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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Health Science 2 |
| 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 MAFS. 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.



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

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



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 MAFS. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the MAFS. 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** | are used to assess the benchmark or group of benchmark. |
| **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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| Benchmark Number | 12.02 |
| Standard | 12.0 Demonstrate knowledge of the health care delivery system and health occupations. |
| Benchmark | Identify common methods of payment for healthcare services. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to describe methods for paying medical costs. Students will be able to describe how methods for paying health care have changed over the years. |
| Content Limits | Limited to a basic understanding of HMOs, PPOs, Medicare, Medicaid, TRICARE, and DRGs. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Which of the following conditions may qualify an individual for insurance  coverage through Medicare?  A) a family with a very low income \*B) an individual with severe disability   C) a 50-year-old male  D) an individual who served in the military |

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| Benchmark Number | 12.03 |
| Standard | 12.0 Demonstrate knowledge of the health care delivery system and health occupations. |
| Benchmark | Describe the various types of health care providers and the range of services available including resources to victims of domestic violence. |
| Also Assesses | 12.01  12.05 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to describe the role of healthcare providers in the delivery system. Students will be able to describe signs and symptoms of domestic violence. Students will be able to refer victims of domestic violence to the proper resources for appropriate care. |
| Content Limits | May include medical specialists who specialize in treating specific parts of the body. May also include urgent care, emergency room, ambulatory facilities and health departments. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Juan went to the optical center because of pain in his right eye. Upon examination an ulcer on the cornea of the eye was noted. Who gave Juan the physical exam?  A) ophthalmic technician \*B) ophthalmologist  C) optician  D) optometrist |

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| Benchmark Number | 12.08 |
| Standard | 12.0 Demonstrate knowledge of the health care delivery system and health occupations. |
| Benchmark | Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems. |
| Also Assesses | SC.912.L.16.10 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to evaluate the medical and ethical impact of technology, epidemiology, bioethics and socioeconomics biotechnology on the healthcare delivery system. |
| Content Limits | Items may describe how human health has improved because of advances made in technology and epidemiology. Advances may be historical or modern. Items may include controversial ethics brought about by advances in biology and medicine. Items may include how socioeconomics have made an impact on healthcare. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What is the most significant reason for the dramatic increase life span over the last 100 years?  A) better living habits  B) improved surgical techniques \*C) the development of antibiotics and immunizations  D) a decrease in the number of people living in poverty |

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| Benchmark Number | 13.01 |
| Standard | 13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. |
| Benchmark | Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques. |
| Also Assesses | 13.02  13.16 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to apply basic speaking skills. Students will be able to check for understanding in the listening process through the use of paraphrasing, reflecting, and asking questions for clarification. |
| Content Limits | May include the three components of communication: the sender, the receiver and the message. Clarification questions may include closed-ended, open-ended, probing, and leading questions. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | “Do you take your medication with breakfast, lunch or dinner?” This is an example of what type of question?  A) closed ended question  B) leading question  C) open ended question \*D) probing question |

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| Benchmark Number | 13.03 |
| Standard | 13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. |
| Benchmark | Identify characteristics of successful and unsuccessful communication including barriers. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)knowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to recognize effective communication. Students will be able to recognize common barriers that can prevent effective communication. |
| Content Limits | May include language differences, cultural influences, defense mechanisms, physical distractions, sensory impairments, medication effects and pain |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Which is the best question to ask when gathering information from a client about the results of a medication?  A) "How are you feeling today?"  B) "Do you like taking the new medication?"  C) "Is the new medication working to cure your illness?"  \*D) "Can you describe how you feel after taking the medication?" |

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| Benchmark Number | 13.07 |
| Standard | 13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. |
| Benchmark | Recognize the importance of patient/client education regarding health care. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to recognize the importance of educating patients/clients regarding their healthcare. |
| Content Limits | May include any part of the delivery process: Setting educational goals, creating the instructional message, delivering the instruction, listening, checking for understanding and evaluating. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What would be the first step when planning instruction about postoperative home care for a patient’s husband?  A) collect appropriate visual aids  \*B) determine the goal of the instruction  C) prepare a list of instructions to be discussed   D) assess how motivated the husband is to learn |

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| Benchmark Number | 13.09 |
| Standard | 13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. |
| Benchmark | Analyze elements of communication using a sender-receiver model. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | Students will be able to analyze the three parts of the communication process, including the sender, message and receiver. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Your supervisor tells you to give the patient in Room 68 a bed bath. You listen and go to do the task. When you get to the room, you realize you forgot to ask which patient she meant. Which element of the communication process was ineffective?  A) feedback \*B) message  C) method  D) sender |

