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| Central Florida Assessment Collaborative |
| Individual Test Item Specifications |
| Computing for College and Careers |
| 2014 |

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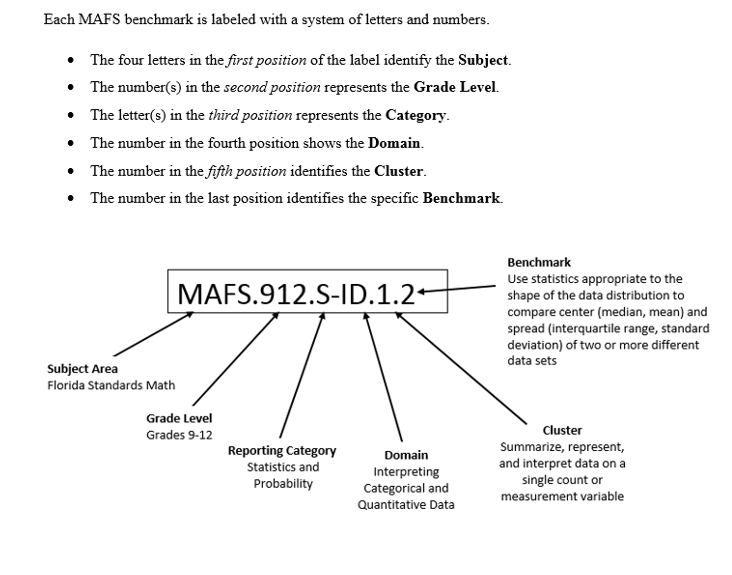
I. Guide to the Individual Benchmark Specifications

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 NGSSS and Florida State 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.





**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided.

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| **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 NGSSS or domain in the Florida Standards. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement. |
| **Item Types**  **Cognitive**  **Complexity** | are used to assess the benchmark or group of benchmark.  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. |
| **Sample Items** | 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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| **Reporting Category** | Keyboarding Fundamentals |
| **Benchmark Number** | 4.01 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Develop keyboarding skills to enter and manipulate text and data. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | Students will type documents within a reasonable amount of time and with three or less mistakes. |
| **Content Limits** | Classroom assessment only. |
| **Stimulus Attributes** | Review of keyboard and hand placement. |
| **Response Attributes** | Response Attributes would include typing a letter or memo from dictation or printed text.  Time should be considered using a 30-40 wpm speed.  Students will be allotted 20 to 30 minutes to complete the task.  The amount of formatting should also be considered for time allotment. |
| **Content Focus** | keyboarding fundamentals, block style letter, memorandum |

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| **Sample Item** | The student will type a simple block style business letter with correct spelling, grammar, and formatting using Microsoft Word. Students will be given a scenario such as:  Mrs. Daisy Albert of the ABC Citrus Company recently donated 150 orange squeeze balls to be thrown out to visitors by the cheerleaders at the Homecoming Football Game. Create a thank you letter to Mrs. Albert. You will be using a letterhead. Her address is 357 Orange Way, Orangeland, FL 34567. Create a block style letter similar to the following:  Today’s Date  Mrs. Daisy Albert  ABC Citrus Company  357 Orange Way  Orangeland, FL 34357  Dear Mrs. Albert  The cheerleaders of Alligator High School thank you for your recent donation of 150 orange squeeze balls. The visitors to the Homecoming football game enjoyed catching them at various times throughout the game. Some of our fans thought the white alligators printed on the oranges were nice.  Thank you Mrs. Albert for your contribution to our Homecoming weekend.  Sincerely,  Student’s Name  Rubric:  4 points -- the letter is typed, spell checked, and formatted using block style correctly.  3 points – the letter has two formatting errors and two spelling mistakes.  2 points -- the letter has three formatting errors and three spelling mistakes.  1 point – an attempt was made to complete the letter  0 points -- if the block style is not used. |

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| **Reporting Category** | Office Software such as MS Outlook |
| **Benchmark Number** | 4.02 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Describe and use current and emerging computer technology and software to perform personal and business related tasks in the workplace by establishing digital calendars, meetings, appointments, and creating and manipulating e-mail contacts. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | Students will describe and use programs such as Google Docs, Survey Monkey, Slide Share, Skydox, DropBoxes, etc. and hardware such as wireless networks, iPads, smart phones, tablets, Bluetooth, etc. |
| **Content Limits** | Performance will be limited to Google Docs, Survey Monkey, and Dropboxes, Microsoft OneDrive. |
| **Stimulus Attributes** | Stimulus should include a scenario and specific data to be collected into a form to be generated. |
| **Response Attributes** | Response attributes should include creating a survey given a list of specific programs.  Students will be able to use current computer technology to create a survey. |
| **Content Focus** | None Specified |
| **Sample Item** | The student will create a survey using surveymonkey.com in order to collect students' responses to a series of five questions. The topics for the questions could be sporting events, cafeteria food choices, study halls, course electives, or service clubs.  The responses should be set to Yes or No in the survey.  A sample survey follows.   1. Do you attend at least five football games a season? 2. If football games were held Saturday night instead of Friday, would you attend? 3. If football games started at 6:00 p.m. instead of 8:00 p.m., would you attend? 4. If football games were free to students, would you attend? 5. If more security personnel were present at the games, would you attend?   Rubric:  4 points -- the survey has five questions with Yes/No settings and wording is grammatically correct.  3 points – the survey has four questions with Yes/No settings and 2 grammatical errors.  2 points – the survey has three questions with Yes/No settings and 3 grammatical errors  1 point - the survey has two questions with Yes/No settings but is not worded grammatically correct.  0 points - the survey has one question and is not set to Yes/No. |

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| **Reporting Category** | Windows Software |
| **Benchmark Number** | 4.03 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Identify and describe types of file systems and classify common file extensions based on software application programs used in the workplace environment. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | Students will demonstrate file system knowledge.  Students will identify file extensions used based on software application programs. |
| **Content Limits** | Questions should be based on Microsoft Office 2010. |
| **Stimulus Attributes** | Students will identify different types of file systems and common file extensions used in the workplace. |
| **Response Attributes** | Response attributes should be limited to Microsoft Office 2010. |
| **Content Focus** | File Extensions |
| **Sample Item** | You are using PowerPoint to save a presentation you have just created. Which file extension would the file name contain?   1. docx 2. ppt 3. vbg 4. xls   Correct Answer: B |

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| **Reporting Category** | Internet Searches |
| **Benchmark Number** | 4.04 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Use reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | Students will use the online tutorials and/or manuals to use and learn new skills. |
| **Content Limits** | Students will use one on-line tutorial, the help window for the program, and a hard copy manual for Microsoft Office 2010. |
| **Stimulus Attributes** | Access to online manuals and tutorials. |
| **Response Attributes** | None Specified |
| **Content Focus** | Software Help Functionality |
| **Sample Item** | To access the Help Function in Microsoft Office, which function key should be tapped?   1. F1 2. F3 3. F5 4. F8   Correct Answer: A |

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| **Reporting Category** | File Management |
| **Benchmark Number** | 4.05 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Short Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | Students will understand and organize the data and files stored on the computer by creating folders. |
| **Content Limits** | Microsoft Office 2010 and a removable storage device. |
| **Stimulus Attributes** | Stimulus may ask students to create a list of the different types of folders needed.  Stimulus may ask students to identify a folder hierarchy. |
| **Response Attributes** | Students will be able to create folders for their own use to manage their files and be able to locate information quickly and successfully. |
| **Content Focus** | file naming, file extensions, file locations |

