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| Central florida assessment collaborative |
| Individual Test Item Specifications |
| Criminal Justice 3 |
| 2014 |

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**Table of Contents**

[I. Guide to the Individual Benchmark Specifications 0](#_Toc362246932)

[Benchmark Classification System 0](#_Toc362246933)

[Definitions of Benchmark Specifications 0](#_Toc362246934)

[II. Individual Benchmark Specifications 0](#_Toc362246935)

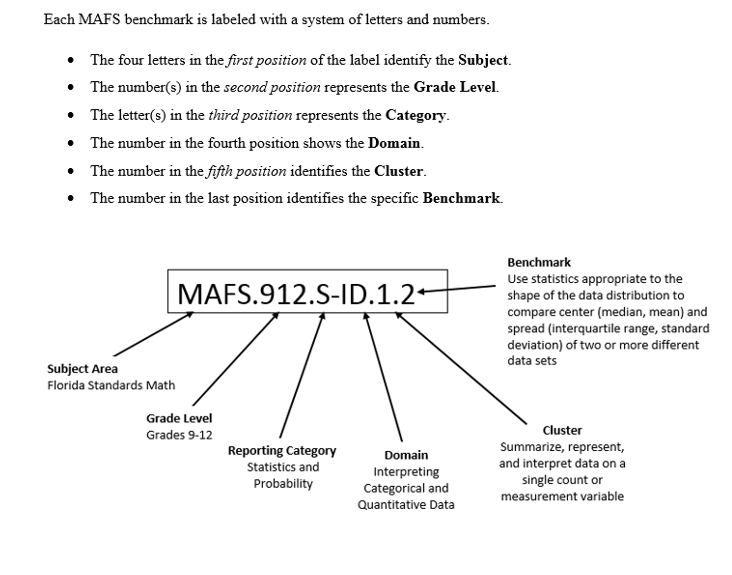
I. Guide to the Individual Benchmark Specifications

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** | 20.01 |
| **Standard** | Discuss Crime Scene Safety |
| **Benchmark** | Describe “Right –to-Know” Law as recorded in (29CFR-1910.1200) |
| **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 “Right –to-Know” Law as recorded in (29CFR-1910.1200). |
| **Content Limits** | Questions should be limited to the "Right-to-Know" law. |
| **Stimulus Attribute** | Questions could include excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | How often must a criminal justice professional review the "Right to Know Law?"   1. every day 2. every week 3. every month 4. every year   ANSWER: D |

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| **Benchmark Number** | 20.02 |
| **Standard** | Discuss Crime Scene Safety |
| **Benchmark** | Discuss the potential health and safety hazards one could encounter at a crime scene |
| **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 discuss the potential health and safety hazards one could encounter at a crime scene. |
| **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** | Safety is the first duty to consider in any task in the process of responding to a crime scene. Which of the following safety conditions would an investigator **not** be prepared for?   1. Bio-hazards 2. Chemical hazards 3. Personal hazards 4. Physical hazards   ANSWER: C |

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| **Benchmark Number** | 20.05 |
| **Standard** | Discuss Crime Scene Safety |
| **Benchmark** | Discuss emergency procedures involving personal risk in a crime scene situation |
| **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 discuss emergency procedures involving personal risk in a crime scene situation. |
| **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** | To work in an area with the possibility of high level of toxicity of chemicals, we would need to wear the highest level (level A) of protective clothing. What type of protective gear would **not** be necessary?   1. Body Bag 2. Hazmat Suit 3. Light weight body armor 4. Self-Contained Breathing Tank   ANSWER: A |

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| **Benchmark Number** | 20.06 |
| **Standard** | Discuss Crime Scene Safety |
| **Benchmark** | Identify and explain the use of protective equipment for crime scene processing |
| **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 explain the use of protective equipment for crime scene processing. |
| **Content Limits** | Questions should be limited to identifying and explaining the use of protective equipment at a crime scene and not other aspects of a crime scene |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Once a hazmat suit is fully in place what challenge does it give to the wearer?   1. inability to extend arms 2. inability to hear or be heard 3. inability to see or be seen 4. inability to bend knees   ANSWER: B |

