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| Central florida assessment collaborative |
| **Individual Test Item Specifications** |
| Television Production 4-5 |
| **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 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.



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 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. |

**Course Title: Television Production 4**

**Course Number: 8772140**

**Course Credit: 1**

**Course Description:**

This course covers competencies in lighting instrument maintenance, Electronic News Gathering and Electronic Field Production, and teamwork.

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 28.0 Perform basic maintenance for lighting instruments |
| **Benchmark Number** | 28.01 |
| **Benchmark** | The student will be able to identify the correct bulb for a light fixture. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response |
| **Ideal Cognitive Complexity Level** | Low |
| **Benchmark Clarification** | The student will be able to use the correct lamp for a light fixture on a given set. |
| **Content Focus** | LED, incandescent, fluorescent, halogen, scoop light, soft box light, floodlight, accent light, wide angle light, flood light, spot light, Fresnel lens, fluorescent pan, broad light |
| **Content Limits** | Content limited to general knowledge, not brand-specific information. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | **Lowel_V1_102_V_Light_500_Watt_Tungsten_285958**What lamp would be the best to use in a broad floodlight like the one pictured?  A. fluorescent  B. halogen  C. incandescent  D. light-emitting diode (LED)  **Correct answer: B** |

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 28.0 Perform basic maintenance for lighting instruments. |
| **Benchmark Number** | 28.02 |
| **Benchmark** | The student will be able to replace a bulb in a fixture. |
| **Also Assesses** | 28.03 Use the appropriate gear and/or techniques to ensure that the bulbs are not exposed to human contact (avoid oils on light surfaces). |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify a variety of lighting equipment, bulbs they require and be able to replace those bulbs. |
| **Content Focus** | Light bulb, safety, tungsten, fluorescent, incandescent, LED, halogen |
| **Content Limits** | Content limited to general knowledge, not brand-specific information. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | LeeAnn is responsible for lighting on her school news set. Before changing the quartz lamps, she makes sure all but one of these things is done:  A. The light is unplugged.  B. Bare wires are not fixed.  C. She has a lint-free, clean cloth.  D. Needle-nose pliers are available for removing scrims.  **Correct answer: C** |

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 28.0 Perform basic maintenance for lighting instruments |
| **Benchmark Number** | 28.03 |
| **Benchmark** | The student will be able to use the appropriate gear and/or techniques to ensure that the bulbs are not exposed to human contact (avoid oils on light surfaces). |
| **Also Assesses** | 28.02 The student will be able to replace a bulb in a fixture. |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will understand that oily smudges on quartz glass lamps can heat the lamps excessively, causing the glass to bubble and break. |
| **Content Focus** | light bulb, safety procedures, safety gear, use of gloves or cloths, body oils, effects of improper techniques, causes of breakage |
| **Content Limits** | Content limited to general knowledge, not brand-specific information. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Why should you use a clean, lint-free cloth when changing a light bulb on the set?  A. Fresnel lamps require it  B. Needle-nose pliers can damage lamps  C. So oils from your hands do get on the glass  D. To prevent breakage of the lamp  **Correct answer: C** |

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 29.0 Function as a member of a production team. |
| **Benchmark Number** | 29.01 |
| **Benchmark** | The student will be able to list the job functions of the television production team. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response, Short Answer |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify the responsibilities of each production team member. |
| **Content Focus** | producer, director, editor, writer, technical director, gaffer, grip, chyron operator, electrician, audio mixer, lighting technician, camera operator, chief engineer, talent, promotions coordinator, promotions editor |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which television production crew member has the ultimate responsibility for ensuring the news is recorded correctly and on time?  A. chryon operator  B. director  C. producer  D. technical director  **Correct answer: D** |

