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| Central florida assessment collaborative |
| Individual Test Item Specifications |
| Criminal Justice 1 |
| 2014 |

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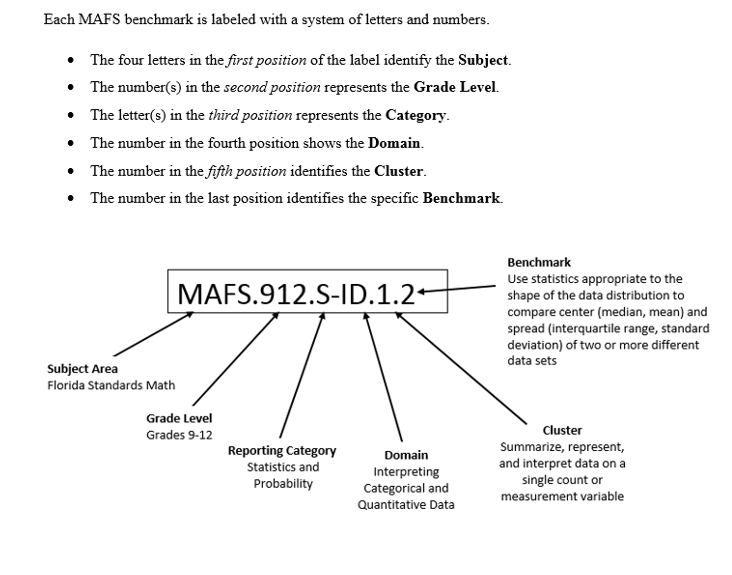
I. Guide to the Individual Benchmark Specifications

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 Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

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





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 Florida Standards. | | **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.  refers to the benchmarks that are closely related to the benchmark (see description above) | | **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. | |  |

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| **Benchmark Number** | 4.01 |
| **Standard** | Identify the history, goals, and career opportunities in the criminal justice system. |
| **Benchmark** | Describe the parts and functions of the criminal justice system |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to describe the parts and functions of the criminal justice system. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include charts, graphs or images |
| **Response Attributes** | None Specified |
| **Sample Item** | Which part of the criminal justice system is responsible for making the laws?   1. corrections 2. courts 3. legislative 4. prisons   ANSWER: C |

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| **Benchmark Number** | 4.02 |
| **Standard** | Identify the history, goals, and career opportunities in the criminal justice system. |
| **Benchmark** | Identify the history and goals of the criminal justice system |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify the history and goals of the criminal justice system. |
| **Content Limits** | Questions should be limited to history and goals and not general information questions. |
| **Stimulus Attribute** | Questions could include timelines, excerpts from passages, images |
| **Response Attributes** | None Specified |
| **Sample Item** | The term police comes from the Latin word politia. What does politia mean?   1. civil administration 2. corrections officer 3. law enforcer 4. executive official   ANSWER: A |

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| **Benchmark Number** | 4.03 |
| **Standard** | Identify the history, goals, and career opportunities in the criminal justice system. |
| **Benchmark** | Identify and describe career opportunities in the criminal justice system |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify and describe career opportunities in the criminal justice system. |
| **Content Limits** | Questions should be limited to careers within the criminal justice system. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Which best describes a job in the field of criminology within the justice system?   1. Criminology focuses on preventing and investigating crimes, and apprehending suspects. 2. Criminology’s primary objective is to determine the guilt or innocence of suspected criminals, and then set sentencing. 3. Criminology is a combination of both sociology and criminal justice. It attempts to understand and explain the anatomy of a crime, specifically its causes, costs, and consequences. 4. Criminology professionals work behind the scenes to make sure evidence is analyzed, clues are found, ballistics are examined, and crimes scenes are accurately reconstructed.   ANSWER: C |