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| **Benchmark Number** | 21.01 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | State the purpose and types of investigations |
| **Also Assesses** | N/A |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity** | Medium, High |
| **Benchmark Clarifications** | Students will be able to state the purpose and types of investigations. |
| **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 type of task forces typically investigates offenses that involve gangs, narcotics and organized crime?   1. abuse and sex crimes 2. murder 3. undercover 4. white collar   ANSWER: C |

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| **Benchmark Number** | 21.02 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Describe the responsibilities of law enforcement officers at the crime scene |
| **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 responsibilities of law enforcement officers at the crime scene. |
| **Content Limits** | Questions should only pertain to the responsibilities of law enforcement officers at a crime scene and not other officials |
| **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 **not** a role a police officer would have at the scene of a crime?   1. interviewing 2. investigating 3. publicizing 4. securing   ANSWER: C |

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| **Benchmark Number** | 21.03 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Describe the role of evidence in investigations |
| **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 role of evidence in investigations. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures, excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** one of the goals of the Crime Scene investigation units regarding physical evidence?   1. collection 2. documentation 3. manufacturing 4. preservation   ANSWER: C |

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| **Benchmark Number** | 21.04 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Describe crime scene investigation procedures |
| **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 and demonstrate criminal investigation procedures. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures, excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the most important thing that the first officer on the crime scene must do?   1. designate a safe space to brief investigators 2. investigate all possible secondary sites 3. properly identify, isolate and secure the scene 4. restrict all nonessential personnel from scene   ANSWER: C |

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| **Benchmark Number** | 21.13 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Describe chain of custody of evidence |
| **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 chain of custody of evidence. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures, excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following refers to the chronological documentation, or paper trail, that shows the correct chain of custody of physical or electronic evidence in legal contexts?   1. analysis, disposition, control, seizure, custody, seizure 2. custody, control, seizure, analysis, transfer, disposition 3. disposition, analysis, transfer, control, custody, seizure 4. seizure, custody, control, transfer, analysis, disposition   ANSWER: B |

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| **Benchmark Number** | 21.14 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Identify different search methods. |
| **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 different search methods. |
| **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 most popular, practical, and flexible method to search a crime scene, that has the additional attribute of not risking contamination of the crime scene?   1. grid 2. link 3. spiral 4. zone   ANSWER: B |

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| **Benchmark Number** | 21.16 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Describe when subpoenas should and should not be used for witnesses |
| **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 when subpoenas should and should not be used for witnesses. |
| **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 **not** a common reason to be served a subpoena?   1. DNA samples 2. computer files 3. public records 4. witness testimony   ANSWER: C |

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| **Benchmark Number** | 21.17 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Describe Miranda warning requirements in suspect interviews. |
| **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 Miranda warning requirements in suspect interviews. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include scenarios, excerpts from passages, sections from specific laws, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which is one of the basic prerequisites before the police must issue a Miranda warning to a suspect?   1. the suspect is under interrogation 2. a jury finds a suspect guilty of a crime 3. a person is named a “person of interest” in a crime 4. the grand jury issues an indictment to formally charge a suspect   ANSWER: A |

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| **Benchmark Number** | 21.19 |
| **Standard** | Describe and demonstrate criminal investigation procedures |
| **Benchmark** | Describe how to prepare for court testimony. |
| **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 how to prepare for court testimony. |
| **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 is **not** something someone should do when preparing for court?   1. exaggerate the facts 2. follow courtroom rules 3. refresh your memory of the facts 4. think before you speak   ANSWER: A |

