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| Central Florida assessment collaborative |
| Individual Test Item Specifications |
| Leadership Education & Training 4 |
| 2014 |



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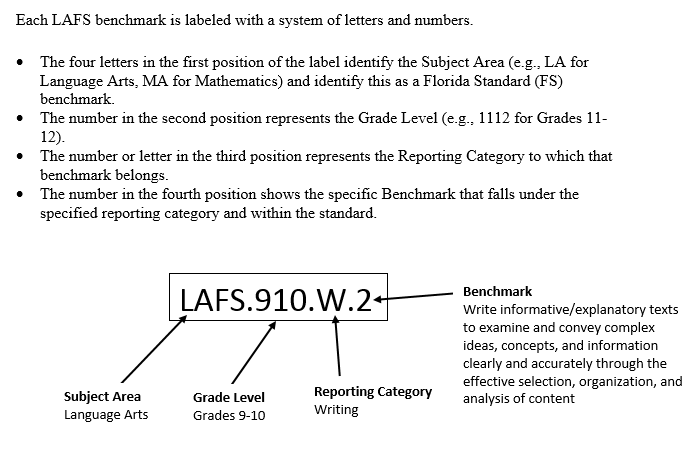
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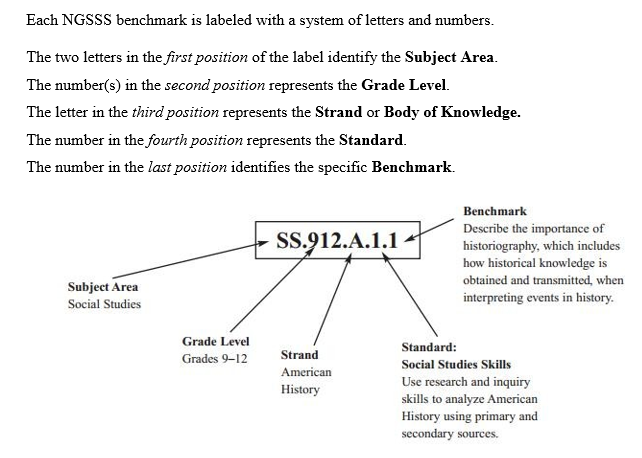
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I. Guide to the Individual Benchmark Specifications

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 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.



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Definitions of Benchmark Specifications

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

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| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS or domain in the Florida Standards. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement. |
| **Item Types** | 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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| **Strand** | Citizenship in Action |
| **Standard** | Service to the Nation |
| **Learning Objective/Benchmark** | SS.912.C.3.14 |
| **JROTC Crosswalk** | Explore the purpose of the United States Department of Defense    **For Instructor Use: U1C2L1** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will examine the mission of the Department of Defense (DoD)  The student will identify the four major responsibilities inherent to DoD’s mission.  The student will examine explain civilian control over the military.  The student will determine the relationship between the Joint Chiefs of Staff and the Department of Defense.  The student will examine define key words: operational commands, specified, strategic, tactical, theater |
| **Content Focus** | The Department of Defense |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | What executive department is responsible for the nation's defense force?  A) The Department of Defense  B) The Department of Homeland Security  C) The Department of State  D) The Department of the Treasury  **Answer: A** |

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| **Strand** | Citizenship in Action |
| **Standard** | Service to the Nation |
| **Learning Objective/Benchmark** | HE.912.B.3.4 |
| **JROTC Crosswalk** | Relate the role of the Active Army to the United States Army  **For Instructor Use: U1C2L2** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will examine explain the mission of the United States Army.  The student will examine identify the organizational components of the Army.  The student will examine classify the four types of Army operations.  The student will examine distinguish between the different elements of combat power.  The student will examine describe the three components of offensive maneuver.  The student will examine explain the three elements of combined arms tactics define key words: counterintelligence, doctrine, non-accession. |
| **Content Focus** | The Active Army |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | The Active Army contributes in peacetime to the nation's welfare through domestic involvement. Which of the following actions does **not** represent a domestic Army mission during peacetime?  A) An Army unit provides meals and clean water to victims of a hurricane.  B) A Finance unit provides personnel to run a bank during a strike of bank tellers.  C) A Military Police unit assists a local police force maintain order after a peaceful protest turned into a riot.  D) An Engineer unit builds sandbag walls to stop floodwaters from reaching homes in a community.  **Answer: B** |