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| **Benchmark Number** | 5.01 |
| **Standard** | Interpret ethics and professionalism in relation to the criminal justice system |
| **Benchmark** | Interpret the codes of ethics for the criminal justice system |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to interpret the codes of ethics for the criminal justice system. |
| **Content Limits** | Questions should be limited to the code of ethics for only the criminal justice system. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | One of the principles under the Florida Department of Law Enforcements standard of conduct is that “police officers shall perform their duties and apply the law impartially and without prejudice or discrimination.” Which statement does **not** correlate with this principle?   1. Police officers shall carry out their duties with integrity, fairness and impartiality. 2. Police officers shall provide every person in our society with professional, effective and efficient law enforcement services. 3. Police officers shall not express, whether by act, omission or statement, prejudice concerning race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation or age. 4. Police officers shall not allow their law enforcement decisions to be influenced by race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation or age.   ANSWER: A |

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| **Benchmark Number** | 5.03 |
| **Standard** | Interpret ethics and professionalism in relation to the criminal justice system |
| **Benchmark** | Define discrimination |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low |
| **Benchmark Clarifications** | Students will be able to define discrimination. |
| **Content Limits** | Questions should be limited to discrimination in relation to the criminal justice system. |
| **Stimulus Attribute** | Questions could include scenarios, text passages, and excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is the best description of discrimination?   1. the unfair treatment of a person based on individual merit 2. the impartial treatment of a person based on individual merit 3. the unfair treatment of a person, racial group, or minority based on prejudice 4. the impartial treatment of a person, racial group, or minority based on prejudice   ANSWER: C |

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| **Benchmark Number** | 5.04 |
| **Standard** | Interpret ethics and professionalism in relation to the criminal justice system |
| **Benchmark** | Define sexual harassment |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to define sexual harassment. |
| **Content Limits** | Questions should be limited to sexual harassment in relation to the criminal justice system. |
| **Stimulus Attribute** | Questions could include scenarios, text passages, excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which scenario best exemplifies an occurrence of sexual harassment?   1. A woman is applying for a job and is denied because she is “too old”. 2. A woman is pulled over for driving and is cited a ticket because “she drives like a typical woman”. 3. A male is denied a promotion at his job because he does not meet the qualifications required to perform the job tasks. 4. A male is given a promotion at his job because he had all of the qualifications and experience necessary to perform the job tasks.   CORRECT: B |

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| **Benchmark Number** | 6.02 |
| **Standard** | Discuss constitutional and criminal laws at the federal, state, and local levels |
| **Benchmark** | Identify constitutional law as it applies to the criminal justice system |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify constitutional law as it applies to the criminal justice system. |
| **Content Limits** | Questions should be limited to constitutional law only as it applies to the criminal justice system and should not include state or local laws. |
| **Stimulus Attribute** | Questions could include text passages or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is the best description of the inevitable discovery clause?   1. Evidence obtained with a search warrant can be used in a court of law against a defendant. 2. Evidence obtained with a search warrant cannot be used in a court of law if the defendant did not have an attorney at the time of the search and seizure. 3. Evidence obtained in violation of the defendant’s constitutional rights is admissible in court if it proves without a reasonable doubt that the defendant is guilty. 4. Evidence obtained in violation of the defendant’s constitutional rights is admissible in court if it can be established that a normal police investigation would have led to the discovery of the evidence.   CORRECT: D |

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| **Benchmark Number** | 6.03 |
| **Standard** | Discuss constitutional and criminal laws at the federal, state, and local levels |
| **Benchmark** | Distinguish between state and federal laws |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to distinguish between state and federal laws. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include text passages or excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which topic would be an issue for federal law instead of a state or local law?   1. copyright 2. domestic disturbance 3. drivers licenses 4. traffic violations   ANSWER: A |

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| **Benchmark Number** | 6.04 |
| **Standard** | Discuss constitutional and criminal laws at the federal, state, and local levels |
| **Benchmark** | Differentiate between, and identify elements of, civil and criminal law |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to differentiate between, and identify elements of, civil and criminal law. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which scenario best exemplifies a civil case, rather than a criminal case?   1. A woman shoplifts jewelry from a chain department store. 2. A college student is pulled over for driving under the influence. 3. A man builds a fence on his neighbor’s property line and refuses to remove it. 4. A couple on vacation does not pay for their hotel bill upon departure because they were not satisfied with their trip.   ANSWER: C |