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 29.0 Function as a member of a production team. |
| **Benchmark Number** | 29.02 |
| **Benchmark** | The student will be able to describe the steps of the production process. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Low, Selected Response, Short Answer |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will be able to differentiate between pre-production, production and post-production processes. |
| **Content Focus** | Pre-production, production, post-production, casting, recording, editing, rendering, airing, storyboard, shot list, script |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | James is editing a commercial for his school’s band concert. At which stage of the production process is he working?  A. casting  B. post-production  C. pre-production  D. production  **Correct answer: D** |

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 29.0 Function as a member of a production team |
| **Benchmark Number** | 29.03 |
| **Benchmark** | The student will be able to give and follow directions. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response, Short Answer |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to lead a production team, provide constructive criticism and follow production cues and direction. |
| **Content Focus** | cut, roll tape, switch, take, fade, render, cue, transition, produce, direct, overlay, voiceover, edit, effect, move, focus, zoom |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which phrase would the director relay to the technical director so that he played a video?  A. cut  B. roll tape  C. switch  D. take  **Correct answer: B** |

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 29.0 Function as a member of a production team. |
| **Benchmark Number** | 29.04 |
| **Benchmark** | The student will be able to set and adhere to production deadlines. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Knowledge |
| **Item Type** | Selected Response, Short Answer |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will understand the time constraints involved in creating various television productions. |
| **Content Focus** | deadline, time management, pre-production, production, post-production, editing, rendering, time constraints |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | James is working on a breaking news story for the 5:00 news. In order for him to meet his deadline, which part of the production process can he shorten?  A. post-production  B. pre-production  C. production  D. rendering  **Correct answer: A** |

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| **Reporting Category** | Course: 8772140 Television Production 4 |
| **Standard** | 29.0 Function as a member of a production team. |
| **Benchmark Number** | 29.05 |
| **Benchmark** | The student will be able to receive and respond to client comments and feedback. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to professionally respond to comments and feedback, ask relevant questions, and make requested adjustments. |
| **Content Focus** | feedback, client, teamwork, collaboration, modification, revision, rough cut, final cut |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Guriel presented his commercial to the client. They liked it, but said they had a hard time hearing the talent’s voice. Which one of these is **not** a good suggestion for Guriel to propose he change to make the commercial more understandable?  A. Duck the talent’s audio levels.  B. Enhance the levels of the background music.  C. Record automatic dialogue replacement (ADR).  D. Create a full-screen graphic with the relevant information.  **Correct answer: C** |

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| **Reporting Category** | Course: 8772150 Television Production 5 |
| **Standard** | 30.0 Create a television program. |
| **Benchmark Number** | 30.01 |
| **Benchmark** | The student will be able to plan a television program. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to plan a television program using the professional pre-production sequence, including proposal, script, shot list and storyboard. |
| **Content Focus** | Pre-production, production, post-production, script, storyboard, shot list, production team, crew responsibilities, deadline, set, talent |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | James is the production manager in charge of planning a network television program. What is the accepted sequence of tasks for pre-production of a show?  A. proposal, script, storyboard, shot list  B. script, shot list, storyboard, proposal  C. shot list, storyboard, proposal, script  D. storyboards, script, shot list, proposal  **Correct answer: A** |

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| **Reporting Category** | Course: 8772150 Television Production 5 |
| **Standard** | 30.0 Create a television program. |
| **Benchmark Number** | 30.02 |
| **Benchmark** | The student will be able to write a television program. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to write a script using industry-specific standards and formatting. |
| **Content Focus** | script, two-column, narrative, dialogue, character, camera moves, framing, composition, direction, voice over, package, pre-production, production, post-production |
| **Content Limits** | Items limited to general scriptwriting knowledge, not specific to various brand-name software used for writing (i.e.; Microsoft Word). |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | When writing a script, what is the commonly accepted formatting for dialogue?  A. all capital letters  B. indent one-inch  C. italicize all parts  D. use quotation marks  **Correct answer: B** |

