

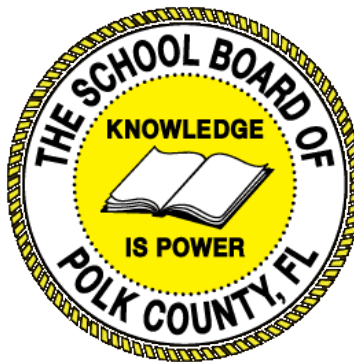
# Individual Test Item Specifications

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9503110- Global Logistics &  
Supply Chain Technology

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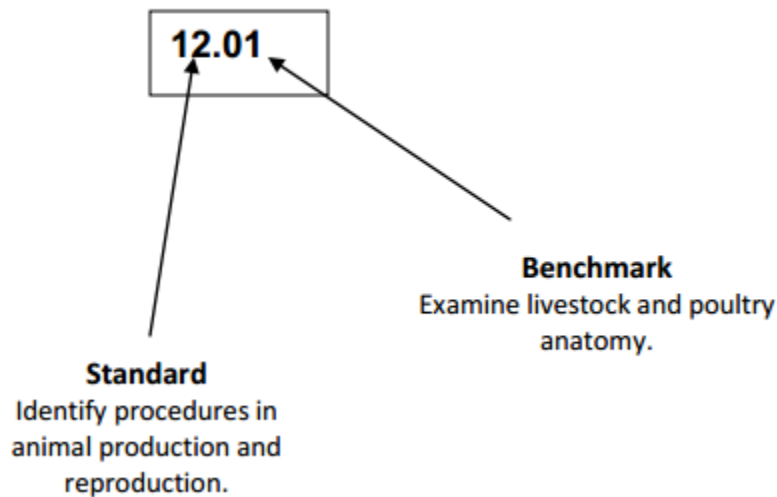
## I. Guide to the Individual Benchmark Specifications

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>	04.0 Demonstrate an understanding of global logistics and supply chain--The student will be able to:
<b>Benchmark</b>	4.02 Describe principal elements of the logistics environment and logistics 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 principal elements of the logistics environment and logistics systems.
<b>Content Focus</b>	Logistics systems, global logistics
<b>Content Limits</b>	Items should be limited to the global logistics industry.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	Which element of logistics is responsible for bringing product from one location to another? A. channel management B. distribution C. materials management D. supply-chain management Answer A

<b>Standard</b>	04.0 Demonstrate an understanding of global logistics and supply chain--The student will be able to:
<b>Benchmark</b>	4.05 Define basic principles of cost effectiveness throughout supply chain logistics.
<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 basic principles of cost effectiveness throughout supply chain logistics.
<b>Content Focus</b>	Logistics management, procurement, transport, storage of goods, freight costs, tariffs
<b>Content Limits</b>	Items should be limited to the global logistics industry.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	Name two ways that companies can reduce supply chain logistics costs.  Sample Response: By determining which mode of transit is most cost efficient and sourcing from suppliers that have low or no tariffs.

<b>Standard</b>	04.0 Demonstrate an understanding of global logistics and supply chain--The student will be able to:
<b>Benchmark</b>	4.06 Define basic principles of just-in-time purchasing and inventory control.
<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 basic principles of just-in-time (JIT) purchasing and inventory control.
<b>Content Focus</b>	JIT, just-in-time, inventory control
<b>Content Limits</b>	Items may include just-in-time as it relates to business and logistics.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	<p>What are two ways just-in-time (JIT) improves a business' return on investment?</p> <p>Sample response: By reducing inventory in-process and reduced time spent on the shelf waiting.</p>



<b>Standard</b>	04.0 Demonstrate an understanding of global logistics and supply chain--The student will be able to:
<b>Benchmark</b>	4.09 Describe the alignment between the supply chain strategy and business strategy.
<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 alignment between the supply chain strategy and business strategy.
<b>Content Focus</b>	Supply chain, business strategy
<b>Content Limits</b>	Items should be limited to logistics and supply chain channels.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	<p>What are two reasons businesses should have a supply chain strategy that complements their business strategy?</p> <p>Sample response: Supply chain strategy helps to optimize operational costs. Also, it establishes guidelines for how a business works with its supply chain partners in maintaining good relationships.</p>

<b>Standard</b>	04.0 Demonstrate an understanding of global logistics and supply chain--The student will be able to:
<b>Benchmark</b>	4.10 Define basic principles of customs, free trade and international issues in Supply Chain Management.
<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 basic principles of customs, free trade, and international issues in supply chain management.
<b>Content Focus</b>	Supply chain management, customs, free trade
<b>Content Limits</b>	Items may include customs, free trade, and international issues concerning the global logistics and supply chain industry.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	What is the purpose of free trade? A. allow goods to be sold internationally B. earn additional revenue C. limit competition internationally D. sell products cheaper Answer A