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| **Sample Item** | Using your removable storage device, how would you create a new folder named *jobs*?   1. Click View, New Window, name the folder, tap enter. 2. Click View, right click Split, name the folder, tap enter. 3. Click Page Layout, click on folder, name the folder, tap enter. 4. Right-click in the file directory list, click New, click Folder, name the folder, tap enter.   Correct Answer: D |

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| **Reporting Category** | Computer Hardware |
| **Benchmark Number** | 4.06 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Discuss the process of troubleshooting problems with computer hardware peripherals, including input and output devices in the workplace environment. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | Students will repair minor computer problems (i.e. virus removal, slow system, hardware replacement, startup problems, and upgrades). |
| **Content Limits** | Limits are for software and external computer issues only. |
| **Stimulus Attributes** | Stimulus attributes should be limited to software and external hardware. |
| **Response Attributes** | None Specified |
| **Content Focus** | parts of the computer |
| **Sample Item** | What is an auxiliary device called that connects to the computer to provide extra capabilities?   1. accessory 2. computer virus 3. CPU 4. peripheral   Correct Answer: D |

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| **Reporting Category** | Computer Ethics, Copyright Rules, and Software Usage |
| **Benchmark Number** | 4.07 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Describe ethical issues and problems associated with computers and information systems, including federal laws against anti-piracy with computers and PC software security protection. |
| **Also Assesses** | 4.03 |
| **Knowledge/ Performance/Both** | Knowledge |
| **Item Types:** | Selected Response |
| **Cognitive Complexity** | High |
| **Benchmark Clarification** | Students will be able to identify and describe ethical issues and problems dealing with computers and information systems.  Students will be able to identify federal laws and software that are available to combat these issues. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | copyright, piracy, ethics |
| **Sample Item** | Which of the following is **not** an ethical violation when using a computer?   1. creating a deterrent for crimes 2. hacking and data theft 3. theft of software 4. unauthorized use of hardware   Correct Answer: A |

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| **Reporting Category** | Ergonomics, Workplace Safety |
| **Benchmark Number** | 4.08 |
| **Standard** | 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Apply ergonomic principles and view devices applicable to computer workstation and the workplace environment. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | Students will demonstrate understanding of the steps to follow to set up an ergonomic computer workstation. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus may direct students to create an ergonomic workstation using photos. |
| **Response Attributes** | Students should be able to create and explain what makes an office ergonomic. |
| **Content Focus** | Ergonomics |
| **Sample Item** | How should your feet be positioned on the floor when sitting at an ergonomically designed computer workstation?   1. crossed 2. flat on the floor 3. off the floor 4. perpendicular   Correct Answer: B |

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| **Reporting Category** | Reading Comprehension and Research |
| **Benchmark Number** | 5.01 |
| **Standard** | 05.0 Demonstrate comprehension and communication skills. |
| **Benchmark** | Read and comprehend technical and non-technical reading assignments related to course content including trade journals, books, magazines, and electronic sources. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Performance |
| **Item Types** | Selected Item |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | Students will use the Internet to conduct research on a current topic. |
| **Content Limits** | Only county approved web sites will be accessed. |
| **Stimulus Attributes** | Stimulus will include a list of topics students will research. |
| **Response Attributes** | Response may include creating an MLA or APA research paper or PowerPoint explaining findings from their research. |
| **Content Focus** | Technical Comprehension |
| **Sample Item** | Which website is not always accurate?   1. Cnet.com 2. College databases 3. Microsoft 4. Wikipedia   Correct Answer: D |

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| **Reporting Category** | Reading Comprehension and Research |
| **Benchmark Number** | 5.02 |
| **Standard** | 05.0 Demonstrate comprehension and communication skills. |
| **Benchmark** | Write clear and well-organized research papers using MLA or APA documentation formats, integrating software applications for documentation setup.  Demonstrate knowledge of ethical behavior regarding plagiarism and copyright violations. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Short Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark Clarification** | Students will write an MLA or APA research paper discussing plagiarism or copyrights. |
| **Content Limits** | Use MLA or APA styles only. |
| **Stimulus Attributes** | Stimulus may include word processing software that will allow the students to create an MLA or APA research paper.  Stimulus may include the integration of spreadsheet, pictures, or graphics. |
| **Response Attributes** | Response would include creating an MLA or APA research paper about plagiarism or copyrights. |
| **Content Focus** | plagiarism, copyright rules |

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| **Sample Item** | Student will type a 500 word MLA or APA research paper.  The following sample item is in MLA format.  Last Name 1  Student’s Name  Teacher’s Name  Course Name  Current Date  Ergonomics  The majority of businesses today are conducting their own research in the area of ergonomics. The study of ergonomics and its effects in the workforce has been previously left to the architects and interior designers. Briefly defined, ergonomics are the relationship between people, the equipment they use, and their job responsibilities (Sherman 77). New ergonomic work tools and newly developed word procedures will improve safety, comfort, and productivity.  Businesses have developed new procedures and steps for their employees to follow. These new ways have led to an increase in productivity but have also placed new physical stresses and strains on the workers. As more and more personnel are accessing a computer to complete their tasks, businesses are constantly reviewing their furniture choices and updating the lighting in the offices.  Last Name 2  An office chair should distribute the worker’s weight evenly to support the spine in its natural curve (Hill 55). An uneven distribution of weight can constrict circulation resulting in cramped and swollen legs. Poor back support can result in increased muscular activity tiring the body sooner than normal.  In addition to the proper desk, chair and lighting, work tools such as adjustable keyboard supports and footrests can aid in overcoming physical pain. It is important to remember office workers are individuals and each may require a personally designed, ergonomically sound office (Sherman 79). |
|  | (on a separate page)  Last Name 3  Works Cited  “Ergonomics.” *The 21st Century Office.* 21 September 2012: 32-38.  Hill, Timothy David. “*Choosing Office Furniture to Meet Your Employees’ Needs.”* Quincy: Rebel Free Press, Inc. 2014.  Rugger, Gary. "Ergonomics In the Workplace." Businesses Online. Traveling Office Press, 5 Jan. 2013. Web. 17 Mar. 2014. <www.businessesonline>.  Sherman, Marla, and Justin Jacobson. "Ergonomics and Your Employees." The Workplace (2013): 75-80. Print.  Rubric:  4 points - the paper is formatted MLA including, first page heading, header with last name and page numbering, parenthetical citations included, and the Works Cited page is on separate page alphabetized and uses a hanging indent.  3 points - the paper is formatted MLA including, first page heading, header with last name and page numbering, parenthetical citations included, and the Works Cited page is on separate page alphabetized and uses a hanging indent but one or two of the elements are missing on the Works Cited page.  2 points – the first page heading is missing; all other parts are correct  1 point – the Works Cited page is missing  0 points -- Students earn a 0 if more than 3 elements are missing; one being the Works Cited page. |

