is the most important calculation Mike should consider besides the cost?</p> <p>A. diversity of guests B. location of the wedding C. ratio of men to women D. yield</p> <p>Answer: D</p>

Standard	01.0 Demonstrate an understanding of the restaurant and food/beverage services career pathway.
Benchmark	1.02 Describe some of the careers available in the restaurant and food/beverage services career pathway.
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 some of the careers available in the restaurant and food/beverage pathway.
Content Focus	Front of the house careers: server, hostess, host; back of the house careers: chef, sous chef, cook, expediter, dishwasher; food stylist, food scientist
Content Limits	The item should include the most common careers in the restaurant and food/beverage careers pathway.
Stimulus Attributes	The selected response questions could include identifying the brigade system.
Response Attributes	The response can include terms, phrases, or sentences.
Sample Item	Javon, who is in his third year of culinary school, is looking for a summer job. What position would he qualify for? A. executive chef B. garde manger C. saucier D. sous chef Answer: D

Standard	01.0 Demonstrate an understanding of the restaurant and food/beverage services career pathway.
Benchmark	01.03 Identify common characteristics of the careers in the restaurant and food/beverage services career pathway.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	L
Benchmark Clarification	The student will identify common characteristics of the careers in the restaurant and food/beverage services career pathway.
Content Focus	Creativity, hard work, customer based, career ladder, diversity in careers
Content Limits	The item may include characteristics from entry-level to advanced levels on different career ladders in the restaurant and food/beverage pathway.
Stimulus Attributes	The stimulus response should require the student to explain how the characteristics relate to careers in the restaurant and food/beverage industry.
Response Attributes	The response should focus on identifying the skills needed to become an employee in the restaurant and food/beverage Industry.
Sample Item	<p>Sofia is the manager at a new, upscale restaurant. She is looking for new employees who display customer-focused skills. Describe two characteristics that would qualify an applicant for the job.</p> <p>Rubric:</p> <p>2 points: The response correctly explains two characteristics that would qualify an applicant for the job.</p> <p>1 point: The response correctly explains only one characteristic that would qualify an applicant for the job.</p> <p>0 points: The response is incorrect.</p>

Standard	01.0 Demonstrate an understanding of the restaurant and food/beverage services career pathway.
Benchmark	01.04 Research the history of the restaurant and food/beverage services career pathway and describe how the associated careers have evolved and impacted society.
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 research the history of the restaurant and food/beverage services career pathway and describe how the associated careers have evolved and impacted society.
Content Focus	Trade routes, chuck wagons, stagecoaches, immigrants, transportation advances, globalization, trends
Content Limits	The item may include the beginnings of the foodservice industry to current trends and how the use of technology has changed the restaurant and food/beverage pathway.
Stimulus Attributes	The stimulus response should explain how history has affected the restaurant and food/beverage industry.
Response Attributes	The short response must explain how history has affected the economy of the restaurant and food/beverage industry. The response may include images or graphics as needed.
Sample Item	<p>Due to a rise in celiac disease, a new food trend has developed that helps to ease the side effects of this condition. What is this new food trend?</p> <p>A. cleansing B. fasting C. gluten-free D. low calorie Answer: C</p>

Standard	01.0 Demonstrate an understanding of the restaurant and food/beverage services career pathway.
Benchmark	01.05 Identify skills required to successfully enter any career in the restaurant and food/beverage services career pathway.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will interpret skills needed to enter any career in the restaurant and food/beverage services career pathway.
Content Focus	Teamwork, prioritizing, dedication, ethical behavior, respecting others, communication skills
Content Limits	The item may include basic skills, work ethics, and practical hands-on application for the restaurant and food/beverage pathway.
Stimulus Attributes	The stimulus should require the student to explain how the required skills relate to a career in the restaurant and food/beverage industry.
Response Attributes	The response can include terms, phrases, or sentences that focus on identifying the work skills needed for the restaurant and food/beverage pathway.
Sample Item	Which is an example of ethical behavior? A. taking responsibility for your mistakes B. taking the tip from another employee's table C. charging customers for something they didn't receive D. ignoring a customer who is asking continuous questions Answer: A

Standard	02.0 Demonstrate an understanding of the lodging career pathway.
Benchmark	02.01 Define and use proper terminology associated with the lodging career pathway.
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 terms used in the lodging career pathway.
Content Focus	Full service hotel, budget hotel, room rate, special accommodations, affiliation, marketing, lodging concepts
Content Limits	The item should include a connection between the terminology of the lodging pathway and the correct use of vocabulary.
Stimulus Attributes	The stimulus should include a question stem that provides a variety of terminology levels. Images may be included.
Response Attributes	The short response should include the importance of explaining the terminology, not just identifying it.
Sample Item	Tom is traveling to a family reunion in another state and looking for lodging that offers a clean bed for an overnight stay. Which type of lodging would best accommodate his needs? A. full-service hotel B. resort C. limited service hotel D. budget hotel Answer: D