<b>Standard</b>	05.0 Demonstrate an understanding of transportation systems--The student will be able to:
<b>Benchmark</b>	5.02 Describe and contrast the different modes of transportation and their advantages/disadvantages.
<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>	M, H
<b>Benchmark Clarification</b>	The student will describe and contrast the different modes of transportation and their advantages/disadvantages.
<b>Content Focus</b>	Aviation, rail roads, trucking, land transport, maritime, freight rail
<b>Content Limits</b>	Items may include modes of transportation limited to global logistics and supply chain industry.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	Which of the following is a mode of transportation that is not used for retail products? A. freight rail B. maritime C. pipeline D. trucking Answer C

<b>Standard</b>	05.0 Demonstrate an understanding of transportation systems--The student will be able to:
<b>Benchmark</b>	5.05 Give examples of transportation documentation, dispatch, routing and tracking.
<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 give examples of transportation documentation, dispatch, routing, and tracking.
<b>Content Focus</b>	Shipping label, manifest, waybill, bill of lading
<b>Content Limits</b>	Items should be limited to documents required for the U.S.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	What is the difference between a bill of lading and a packing list?

<b>Standard</b>	05.0 Demonstrate an understanding of transportation systems--The student will be able to:
<b>Benchmark</b>	5.08 Determine which transportation method is most appropriate for various situations.
<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>	M, H
<b>Benchmark Clarification</b>	The student will determine which transportation method is most appropriate for various situations.
<b>Content Focus</b>	Freight rail, maritime, trucking, air transport, global logistics
<b>Content Limits</b>	Items may include transportation methods limited to goods involved with domestic and international trade.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	How would cars manufacturer in Europe make it to dealerships in the United States? Name the modes of transport.  Sample response: Maritime (boat) and trucking.

<b>Standard</b>	o6.o Demonstrate professional communication skills--The student will be able to:
<b>Benchmark</b>	6.01 Show effective methods for communications between shifts.
<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 show effective methods for communications between shifts.
<b>Content Focus</b>	None Specified
<b>Content Limits</b>	Items should be limited to logistics operations that utilize multiple shifts.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	Name two methods for communication between shifts.  Sample response: Email and rotating upper management shifts.

<b>Standard</b>	06.o Demonstrate professional communication skills--The student will be able to:
<b>Benchmark</b>	6.07 Describe a high-performance team.
<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 a high-performance team.
<b>Content Focus</b>	Team cohesiveness, team characteristics.
<b>Content Limits</b>	Items may include teams typical of what is found in the global logistics industry and warehouse environments.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified.
<b>Sample Item</b>	Which of the following is not found in a high performance team? A. trust for one another B. members work independently on goals C. members work towards a common goal D. rules established on how to work with others  Answer B

<b>Standard</b>	o6.o Demonstrate professional communication skills--The student will be able to:
<b>Benchmark</b>	6.o8 List characteristics of an effective team member.
<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 list characteristics of an effective team member.
<b>Content Focus</b>	Team member traits
<b>Content Limits</b>	Items may include teams typical of what is found in the global logistics industry and warehouse environments.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified.
<b>Sample Item</b>	<p>Name two traits that effective team members should have and give a short reason why that trait is important to the team.</p> <p>Sample response: Reliability because you must depend on your members. Good communication because members must speak up and express their ideas for concerns or improvements.</p>



<b>Standard</b>	06.o Demonstrate professional communication skills--The student will be able to:
<b>Benchmark</b>	6.09 Explain ways to set team goals.
<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 explain ways to set team goals.
<b>Content Focus</b>	Goal setting
<b>Content Limits</b>	Items should include goals limited to teams found in the global logistics industry.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified.
<b>Sample Item</b>	In your own words, explain the importance of goal setting for teams.

<b>Standard</b>	06.o Demonstrate professional communication skills--The student will be able to:
<b>Benchmark</b>	6.15 Demonstrate an awareness of project management concepts and tools. (e.g., timelines, deadlines, resource allocation, time management, delegation of tasks, collaboration)
<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>	M, H
<b>Benchmark Clarification</b>	The student will demonstrate an awareness of project management concepts and tools.
<b>Content Focus</b>	Timelines, action plans, deadlines, delegation of tasks, collaboration
<b>Content Limits</b>	Items should be limited to project management concepts typical of the logistics industry.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	Which of the following is not necessary for effective project management? A. collaboration B. deadlines C. delegation D. shift scheduling Answer D

<b>Standard</b>	07.0 Demonstrate customer service skills--The student will be able to:
<b>Benchmark</b>	7.05 Discuss the importance of human relations.
<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 discuss the importance of human relations.
<b>Content Focus</b>	Human relations
<b>Content Limits</b>	Items may include human relations as it pertains to organizational behavior.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	Name two aspects of business that good human relations hopes to improve.  Sample response: Employee retention and motivation.

<b>Standard</b>	07.0 Demonstrate customer service skills--The student will be able to:
<b>Benchmark</b>	7.07 Differentiate between an acceptable and an unacceptable code of business ethical conduct.
<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>	M, H
<b>Benchmark Clarification</b>	The student will be able to differentiate between an acceptable and an unacceptable code of business ethical conduct.
<b>Content Focus</b>	Ethics
<b>Content Limits</b>	Items should be limited to situations found in the logistics industry.
<b>Stimulus Attributes</b>	None Specified
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	Give an example of unacceptable business ethical conduct.