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| **Reporting Category** | Presentation Software |
| **Benchmark Number** | 5.03 |
| **Standard** | 05.0 Demonstrate comprehension and communication skills. |
| **Benchmark** | Prepare and deliver a report using appropriate presentation software. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Short Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | Students will create and demonstrate the knowledge of preparing and delivering a report through presentation software with enhanced technology skills (with the integration of spreadsheets, graphics, sound, clipart, SmartArt, etc.). |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus should include presentation software that will allow the preparation and presentation of a report (with the integration of spreadsheet, graphics, sound, clipart, SmartArt, pictures). |
| **Response Attributes** | Response may include creating a presentation and delivery of the report including the insertion of a file as an object, graphics, a sound clip, clipart, SmartArt, pictures. |
| **Content Focus** | presentation software, insertion of graphics, audio, video |
| **Sample Item** | Prepare a PowerPoint presentation on the subject of your choice. Presentation may include embedded graphics (as objects), a video clip, and an audio clip. Choose a theme. Should also include clipart and a spreadsheet. The sample item includes the outline for a presentation about job interviewing.   1. Job Interview Tips   by Your Name   1. Remember to   Arrive on time  Dress professionally  Answer all questions honestly  Speak clearly  Use good grammar  Shake hands  Send thank you note   1. Arrive on time   Potential employers expect punctuality.  They may keep you waiting—Don’t keep them waiting   1. Dress professionally - Women   Blue jeans and t-shirts are unacceptable  Dress slacks and a coordinated blouse  Conservative shoes  Limited jewelry  Remove piercings if possible.   1. Dress professionally - Men   Blue jeans and t-shirts are unacceptable  Dress slacks, coordinated ironed shirt, and conservative tie  Dress shoes  Remove piercings if possible   1. Answer all questions honestly   Interviewers can recognize if you hiding information  Answer questions as positively as possible   1. Speak clearly   Speak in a clear voice with modulation  Watch your hand gestures while speaking   1. Use proper grammar   Speak using good grammar  Avoid slang   1. Shake hands   Greet your interviewer with a handshake  End your interview with a thank you and a handshake   1. Send thank you note   As soon as the interview has concluded, send a handwritten  note to the interviewer  If necessary, an email is acceptable but not preferred  Rubric:  4 points - the presentation includes all slides derived from the outline and graphics, audio and video clips. Spelling and grammar is correct.  3 points - the presentation includes 75% of the total number of slides required and at least one video or audio clip and graphics. Three spelling mistakes are present  2 points – No audio or video clips were included, but graphics are. Four spelling mistakes are present  1 point – No graphics are included. More than 5 spelling mistakes are present.  0 points – Only the slides are present without any formatting. |

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| **Reporting Category** | Note Taking Software |
| **Benchmark Number** | 5.05 |
| **Standard** | 05.0 Demonstrate comprehension and communication skills. |
| **Benchmark** | Take notes, organize, summarize, and paraphrase main ideas and details using various note taking systems and reading strategies. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Short Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | Students will demonstrate the knowledge of how to take notes, organize, summarize, and paraphrase main ideas and details using various note taking systems and reading strategies. |
| **Content Limits** | Topic and note taking software approved by instructor. |
| **Stimulus Attributes** | Stimulus will include requirements and standards for note taking strategy. |
| **Response Attributes** | Response may include the student reading a passage or conducting research on an approved topic and filling in a chosen note-taking form by organizing, summarizing, and paraphrasing the main ideas and details. |
| **Content Focus** | note-taking, paraphrasing |

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| **Sample Item** | Here is a sample of Cornell Notes:    Students will research job interview tips.  In the summaries area, students should list the ideas for each paragraph.  In the notes area, students should list some points to support their summaries.  In the conclusion area, students should conclude their findings.  Rubric:  4 points – all areas have been completed correctly  3 points – two areas have been completed including the conclusion written in student’s own words  2 points – the conclusion is not written in student’s own words  1 point – notes are not organized  0 points – one area completed either summaries or notes |

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| **Reporting Category** | Word Processing Software |
| **Benchmark Number** | 6.01 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Select and use word processing software and accompanying features to enhance written business communications. |
| **Also Assesses** | 3.03, 3.04 |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | Students will create word processing documents from a blank form.  Students will create letters, research papers, resumes, flyers, envelopes, etc. by applying all applicable formats. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus may direct students to create an informational flyer or letter with envelope. |
| **Response Attributes** | Students will be given a scenario from which to create the flyer or letter. |
| **Content Focus** | templates, resume and cover letter, flyers |

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| **Sample Item** | What is a template?   1. A list of guidelines for creating a document. 2. A pattern to follow when building a computer. 3. Certificate given when completing a Microsoft Office unit of study. 4. Preset formatted document that requires typist to fill in information.   Correct Answer: D |

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| **Reporting Category** | File Extensions, Templates |
| **Benchmark Number** | 6.02 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Share and maintain documents by applying different views and protection to a document and manage document versions.  Share and save a document and apply a template. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Short Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | Students will create and save a letterhead template, which may include a page border, a modified theme, altering the page, and password protecting the document. |
| **Content Limits** | MS Office 2010 for password protection questions. |
| **Stimulus Attributes** | Students will be given company names and addresses to use for a letterhead template and guidelines to follow to create a professional letterhead. |
| **Response Attributes** | Response may include creating a letterhead template to include company name, address, phone numbers, as well as guidelines for colors, fonts, point sizes, or themes for performance based assessment and selected response or short answer for password protection and file extension questions. |
| **Content Focus** | file extensions, templates, password protection |

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| **Sample Item** | What is the default file extension when saving a MS Word template?     1. doa 2. doc 3. dot 4. dow   Correct Answer: B |

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| **Reporting Category** | Font, Paragraph Attributes, Tabs, Indents |
| **Benchmark Number** | 6.03 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Format a document by applying font, paragraph attributes, indent, and tab settings to text and paragraphs, and create and manipulate tables. |
| **Also Assesses** | 6.01 |
| **Knowledge/**  **Performance/ Both** | Performance |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark Clarification** | Students will be able to format and manipulate data. |
| **Content Limits** | Not Applicable |
| **Stimulus Attributes** | Stimulus may include a document requiring formatting. |
| **Response Attributes** | Response may include formatting a document by applying font, paragraph attributes, indent, and tab settings to text and paragraphs, and creating or manipulating tables. |
| **Content Focus** | indents and spacing, paragraph attributes |
| **Sample Item** | After text has been entered, how is the bold attribute added to the date and time?   1. Put the cursor on the text and right-click on Bold. 2. Select the date and time text and left-click on the Design Menu. 3. Select the date and time text and click on the Page Layout Menu. 4. Select the date and time text and click on B on the Home Ribbon.   Correct Answer: D |

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| **Reporting Category** | Page Layout, Building Blocks |
| **Benchmark Number** | 6.04 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Apply page layout and reusable content by editing and manipulating page setup settings and applying themes.  Construct content by using the building blocks tools.  Create and manipulate page backgrounds, headers, and footers. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark Clarification** | Students will be able to create and manipulate content through the page setup settings and by applying themes to documents. |
| **Content Limits** | MS Office 2010 |
| **Stimulus Attributes** | Stimulus will include the information to use to create the building block. |
| **Response Attributes** | Response may include creating or revising a document based on a document theme and including a building block. |
| **Content Focus** | building blocks, tabs, indents |
| **Sample Item** | You are writing a report and would like to include a long quote from a source. How would you indent the long quote .5” from the left and right using the menus after it has been typed?   1. Press the Tab key. 2. Select long quote, and then click on the center icon on the paragraph section on the home page. 3. Click anywhere in the long quote, click the Page Layout Menu, change the left and right margins to .5”. 4. Click anywhere in the long quote, click the Page Layout Menu, and increase the left and right indent to .5”.   Correct Answer: D |