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| **Benchmark Number** | 22.03 |
| **Standard** | Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography |
| **Benchmark** | Identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS). |
| **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 identify fingerprint patterns and discuss the importance of the Automated Fingerprint Identification System (AFIS). |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures or excerpts from primary source documents |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the average response time for the Automated Fingerprint Identification System (AFIS)?   1. 27 minutes 2. 2 hours, 7 minutes 3. 2 days, 7 hours 4. 2 months, 7 days   ANSWER: A |

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| **Benchmark Number** | 22.05 |
| **Standard** | Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography |
| **Benchmark** | Describe blood-type identification procedures and DNA profiling. |
| **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 blood-type identification procedures and DNA profiling. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include images, scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** part of the correct procedures for collecting DNA at a crime scene?   1. wearing gloves 2. using plastic bags 3. avoiding coughing or sneezing 4. storing evidence at room temperature   ANSWER: B |

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| **Benchmark Number** | 22.06 |
| **Standard** | Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography |
| **Benchmark** | Describe hair and fiber examination procedures |
| **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 hair and fiber examination procedures. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures or excerpts from primary source documents |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following properties is the basis for the dispersion of light by fibers?   1. Density 2. light refraction 3. melting point 4. weave pattern   ANSWER: B |

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| **Benchmark Number** | 22.07 |
| **Standard** | Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography |
| **Benchmark** | Describe broken glass examination procedures |
| **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 broken glass examination procedures. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures or excerpts from primary source documents |
| **Response Attributes** | None Specified |
| **Sample Item** | Which would **not** be a piece of equipment required when examining broken glass?   1. calipers 2. fuming hood 3. polarized light microscope 4. stereomicroscope   ANSWER: B |

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| **Benchmark Number** | 22.09 |
| **Standard** | Describe and/or demonstrate forensic science tasks, such as fingerprinting, crime laboratory examination, and forensic photography |
| **Benchmark** | Explain the capabilities of a full-service crime lab |
| **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 explain the capabilities of a full-service crime lab. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures, images, scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following units of a full service crime lab would be the newest?   1. forensic biologists and DNA analysts 2. forensic electronic media 3. forensic chemists 4. toxicologist   ANSWER: B |

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| **Benchmark Number** | 23.01 |
| **Standard** | Explain and demonstrate property control procedures |
| **Benchmark** | Classify, identify, and mark property |
| **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 classify, identify, and mark property. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures, images, scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which of the following is **not** necessary to identify, collect and preserve a variety of fingerprint types?   1. describe the ridge characteristics 2. describe the three major patterns 3. describe the absorption technique 4. describe visible, plastic, and latent   ANSWER: C |

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| **Benchmark Number** | 23.03 |
| **Standard** | Explain and demonstrate property control procedures |
| **Benchmark** | Describe storage and control of evidence, property, and supplies |
| **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 storage and control of evidence, property, and supplies. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions could include pictures, images, scenarios, excerpts from passages such as primary source documents, etc. |
| **Response Attributes** | None Specified |
| **Sample Item** | Which statement is **not** true when referring to handling firearms as part of evidence or property?   1. Firearms should not be packaged in a loaded condition. 2. Digital photographs of the firearm should be taken by field personnel prior to sealing the firearm in a gun box. 3. Firearms should be packaged in the condition they were recovered in, which includes in a loaded condition. 4. Evidence/property personnel are not allowed, under any circumstances, to open sealed gun boxes to check firearms for safety or to confirm condition or serial numbers.   ANSWER: C |

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| **Benchmark Number** | 27.01 |
| **Standard** | Demonstrate an awareness of cultural diversity |
| **Benchmark** | Identify factors that may affect human relations in criminal justice operations with culturally diverse communities |
| **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 demonstrate an awareness of cultural diversity. |
| **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 factor does **not** belong when considering components of a fair and credible criminal justice system?   1. Transparency and prompt service delivery. 2. Inefficiency in the use of time and resources. 3. Fairness to all involved including victims, witnesses and accused. 4. Effectiveness in detecting, deterring and punishing offending behavior.   ANSWER: B |