Standard	02.0 Demonstrate an understanding of the lodging career pathway.
Benchmark	02.02 Describe some of the careers available in the lodging and career pathway.
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 some of the careers available in the lodging pathway.
Content Focus	Front desk, housekeeping, management, human resources, security, engineering, accounting
Content Limits	The item should include the most common careers in the lodging pathway.
Stimulus Attributes	The selected response could have the student identify careers in the front and back of the house in the lodging pathway.
Response Attributes	The response should require the student to show understanding of how each career fits into its cluster.
Sample Item	<p>Sahari has been hired as a banquet manager. Her first task is to hire a banquet staff. Identify three employees she will need, and give the job description for each position.</p> <p>Rubric:</p> <p>4 Points: The response correctly identifies all three positions and describes their responsibilities.</p> <p>3 Points: The response correctly identifies all three positions and describes their responsibilities but contains some errors.</p> <p>2 Points: The response correctly identifies two positions and describes their responsibilities.</p> <p>1 Point: The response correctly identifies one position and describes its responsibilities.</p> <p>0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.</p>

Standard	02.0 Demonstrate an understanding of the lodging career pathway.
Benchmark	02.03 Identify common characteristics of the careers in the lodging career pathway.
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 identify common characteristics of the careers in the lodging career pathway.
Content Focus	Customer service oriented, multi-tasking, sales, marketing
Content Limits	The item may include characteristics from entry-level to advanced levels on different career ladders in the lodging pathway.
Stimulus Attributes	The short response should explain how common employee characteristics affect the careers in the lodging pathway.
Response Attributes	The response should focus on identifying the skills needed to become an employee in the lodging Industry.
Sample Item	Francis is the concierge at a luxury resort. He has the important responsibility of being a first impression for many new guests to the resort. From a customer's perspective, list and explain three characteristics you would expect from your visit. Rubric: 4 Points: The response correctly explains three characteristics and explains each expectation. 3 Points: The response names three characteristics but does not explain the expectations. 2 Points: The response correctly explains two characteristics and the expectations. 1 Point: The response correctly explains one characteristic and expectation. 0 Points: The response indicates that the student does not demonstrate an understanding of the concept embodied in the task.

Standard	02.0 Demonstrate an understanding of the lodging career pathway.
Benchmark	02.04 Research the history of the lodging career pathway and describe how the associated careers have evolved and impacted society.
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 research the history of the lodging career pathway and describe how the associated careers have evolved and impacted society.
Content Focus	Innkeepers, post houses, luxury hotels, cruise ships
Content Limits	The item may include the beginnings of the lodging industry to current trends and how the use of technology has changed the lodging pathway.
Stimulus Attributes	The stimulus should include stems written as a question. The student should understand how the lodging pathway was created and how it has developed over time. An image may be used.
Response Attributes	The short answers must explain how the history of the lodging industry has evolved over time and changed our society.
Sample Item	The invention of the automobile changed the lodging industry instantly. The new highways became a catalyst for the lodging industry's next step. Which type of lodging was created as a result? A. bed and breakfasts B. campgrounds C. motels D. post houses Answer: C

Standard	02.0 Demonstrate an understanding of the lodging career pathway.
Benchmark	02.05 Identify skills required to successfully enter any career in the lodging career pathway.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will investigate the skills needed to enter any careers in the lodging career pathway.
Content Focus	Solve problems, friendly, energetic, detail oriented, good grooming, communication skills, patient, calm
Content Limits	The item may include basic skills, work ethics, and practical hands-on application for the lodging pathway.
Stimulus Attributes	The stimulus should require recognition of skills necessary to become a successful employee in the lodging industry.
Response Attributes	The response should focus on identifying the work skills needed for the lodging pathway.
Sample Item	Czerise is promoted to the new front desk manager. Her first task is to increase the customer service skills of her staff. Developing which customer service skill would most likely increase the level of satisfied customers? A. communication skills B. computer skills C. math skills D. problem solving skills Answer: A

Standard	03.0 Demonstrate an understanding of the travel and tourism career pathway.
Benchmark	03.01 Define and use proper terminology associated with the travel and tourism career pathway.
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 terms used in the travel and tourism career pathway.
Content Focus	Infrastructure, economic impact, globalization, destination, business travel, pleasure travel
Content Limits	The item should include a connection between the terminology of the travel and tourism pathway with the correct use of the vocabulary.
Stimulus Attributes	This stimulus should include a question stem that provides a variety of terminology levels. Images may be used.
Response Attributes	The short response answers must explain the effects of the economy on travel and tourism pathway.
Sample Item	What is the process in which the economies of different nations become interconnected? A. demographic B. globalization C. trends D. unrest Answer: B

