

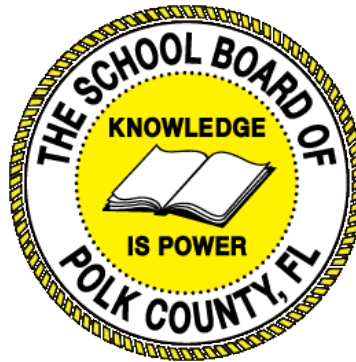
# Individual Test Item Specifications

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9503130- Global Logistics Operations

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2015



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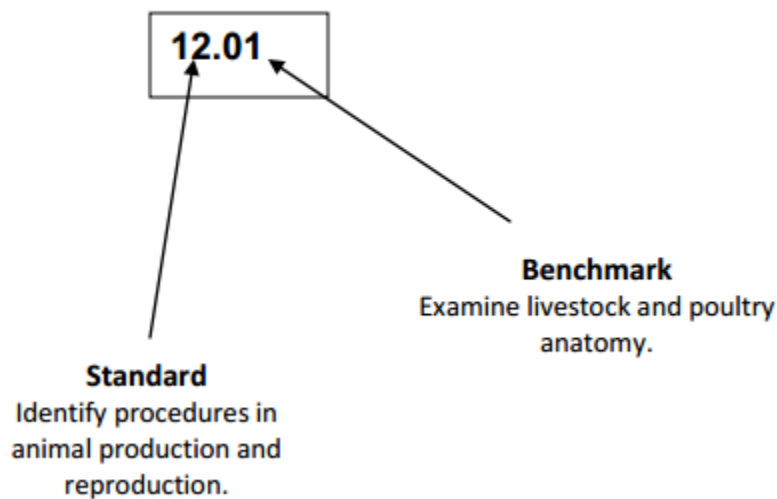
## I. Guide to the Individual Benchmark Specifications

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

### Benchmark Classification System

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

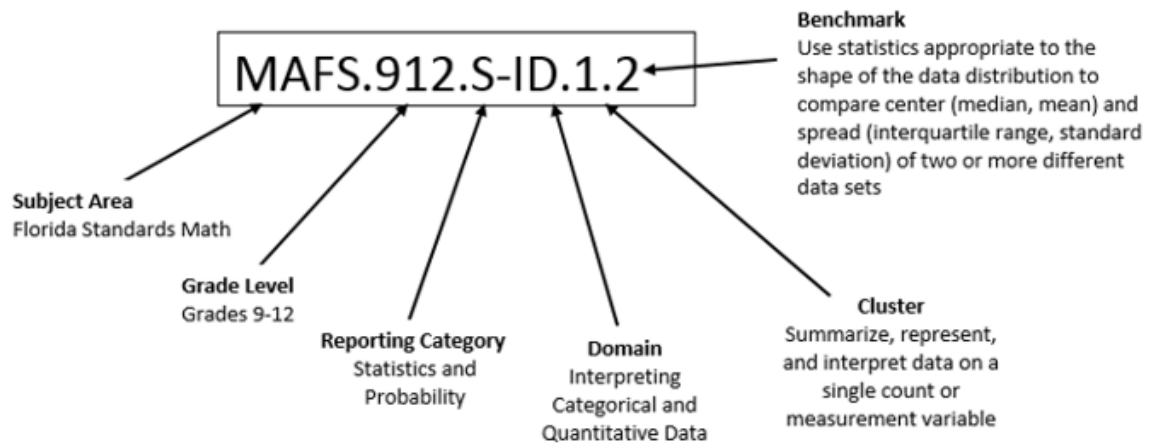
An example, from Agritechnology 1:



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

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

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



*The image above describes the components of a Florida Standard and Benchmark classification system.*

## Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for the Florida Department of Education Career and Technical Education item banks. For each benchmark assessed, the following information is provided.

|                                 |   |
|---------------------------------|---|
| <b>Reporting Category</b>       | is a grouping of related benchmarks that can be used to summarize and report achievement.   |
| <b>Standard</b>                 | refers to the standard statement presented in the Florida Standards.  |
| <b>Benchmark</b>                | refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. |
| <b>Item Types</b>               | are used to assess the benchmark or group of benchmark.   |
| <b>Cognitive Complexity</b>     | ideal level at which item should be assessed.   |
| <b>Benchmark Clarifications</b> | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.                        |
| <b>Content Limits</b>           | define the range of content knowledge and that should be assessed in the items for the benchmark.   |
| <b>Stimulus Attributes</b>      | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content.  |
| <b>Response Attributes</b>      | define the characteristics of the answers that a student must choose or provide.  |
| <b>Content Focus</b>            | addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.  |
| <b>Sample Items</b>             | are provided for each type of question assessed. The correct answer for all sample items is provided.   |