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| **Reporting Category** | Visual Enhancements, Graphic Manipulations |
| **Benchmark Number** | 6.05 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document.  Insert and format pictures, shapes, and clipart.  Apply and manipulate text boxes. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Performance |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | Students will insert and format pictures, shapes, and clipart, text boxes and word art. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus will be based on a given scenario that requires students to include illustrations, shapes, graphics, word art, clip art, and textboxes. |
| **Response Attributes** | Not Applicable |
| **Content Focus** | graphic manipulations |

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| **Sample Item** | Prepare a PowerPoint presentation on the subject of your choice. Presentation may include embedded graphics (as objects), a video clip, an audio clip, clipart, and a spreadsheet.  The sample item includes the outline for a presentation about job interviewing.   1. Job Interview Tips   by Your Name   1. Remember to   Arrive on time  Dress professionally  Answer all questions honestly  Speak clearly  Use good grammar  Shake hands  Send thank you note   1. Arrive on time   Potential employers expect punctuality  They may keep you waiting—  Don’t keep them waiting   1. Dress professionally - Women   Blue jeans and T-shirts are unacceptable  Dress slacks and a coordinated blouse  Conservative shoes  Limited jewelry  Remove piercings if possible   1. Dress professionally - Men   Blue jeans and T-shirts are unacceptable  Dress slacks, coordinated ironed shirt, and conservative tie  Dress shoes  Remove piercings if possible   1. Answer all questions honestly   Interviewers can recognize if you hiding information  Answer questions as positively as possible   1. Speak clearly   Speak in a clear voice with modulation  Watch your hand gestures while speaking   1. Use proper grammar   Speak using good grammar  Avoid slang   1. Shake hands   Greet your interviewer with a handshake  End your interview with a thank you and a handshake   1. Thank you note   As soon as the interview has concluded, send a handwritten  note to the interviewer  If necessary, an email is acceptable but not preferred  Rubric:  4 points - the presentation includes all slides derived from the outline and graphics, audio and video clips. Spelling and grammar is correct.  3 points - the presentation includes 75% of the total number of slides required and at least one video or audio clip and graphics. Three spelling mistakes are present  2 points – No audio or video clips were included, but graphics are. Four spelling mistakes are present  1 point – No graphics are included. More than 5 spelling mistakes are present.  0 points – Only the slides are present without any formatting. |

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| **Reporting Category** | Proofreading Tools |
| **Benchmark Number** | 6.06 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Proofread documents by validating content through the use of spell and grammar check.  Configure autocorrect settings, insert and modify comments in a document. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will proofread documents using the spelling and grammar features.  Students will configure autocorrect settings, insert and modify document comments. |
| **Content Limits** | MS Office 2010 |
| **Stimulus Attributes** | Stimulus will include a document with mistakes that students will correct using the spelling and grammar features.  Students may be asked to create and modify document comments. |
| **Response Attributes** | None Specified |
| **Content Focus** | proofreading, spelling, and grammar checker |
| **Sample Item** | Students will be given a passage similar to the one below containing both spelling and grammar mistakes.  The spel and gramar checker does not correct al spelling mitakes. The typis still neds to proofread the document. The grammar checker is been known to mis incorrectly written sentences. It is not always find the mistakes especially when the mstake involves subject-verb agreement.  Correct Answer: The **spell** and **grammar** checker does not correct **all** spelling **mistakes**. The **typist** still **needs** to proofread the document. The grammar check **has** been known to **miss** incorrectly written sentences. It **does** not always find the mistakes especially when the **mistake** involves subject-verb agreement.  Rubric:  4 points--9 corrections made.  3 points—8 corrections made.  2 points—7 corrections made.  1 points—6 corrections made.  0 points—less than 5 corrections made. |

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| **Reporting Category** | Research formatting including hyperlinks, footnotes, endnotes. |
| **Benchmark Number** | 6.07 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Apply references and hyperlinks, create end and footnotes, and create a table of contents in a document. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Performance Task, Selected Response |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will apply references and hyperlinks.  Students will create end and footnotes.  Students will create a table of contents in a document. |
| **Content Limits** | MS Office 2010 |
| **Stimulus Attributes** | Stimulus will include students being given a research paper in either MLA or APA format and asked to create a References page or Works Cited page, creating either endnotes in APA style or footnotes in MLA style, and creating a table of contents. |
| **Response Attributes** | Responses will include the student adhering to either APA or MLA guidelines.  Responses may include creating a table of contents. |
| **Content Focus** | hyperlinks, footnotes, endnotes |

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| **Sample Item** | How do you insert a footnote in a research paper?   1. Click Insert; click insert footer. 2. Click Mailings; click insert footnote. 3. Click Review; click insert footer. 4. Click References; click insert footnote.   Correct Answer: D |

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| **Reporting Category** | Mail Merge |
| **Benchmark Number** | 6.08 |
| **Standard** | 06.0 Use technology to enhance the effectiveness of communication skills. |
| **Benchmark** | Perform various mail merge options. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Short Answer, Performance Task, Selected Response |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will be able to explain how to mail merge documents, identifying the options needed to complete this task.  Students will perform various mail merge options.  Students will merge a database in access with a letter in word. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | The stimulus will require students to demonstrate mastery of using the mail merge option in Microsoft Word.  The stimulus will require students to merge names and addresses from a saved database file correctly. |
| **Response Attributes** | Responses would include students merging a word document such as a business letter with a saved database. |
| **Content Focus** | mail merge, recipient source |
| **Sample Item** | What is the first step to begin a mail merge?   1. click mailings 2. click page layout 3. click references 4. click review   Correct Answer: C |

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| **Reporting Category** | Database, Internet Searches |
| **Benchmark Number** | 7.01 |
| **Standard** | 07.0 Demonstrate proficiency using computer networks, Internet, and online databases to facilitate collaborative or individual learning and communication. |
| **Benchmark** | Demonstrate how to connect to the Internet and use appropriate Internet protocol.  Identify and describe web terminology, addresses and how browsers work. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will show that they understand how to connect to the Internet.  Students will be able to identify and describe Internet vocabulary. |
| **Content Limits** | Internet access may be required for some questions. |
| **Stimulus Attributes** | Stimulus may include students being given topics for their Internet searches. |
| **Response Attributes** | None Specified |
| **Content Focus** | HTML, database, Internet protocol |

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| **Sample Item** | HTML is the abbreviation for what?   1. hypertext makes language 2. hypertext mark out language 3. hypertext markup language 4. hypertext mixed language   Correct Answer: C |

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| **Reporting Category** | Database, Internet Searches |
| **Benchmark Number** | 7.03 |
| **Standard** | 07.0 Demonstrate proficiency using computer networks, internet and online databases to facilitate collaborative or individual learning and communication. |
| **Benchmark** | Describe information technology terminology, including Internet, intranet, ethics, copyright laws, and regulatory control. |
| **Also Assesses** | 1.07, 4.08 |
| **Knowledge/**  **Performance/Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will define terminology and identify or label drawings of IT items such as Internet/intranet, hardware, etc.  Students will identify or summarize the concepts involved in computer ethics, copyright and regulatory controls. |
| **Content Limits** | Internet Access may be required for some questions. |
| **Stimulus Attributes** | Stimulus would include students being given topics for their internet searches. |
| **Response Attributes** | None Specified |
| **Content Focus** | Internet vs. Intranet |
| **Sample Item** | What is an intranet?   1. Public networks accessed by anyone. 2. Private networks accessed by anyone. 3. Public networks inside an organization accessed by people from within the company. 4. Private networks inside an organization accessed by people from within the company.   Correct Answer: D |

