



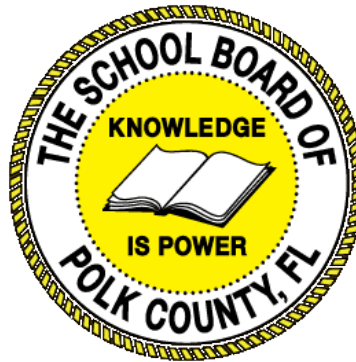
# Individual Test Item Specifications

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9503140- Global Logistics Management

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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.*

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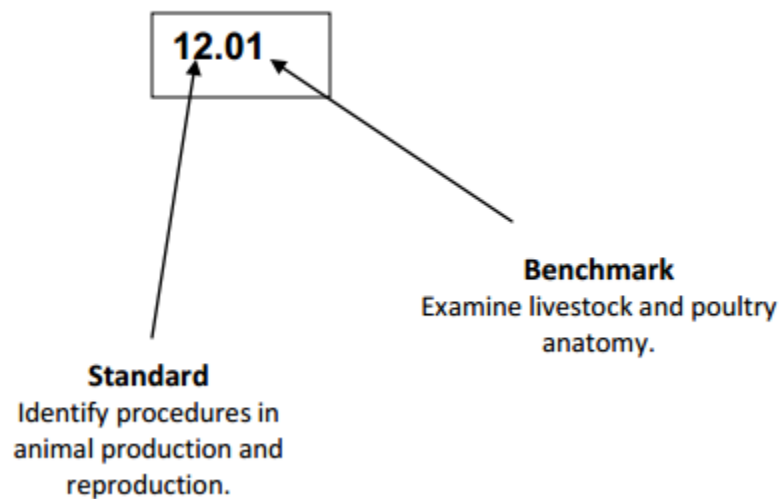
## I. Guide to the Individual Benchmark Specifications

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.

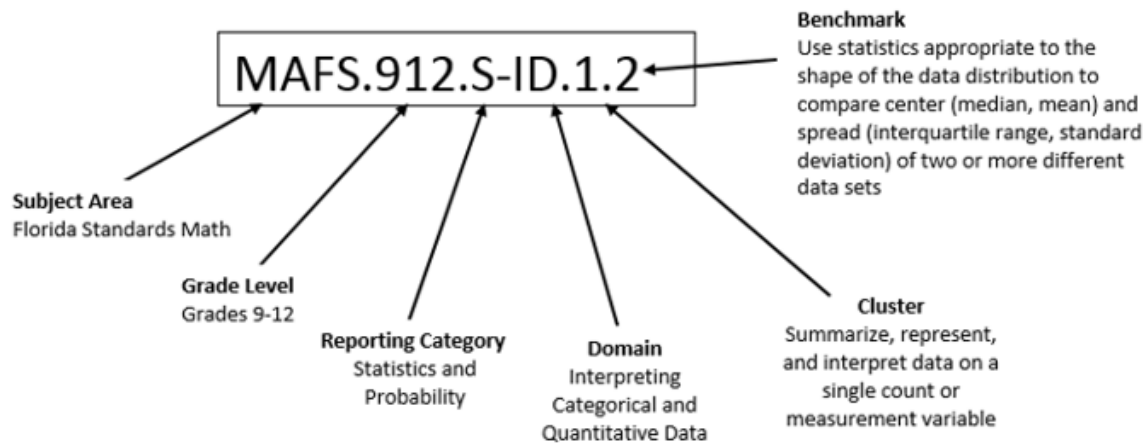
An example, from Agritechnology 1:



