

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 10.0 Explore the scope of the agriscience industry.

Benchmark: 10.01 Investigate career opportunities in agriscience industries.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should relate to agricultural careers and/or career opportunities in the agriscience industry.

Stimulus Attributes:

Stimulus may include internet and web resources that provide career information specific to the agriculture industry.

Stimulus may include exploring O*Net for both general career information as well as agricultural career education and training requirements and salary and job conditions for specific job titles.

Response Attributes:

Responses may include specific references to occupational duties and tasks in a variety of agricultural industries.

Responses may relate to both college and technical training agricultural opportunities.

Responses may relate to a variety of job classifications not limited to engineers, scientists, agricultural production, and financial managers for agricultural careers.

Sample Item:

Item Specifications

Stimulus: Gavin was very interested in pursuing a career in agriculture. After doing research by talking to industry professionals, visiting the USDA website, and meeting with the school guidance counselor he found the following information.



More than 52,000 annual jobs in food, agriculture and natural resources are expected to open during 2005-2010. Only 49,300 qualified graduates are available for these positions each year.

Agriculture Production

- Organic farm/ranch assistant
- Organic dairy production

Starting Salary Range: \$25,000 to \$45,000

Communications, Journalism

- Agricultural reporter
- Newspaper or magazine editor

Starting Salary Range: \$25,000 to \$35,000

Management/Business

- Farm manager
- Rancher

Starting Salary Range: \$30,000 to \$45,000

Soil Sciences

- Soil chemist
- Soil researcher

Starting Salary Range: \$25,000 to \$45,000

Source: USDA website

Which statement reflects the outlook for Gavin when planning a career in Agriculture?

- A. There are not a lot of agricultural jobs available for graduates.
- * B. There is likely to be a surplus of jobs compared to graduates.
- C. It would be best to look for a job in management as it has a higher starting salary.
- D. He should stay away from agricultural jobs as they pay very little.

Course Name: Agritechnology 1

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Item Specifications

Standard: 10.0 Explore the scope of the agriscience industry.

Benchmark: 10.02 Describe training requirements for entry and advancement in agriscience careers.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to training and/or advancement requirements for agricultural related careers. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include internet and web resources that provide career information specific to the agriculture industry.

Stimulus may include exploring O*Net for general career information as well as agricultural career education and training requirements for specific job titles.

Response Attributes:

Responses may include specific references to education and training requirements in a variety of agricultural careers.

Responses may relate to both college and technical training agricultural opportunities.

Responses may relate to the variety of job classifications not limited to engineers, scientists, agricultural production, and financial managers for agricultural careers.

Sample Item:

Which education and training pathway is common to obtain entry into a career in agricultural management?

- * A. high school, state college, university
- B. high school, high school internship
- C. high school, on-the-job training
- D. technical school, on-the-job training

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard 11.0 Provide for proper animal health and nutrition.

Benchmark: 11.01 Demonstrate proper methods to clean and disinfect animal equipment and facilities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to livestock and small animal equipment and facilities (cattle, swine, sheep, goat, horse, poultry, and/or rabbit). Items may include a demonstration of knowledge through the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include manufacturer's recommendations for care of their equipment.

Stimulus may include chemicals used for sanitation and cleaning procedures.

Stimulus may include MSDS sheets on all chemicals.

Stimulus may include charts, diagrams, and graphs.

Response Attributes:

Responses may include correct and incorrect cleaning procedures.

Responses may include correct and incorrect materials, tools, and supplies typically used in cleaning and sanitation.

Sample Item:

Sarah has learned that disease organisms may present health problems to her prize pig. What is the **MOST** important step for Sarah to keep her pig facility safe from disease causing organisms?

- A. Sarah should sweep facility weekly.
- * B. The facility should be disinfected regularly.
- C. Sarah should wash facility with cold water daily.
- D. The flooring in the facility should be changed.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 11.0 Provide for proper animal health and nutrition.

Benchmark: 11.02 Explain proper disposal of animal waste with regards to sanitation, economics, and environmental implications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to livestock production animals including, but not limited to: cattle, swine, sheep, goat, horse, poultry, and/or rabbit waste. Items may include an explanation of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include different methods of disposing of animal waste.

Stimulus may compare and contrast the health, environmental and economic implications of the different methods of disposing of animal waste.

Stimulus may include graphs, charts, and diagrams.

Response Attributes:

Responses may include correct and incorrect methods of disposing of animal waste.

Responses may include choosing the best method based on the health, environmental and economic implications.

Sample Item:

Urban sprawl has resulted in farms and subdivisions becoming close neighbors. Which agricultural condition has created a conflict between these new neighbors?