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| **Reporting Category** | Database, Internet Searches |
| **Benchmark Number** | 7.04 |
| **Standard** | 07.0 Demonstrate proficiency using computer networks, internet and online databases to facilitate collaborative or individual learning and communication. |
| **Benchmark** | Demonstrate proficiency using search engines and search tools. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Short Answer, Selected Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will identify how search engines and tools work.  Students will identify expected results from use of search engine.  Students will identify and use Boolean strategies.  Students will modify searches.  Students will predict outcomes of searches. |
| **Content Limits** | Internet access may be required for some questions. |
| **Stimulus Attributes** | Stimulus would include students being given topics for their Internet searches. |
| **Response Attributes** | Responses would include the students being able to answer questions based on their Internet searches. |
| **Content Focus** | browser, search engines, database |

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| **Sample Item** | Which of the following is an Internet browser?   1. Cnet.com 2. Facebook 3. Google Chrome 4. YouTube   Correct Answer: C |

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| **Reporting Category** | Database, Internet Searches |
| **Benchmark Number** | 7.05 |
| **Standard** | 07.0 Demonstrate proficiency using computer networks, internet and online databases to facilitate collaborative or individual learning and communication. |
| **Benchmark** | Use various web tools, including downloading files, transfer of files, telnet, PDF, plug-ins, and data compression.  Identify Boolean search strategies. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Performance Task, Selected Response |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will identify Boolean search strategies.  Students will relate the use of the web tools listed in the benchmark to different situations.  Students will differentiate between different web tools listed in the benchmark. |
| **Content Limits** | Internet access may be required for some questions. |
| **Stimulus Attributes** | Stimulus would include students being given topics for their Internet searches. |
| **Response Attributes** | Students will be able to download files to the correct location when asked by the instructor.  Students will be able to use the appropriate search engine to find required information as needed to solve the problem presented. |
| **Content Focus** | Boolean operators, search engines |

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| **Sample Item** | What is a Boolean operator?   1. Any word used in an Internet search. 2. A word used for searching an intranet. 3. A geographic location used when performing an Internet search. 4. A word used to connect and define the relationship between search terms.   Correct Answer: D |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.01 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Manage the worksheet environment by navigating through and printing a worksheet.  Personalize the environment by manipulating ribbon tabs, group settings, importing data, manipulating properties, files, and folders. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will manipulate worksheet environment by changing settings to required criteria. |
| **Content Limits** | MS Office 2010 |
| **Stimulus Attributes** | Stimulus should include students accessing a spreadsheet and making specific changes to the existing spreadsheet. |
| **Response Attributes** | Response may include changes to the page setup of the spreadsheet. |
| **Content Focus** | database and spreadsheet specific terminology |
| **Sample Item** | How do you color a spreadsheet tab?   1. Click on Insert, click on Colors, and click the color desired. 2. Click on Page Layout, click on Colors, and click the color desired. 3. Right click on the tab to be recolored, click Tab Color, and click the color desired. 4. Right click on Page Layout, click on Colors, click the Tab Color, and click the color desired.   Correct Answer: C |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.02 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Create cell data, apply auto fill and hyperlinks. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will create cell data including alpha and numeric, formulas, and insert hyperlinks.  Students will use the fill command to continue sequence or formula. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include the data to be inserted or changed and the information to be included for filling. |
| **Response Attributes** | Students will be able to perform the tasks required based on the stimulus in the worksheet. |
| **Content Focus** | Database and spreadsheet specific terminology. |
| **Sample Item** | What steps would you take to autofill a series from 10 to 100 (10, 20, 30…100), in cells A1:J1?   1. Beginning in cell A1, type 10, then fill across to J1. 2. Beginning in cell A1, type 10, cell A2, type 20, then fill to J1. 3. Beginning in cell A1, type 10, cell J1, type 100, then fill B1:I1. 4. Beginning in cell A1, type 10, cell A2, type 20, select cell A1:A2, then fill to J1.   Correct Answer: D |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.03 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Format cells and worksheets by applying cell formats, merging and splitting cells, create row and column titles, hide and unhide column titles, rows and columns. Manipulate page set up options. Create and apply cell styles. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will format cells, merge/unmerge cells, add row and column titles, hide/unhide cells, columns, rows, and enter data.  Students will make changes to page setup, and apply cell styles. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include students accessing an existing spreadsheet. |
| **Response Attributes** | Students will manipulate an existing spreadsheet according to specific criteria. |
| **Content Focus** | Database and spreadsheet specific terminology. |
| **Sample Item** | Which cell style places the $ next to the number?   1. accounting 2. currency 3. number 4. scientific   Correct Answer: B |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.04 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Manage worksheets and workbooks by creating and formatting worksheets and manipulating views. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will create new worksheets and format the worksheet to specific criteria.  Students will manage worksheets and workbooks by formatting the worksheet to specific criteria.  Students will demonstrate knowledge of views including full page view, custom view, and page layout. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include the data to be used to create a spreadsheet. |
| **Response Attributes** | Students will create a spreadsheet according to specific criteria. |
| **Content Focus** | Database and spreadsheet specific terminology. |
| **Sample Item** | Which view **most** resembles how a spreadsheet will look when printed?   1. normal view 2. page break preview 3. page layout 4. page sheet view   Correct Answer: C |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.05 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Apply formulas and functions by creating formulas, enforcing precedence and cell formula references. Apply conditional formula logic, name and cell ranges. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will construct and execute formulas including sum, difference, multiplication, and division.  Students will create a logic formula (IF) and be able to explain the expected results of the formula.  Students will describe the cause and effect of the terms: count, min, max and how to apply them.  Students will label name ranges. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include questions from which students will be able to enter formulas. |
| **Response Attributes** | Students will create formulas according to specific criteria. |
| **Content Focus** | Database and spreadsheet specific terminology. |
| **Sample Item** | All formulas begin with which symbol?   1. \* (asterisk) 2. = (equals) 3. – (minus) 4. + (plus)   Correct Answer: B |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.06 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Demonstrate data visually by creating and modifying charts and images. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/Both** | Performance |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark Clarification** | Students will select data to create a chart.  Students will assess various types of data and determine which type of chart would best display the data.  Students will modify chart data, design, layout, or format. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include questions from which students will be able to create charts. |
| **Response Attributes** | Students will create charts according to specific criteria. |
| **Content Focus** | Database and Spreadsheet specific terminology. |