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| **Strand** | Citizenship in Action |
| **Standard** | Service to the Nation |
| **Learning Objective/Benchmark** | HE.912.B.4.2 |
| **JROTC Crosswalk** | Distinguish among the reserve components of the United States Army  **For Instructor Use: U1C2L3** |
| **Item Type** | Multiple Choice |
| **Learning Objective Clarification** | The student will examine identify the two Congressional acts that had an impact on the organization and structure of the Army reserve components.  The student will examine compare the missions of the Army National Guard and the Army Reserve.  The student will examine contrast the major types of units the Army National Guard and the Army Reserve contribute to the Army force.  The student will examine identify three categories of the Army Reserve.  The student will examine define key words: Citizen-Soldiers, combatant, militia, mobilize, Reserve Corps. |
| **Content Focus** | The Army Reserve Components |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | (U1C2L3:Q4) Under the National Defense Act of 1916, which Army force was formally established for the following reasons? 1) Citizens were suspicious of a large active Army; 2) It was difficult to financially support a large standing Army; 3) During the Spanish-American War, the active Army could not provide the necessary medical personnel to take care of the entire force, so they had to contract physicians to help.  A) The Active Army  B) The Army National Guard  C) The Army Reserve  D) The U.S. Army  **Answer: C** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Principles |
| **Learning Objective/Benchmark** | HE.912.C.2.2 |
| **JROTC Crosswalk** | Outline a personal plan to build strong relationships with team members  **For Instructor Use: U2C6L1** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will examine the different types of power and influence.    The student will examine determine the appropriate application of power and influence.  The student will examine evaluate how individual and system power can be used to increase performance.  The student will examine define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power. |
| **Content Focus** | Power Bases and Influence |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Cadet Squad Leader Wilson had to work some extra hours, so she was late getting to drill practice. She rushed to practice as soon as her work time was over because she was worried that her squad wouldn't be practicing. When she got there, drill practice was halfway over, and her team leaders were effectively leading drill practice, so she went to finish some counseling paperwork. What approach did Cadet Wilson use with her power as a squad leader?  A) Controlling approach  B) Defensive approach  C) Developmental approach  D) Relinquishing approach  **Answer: D** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Principles |
| **Learning Objective/Benchmark** | PE.912.L.4.7 |
| **JROTC Crosswalk** | Assess personal leadership style.  **For Instructor Use: U2C6L2** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will examine describe different styles of leadership.  The student will evaluate which leadership styles are best suited for different situations.  The student will examine determine ways to improve management skills.  The student will examine define key words: delegating, directing, leadership style, participating. |
| **Content Focus** | Styles of Leadership |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | You are a Cadet platoon sergeant. One of your squad leaders is excited about teaching his first drill lesson. When he asks you, "What leadership style do you think I'll have to use with my squad of new Cadets," what should you tell him?  A) Coaching, but be prepared to apply all of them.  B) Directing, but be prepared to apply all of them.  C) Delegating, but be prepared to apply all of them.  D) Supporting, but be prepared to apply all of them.  **Answer: B** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Principles |
| **Learning Objective/Benchmark** | MA.912.F.4.4 |
| **JROTC Crosswalk** | Assess personal management skills  **For Instructor Use: U2C6L3** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify five management principles.  The student will compare management skills and leadership skills.  The student will define key words: management, mandatory, procrastinate, resources, visualize |
| **Content Focus** | Management Skills |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Though it may be in written or spoken form, leaders manage their people by directing them. A leader who needs someone to do something that he cannot require them to do is actually asking them for assistance. Which type of directing is this?  A) demand  B) request  C) suggestion  D) volunteer  **Answer: D** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Principles |
| **Learning Objective/Benchmark** | PE.912.L.4.4 |
| **JROTC Crosswalk** | Adapt communication to give direction and provide feedback to others  **For Instructor Use: U2C6L4** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will determine how communication is important for effective leadership.  The student will explain the basic flow and purpose of informal communication.  The student will review the major elements of a communication model.  The student will formulate how to overcome barriers of effective communication.  The student will define key words: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted. |
| **Content Focus** | Communication |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | George was standing in line at the Toy Store after buying his niece a birthday present. A real pushy person cut in to the front of the line. Though he could feel his anger growing, George took a deep breath; then he told himself that he wasn't in a hurry, and if an adult cuts in line, then that person probably has some serious maturity issues. He didn't say anything. Which emotion management skill is George applying?  A) empathy  B) self-awareness  C) self-motivation  D) self-regulation  **Answer: D** |