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| Benchmark Number | 13.10 |
| Standard | 13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. |
| Benchmark | Distinguish between and report subjective and objective information. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to differentiate subjective and objective information and report it accordingly. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Complaints of stomach pains would be examples of which of the following?  A) a measurable fact  B) internal signs  \*C) objective data  D) subjective data |

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| Benchmark Number | 13.15 |
| Standard | 13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. |
| Benchmark | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| Also Assesses | 15.03 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | Students will be able to interpret verbal and nonverbal communication. |
| Content Limits | May include defense mechanisms. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Your client is undergoing radiation therapy for metastatic carcinoma.  The client is usually talkative during treatments.  Today, the client enters the room and does not respond to any of your greetings or questions.  What would your best response be?  A) “Don’t worry, everything will be alright.”  B) “Why are you not responding to my questions?”  C) Do not say anything and go on with your work  \*D) “You do not seem yourself today.  Is there anything you would like to talk about”? |

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| Benchmark Number | 14.02 |
| Standard | 14.0 Describe the importance of professional ethics and legal responsibilities. |
| Benchmark | Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud. |
| Also Assesses | 14.01 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | Students will be able to identify behaviors of a healthcare worker that could result in legal actions. |
| Content Limits | Items may include malpractice, liability, negligence, abandonment, false imprisonment, assault, battery and fraud. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Little Bobby, age 4, is admitted to the hospital with asthma. You forgot to put the side rails up and the child fell and broke his femur. What could you be charged with?  A) assault  B) battery  C) malpractice  \*D) negligence |

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| Benchmark Number | 14.05 |
| Standard | 14.0 Describe the importance of professional ethics and legal responsibilities. |
| Benchmark | Explain the patients' "Bill of Rights." |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to explain the purpose of the patient's "Bill of Rights." |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What is one of the principal purposes of the Patient’s Bill of Rights?  A) list guidelines for the behavior of hospital workers  B) set moral standards for the provision of healthcare  \*C) give clients the opportunity to make decisions regarding their care  D) provide care to all clients who need it, whether they can pay for it or not |

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| Benchmark Number | 14.06 |
| Standard | 14.0 Describe the importance of professional ethics and legal responsibilities. |
| Benchmark | Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA). |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to promote patient privacy through identifying standards of the Health Insurance Portability and Accountability Act (HIPAA) and applying them in the healthcare setting. |
| Content Limits | Items may include computer safety. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Which of the following terms indicates the improper release of a patient's health information?  A) breach of contract \*B) breach of confidentiality  C) felony  D) libel |

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| Benchmark Number | 14.07 |
| Standard | 14.0 Describe the importance of professional ethics and legal responsibilities. |
| Benchmark | Describe advance directives. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to describe advance directives. |
| Content Limits | Items may include healthcare surrogate and living will. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What is the purpose of an advance directive?  A) to provide a resource for resolving conflicts  B) to give individuals the right to choose their caregivers  C) to permit the physician to prescribe treatment without conferring with the individual  \*D) to allow individuals to give instructions about their care should they become unable to do so |

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| Benchmark Number | 14.08 |
| Standard | 14.0 Describe the importance of professional ethics and legal responsibilities. |
| Benchmark | Distinguish between express, implied and informed consent. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | Students will be able to differentiate express, implied and informed consent. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | In addition to a witness and the adult patient, which of the following individuals must be present for an informed consent signature?  A) family member  B) lawyer  C) office manager \*D) provider |

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| Benchmark Number | 14.13 |
| Standard | 14.0 Describe the importance of professional ethics and legal responsibilities. |
| Benchmark | Recognize the limits of authority and responsibility of health care workers including legislated scope of practice. |
| Also Assesses | 14.01 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will understand the legal limitations and responsibilities of healthcare workers based upon the scope of practice. |
| Content Limits | Limited to a general understanding of the purpose of the scope of practice. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Performing patient care duties that you have not been trained to do, even if in good faith, can result in which of the following charges?  A) assault  B) battery \*C) malpractice  D) negligence |

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| Benchmark Number | 15.03 |
| Standard | 15.0 Demonstrate an understanding of and apply wellness and disease concept. |
| Benchmark | Identify psychological reactions to illness including defense mechanisms. |
| Also Assesses | 13.15 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to recognize psychological responses to illness including defense mechanisms. |
| Content Limits | Defense mechanisms may include compensation, control, denial, displacement, malingering, rationalization, regression, repression and withdrawal. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | You are assigned to care for Mr. Simmons, who has recently been diagnosed with cancer. One day as you enter the room, he screams at you to get out and then picks up his water pitcher and throws it. What defense mechanism is the patient exhibiting?  A) anger \*B) displacement  C) projection  D) regression |