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| **Sample Item** | How do you select two non-adjacent columns to include in a chart?   1. Select the first column, then move the mouse to the second column, hold down the control key and select the second column. 2. Select the first column, then move the mouse to the second column, hold down the shift key and select the second column. 3. Hold down the shift key, select the first column and while holding down the shift key, move the mouse to the second column and select it. 4. Hold down the control key, select the first column and while holding down the control key, move the mouse to the second column and select it.   Correct Answer: A |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.07 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Share worksheet data through email, changing file type and different versions. Manage comments. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Performance |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will change the file format.  Students will insert and view comments in cells.  Students will describe how to share a worksheet via e-mail.  Students will save the worksheet into a different file format. |
| **Content Limits** | Microsoft Office 2010 and accessing an email server. |
| **Stimulus Attributes** | Stimulus should include an existing spreadsheet. |
| **Response Attributes** | Students will manipulate an existing spreadsheet according to specific criteria. |
| **Content Focus** | Database and spreadsheet specific terminology. |

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| **Sample Item** | Which steps would you take to attach the “XX workbook” as an attachment to email?   1. Open your email, click attachment, choose the xx workbook file, and click send. 2. Open your email, compose your email, click attachment, choose the xx workbook file, click go. 3. Open your email, compose your email, choose the xx workbook file, click attachment, click go. 4. Open your email, choose the xx workbook file, click attachment, compose your email, and click send.   Correct Answer: A |

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| **Reporting Category** | Database and Spreadsheet Applications |
| **Benchmark Number** | 8.08 |
| **Standard** | 08.0 Use database and spreadsheet applications. |
| **Benchmark** | Analyze and organize data through filters, sorting and applying conditional formatting. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will sort data using various filters.  Students will remove duplicates.  Students will group/ungroup data. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include existing data in a spreadsheet to apply conditional formatting and/or data filters. |
| **Response Attributes** | Students will manipulate an existing spreadsheet according to specific criteria. |
| **Content Focus** | Database and spreadsheet specific terminology. |
| **Sample Item** | How can conditional formatting be used in a spreadsheet?   1. to add a chart 2. to add a number format 3. to highlight important information 4. to quickly change a formula   Correct Answer: D |

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| **Reporting Category** | Decision Making Steps, Collaboration and Group Dynamics |
| **Benchmark Number** | 10.01 |
| **Standard** | 10.0 Investigate management functions and organizational structures as they relate to today’s workplace and employer/employee roles. |
| **Benchmark** | Explore, design, implement, and evaluate organizational structures and cultures for managing project teams. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will explore, design, implement, and evaluate organizational structures and cultures for project teams. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The decision making process. |
| **Sample Item** | What is the first step in the decision making process?   1. Define the problem. 2. Gather information. 3. Implement solutions. 4. Identify possible solutions.   Correct Answer: D |

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| **Reporting Category** | Office Dynamics |
| **Benchmark Number** | 10.02 |
| **Standard** | 10.0 Investigate management functions and organizational structures as they relate to today’s workplace and employer/employee roles. |
| **Benchmark** | Explore and demonstrate an awareness of current trends in business and the employee’s role in maintaining productive business environments in today’s global workplace. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Short Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will complete research.  Students will identify current business trends and the employee's role in maintaining a productive business environment. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | employee responsibilities |
| **Sample Item** | You are new in your position, and your supervisor needs to make a phone call to Switzerland. What is the first step you should take?   1. Determine the cost of the phone call. 2. Determine what day it is in Switzerland. 3. Determine if the person in Switzerland is available. 4. Determine the time difference between your office and Switzerland.   Correct Answer: D |

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| **Reporting Category** | Office Dynamics |
| **Benchmark Number** | 10.03 |
| **Standard** | 10.0 Investigate management functions and organizational structures as they relate to today’s workplace and employer/employee roles. |
| **Benchmark** | Collaborate with individuals and teams to complete tasks and solve business-related problems and demonstrate initiative, courtesy, loyalty, honesty, cooperation, and punctuality as a team member. |
| **Also Assesses** | 2.04 |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will answer questions about employer/employee problems. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | collaboration, workplace ethics |
| **Sample Item** | What is important when working on a collaboration project?   1. Communicating issues with tasks assigned 2. Completing most of the assigned tasks 3. Including mistakes in completed tasks 4. Not answering emails from project members   Correct Answer: A |

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| **Reporting Category** | Analyzing Statistical Data |
| **Benchmark Number** | 11.01 |
| **Standard** | 11.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Analyze, interpret, compile, and demonstrate the ability to present and communicate data in understandable and measurable terms using common statistical procedures using charts and graphs. |
| **Also Assesses** | 7.02, 7.03 |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will present data in measureable and understandable language using charts and graphs.  Students will compile and interpret data. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include an existing spreadsheet for students to use to create formulas and charts based on a scenario provided. |
| **Response Attributes** | Students will create formulas and charts based on the scenario provided. |
| **Cognitive Focus** | None Specified |
| **Sample Item** | Which chart is used to plot changes in data over time?   1. area 2. bar 3. line 4. pie   Correct Answer: C |

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| **Reporting Category** | Analyzing Statistical Data |
| **Benchmark Number** | 11.02 |
| **Standard** | 11.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Use common standards of measurement including the metric system in solving work-related or business problems (e.g., length, weight, currency, time). |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | High |
| **Benchmark** **Clarification** | Students will be able to answer questions about standards of measurement such as time and money to solve business problems. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Students will be given an existing spreadsheet and asked to insert functions associated to time and money. |
| **Response Attributes** | None Specified |
| **Content Focus** | None Specified |
| **Sample Item** | What is 4 feet 6 inches in inches only?   1. 48 inches 2. 54 inches 3. 50 inches 4. 52 inches   Correct Answer: B |

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| **Reporting Category** | Analyzing Statistical Data |
| **Benchmark Number** | 11.03 |
| **Standard** | 11.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance. |
| **Benchmark** | Select and use the correct mathematical processes and tools to solve complex problem situations that are typical of business settings and use formulas and spreadsheets when appropriate. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will identify and correct mathematical processes and tools to solve business problems. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Students will be given an existing spreadsheet and asked to insert formulas associated to a specific scenario and problem to be solved. |
| **Response Attributes** | None Specified |
| **Content Focus** | formulas for maximum, minimum, average |
| **Sample Item** | What is the formula to determine the lowest number in the range B2:B25?   1. =max(B2+B25) 2. =max(B2:B25) 3. =min(B2:B25) 4. =min(B2+B25)   Correct Answer: C |

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| **Reporting Category** | CareerExploration |
| **Benchmark Number** | 12.01 |
| **Standard** | 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. |
| **Benchmark** | Analyze personal skills and aptitudes in comparison with various business related job and career options. |
| **Knowledge/**  **Performance/Both** | Knowledge |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will be able to match skills to various jobs, compare the skills of various jobs and be able to determine if their career path is correct to succeed in the job. |
| **Content Limits** | The content is limited to school district-approved websites. |
| **Stimulus Attributes** | Students can take an online career test and determine if they have or can learn the skills necessary for their chosen career. |
| **Response Attributes** | Students will evaluate and determine what skills are needed for their chosen career path. |
| **Content Focus** | None Specified |

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| **Sample Item** | Note: Instructors should have previously administered a career survey.  Based on survey results, prepare a list and timeline for the remaining classes you need to meet your career path.  Students should research a career and determine which classes they should take in high school to prepare them for post-secondary school or college.  Rubric:  4 points – Students submit the classes required to enter the career desired; they should meet with the guidance counselor and determine which high school classes should be taken.  3 points—Students meet with the guidance counselor and determine which high school classes should be taken.  s  2 points—Students submit the high school classes required to enter the career desired.  1 point – Students submit the classes required to enter the career desired  0 points – Students submissions are incomplete. |