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| **Strand** | Leadership Theory and Application |
| **Standard** | Leadership Principles |
| **Learning Objective/Benchmark** | PE.912.R.6.1 |
| **JROTC Crosswalk** | Employ motivation strategies that inspire others to achieve  **For Instructor Use: U2C6L5** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will determine how individual performance within a group is influenced by expectations, ability, and motivation.    The student will explain the 14 Principles of Motivation.  The student will define key words: alleviate, complement, intangible, prejudicial. |
| **Content Focus** | Motivation |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | A Cadet in your squad, Private Adams, got a medal for completing a task. You had a harder task, but you didn't get one. You asked your squad leader, "Why not?" He told you: "Even though his performance is usually not good, I gave Private Adams a medal because he did a great job on this task. I know it was an easier task that you did, but you already have a bunch of medals, and he didn't have any. I did tell you "Great job!" when you were finished, and I meant that. However, Private Adams needed something special to make him feel like he is an important part of this squad and to give him some hope for the future."  Did your squad leader do the right thing? Why or why not? Select the answer choice that is most correct.  A) Yes, everyone deserves medals for doing a good job.  B) No, he should also have given a medal to both of them.  C) No, Private Adams prior performance was not good, so he should not have given him a medal.  D) Yes, he was trying to improve Private Adams' performance, and by rewarding him with a medal for doing a great job, he also is showing Private Adams the benefits of good performance.  **Answer: A** |

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| **Strand** | Foundations for Success |
| **Standard** | NEFE High School Financial Planning |
| **Learning Objective/Benchmark** | MA.912.F.4.1 |
| **JROTC Crosswalk** | Appraise personal credit worthiness  **For Instructor Use: U3C11L5** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify the advantages of using credit  The student will identify the various costs related to credit  The student will compare common sources for building credit  The student will discuss the factors to consider to establish credit  The student will define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term |
| **Content Focus** | NEFE – Good Debt, Bad Debt: Using Credit Wisely |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | You just received your first credit card, so you bought a stereo for $400. Your credit card has an interest rate of 15%, and you decide to make $80 payments each month. How many months will it take you to pay off?  A) 5 months  B) 6 months  C) 7 months  D) 8 months  **Answer: B** |

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| **Strand** | Foundations for Success |
| **Standard** | NEFE High School Financial Planning |
| **Learning Objective/Benchmark** | MA.912.F.4.8 |
| **JROTC Crosswalk** | Relate insurance to current and future personal needs  **For Instructor Use: U3C11L6** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will determine how insurance works.  The student will classify general types of insurance, including health, property, life, disability, and liability.  The student will research the costs associated with insurance coverage.  The student will define key words: deductible, insurance, insurance premium, risk management. |
| **Content Focus** | NEFE – Insurance: Protecting What You Have |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | While driving to the store, you swerved to miss a dog and drove into a tree. You, the dog, and the tree are alright, but it's obvious that it will cost several thousand dollars to fix your new car. You have insurance, but you didn't really read your policy.  When you pull out your policy, what type of coverage are you hoping to see on it?  A) collision  B) liability coverage  C) underinsured motorist  D) uninsured motorist  **Answer: A** |

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| **Strand** | Foundations for Success |
| **Standard** | Teaching Skills |
| **Learning Objective/Benchmark** | SS.912.A.6.1 |
| **JROTC Crosswalk** | Prepare to teach  **For Instructor Use: U3C12L1** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe five critical elements you need to consider in preparing to teach.  The student will describe effective learning outcomes.  The student will identify eight tips for planning a lesson.  The student will define key words: competency, learning objectives, learning outcomes, lesson plan, measurable, prerequisite, and training aids. |
| **Content Focus** | Preparing to Teach |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length |
| **Sample Item** | Sally was asked to teach a lesson on percent because she is particularly good at math. She was excited to teach the lesson and developed a lesson plan with clear learning outcomes. When Sally presented the lesson to the class, she found that some students had difficulty visualizing the concept of percent even though she explained it in several different ways. Which of the five critical elements in preparing to teach did Sally neglect to use that would make her lesson more effective?  A) knowledge of material  B) learning outcomes  C) lesson plan  D) training aids  **Answer: D** |