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| **Benchmark Number** | 6.06 |
| **Standard** | Discuss constitutional and criminal laws at the federal, state, and local levels |
| **Benchmark** | Describe criminal law procedures in Florida |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to describe criminal law procedures in Florida. |
| **Content Limits** | Questions should be limited to criminal law procedures for the state of Florida. |
| **Stimulus Attribute** | Questions could include excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is one characteristic of criminal prosecution that is **not** shared by civil litigation?   1. The plaintiff’s right to a free attorney. 2. The defendant’s right to a free attorney. 3. The plaintiff must hire and pay for an attorney. 4. The defendant has a right to defend him or herself.   ANSWER: B |

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| **Benchmark Number** | 7.01 |
| **Standard** | Describe court systems and trial processes |
| **Benchmark** | Describe the federal court system as it applies to the criminal justice system |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium |
| **Benchmark Clarifications** | Students will be able to describe the federal court system as it applies to the criminal justice system. |
| **Content Limits** | Questions should be limited to the federal court system as it applies to the criminal justice system and should not include questions regarding state or local court systems. |
| **Stimulus Attribute** | Questions could include excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which court is not part of the federal court structure established by Congress?   1. Appellate Courts 2. District Courts 3. Military Courts 4. Supreme Court   ANSWER: C |

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| **Benchmark Number** | 7.02 |
| **Standard** | Describe court systems and trial processes |
| **Benchmark** | Describe the Florida court system as it applies to the criminal justice system |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Medium, High |
| **Benchmark Clarifications** | Students will be able to describe the Florida court system as it applies to the criminal justice system. |
| **Content Limits** | Questions should be limited to the state of Florida court system and should not include questions regarding the federal court system. |
| **Stimulus Attribute** | Questions could include excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | In Florida, a stand-your-ground law is a type of self-defense law that gives individuals the right to use deadly force to defend themselves without any requirement to evade or retreat from a dangerous situation. What is another commonly used name for this law?   1. castle doctrine 2. homestead exemption 3. shoot first law 4. victim protection   ANSWER: A |

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| **Benchmark Number** | 7.03 |
| **Standard** | Describe court systems and trial processes |
| **Benchmark** | Describe the pretrial, trial, and post-trial processes |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response, Extended Response |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to describe the pretrial, trial, and post-trial processes. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the correct order of the four main stages of a trial from beginning to end?   1. post trial, pre trial , trial stage, pleading stage 2. pretrial stage, trial stage, pleading stage, post trial 3. trial stage, pretrial stage, pleading stage, , post trial 4. pleading stage, pretrial stage, trial stage, post trial stage   ANSWER: D |

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| **Benchmark Number** | 7.04 |
| **Standard** | Describe court systems and trial processes |
| **Benchmark** | Describe the roles and responsibilities of the people involved in the trial processes. |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to describe the roles and responsibilities of the people involved in the trial processes. |
| **Content Limits** | Questions should be limited to those people involved in only the trial process. |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following are **not** the duties of the judge in the trial process?   1. to keep control in the courtroom 2. to defend a person accused of a crime 3. to decide on the admissibility of evidence 4. to make rulings on objections and motions   ANSWER: B |

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| **Benchmark Number** | 7.05 |
| **Standard** | Describe court systems and trial processes |
| **Benchmark** | Describe the warrant and summons processes |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to describe the warrant and summons processes. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include excerpts from primary source documents. |
| **Response Attributes** | None Specified |
| **Sample Item** | Before searching a suspect’s property, detectives need to obtain a warrant from which official?   1. Chief of Police 2. Judge 3. Mayor 4. Police Captain   ANSWER: B |

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| **Benchmark Number** | 8.01 |
| **Standard** | Discuss the juvenile justice system |
| **Benchmark** | Identify the programs and agencies within the juvenile justice system and their roles and responsibilities |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify the programs and agencies within the juvenile justice system and their roles and responsibilities. |
| **Content Limits** | Questions should be limited to programs and agencies regarding the juvenile justice system only. |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, charts, graphs, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which city is responsible for starting the first Juvenile Justice Court?   1. Boston 2. Chicago 3. New York 4. Washington, D.C   ANSWER: B |