*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>                                                                                             | 25.0 Demonstrate an understanding of career readiness--The student will be able to:                                                                                                                      |
| <b>Benchmark</b>                                                                                            | 25.04 Assess personal strengths, talents, values and interests to appropriate jobs and careers to maximize career potential.                                                                             |
| <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 assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.                                                                 |
| <b>Content Focus</b>                                                                                        | Personality profile, personal values,                                                                                                                                                                    |
| <b>Content Limits</b>                                                                                       | Items may include personal talents, values, and interests that pertain to a career choice.                                                                                                               |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                                                                                           |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                                                                                           |
| <b>Sample Item</b>                                                                                          | Name two ways a person can assess if a career choice is right for them. Sample response: By completing a personality profile such as Myers-Briggs. Or determining if the career aligns with your values. |

|                                                                                                             |                                                                                                 |
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| <b>Standard</b>                                                                                             | 25.0 Demonstrate an understanding of career readiness--The student will be able to:             |
| <b>Benchmark</b>                                                                                            | 25.09 Analyze needs of business and industry on labor and economic trends.                      |
| <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)=2                                                              |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                         |
| <b>Benchmark Clarification</b>                                                                              | The student will analyze needs of business and industry on labor and economic trends.           |
| <b>Content Focus</b>                                                                                        | Micro economics, macro economics, trends analysis                                               |
| <b>Content Limits</b>                                                                                       | Items may include labor and economic trends related to global logistics companies and industry. |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                  |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                  |
| <b>Sample Item</b>                                                                                          | Briefly describe "benchmarking".                                                                |

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| <b>Standard</b>                                                                                             | 26.0 Demonstrate employability skills--The student will be able to:                                           |
| <b>Benchmark</b>                                                                                            | 26.01 Identify and utilize resources used in a job search (e.g., newspaper, Internet, networking).            |
| <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 and utilize resources used in a job search (e.g., newspaper, internet, networking). |
| <b>Content Focus</b>                                                                                        | Job search                                                                                                    |
| <b>Content Limits</b>                                                                                       | Items may include job search tools limited to U.S. economy.                                                   |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                |
| <b>Sample Item</b>                                                                                          | What are two ways a person can search for a job? Sample response: newspaper or career fair                    |



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| <b>Standard</b>                                                                                             | 26.0 Demonstrate employability skills--The student will be able to:                                                                                                                                                                                                                                         |
| <b>Benchmark</b>                                                                                            | 26.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).                                                                                                                                                                            |
| <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)=3                                                                                                                                                                                                                                                                          |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                                                                                                                                                                                                                     |
| <b>Benchmark Clarification</b>                                                                              | The student will discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).                                                                                                                                                                 |
| <b>Content Focus</b>                                                                                        | Child labor, FMLA, ADA, EEOC, quid pro quo, sexual harassment, Title VII                                                                                                                                                                                                                                    |
| <b>Content Limits</b>                                                                                       | Items may include Child Labor Law and Title VII regulating U.S. governed companies.                                                                                                                                                                                                                         |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                                                                                              |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                                                                                              |
| <b>Sample Item</b>                                                                                          | Explain the difference between Quid Pro Quo and hostile work environment.<br>Sample response: Quid pro quo is when a manager causes a consequence on a subordinate for failure to comply with a sexual request. Hostile work environment exists when there is the threat but no real action has been taken. |

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| <b>Standard</b>                                                                                             | 26.0 Demonstrate employability skills--The student will be able to:                                                              |
| <b>Benchmark</b>                                                                                            | 26.14 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).                   |
| <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 qualities typically required for promotion.                                                            |
| <b>Content Focus</b>                                                                                        | Performance evaluation criteria                                                                                                  |
| <b>Content Limits</b>                                                                                       | Items should be limited to qualities typically evaluated by employers for performance reviews.                                   |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                   |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                   |
| <b>Sample Item</b>                                                                                          | Give two categories employers evaluate when considering an employee for promotion. Sample response: Reliability and productivity |

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| <b>Standard</b>                                                                                             | 27.0 Demonstrate competencies in a specific career--The student will able to:                                                                  |
| <b>Benchmark</b>                                                                                            | 27.02 Exhibit effective workplace safety practices including use of protective devices                                                         |
| <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 exhibit effective workplace safety practices including use of protective devices.                                             |
| <b>Content Focus</b>                                                                                        | Workplace safety                                                                                                                               |
| <b>Content Limits</b>                                                                                       | Items should be limited to workplace safety typical of logistics companies.                                                                    |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                                 |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                                 |
| <b>Sample Item</b>                                                                                          | What are two common personal protective equipment found in warehouse operations.<br><br>Sample response: safety glasses and back support brace |