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| **Strand** | Foundations for Success |
| **Standard** | Teaching Skills |
| **Learning Objective/Benchmark** | SS.912.A.6.5 |
| **JROTC Crosswalk** | Develop a lesson plan  **For Instructor Use: U3C12L2** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will explain the purpose of a lesson plan.  The student will describe the Four-Phases of a lesson plan.  The student will relate teaching and learning to the Four-Phase lesson plan model.  The student will relate learning activities to learning objectives.  The student will apply the three components of learning phases.  The student will define key words: Apply, Energizer, facilitator, focus, and gather. |
| **Content Focus** | Using and Developing Lesson Plans |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | What are the Four-Phases of a lesson plan?  A) inquire, gather, apply, evaluate  B) inquire, gather, process, apply  C) inquire, initiate, evaluate, integrate in  D) research, initiate, evaluate, retrain  **Answer: C** |

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| **Strand** | Foundations for Success |
| **Standard** | Teaching Skills |
| **Learning Objective/Benchmark** | SS.912.C.2.6 |
| **JROTC Crosswalk** | Use effective teaching methods to deliver instruction  **For Instructor Use: U3C12L3** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will distinguish among various teaching methods.  The student will identify the types of practice exercises.  The student will identify the process for preparing to deliver instruction.  The student will define key words: brainstorming, case study, coach-pupil exercises, conference, demonstration, discussion, gaming, group performance, independent exercises, lecture, practical exercises, role-playing, and team practical exercises. |
| **Content Focus** | Delivering Instruction |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Which of the following teaching methods would be most effective for introducing a lesson on citizenship?  A) Demonstrate how to cast a ballot.  B) Discuss the key points in the constitution.  C) Brainstorm examples of good citizenship.  D) Lecture on the rights and responsibilities of citizens.  **Answer: C** |

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| **Strand** | Foundations for Success |
| **Standard** | Teaching Skills |
| **Learning Objective/Benchmark** | SS.912.G.13 |
| **JROTC Crosswalk** | Incorporate a variety of strategies into a lesson plan  **For Instructor Use: U3C12L4** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify cooperative learning strategies that encourage team-building.  The student will determine what cooperative learning strategies require students to respond to questioning.  The student will research cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time.  The student will explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom.  The student will define key words: cooperative learning, strategy, team-building exercise |
| **Content Focus** | Using Variety in Your Lesson Plan |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Samantha is teaching a lesson on the Bill of Rights and has decided to incorporate a Think-Pair-Share activity into her lesson. What do you think her reason would be for selecting this strategy?  A) She wants students to think about the relationship between the Bill of Rights and sharing. Think-Pair-Share is a strategy for learning about sharing.  B) She wants students learn lesson material about the Bill of Rights. Think-Pair-Share is a cooperative learning strategy that can help accomplish this goal.  C) She wants students to establish effective team relationships that incorporate elements of the Bill of Rights. Think-Pair-Share is an effective team-building strategy.  D) She wants students to respond to questions about the Bill of Rights. Think-Pair-Share is a strategy for facilitating question response and discussion in a group setting.  **Answer: D** |

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| **Strand** | Foundations for Success |
| **Standard** | Teaching Skills |
| **Learning Objective/Benchmark** | LAFS.910.RI.2.4 |
| **Also Assesses** | Use Thinking Maps® and graphic organizers as tools for teaching others  **For Instructor Use: U3C12L5** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the benefits of graphic organizers.  The student will compare the types of graphic organizers to Thinking Maps®.  The student will determine what visual tools support thinking processes.  The student will define key words: Brace Map: part-whole relationships, Bridge Map: analogies, Bubble Map: describing, Circle Map: defining in context, Double Bubble Map: comparing and contrasting, Flow Map: sequencing, Multi-Flow Map: cause and effect, thinking process, Tree Map: classifying |
| **Content Focus** | Thinking Maps® and Graphic Organizers |
| **Content Limits** | Items will must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | John is teaching a lesson on using a rifle. He would like to include a graphic organizer or Thinking Map® to help students learn the parts of a rifle.  Which of the following options (A-D) would be the most appropriate for this lesson?  A) Brace Map  B) Bridge Map  C) Concept Web  D) Flow Chart  **Answer: A** |