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| **Reporting Category** | Career Exploration |
| **Benchmark Number** | 12.02 |
| **Standard** | 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. |
| **Benchmark** | Use career resources to develop an information base that reflects local and global business related occupations and opportunities for continuing education and workplace experience. |
| **Also Assesses** | 2.01, 2.02, 2.05 |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will create an individual career plan to determine the courses and education necessary to meet their career goals. |
| **Content Limits** | Access to the Internet and individual student transcripts. |
| **Stimulus Attributes** | Stimulus will include having students create an individual career plan and analyzing transcripts. |
| **Response Attributes** | Students will determine the courses needed to meet their career goals including education requirements, salary range, and opportunities for advancement. |
| **Content Focus** | career planning process |

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| **Sample Item** | You thought you wanted to be an engineer. After taking a few science classes and doing poorly in them, you decide to change your career path. You don’t know what career you want to follow. To guide you better, what is one step you could take?   1. Talk to an engineer. 2. Talk to a college guidance counselor. 3. Keep taking science classes until you pass. 4. Access the Internet and take some career assessment tests.   Correct Answer: D |

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| **Reporting Category** | Career Exploration |
| **Benchmark Number** | 12.03 |
| **Standard** | 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. |
| **Benchmark** | Demonstrate job-seeking skills required for entry-level employment, including resume, cover letter, thank you letter, online/hard copy application, mock interview, and follow-up call. |
| **Also Assesses** | 2.02 |
| **Knowledge/**  **Performance/Both** | Performance |
| **Item Types** | Selected Response, Short Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will demonstrate ability to complete a printed and online application, create a resume, cover letter, thank you letter, and answer interview questions. |
| **Content Limits** | Microsoft Office 2010 |
| **Stimulus Attributes** | Stimulus should include questions asked at an interview. |
| **Response Attributes** | None Specified |
| **Content Focus** | Application and Interview Process |

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| **Sample Item** | Write a thank you letter to the ABC Citrus Company for your recent interview for the administrative assistant position. Use block style formatting. The ABC Citrus Company is located in the Highway 55 Building, #57 Orange Way, Orange Grove, FL 32748. You interviewed with Mr. John Brownstone.  Mr. John Brownstone  ABC Citrus Company  55 Building  #57 Orange Way  Orange Grove, FL 32748  Dear Mr. Brownstone:  Thank you for interviewing me for the Administrative Assistant position in your office. I am excited to begin working with you. I feel my skills are a good match for the person you are seeking. My detail orientation and organizational skills will help to free you to deal with some of the larger issues you mentioned in the interview.  I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you about this position.  Sincerely,  Your Name  Rubric:  4 points -- the letter is typed, spell checked, and formatted using block style correctly.  3 points – the letter has two formatting errors and two spelling mistakes.  2 points -- the letter has three formatting errors and three spelling mistakes.  1 point – an attempt was made to complete the letter  0 points -- if the block style is not used. |

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| **Reporting Category** | Career Exploration |
| **Benchmark Number** | 12.04 |
| **Standard** | 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. |
| **Benchmark** | Design and initiate a plan to facilitate growth and skill development related to anticipated job requirements and career expectations. |
| **Also Assesses** | 8.05, 8.06, 8.07, 8.08 |
| **Knowledge/**  **Performance/Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will demonstrate steps required in developing a growth plan.  Students will demonstrate knowledge of various career requirements. |
| **Content Limits** | Access to the Internet |
| **Stimulus Attributes** | Stimulus will include a list of questions to answer about various careers and their requirements. |
| **Response Attributes** | Students will be able to search the internet to answer specific questions about careers and their requirements. |
| **Content Focus** | None Specified |
| **Sample Item** | What is an individual career plan?   1. An assessment test showing what you like. 2. A form showing how much money you need to live on your own. 3. A guide for students to follow to complete their daily assignments. 4. A tool for students to plot their courses and educational experiences as they pursue a career major.   Correct Answer: D |

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| **Reporting Category** | Career Exploration |
| **Benchmark Number** | 12.05 |
| **Standard** | 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. |
| **Benchmark** | Refine and implement a plan to facilitate personal growth and skill development related to anticipated job requirements and career expectations. |
| **Knowledge/**  **Performance/Both** | Both |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will maintain in their portfolio an ongoing plan to demonstrate their personal growth throughout the time of the class. |
| **Content Limits** | Access to the Internet |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | Students will describe steps to modify their career plans based on their personal and professional goals. |
| **Content Focus** | None Specified |
| **Sample Item** | Why is it necessary to modify a personal growth plan?   1. Things tend to stay the same. 2. We have to grow with the changes we face daily. 3. We have to change with every profession and business in our world. 4. As we grow, we learn more, and our wants and desires change as well.   Correct Answer: D |

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| **Reporting Category** | Career Exploration |
| **Benchmark Number** | 12.08 |
| **Standard** | 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. |
| **Benchmark** | Describe the importance of building community and mentor relationships in a variety of professional and workplace situations. |
| **Knowledge/**  **Performance/Both** | Knowledge |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will describe the necessity of community and mentor relationships and ways these relationships can be developed. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | Students will answer questions about the necessity of community and mentor relationships. |
| **Content Focus** | None Specified |
| **Sample Item** | What is one benefit and importance of building mentor relationships?   1. Mentors could be people you hang out and have fun with. 2. You need to know the people in your community and what they do for a living. 3. Mentors can be a good source of advice and guidance to help guide you in the right direction. 4. You need people who have all the answers to life problems so they can solve them for you.   Correct Answer: B |

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| **Reporting Category** | Career Exploration |
| **Benchmark Number** | 12.06 |
| **Standard** | 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. |
| **Benchmark** | Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments. |
| **Knowledge/**  **Performance/Both** | Both |
| **Also Assesses** | Not Applicable |
| **Item Types** | Performance Task, Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will describe various career paths.  Students will identify and describe requirements for job positions, responsibilities of the positions, education required for the positions, and salary ranges for the positions. |
| **Content Limits** | Access to the Internet |
| **Stimulus Attributes** | Stimulus may include list of careers and students will answer questions about specific requirements. |
| **Response Attributes** | Students will describe the requirements to qualify for position, job responsibilities, and local salary expectations. |
| **Content Focus** | academic requirements, personal interests |

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| **Sample Item** | What are some things you might look at when considering a career?   1. Activities that you do not like doing. 2. Your hobbies and activities that you do well. 3. Things that your friends demand that you do. 4. Things that your parents demand that you look at.   Correct Answer: B |

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| **Reporting Category** | Interpersonal Communications and Relationships |
| **Benchmark Number** | 13.01 |
| **Standard** | 13.0 Demonstrate personal and interpersonal skills appropriate for the workplace. |
| **Benchmark** | Demonstrate ways of accepting constructive criticism on team projects within the workplace. |
| **Also Assesses** | 9.02, 9.03 |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Performance Task, Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will demonstrate ability to accept negative and positive criticism. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus may include reading a scenario and answering questions about constructive criticism. |
| **Response Attributes** | Students will be able to answer questions about constructive criticism based on a scenario given. |
| **Content Focus** | None Specified |
| **Sample Item** | You have been working on a team project. Your supervisor does not like the way you are approaching your assignment within the team and approaches you and has expressed concern about your performance. How should you respond?   1. Agree with your supervisor. 2. Ignore them and continue doing what you have been doing. 3. Tell your supervisor that you know you are doing your job correctly. 4. Take your supervisor’s concerns to heart and use them as a source for improvement.   Correct Answer: D |