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| Benchmark Number | 14.17 |
| Standard | 14.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to: |
| Benchmark | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer reasoning. ELR1.0 |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)knowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will differentiate responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer reasoning. |
| Content Limits | May include professional characteristics such as tact, discretion and empathy. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What professional characteristic describes using good judgment in what you say and do?  \*A) discretion  B) empathy  C) projection  D) tact |

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| Benchmark Number | 15.04 |
| Standard | 15.0 Demonstrate an understanding of and apply wellness and disease concept. |
| Benchmark | Identify complementary and alternative health practices including biomedical therapies. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Moderate, High |
| Benchmark Clarification | Students will be able to describe various types of complementary therapies used in healthcare including biomedical therapies. |
| Content Limits | Items may include homeopathy chiropractic, osteopathy, massage therapy, reflexology, biofield therapies, bioelectromagnetic therapies. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Because it is known to cause tearing of the eyes and dripping of the nose, diluted amounts of plants in the onion family is a frequent remedy used for the common cold and hay fever. This is an example of which alternative medicine?  \*A) homeopathy   B) naturopathy    C) reflexology  D) sociopathy |

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| Benchmark Number | 15.06 |
| Standard | 15.0 Demonstrate an understanding of and apply wellness and disease concept. |
| Benchmark | Explain basic concepts of positive self-image, wellness, and stress. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will describe basic concepts of positive self-image, wellness and stress. |
| Content Limits | May include Maslow's hierarchy of needs. May include long term effects of stress. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Encouraging a patient to follow a healthy diet and start an exercise program are examples of the growing emphasis of which concept?  A) Complementary therapies    B) Expanding consciousness  C) Progressive health \*D) Wellness |

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| Benchmark Number | 15.09 |
| Standard | 15.0 Demonstrate an understanding of and apply wellness and disease concept. |
| Benchmark | Recognize the steps in the grief process. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will identify and describe the five stages of the dying process. |
| Content Limits | Stages include denial, anger, bargaining, depression and acceptance. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | Which is the best way for the health care worker to interact with an elderly patient whose husband recently died of cancer?  A) act as if nothing has happened  B) avoid mentioning the death of her husband  C) avoid extensive contact with the patient \*D) be willing to discuss it if she wants to talk about it |

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| Benchmark Number | 16.04 |
| Standard | 16.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. |
| Benchmark | Identify and describe methods in medical error reduction and prevention in the various healthcare settings. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to explain how medical errors can be reduced and/or prevented in the various healthcare settings. |
| Content Limits | Items may include prevention errors, treatment errors and patient falls. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | When a patient becomes dizzy when attempting to stand, due to changes in blood vessels, what are the most appropriate instructions to give?  \*A) sit up slowly  B) call for emergency personnel  C) stay in bed and try again later         D) stay in bed until instructed otherwise |

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| Benchmark Number | 16.06 |
| Standard | 16.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. |
| Benchmark | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions). |
| Also Assesses | 18.01  18.02 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to identify and describe safety procedures based on the guidelines of Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC). Students will be able to explain proper procedures for standard precautions. |
| Content Limits | Items may include proper procedure for hand washing and proper procedure for putting on and taking off personal protective equipment (PPE). |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What is the proper action to take if blood is splashed on a countertop during a procedure on a patient?  A) wipe it up with a paper towel   B) scrub the area well after the patient leaves  C) clean the spill with an antiseptic as soon as possible \*D) clean the spill with a disinfectant as soon as possible |

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| Benchmark Number | 16.08 |
| Standard | 16.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. |
| Benchmark | Demonstrate proper body mechanics and ergonomics. |
| Also Assesses | 16.01 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to explain proper body mechanics and ergonomics. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | When lifting heavy objects, what is the best way to position your feet?  \*A) six to eight inches apart  B) as close together as possible                C) as far apart as is comfortable  D) one foot slightly in front of the other |