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| **Strand** | Foundations for Success |
| **Standard** | Teaching Skills |
| **Learning Objective/Benchmark** | LAFS.910.SL.1.1 |
| **JROTC Crosswalk** | Use feedback to enhance learning in the classroom.  **For Instructor Use: U3C12L6** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will describe the purpose of feedback in the classroom.  The student will describe explain four ways that feedback can be effective.  The student will describe identify the five characteristics or conditions of effective feedback. The student will describe Define key words: acceptable, clarify, comprehensive, constructive, conviction, criteria, flexible, jargon, modify, objectivity, preconceived, rapport, reinforce. |
| **Content Focus** | Using Feedback in the Classroom |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service program instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | What are the two main purposes of providing feedback?  A) to correct deficiencies and provide information  B) to provide information and to provide leadership  C) to provide information or to provide motivation  D) to provide leadership and followership opportunities  **Answer: C** |

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| **Strand** | Foundations For Success |
| **Standard** | Making a Difference with Service Learning |
| **Learning Objective/Benchmark** | SS.912.C.2.2 |
| **JROTC Crosswalk** | Identify the components of Service Learning  **For Instructor Use: U3C8L1** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will distinguish between service learning and community service.  The student will explain how service learning projects relate to Cadet learning in the classroom.  The student will compare the types of service opportunities within your community.  The student will Identify the benefits of serving others within a community.  The student will associate the roles and responsibilities of service learning teams.  The student will define key words: community service, debriefed, facilitator, learning log, orientation, recorder, reflection, and reporter. |
| **Content Focus** | Orientation to Service Learning |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Which of the following options (A-D) is not a characteristic of meaningful service?  A) addresses a real and important need another group is not addressing  B) challenges you to develop new skills  C) has a positive effect on others  D) includes an extensive fund-raising component  **Answer: D** |

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| **Strand** | Foundations For Success |
| **Standard** | Making a Difference with Service Learning |
| **Learning Objective/Benchmark** | SS.912.C.1.5 |
| **JROTC Crosswalk** | Prepare for a service learning project  **For Instructor Use: U3C8L2** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will identify the steps needed to conduct a service learning experience.  The student will identify the essential components of a service learning project.  The student will assess the role of teamwork in completing a service learning project.  The student will develop a service learning project plan.  The student will define key words: experiential learning, exploratory project, field education, problem-based learning, and training. |
| **Content Focus** | Plan and Train for Your Exploratory Project |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Items stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |
| **Sample Item** | Which of the following option (A-D) is NOT a good example of being prepared for a service learning project?  A) Identify alternate group leaders in case there are absences.  B) Assign Cadets to work on projects according to their expertise and ability.  C) Ensure that you have the correct tools and supplies to complete the service.  D) Post a detailed schedule for the project and remind everyone that they must meet the posted deadlines.  **Answer: D** |

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| **Strand** | Foundations For Success |
| **Standard** | Making a Difference with Service Learning |
| **Learning Objective/Benchmark** | LAFS.1112.RST.2.4 |
| **JROTC Crosswalk** | Evaluate the effectiveness of a service learning project  **For Instructor Use: U3C8L3** |
| **Item Type** | Multiple Choice, Short Answer |
| **Learning Objective Clarification** | The student will relate the projected goals of a service learning project to the project results.  The student will assess the role of structured reflection in extended learning.  The student will evaluate a service learning experience using the four quadrant model.  The student will define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, and project. |
| **Content Focus** | Project Reflection and Integration |
| **Content Limits** | Items must be limited to passages or graphics be limited to Army JROTC LET-4 appropriate curriculum.  Items should be written at or below the ninth grade readability level. |
| **Text Attributes** | Item stimuli must be limited to passages or graphics included in applicable service programs instruction. |
| **Distractor Attributes** | Video or audio distractors are limited to no more than 30 seconds in length. |

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| **Sample Item** | Your service learning team has decided on a project to hold conflict resolution clinics at your school.  Which of the following options (A-D) would not be a JROTC competency that you are addressing through this project?  A) apply anger management strategies  B) apply conflict resolution techniques  C) apply the rules of etiquette to your role as a Cadet  D) develop strategies for resolving conflict in a diverse, multi-cultural setting  **Answer: C** |