- * A. smells produced by animal wastes
- B. prices for produce have increased
- C. shortage of water
- D. over-crowded schools

Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.01 Examine livestock and poultry anatomy.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the anatomy of species limited to: cattle, horses, swine, sheep, goats, poultry, and/or rabbits.

Stimulus Attributes:

Stimulus may include diagrams and charts.

Stimulus may include anatomical systems including skeletal, muscular, circulatory, respiratory, nervous, and others.

Stimulus may include anatomical terminology and descriptions related to animal physiology.

Response Attributes:

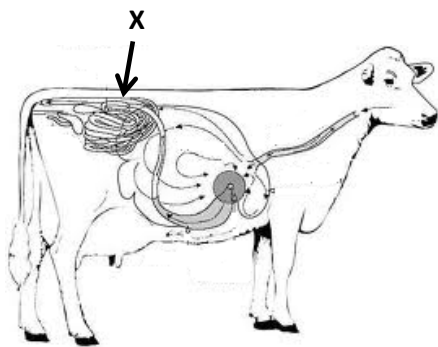
Responses may include diagrams and pictures of animals.

Responses may include correct and incorrect identification of anatomical parts.

Responses may include descriptions of animal anatomical parts.

Sample Item:

Identify the cow's organ marked with the 'X' and choose the process for which this organ is primarily responsible.



- * A. intestines, serve as a catalyst to further break down food
B. intestines, serve as storage and initial break down of food
C. stomach, serve as a catalyst to further break down food
D. stomach, serve as storage and initial break down of food

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Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.02 Identify commercially important breeds of animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to species including: cattle, horse, swine, sheep, goat, rabbit, and/or poultry.

Stimulus Attributes:

Stimulus may include the names of commercially bred animals.

Stimulus may compare and contrast animal breeds.

Stimulus may describe the characteristics of commercially important breeds.

Stimulus may include charts and diagrams.

Response Attributes:

Responses may include correct and incorrect breeds.

Responses may include correct and incorrect characteristics of specific breeds.

Sample Item:

Which is an important commercially bred swine in the United States?

- A. Duroc
- B. Hampshire
- C. Chester White
- * D. Yorkshire

Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.03 Assemble desirable characteristics of breeding and market animals.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the desirable characteristics for breeding and market animals for species including: swine, cattle, sheep, poultry, rabbit, horse, and/or goat.

Stimulus Attributes:

Stimulus may include descriptions of types of breeding.

Stimulus may compare and contrast the advantages and disadvantages of multiple systems of breeding pigs, cattle, and sheep.

Stimulus may include charts and diagrams.

Response Attributes:

Responses may include correct and incorrect characteristics of breeding systems.

Responses may include charts and diagrams.

Sample Item:

According to the chart, which method of breeding would produce offspring **MOST** able to fight off illness?

	Advantages	Disadvantages
purebreeding	Concentration of selected traits	Loss of hybrid vigor
crossbreeding	Disease resistant	Less uniformity of offspring
grading up	Develop uniformity	Slow process of improvement
linebreeding	Desirable traits of one individual	May result in abnormal traits

- * A. purebreeding
 B. crossbreeding
 C. grading up
 D. linebreeding

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.04 Evaluate wholesale cuts of beef, pork, lamb and poultry.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to wholesale cuts of species including: cattle, swine, sheep, and/or poultry.

Stimulus Attributes:

Stimulus may include cuts and specific characteristics of beef, pork, lamb and poultry.

Stimulus may compare and contrast characteristics of cut types.

Stimulus may contain charts, diagrams, and graphs.

Response Attributes:

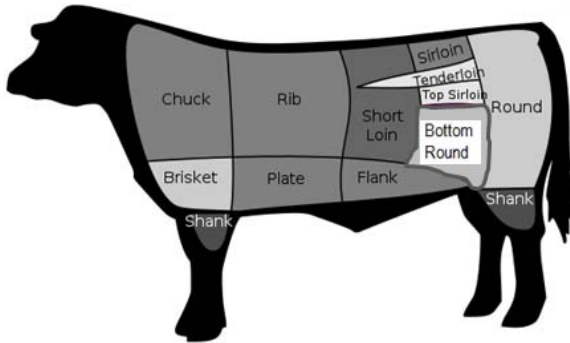
Responses may include correct and incorrect characteristics of cut types.

Responses may include correct and incorrect wholesale cuts.

Sample Item:

Item Specifications

Which of the four cuts of beef account for 90% of the carcass value?



Cut	Retail Price Per Pound
Chuck	\$5.50
Flank	\$7.50
Round	\$4.75
Sirloin	\$7.75
Brisket	\$4.75
Plate	\$6.25
Rib	\$5.25
Short Loin	\$5.50

- * A. chuck, flank, round, and sirloin
B. flank, round, brisket, and plate
C. chuck, rib, short loin, and round
D. flank, rib, plate, and sirloin

Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.05 Compare and select appropriate breeding methods for different agricultural enterprises.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit.