## II. Individual Benchmark Specifications

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|---|---|
| <b>Standard</b>   | 21.0 Demonstrate an understanding of warehouse operations--The student will be able to:   |
| <b>Benchmark</b>  | 21.01 Identify and discuss the characteristics, purpose and importance of warehouse operations and supply chain management.             |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | L, M  |
| <b>Benchmark Clarification</b>  | The student will identify and discuss the characteristics, purpose, and importance of warehouse operations and supply chain management. |
| <b>Content Focus</b>  | Supply chain management, warehouse operations   |
| <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>  | Briefly explain the purpose of supply chain management.   |

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| <b>Standard</b>   | 21.0 Demonstrate an understanding of warehouse operations--The student will be able to: |
| <b>Benchmark</b>  | 21.09 Explain the importance of storage in a warehouse.                                 |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | L, M  |
| <b>Benchmark Clarification</b>  | The student will explain the importance of storage in a warehouse.                      |
| <b>Content Focus</b>  | Warehouse operations and storage.   |
| <b>Content Limits</b>   | Items should be limited to the global logistics industry and warehouse operations.      |
| <b>Stimulus Attributes</b>  | None Specified  |
| <b>Response Attributes</b>  | None Specified  |
| <b>Sample Item</b>  | Briefly explain the importance of storage in a warehouse.                               |

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|---|---|
| <b>Standard</b>   | 21.0 Demonstrate an understanding of warehouse operations--The student will be able to:   |
| <b>Benchmark</b>  | 21.12 Identify various types of equipment available to enhance the efficient movement of materials within a warehouse.            |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | L, M  |
| <b>Benchmark Clarification</b>  | The student will identify various types of equipment available to enhance the efficient movement of materials within a warehouse. |
| <b>Content Focus</b>  | Fork lift, front end loader, pallet jack, order pickers   |
| <b>Content Limits</b>   | Items should be limited to equipment used for warehouse operations.   |
| <b>Stimulus Attributes</b>  | None Specified  |
| <b>Response Attributes</b>  | None Specified  |
| <b>Sample Item</b>  | Name two types of equipment used in a warehouse to move inventory.<br><br>Sample response: Pallet jack and order pickers.         |



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| <b>Standard</b>   | 21.0 Demonstrate an understanding of warehouse operations--The student will be able to: |
| <b>Benchmark</b>  | 21.15 Explain the importance of staging and JIT.  |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | L, M  |
| <b>Benchmark Clarification</b>  | The student will explain the importance of staging and JIT.                             |
| <b>Content Focus</b>  | JIT, just-in-time, staging  |
| <b>Content Limits</b>   | Items should be limited to the global logistics industry and warehouse operations.      |
| <b>Stimulus Attributes</b>  | None Specified  |
| <b>Response Attributes</b>  | None Specified  |
| <b>Sample Item</b>  | Briefly explain what a just-in-time (JIT) strategy is.                                  |

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| <b>Standard</b>   | 21.0 Demonstrate an understanding of warehouse operations--The student will be able to:   |
| <b>Benchmark</b>  | 21.20 Identify warehouse documents (e.g., pick tickets, special orders, inventory forms).   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=   |
| <b>Cognitive Complexity Level</b>   | L, M  |
| <b>Benchmark Clarification</b>  | The student will identify warehouse documents.  |
| <b>Content Focus</b>  | Pick tickets, special orders, inventory forms   |
| <b>Content Limits</b>   | Items should be limited to forms limited to warehouse operations.   |
| <b>Stimulus Attributes</b>  | None Specified  |
| <b>Response Attributes</b>  | None Specified  |
| <b>Sample Item</b>  | <p>Brandsmart, a popular U.S. retailer, has customers pay for their products and prints a slip that warehouse workers use to gather the goods for the customer. What are these "slips" called?</p> <p>A. inventory forms<br/>B. pick tickets<br/>C. special orders<br/>D. work orders</p> <p>Answer B</p> |