Standard	03.0 Demonstrate an understanding of the travel and tourism career pathway.
Benchmark	03.02 Describe some of the careers available in the travel and tourism career pathway.
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 some of the careers available in the travel and tourism pathway.
Content Focus	Travel agent, online travel agencies, tour guide, pilot, boat captain, interpreter
Content Limits	The item should include the most common careers in the travel and tourism pathway.
Stimulus Attributes	The selected response may have the student describe careers in the travel and tourism pathway.
Response Attributes	The responses should require students to show understanding of how each career fits into the travel and tourism pathway.
Sample Item	In the tourism industry, many careers offer travelers help on their vacations. Which tourism industry career requires detailed commentary on a particular destination from an individual licensed by the destination? A. tour escort B. tour guide C. tour host D. sales staff Answer: B

Standard	03.0 Demonstrate an understanding of the travel and tourism career pathway.
Benchmark	03.03 Identify common characteristics of the careers in the travel and tourism career pathway.
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 identify common characteristics of the careers in the travel and tourism career pathway.
Content Focus	Communication skills, empathy, diversity, foreign languages
Content Limits	The item may include characteristics from entry-level to advanced levels on different career ladders in the travel and tourism pathway.
Stimulus Attributes	The short response should explain how common employee characteristics affect the careers in the travel and tourism pathway.
Response Attributes	The response should focus on identifying the skills needed to become an employee in the travel and tourism pathway.
Sample Item	Which skill would be most beneficial to a tour company that specializes in international travel? A. culinary skills B. foreign language skills C. math skills D. survival skills Answer: B

Standard	03.0 Demonstrate an understanding of the travel and tourism career pathway.
Benchmark	03.05 Identify skills required to successfully enter any career in the travel and tourism career pathway.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will investigate the skills needed to enter any careers in the travel and tourism career pathway.
Content Focus	Technology skills, flexible, patient, problem solvers, willing to learn, advanced training
Content Limits	The item may include basic skills, work ethics, and practical hands-on application for the travel and tourism pathway.
Stimulus Attributes	The stimulus should require recognition of skills necessary to become a successful employee in the travel and tourism pathway.
Response Attributes	The response should focus on identifying the work skills needed for the travel and tourism pathway.
Sample Item	Describe three qualities that a travel agent must display when working with a client. Rubric: 2 points: The response correctly describes three qualities. 1 point: The response correctly describes only one or two qualities. 0 points: The response is incorrect.

Standard	04.0 Demonstrate an understanding of the recreation, amusements and attractions career pathway
Benchmark	04.01 Define and use proper terminology associated with the recreation, amusements and attractions career pathway.
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 terms used in the recreation, amusements and attractions career pathway.
Content Focus	Maslow's hierarchy of needs, leisure time, recreation
Content Limits	The item should include a connection between the terminology of the recreation, amusements and attractions pathway way with the correct use of the vocabulary.
Stimulus Attributes	The stimulus should include a question stem that provides a variety of terminology levels. Images may be used.
Response Attributes	The short response should include the importance of explaining the terminology, not just identifying it.
Sample Item	Maslow's hierarchy of needs can be used in order to understand customers and their needs. Which stage includes meeting the needs of food, water, clothing, shelter, and rest? A. physiological B. safety C. acceptance D. esteem Answer: A

Standard	04.0 Demonstrate an understanding of the recreation, amusements and attractions career pathway
Benchmark	04.02 Describe some of the careers available in the recreation, amusements and attractions career pathway.
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 some of the careers available in the recreation, amusements and attractions career pathway.
Content Focus	Park ranger, recreation coordinator, personal trainer, professional athlete, entertainer, cruise ship staff.
Content Limits	The item should include the most common careers in the recreation, amusements and attractions pathway.
Stimulus Attributes	The selected response could have the student describe careers in the recreation, amusements and attractions pathway.
Response Attributes	The response should require students to show understanding of how each career fits into the recreation, amusements, and attractions pathway.
Sample Item	Which career is responsible for showcasing the facility and creating positive relationships with the community and media? A. booking manager B. event planner C. public relations director D. sports agent Answer: C

Standard	04.0 Demonstrate an understanding of the recreation, amusements and attractions career pathway.
Benchmark	04.03 Identify common characteristics of the careers in the recreation, amusements and attractions career pathway.
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 describe common characteristics of the careers in the recreation, Amusements and Attractions career pathway.
Content Focus	Socializing, motivator, risk taker, competitive, volunteerism
Content Limits	The item may include characteristics from entry-level to advanced levels on different career ladders in the recreation, amusements and attractions pathway.
Stimulus Attributes	The stimulus should require the student to explain how the characteristics relate to careers in the recreation, amusements and attractions pathway.
Response Attributes	The response should focus on identifying the skills needed to become an employee in the recreation, amusements and attractions industry.
Sample Item	Most careers in the recreation, amusements, and attraction pathways require people who have which characteristic? A. athletic B. enjoy desk work C. risk taker D. shy Answer: C