Stimulus Attributes:

Stimulus may include more than one appropriate breeding method.

Stimulus may include descriptions of the three general methods of breeding animals; natural service, AI, and in vitro.

Stimulus may include advantages and disadvantages of the major breeding methods.

Response Attributes:

Responses may include correct and incorrect characteristics of breeding methods.

Responses may include charts and diagrams.

Responses may include description of breeding methods.

Sample Item:

You are planning to breed and raise cattle in the near future. You will not be able to keep a bull on your ranch. Which method of breeding would be the **MOST** appropriate?

- A. cloning
- B. natural service
- * C. artificial Insemination
- D. embryo transfer (ET)

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Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.06 Explain the reproductive cycles of commercially important animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed response

Content Limits: Items should be limited to the reproductive system of species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit. Items may include an explanation of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include terminology related to reproductive cycles.

Stimulus may include diagrams of reproductive organs.

Stimulus may include a description of the animal reproductive process.

Response Attributes:

Responses may include correct and incorrect characteristics of animal reproduction.

Responses may include charts and diagrams.

Responses may include descriptions of reproductive cycles.

Sample Item:

What term describes the process of the joining of the sperm and ovum?

- A. semen
- * B. fertilization
- C. genetics
- D. breeding

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Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.07 Identify signs of animal pregnancy, parturition and fertility.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to identifying signs of animal pregnancy, parturition, and/or fertility of species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit.

Stimulus Attributes:

Stimulus may include terminology related to reproduction and animal pregnancy and birthing.

Stimulus may include diagrams of reproductive organs.

Stimulus may include a description of the animal reproductive process.

Response Attributes:

Responses may include correct and incorrect characteristics of animal reproduction.

Responses may include charts and diagrams.

Responses may include descriptions of reproductive cycles.

Sample Item:

What is **NOT** a sign of pregnancy in a mare?

- * A. spraying urine
- B. producing colostrum
- C. stomach sagging
- D. rejecting a stallion

Course Name: Agritechnology 1

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Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.08 Describe approved care for newborn animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include terminology related to the approved care of newborn animals.

Stimulus may include diagrams and charts.

Stimulus may include explanations of each consideration for newborn animals.

Response Attributes:

Responses may include correct and incorrect terminology.

Responses may include correct and incorrect techniques for appropriate care of newborn animals.

Sample Item:

A newborn calf should receive colostrum or colostrum replacer. Which newborn care consideration would this **BEST** address?

- * A. hygiene
- B. nutrition
- C. environment and facility
- D. handling of the calf

Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.09 Describe methods of animal identification.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice

Content Limits: Items should be limited to identification methods of species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include terminology related to methods of animal identification.

Stimulus may include pictures and/or diagrams of various animal identification methods.

Stimulus may include descriptions of the animal identification methods.

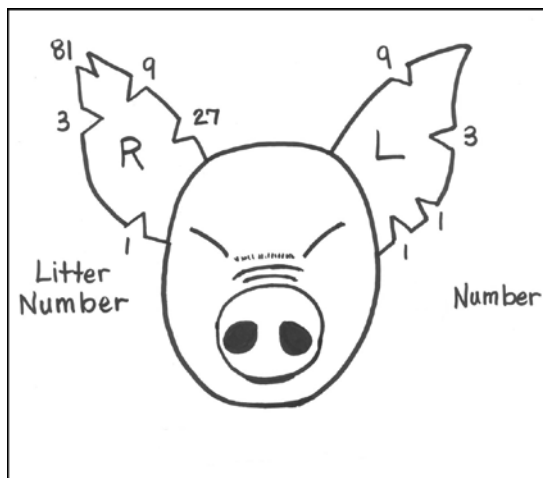
Response Attributes:

Responses may include correct and incorrect descriptions of animal identification methods.

Responses may include charts and diagrams.

Sample Item:

Using the diagram below, determine the pig's identification number?



- A. 81-9
- B. 108-12
- * C. 121-14
- D. 2798131-9311

Item Specifications

Standard: 12.0 Identify procedures in animal production and reproduction.

Benchmark: 12.10 Describe the methods of restraining, loading, handling, and transporting animals safely.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice

Content Limits: Items should be limited to the methods of restraining, loading, handling, and/or transporting species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptions of methods and techniques related to animal restraining, loading, handling and transportation.

Stimulus may include pictures and/or diagrams.

Stimulus may include procedures outlining steps regarding how to effectively restrain, load, handle, and transport animals.

Response Attributes:

Responses may include methods of restraining and/or handling animals.