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| <b>Standard</b>                                                                                             | 27.0 Demonstrate competencies in a specific career--The student will able to:                                                                                                                                                                                                    |
| <b>Benchmark</b>                                                                                            | 27.07 Demonstrate an understanding of the company's vision and mission statements.                                                                                                                                                                                               |
| <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)=3                                                                                                                                                                                                                                               |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                                                                                                                                                                                          |
| <b>Benchmark Clarification</b>                                                                              | The student will demonstrate an understanding of the company's vision and mission statements.                                                                                                                                                                                    |
| <b>Content Focus</b>                                                                                        | Company vision, mission statement                                                                                                                                                                                                                                                |
| <b>Content Limits</b>                                                                                       | Items should be limited to vision and mission statements of a company.                                                                                                                                                                                                           |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                                                                   |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                                                                   |
| <b>Sample Item</b>                                                                                          | <p>What is the basic difference between a vision statement and a mission statement?</p> <p>Sample response: Vision statement is a picture of how the company wants to be at some time in the future. The mission statement describes how it gets things done in the present.</p> |

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| <b>Standard</b>                                                                                             | 27.0 Demonstrate competencies in a specific career--The student will able to:                                                                                                                                                                                    |
| <b>Benchmark</b>                                                                                            | 27.10 Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees                                                                                                                                                |
| <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)=3                                                                                                                                                                                                                               |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                                                                                                                                                                          |
| <b>Benchmark Clarification</b>                                                                              | The student will demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees.                                                                                                                                    |
| <b>Content Focus</b>                                                                                        | None Specified                                                                                                                                                                                                                                                   |
| <b>Content Limits</b>                                                                                       | Items should be limited to employers and employees of the global logistics industry.                                                                                                                                                                             |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                                                   |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                                                   |
| <b>Sample Item</b>                                                                                          | Which of the following is not a responsibility of the employer?<br>A. provide medical benefits<br>B. inform on hazards of the job<br>C. establish policies and procedures<br>D. ensure equipment is worn properly<br>Answer D. ensure equipment is worn properly |

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| <b>Standard</b>                                                                                             | 28.0 Demonstrate career acquisition--The student will be able to:                                            |
| <b>Benchmark</b>                                                                                            | 28.04 Apply the decision-making process to the various stages of the work life cycle.                        |
| <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)=3                                                                           |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                      |
| <b>Benchmark Clarification</b>                                                                              | The student will apply the decision-making process to the various stages of the work life cycle.             |
| <b>Content Focus</b>                                                                                        | Work life cycle                                                                                              |
| <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 the stages of the work life cycle and give a brief explanation of how decisions are made at each stage. |

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| <b>Standard</b>                                                                                             | 28.0 Demonstrate career acquisition--The student will be able to:                                                                                         |
| <b>Benchmark</b>                                                                                            | 28.05 Identify and demonstrate employability skills including job search, selection, the interviewing process, proper dress and presentation.             |
| <b>Item Types</b><br>(MC)-Multiple Choice<br>(SA)-Short Answer<br>(P)-Performance<br>(ER)-Extended Response | (MC)=X<br>(SA)=<br>(P)=X<br>(ER)=                                                                                                                         |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                                                                   |
| <b>Benchmark Clarification</b>                                                                              | The student will identify and demonstrate employability skills including job search, selection, the interviewing process, proper dress, and presentation. |
| <b>Content Focus</b>                                                                                        | None Specified                                                                                                                                            |
| <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>                                                                                          | Demonstrate your interviewing skills by participating in a mock interview. Your instructor will evaluate your interview.                                  |

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| <b>Standard</b>                                                                                             | 29.0 Demonstrate career retention--The student will be able to:                           |
| <b>Benchmark</b>                                                                                            | 29.02 Describe how productivity, work ethic and quality affect job stability.             |
| <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 describe how productivity, work ethic, and quality affect job stability. |
| <b>Content Focus</b>                                                                                        | Work ethic, productivity, job stability                                                   |
| <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>                                                                                          | Explain what it means to have a good work ethic.                                          |