Standard	04.0 Demonstrate an understanding of the recreation, amusements and attractions career pathway.
Benchmark	04.05 Identify skills required to successfully enter any career in the recreation, amusements and attractions career pathway.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will investigate the skills needed to enter any careers in the recreation, amusements and attractions career pathway.
Content Focus	Technology skills, flexible, patience, problem solvers, willing to learn, advanced training
Content Limits	The item may include basic skills, work ethics, and practical hands-on application for the recreation, amusements and attractions pathway.
Stimulus Attributes	The stimulus should require recognition of skills necessary to become a successful employee in the recreation, amusements and attractions Industry.
Response Attributes	The response should require complete sentences that focus on identifying the work skills needed for the recreation, amusements and attractions pathway.
Sample Item	If you are interested in a career in recreation, which personality trait would offer little benefit? A. competitive B. flexible C. organized D. unsociable Answer: C

Standard	05.0 Apply leadership and communication skills.
Benchmark	05.01 Discuss the establishment and history of the FCCLA organization.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M
Benchmark Clarification	The student will summarize how FCCLA was established and the history of the FCCLA organization.
Content Focus	FCCLA, FHA, membership, organization's purpose
Content Limits	The item may include the historical background of FCCLA, the eight purposes of the organization, its creed, or STAR events.
Stimulus Attributes	The stimulus should include the organization's beginnings and historical background. Images may be used.
Response Attributes	The response should show understanding of the organization's' purposes.
Sample Item	<p>What was FCCLA called when it was first organized in 1945?</p> <p>A. Families League - FL B. Future Homemakers of America - FHA C. Ladies Association - LC D. Women's Club - WC</p> <p>Answer: B</p>

Standard	05.0 Apply leadership and communication skills.
Benchmark	05.02 Identify the characteristics and responsibilities of organizational leaders.
Item Types (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
Cognitive Complexity Level	M,H
Benchmark Clarification	The student will list the characteristics and responsibilities of organizational leaders.
Content Focus	Leadership, honesty, team player, friendly, curious, role-model
Content Limits	The item should focus on leadership within professional and student organizations. There should also be emphasis on why these leadership roles are essential to an organization
Stimulus Attributes	The stimulus should include common leadership roles and responsibilities for organizations in general. They could also focus on student organizations such as FCCLA.
Response Attributes	The selected response should contain one correct answer and three distractors. Content should show general leadership qualities and characteristics.
Sample Item	Why is leadership an important characteristic for all chapter members to have? Give two leadership examples. Rubric - 2pts for two correct examples; 1 pt. for one correct example; 0 pts. for no examples given.

Standard	06.0 Describe how information technology is used in the hospitality and tourism career cluster.
Benchmark	06.04 Identify security-related ethical and legal IT issues faced by professionals in the hospitality and tourism career cluster.
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 recognize the security-related ethical and legal IT issues faced by professionals in the Hospitality and Tourism career cluster.
Content Focus	Privacy rights, ethical expectations, illegal behaviors, discrimination, theft
Content Limits	The item may include the security, ethical and legal standards for the professionals in the hospitality and tourism career clusters.
Stimulus Attributes	The stimulus should include common security, legal and ethical procedures required by the hospitality and tourism industry.
Response Attributes	The response should show an understanding of how the IT technology is used correctly to protect the consumers and the hospitality and tourism industry.
Sample Item	<p>Maria is excited when her friend Susan gets a job at the same golf course where she works. Unfortunately, Maria catches Susan giving some friends free golf time. When Maria asks Susan what she is doing, Susan says, "Don't worry; no one knows." What is Maria's best response?</p> <p>A. ask Susan for free golf B. ignore it C. tell the boss D. tell Susan to stop</p> <p>Answer: C</p>

Standard	07.0 Use information technology tools.
Benchmark	07.03 Demonstrate ways to communicate effectively using Internet technology.
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 state ways to communicate effectively using Internet technology.
Content Focus	Internet etiquette
Content Limits	The item may include different forms of electronic devices used to communicate in the hospitality and tourism industry.
Stimulus Attributes	The stimulus should describe different types of resources that can be used with the Internet to communicate. Images may be used.
Response Attributes	The short response should explain how to effectively use the Internet as a mode of communication.
Sample Item	Ross is trying to grow his fishing boat business, which is located on a popular beach visited mostly by college students. List two means of communication that Ross could use to increase his business. Rubric: 2 points: The response correctly describes two means of communication. 1 point: The response correctly describes only one mean of communication. 0 points: The response is incorrect.