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| Benchmark Number | 16.11 |
| Standard | 16.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. |
| Benchmark | Describe fire safety, disaster and evacuation procedures. |
| Also Assesses | None Specified |
| (K)nowledge (P)erformance or (B)oth | (K) |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to explain procedures for fire safety, disaster and evacuation. |
| Content Limits | Items may include proper sequence for PASS and RACE. Items may include types of fire extinguishers. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | When using a fire extinguisher, at which part of the fire should the nozzle be aimed?  A) use a sweeping motion at the top section of the flames     B) use a sweeping motion at the middle section of the flames  C) use a sweeping motion up and down the height of the flames           \*D) use a sweeping motion back and forth at the base of the flames |

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| Benchmark Number | 17.01 |
| Standard | 17.0 Recognize and respond to emergency situations. |
| Benchmark | Monitor and record vital signs. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K) knowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will describe proper technique in monitoring and recording vital signs. |
| Content Limits | Items should include normal and/or abnormal values of temperature, pulse, respirations (TPR), and blood pressure (BP). Items may include factors that influence TPR and BP. |
| Stimulus Attributes | May use table/chart of normal, pre-hypertensive, Stage 1 & 2 Hypertension readings.  May use pictures/diagrams of the gauge of an aneroid sphygmomanometer or a thermometer. |
| Response Attributes | None Specified |
| Sample Item | How long should a patient sit quietly prior to taking the BP?  \*A)  5 minutes  B) 10 minutes  C) 15 minutesd  D) 30 minutes |

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| Benchmark Number | 17.03 |
| Standard | 17.0 Recognize and respond to emergency situations. |
| Benchmark | Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to describe proper technique for cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid. |
| Content Limits | Must follow American Heart Association standards. Items may include rescue breathing. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What care should you give a conscious child who is choking and cannot cough, speak, or breath?  A) give two rescue breaths  B) encourage the child to cough  C) give back blows and chest compressions  \*D) give five back blows and five abdominal thrusts |

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| Benchmark Number | 18.02 |
| Standard | 18.0 Recognize and practice infection control procedures |
| Benchmark | Demonstrate knowledge of medical asepsis and practice procedures such as hand washing and isolation. |
| Also Assesses | 16.06  18.01 |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will be able to explain the principles of medical asepsis. Students will have an understanding of the various types of isolation and the procedures to follow for each. |
| Content Limits | Items may include airborne, droplet, contact and neutrogenic precautions and personal protective equipment (PPE). |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What is the proper way to remove linens andother items from the room of a patient who is in isolation?  A) double-bag items before leaving the room  B) dispose of items in special medical wastecontainers kept in the room  C) hand them to a coworker in the hall who doesnot enter the room  \*D) bag items once in the room, and then placethem in second bag held outside the room |

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| Benchmark Number | 20.09 |
| Standard | 20.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to: |
| Benchmark | Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development). |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to compare careers within the health science career pathways which include diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What occupation would fit into the diagnostic occupational category?  \*A) radiologist  B) nurse  C) paramedic  D) physical therapist |

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| Benchmark Number | 21.05 |
| Standard | 21.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. |
| Benchmark | Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | Students will demonstrate a basic understanding of infection control techniques established by the Centers for Disease Control (CDC) designed to prevent the spread of diseases caused by blood borne pathogens when caring for all patients. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | What would be the correct personal protective equipment (PPE) in a procedure likely to involve hand contact with blood, but no splashing orspraying?  A) shoe covers  \*B) gloves and a lab coat  C) a mask with eye protection  D) gloves, a mask and eye protection |

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| Benchmark Number | 22.03 |
| Standard | 22.0 Demonstrate mathematics and science knowledge and skills. |
| Benchmark | Make and use measurements in both traditional and metric units. |
| Also Assesses | Not Applicable |
| (K)nowledge (P)erformance or (B)oth | (K) |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Moderate |
| Benchmark Clarification | Students will be able to convert traditional measurements to metric units and metric units to traditional. |
| Content Limits | Limited to pounds to kilograms, kilograms to pounds, inches to centimeters, centimeters to inches, ounces to milliliters, milliliters to ounces, teaspoons to milliliters, milliliters to teaspoons. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | If 5 milliliters = 1 teaspoon, how many teaspoons are in 85 milliliters?  A) 15 \*B) 17  C) 25   D) 42.5 |

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| Benchmark Number | 22.05 |
| Standard | 22.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to: |
| Benchmark | Convert from regular time to the 24-hour clock. |
| Also Assesses | None Applicable |
| (K)nowledge (P)erformance or (B)oth | (K)nowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able to convert standard time to military time. |
| Content Limits | May also convert military time to standard time. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Sample Item | How would you express 10:00 p.m. in military time?  A) 0010  B) 1000  C) 0200  \*D) 2200 |