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| <b>Standard</b>                                                                                             | 29.0 Demonstrate career retention--The student will be able to:                                                                                                                                                     |
| <b>Benchmark</b>                                                                                            | 29.05 Identify biases, harassment and discriminatory behaviors impacting job success and advancement.                                                                                                               |
| <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)=3                                                                                                                                                                                  |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                                                                                                                             |
| <b>Benchmark Clarification</b>                                                                              | The student will identify biases, harassment, and discriminatory behaviors impacting job success and advancement.                                                                                                   |
| <b>Content Focus</b>                                                                                        | Biases, stereotype, harassment, discrimination                                                                                                                                                                      |
| <b>Content Limits</b>                                                                                       | Items should be limited to situations that occur in the workplace.                                                                                                                                                  |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                      |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                      |
| <b>Sample Item</b>                                                                                          | Claude has repeatedly been told by Shawnta to stop rubbing her shoulders. What is this an example of?<br>A. hostile environment<br>B. quid pro quo harassment<br>C. sex discrimination<br>D. stereotype<br>Answer A |

|                                                                                                             |                                                                                                                                                                                                                                  |
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| <b>Standard</b>                                                                                             | 29.0 Demonstrate career retention--The student will be able to:                                                                                                                                                                  |
| <b>Benchmark</b>                                                                                            | 29.07 Understand the importance of following company policy and procedures and the legal ramifications of labor laws impacting employment.                                                                                       |
| <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)=3                                                                                                                                                                                               |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                                                                                                                                          |
| <b>Benchmark Clarification</b>                                                                              | The student will understand the importance of following company policy and procedures and the legal ramifications of labor laws impacting employment.                                                                            |
| <b>Content Focus</b>                                                                                        | Labor law, employment law, company policies                                                                                                                                                                                      |
| <b>Content Limits</b>                                                                                       | Items should be limited to policies, procedures, and laws regulating the logistics industry.                                                                                                                                     |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                   |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                                                                                                                                                                   |
| <b>Sample Item</b>                                                                                          | Name one unfair labor practice by employers and one unfair labor practice of a union.<br><br>Sample response: Employers cannot restrain employees from bargaining collectively. Unions cannot require excessive membership fees. |

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| <b>Standard</b>                                                                                             | 30.0 Demonstrate integrated learning and life skills--The student will be able to:                                                                                                                                           |
| <b>Benchmark</b>                                                                                            | 30.04 Discuss how income from employment is affected by factors such as supply and demand, geographic location, level of education, type of industry, union membership, productivity skill level and work ethic.             |
| <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)=3                                                                                                                                                                                           |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                                                                                                                                                      |
| <b>Benchmark Clarification</b>                                                                              | The student will discuss how income from employment is affected by factors such as supply and demand, geographic location, level of education, type of industry, union membership, productivity skill level, and work ethic. |
| <b>Content Focus</b>                                                                                        | Determinants of salary                                                                                                                                                                                                       |
| <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>                                                                                          | Explain the factors that determine your salary for employment.                                                                                                                                                               |

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| <b>Standard</b>                                                                                             | 30.0 Demonstrate integrated learning and life skills--The student will be able to:          |
| <b>Benchmark</b>                                                                                            | 30.06 Demonstrate the ability to set, monitor and achieve clearly defined goals.            |
| <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)=3                                                          |
| <b>Cognitive Complexity Level</b>                                                                           | L, M, H                                                                                     |
| <b>Benchmark Clarification</b>                                                                              | The student will demonstrate the ability to set, monitor and achieve clearly defined goals. |
| <b>Content Focus</b>                                                                                        | Goal setting, SMART                                                                         |
| <b>Content Limits</b>                                                                                       | Items may include goals related to productivity, advancement, and/or employer evaluations.  |
| <b>Stimulus Attributes</b>                                                                                  | None Specified                                                                              |
| <b>Response Attributes</b>                                                                                  | None Specified                                                                              |
| <b>Sample Item</b>                                                                                          | Explain what it means to have a SMART goal.                                                 |