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| <b>Standard</b>   | 22.0 Demonstrate an understanding of storage and control operations--The student will be able to:                |
| <b>Benchmark</b>  | 22.04 Define the following storage related terms: Size, Volume, Density, Pallet, and Case.                       |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X   |
| <b>Cognitive Complexity Level</b>   | L, M   |
| <b>Benchmark Clarification</b>  | The student will define the storage related terms.   |
| <b>Content Focus</b>  | Size, volume, density, pallet, case  |
| <b>Content Limits</b>   | Items may include storage related terms specific to the following list: size, volume, density, pallet, and case. |
| <b>Stimulus Attributes</b>  | None Specified   |
| <b>Response Attributes</b>  | None Specified   |
| <b>Sample Item</b>  | What is the difference between a pallet of goods and a case of goods?  |

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| <b>Standard</b>   | 22.0 Demonstrate an understanding of storage and control operations--The student will be able to: |
| <b>Benchmark</b>  | 22.07 Explain inventories and their importance.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | L, M  |
| <b>Benchmark Clarification</b>  | The student will explain inventories and their importance.  |
| <b>Content Focus</b>  | Inventory   |
| <b>Content Limits</b>   | Items may include inventory used as raw materials, work-in-progress, or finished product.         |
| <b>Stimulus Attributes</b>  | None Specified  |
| <b>Response Attributes</b>  | None Specified  |
| <b>Sample Item</b>  | Give a brief explanation of why having inventory is important.                                    |

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| <b>Standard</b>   | 22.0 Demonstrate an understanding of storage and control operations--The student will be able to:                    |
| <b>Benchmark</b>  | 22.19 Explain the importance of automation in warehousing.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X   |
| <b>Cognitive Complexity Level</b>   | L, M   |
| <b>Benchmark Clarification</b>  | The student will explain the importance of automation in warehousing.  |
| <b>Content Focus</b>  | Automation, warehouse automation   |
| <b>Content Limits</b>   | Items should be limited to automation in warehouse used for inventory, including work-in-progress and raw materials. |
| <b>Stimulus Attributes</b>  | None Specified   |
| <b>Response Attributes</b>  | None Specified   |
| <b>Sample Item</b>  | Briefly explain the importance of automation in an assembly plant.   |

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| <b>Standard</b>   | 24.0 Demonstrate economics--The student will be able to:  |
| <b>Benchmark</b>  | 24.03 Compare and contrast the advantages and disadvantages of the various forms of business ownership.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=X  |
| <b>Cognitive Complexity Level</b>   | L, M  |
| <b>Benchmark Clarification</b>  | The student will compare and contrast the advantages and disadvantages of the various forms of business ownership.  |
| <b>Content Focus</b>  | Corporation, limited liability corporation (LLC), limited liability partnership (LLP), sole proprietorship, partnership, S corporation  |
| <b>Content Limits</b>   | Items should be limited to business ownership in the United States  |
| <b>Stimulus Attributes</b>  | None Specified  |
| <b>Response Attributes</b>  | None Specified  |
| <b>Sample Item</b>  | Which form of business ownership offers the most benefits for small business owners that have partners operating a distribution center?<br>A. corporation<br>B. limited liability corporation<br>C. limited liability partnership<br>D. partnership<br>Answer B |

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| <b>Standard</b>   | 24.0 Demonstrate economics--The student will be able to:   |
| <b>Benchmark</b>  | 24.08 Understand the concepts and laws pertaining to customs and free trade.   |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=X<br>(P)=<br>(ER)=  |
| <b>Cognitive Complexity Level</b>   | L, M   |
| <b>Benchmark Clarification</b>  | The student will understand the concepts and laws pertaining to customs and free trade.  |
| <b>Content Focus</b>  | Free trade, NAFTA, FTAA, TAFTA, AFTA, ASEAN, WTO, EFTA   |
| <b>Content Limits</b>   | Items should be limited to free trade and customs that effect U.S. imports and exports.  |
| <b>Stimulus Attributes</b>  | None Specified   |
| <b>Response Attributes</b>  | None Specified   |
| <b>Sample Item</b>  | Which of the following countries is not part of the North American Free Trade Agreement (NAFTA)?<br>A. Canada<br>B. China<br>C. Mexico<br>D. United States<br>Answer B |