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| **Benchmark Number** | 8.02 |
| **Standard** | Discuss the juvenile justice system |
| **Benchmark** | Identify law enforcement procedures related to juvenile delinquency. |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify law enforcement procedures related to juvenile delinquency. |
| **Content Limits** | Questions should be limited to procedures related to juvenile delinquency only. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Legally, juveniles do not have criminal records because they are not convicted of crimes. Technically, what are they guilty of?   1. antisocial behavior 2. delinquent acts 3. felonious deeds 4. insubordinate conduct   ANSWER: B |

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| **Benchmark Number** | 9.01 |
| **Standard** | Describe the correctional system |
| **Benchmark** | Describe the history of corrections |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to describe the history of corrections. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include timelines, excerpts from passages, images |
| **Response Attributes** | None Specified |
| **Sample Item** | Which demographic was most likely to be pressed into service in the convict lease system that existed in the South after the Civil War?   1. former immigrants 2. former indentured servants 3. former sharecroppers 4. former slaves   ANSWER: D |

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| **Benchmark Number** | 9.02 |
| **Standard** | Describe the correctional system |
| **Benchmark** | Differentiate between local, state, and federal correctional systems |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to differentiate between local, state, and federal correctional systems. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | A person is convicted of a DUI and sentenced for 30 days. In which inmate facility will he serve his time?   1. county jail 2. federal prison 3. state penitentiary 4. state prison   ANSWER: A |

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| **Benchmark Number** | 9.03 |
| **Standard** | Describe the correctional system |
| **Benchmark** | Compare and contrast different types of prison- and community-based programs |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to compare and contrast different types of prison- and community-based programs. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, charts, graphs, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | The Eastern State Penitentiary of Philadelphia, Pennsylvania was designed by John Haviland to be a revolutionary system of incarceration. It is considered to be the world’s first true penitentiary. What year did it open?   1. 1729 2. 1779 3. 1829 4. 1879   ANSWER: C |

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| **Benchmark Number** | 10.03 |
| **Standard** | Utilize personal, interpersonal, and communication skills |
| **Benchmark** | Identify and apply strategies for showing compassion and working well with others |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response, Extended Response |
| **Ideal Cognitive Complexity** | Low, Medium, High |
| **Benchmark Clarifications** | Students will be able to identify and apply strategies for showing compassion and working well with others. |
| **Content Limits** | Questions should be limited to identifying and applying strategies for showing compassion and working well with others within the criminal justice system. |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | What legal remedy can a police officer apply after determining that a suspect may be mentally ill and in danger of hurting himself or others?   1. Baker Act 2. Cease and Desist Order 3. Marchman Act 4. Restraining Order   ANSWER: A |

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| **Benchmark Number** | 10.05 |
| **Standard** | Utilize personal, interpersonal, and communication skills |
| **Benchmark** | Identify personal stressors and evaluate methods for resolution |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify personal stressors and evaluate methods for resolution. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is an unhealthy way to relieve stress?   1. get a good workout 2. go for a walk 3. listen to music 4. withdraw from family   ANSWER: D |

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| **Benchmark Number** | 10.07 |
| **Standard** | Utilize personal, interpersonal, and communication skills |
| **Benchmark** | Identify and plan solutions for situations that require crisis management and conflict resolution |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify and plan solutions for situations that require crisis management and conflict resolution. |
| **Content Limits** | Questions should be within the scope of the criminal justice system. |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | According to the FBI, which of the four goals of crisis intervention comes first?   1. buying time 2. defusing intense emotions 3. establishing communication 4. gathering intelligence   ANSWER: C |

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| **Benchmark Number** | 11.04 |
| **Standard** | Demonstrate employability skills |
| **Benchmark** | Identify the interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity. |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity** | Low, Medium |
| **Benchmark Clarifications** | Students will be able to identify and interpersonal skills, work habits, and ethics necessary for ongoing employment in an environment of human diversity. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | A police officer will demonstrate interpersonal skills by identifying the wife of a complainant as which of the following?   1. little woman 2. old lady 3. spouse 4. the Mrs.   ANSWER: C |