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| **Reporting Category** | Interpersonal Communications and Relationships |
| **Benchmark Number** | 13.02 |
| **Standard** | 13.0 Demonstrate personal and interpersonal skills appropriate for the workplace. |
| **Benchmark** | Apply appropriate strategies to manage and resolve conflicts in work situations. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will show that they understand appropriate strategies for managing and resolving conflicts in work situation. |
| **Content Limits**: | None Specified |
| **Stimulus Attributes** | Stimulus may include reading a scenario and answering questions about resolving workplace conflicts. |
| **Response Attributes** | Students will be able to answer questions about resolving workplace conflicts based on a scenario given. |
| **Content Focus** | None Specified |
| **Sample Item** | You have a problem with a coworker. What is the best way to handle the situation?   1. Request a change to a different department. 2. Report your coworker to your supervisor. 3. Write a long email and send it to your coworker. 4. In a non-threatening way, tell your coworker how you feel, and then talk to a supervisor.   Correct Answer: D |

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| **Reporting Category** | Interpersonal Communications and Relationships |
| **Benchmark Number** | 13.03 |
| **Standard** | 13.0 Demonstrate personal and interpersonal skills appropriate for the workplace. |
| **Benchmark** | Demonstrate personal and interpersonal skills appropriate for the workplace, including responsibility, dependability, punctuality, integrity, positive attitude, initiative, respect for self and others, and professional dress. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will understand and apply personal and interpersonal skills that are appropriate for the business environment. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus may include reading a scenario and answering questions about appropriate workplace behavior. |
| **Response Attributes** | Students will be able to answer questions about appropriate workplace behavior based on a scenario given. |
| **Content Focus** | None Specified |
| **Sample Item** | Which of the following are important personal and interpersonal skills admired by potential employers?   1. casual dress, responsibility, and not dependable 2. negative attitude, casual dress, and integrity 3. punctuality, personal choice, and positive attitude 4. responsibility, respect for self and others, and dependability   Correct Answer: D |

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| **Reporting Category** | E-mail Protocol |
| **Benchmark Number** | 14.01 |
| **Standard** | 14.0 Perform e-mail activities. |
| **Benchmark** | Describe and perform e-mail capabilities and functions.  Create and send messages, manage signature and automated messages.  Save, send, schedule, and manage junk mail, e-mail and spam.  Configure message sensitivity, security and delivery options. |
| **Also Assesses** | 10.2, 10.3 |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark** **Clarification** | Students will manage calendar features.  Students will select security options to maintain security of messages.  Students will use e-mail software to send e-mail, receive e-mail, add a subject line to e-mail messages, and filter e-mail to junk and spam folders. |
| **Content Limits** | Access to Internet and email server. |
| **Stimulus Attributes** | Stimulus may include an e-mail to which the student must respond. |
| **Response Attributes** | Students will send and receive an email. Students will create a signature for their email. |
| **Content Focus** | Email protocol |

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| **Sample Item** | What are unwanted email messages are referred to as?   1. filtered messages 2. option messages 3. spam messages 4. unsecured messages   Correct Answer: C |

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| **Reporting Category** | E-mail Protocol |
| **Benchmark Number** | 14.02 |
| **Standard** | 14.0 Perform e-mail activities. |
| **Benchmark** | Use the Internet to perform e-mail activities, including attaching external files, saving e-mail attachments, viewing mailbox details, establishing appointments, creating contact groups, and sending a meeting to a contact group to communicate in the workplace. |
| **Also Assesses** | Not Applicable |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will be able to use the Internet to perform a variety of tasks including emailing, attaching external files, and saving email attachments. |
| **Content Limits** | Access to the Internet and email server |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | file attachment, subject line |
| **Sample Item** | Using Microsoft Outlook, create an email to Justin Jacobson at Justin.Jacobson@philosophy.edu. The subject line is Student Name—About Me. The attachment should include a short paragraph answering why are you taking Introduction to Philosophy. The file is located on the student’s external device.  In your email, inform him you are attaching your philosophy 101 assignment introducing yourself to him.  Attach your file and click send.  Rubric:  4 points – Email is addressed correctly including the subject line and body of email completed and attached file contains no grammatical or spelling mistakes.  3 points – Email is addressed correctly including the subject line completed. The email body has been completed containing three mistakes and the attached file contains three grammar or spelling mistakes.  2 points—Email is addressed correctly; subject line is omitted and email body contains three mistakes. The file is attached.  1 point—Email is addressed correctly; subject line and body of email is omitted; file is attached.  0 points – Email is not addressed correctly and file is not attached. |

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| **Reporting Category** | PresentationSoftware |
| **Benchmark Number** | 15.01 |
| **Standard** | 15.0 Demonstrate proficiency using slide presentation software. |
| **Benchmark** | Manage and configure the presentation software environment, including: adjusting views, manipulating window, configuring toolbar and file options. |
| **Knowledge/**  **Performance/Both** | Both |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark** **Clarification** | Students will select slide design, type of slide, and views (outline, normal).  Students will use the notes pane.  Students will add and modify an inserted picture.  Students will modify viewing slide presentation features. |
| **Content Limits** | Preferably Microsoft PowerPoint or Presentation Software and Internet Access |
| **Stimulus Attributes** | Stimulus may include sample presentation demonstrating requirements, such as topic, length of project, pictures, graphics, text, video and audio clips. |
| **Response Attributes** | Students will create a PowerPoint presentation on an approved topic to include pictures, text, video and audio clips. |
| **Content Focus** | comment, slide footer |

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| **Sample Item** | What appears on a slide to indicate there is a note or remark about the slide and the initials of the person who made the note?   1. comment 2. more information 3. note page 4. slide notation   Correct Answer: A |

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| **Reporting Category** | Presentation Software |
| **Benchmark Number** | 15.02 |
| **Standard** | 15.0 Demonstrate proficiency using slide presentation software. |
| **Benchmark** | Create slide presentations utilizing various project development elements, including: adding and removing slides, slide layouts, format slide design, insert or format placeholders. |
| **Also Assesses** | 11.03, 11.04, 11.05, 11.06,11.07, 11.08, 11.09 |
| **Knowledge/**  **Performance/Both** | Both |
| **Item Types** | Selected Response, Performance Task |
| **Cognitive Complexity** | High |
| **Benchmark Clarification** | Students will select slide design, type of slide, and views (outline, normal).  Students will use the notes pane. Students will add and modify an inserted picture.  Students will modify viewing slide presentation features and text and object placeholders.  Students will insert various objects into presentations (including audio and video files). |
| **Content Limits** | Microsoft PowerPoint or Presentation Software and Internet Access |
| **Stimulus Attributes** | Stimulus will include range of acceptable topics, pictures, audio clips, and video clips to add to presentation. |
| **Response Attributes** | Students will create a PowerPoint presentation from an approved topic, add on and make changes to slides that include pictures, graphics, text, video, and audio clips. |
| **Content Focus** | None Specified |

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| **Sample Item** | When changing the order or deleting slides, which view is the best to use see all the slides at once?   1. slide screen 2. slide show 3. slide sorter 4. reading view   Correct Answer: C |