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| **Reporting Category** | Course: 8772150 Television Production 5 |
| **Standard** | 30.0 Create a television program. |
| **Benchmark Number** | 30.03 |
| **Benchmark** | The student will be able to direct a television program. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to understand and perform the processes and procedures directors use when creating television programming. |
| **Content Focus** | direct, dialogue, script, talent, camera, composition, microphone, teamwork, pre-production, production, post-production, take, switch, dissolve, text, effect, rehearse, scene, pre-record, record |
| **Content Limits** | Items limited to general directing knowledge, not specific to various brand-name software used in control-room or other environments where student might be directing (i.e.; TriCaster switcher). |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which one of these is **not** the director’s responsibility during the recording of a television program?  A. calling for pre-recorded video  B. cueing presenters and talent  C. fitting the talent with microphones  D. telling camera operators what shots to provide  **Correct answer: C** |

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| **Reporting Category** | Course: 8772150 Television Production 5 |
| **Standard** | 30.0 Create a television program. |
| **Benchmark Number** | 30.04 |
| **Benchmark** | The student will be able to edit a television program. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will understand and be able to use relevant software to edit a television program of a specified length. |
| **Content Focus** | edit, cut, modify, audio, video, graphics, rendering, text, soundtrack, credits, crop, post-production, stabilize, balance, color correct, equalize, effect, filter, distort, compose, compositing, timeline, duration, backgrounds, chromakey, generator, output, frame rate, time code, foley, automated dialogue replacement, natural sound |
| **Content Limits** | Items limited to general editing knowledge, not specific to various brand-name software (i.e.; iMovie, Adobe Premiere, Final Cut Pro X). |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which one of these is an editor **most** likely to do during post-production?  A. add ADR to enhance NATSOUND  B. create motion graphics for a VO sequence  C. record the soundtrack for the production  D. utilize Ken Burns effects on still images  **Correct answer: D** |

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| **Reporting Category** | Course: 8772150 Television Production 5 |
| **Standard** | 31.0 Perform advanced audio and video recording and editing operations. |
| **Benchmark Number** | 31.01 |
| **Benchmark** | The student will be able to set up digital audio and/or digital video editing equipment and/or software. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to understand, set up and modify the digital audio and/or digital video editing and software components available in their school or in a general production setting. |
| **Content Focus** | editing, audio mixer, software, storage, backup, waveform, decibel meter, amplifier, filter, equalizer |
| **Content Limits** | Items limited to general digital audio or video knowledge, not specific to various brand-name software or equipment (i.e.; GarageBand, GoPro, Sony Handicam). |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which one of these accessories would you most likely use to enhance the recording of a VO on your school’s sound booth digital audio equipment?  A. amplifier  B. “dead kitty” filter  C. pop filter  D. transducer  **Correct answer: C** |

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| **Reporting Category** | Course: 8772130 Television Production 3 |
| **Standard** | 31.0 Perform advanced audio and video recording and editing operations. |
| **Benchmark Number** | 31.02 |
| **Benchmark** | The student will be able to set up digital audio and/or digital video recording and playback devices. |
| **Also Assesses** | Not applicable |
| **(K)nowledge (P)erformance or (B)oth** | Both |
| **Item Type** | Selected Response, Performance |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will be able to understand, set up and modify the digital audio and/or digital video recording and playback devices available in their school or in a general production setting. |
| **Content Focus** | microphone, condenser, dynamic, ribbon, shotgun, boom, sound mixer, record, playback, video camera, tablet |
| **Content Limits** | Items limited to general digital audio or video knowledge, not specific to various brand-name software or equipment (i.e.; GarageBand, GoPro, Sony Handicam). |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. |
| **Distractor Attributes** | Distractors should be plausible. They should represent common misconceptions including common student errors and should relate to the context of the item stem. |
| **Sample Item** | Which microphone should you use to record a singer’s voice so that it will be captured with as much warmth as possible?  A. condenser  B. dynamic  C. ribbon  D. shotgun  **Correct answer: C** |