Responses may include methods of loading and/or transporting animals.

Sample Item:

You are in the process of transporting your cattle to another ranch. You first have to move the animals from the corral to the loading area. While the cattle are walking to the loading area, one of your calves is separated and starts to get agitated. What should you do to calm the young calf?

- * A. Get the calf and place it near other cattle.
- B. Keep the calf separated from the others.
- C. Push the calf to the front of the line.
- D. Move the calf to the back near the rancher.

Course Name: Agritechnology 1

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Item Specifications

Standard: 13.0 Develop procedures for exhibiting animals.

Benchmark: 13.01 Demonstrate the procedures for preparing, maintaining, and handling commercially important animals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit.

Stimulus Attributes:

Stimulus may include the proper criteria to select, prepare, maintain, and handle commercial animals.

Stimulus may include charts, diagrams, photographs, calendars, and graphs.

Stimulus may include recommended dietary regimens for animals being prepared for and/or during exhibition.

Response Attributes:

Responses may include correct and incorrect handling protocols and procedures.

Responses may include correct and incorrect criteria for selecting animals.

Sample Item:

Grant is determining which procedures would most benefit him when he takes his newborn calf to the auction in five months. He would **MOST** likely want to focus on

- * A. appropriate feeding.
- B. facility sanitation.
- C. proper immunizations.
- D. management techniques.

Item Specifications

Standard: 13.0 Develop procedures for exhibiting animals.

Benchmark: 13.02 Compare and contrast appropriate evaluation criteria for animals.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the evaluation criteria for species including: cattle, horse, swine, sheep, goat, poultry, and/or rabbit.

Stimulus Attributes:

Stimulus may include the evaluation criteria used to judge beef cattle, dairy cattle, swine, sheep, goats and/or horses.

Stimulus may include reviewing record books of animal data.

Stimulus may include charts and diagrams.

Response Attributes:

Responses may include correct and incorrect judging criteria.

Responses may include correct and incorrect rewards and consequences.

Sample Item:

Scenario: Compare and contrast the evaluation criteria for a breeding cow and a show steer. Describe at least three similarities and three differences in the evaluation criteria for a breeding cow and a show steer.

4 Points	The response demonstrates a thorough and comprehensive understanding of the differences between evaluation criteria for animals. The response includes at least three similarities and three differences between the evaluation criteria for a breeding cow and a show steer.
3 Points	The response demonstrates understanding of the differences between evaluation criteria for animals. The response includes at least two similarities and two differences between the evaluation criteria for a breeding cow and a show steer.
2 Points	The response demonstrates a partial understanding of the differences between evaluation criteria for animals. The response includes at least one similarity and/or one difference between the evaluation criteria for a breeding cow and a show steer.
1 Point	The response demonstrates little to no understanding of the differences between evaluation criteria for animals. The response fails to include at least one correct similarity or one correct difference between the evaluation criteria for a breeding cow and a show steer.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 13.0 Develop procedures for exhibiting animals.

Benchmark: 13.03 Prepare appropriate shipping and health certificates required for exhibiting or marketing animals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to agricultural regulations in the state of Florida for exhibiting and/or marketing animals.

Stimulus Attributes:

Stimulus may include Florida State Fair Agriculture Competition rules.
Stimulus may include the Florida Department Agriculture Division of Animal Regulations.
Stimulus may include necessary state veterinary credentials.
Stimulus may include Florida regulations for the transportation of animals.
Stimulus may include the proper forms that need to be completed.

Response Attributes:

Responses may include correct and incorrect Florida agencies.
Responses may include correct and incorrect Florida State Fair Agricultural competition rules.
Responses may include correct and incorrect shipping and/or health certificate forms.

Sample Item:

Carla is preparing her pig to transport and then show at the Florida State Fair. She will have to obtain documentation regarding the wellbeing of her pig. Where should she go to obtain the documents that she needs and what document is needed?

- A. Veterinarian/Shipping Certificate
- B. Food and Drug Administration division of Animal Regulations/Shipping Certificate
- * C. Veterinarian/Health Certificate
- D. Food and Drug Administration division of Animal Regulations/Health Certificate

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 14.0 Compare, select, and use plant production systems.

Benchmark: 14.01 Compare different plant production systems.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to plant production systems.

Stimulus Attributes:

Stimulus may include different plant production systems.

Stimulus may include the requirements, viability, maintenance, and cost of different plant production systems.

Stimulus may include charts and tables.

Response Attributes:

Responses may include commercial and non-commercial techniques of plant production.

Responses may include pictures and descriptions.

Sample Item:

Jim's grandmother asked him if he could start a tomato garden. However, Jim lives on the 8th floor in a condominium. While on his balcony, he came up with a solution to produce his tomatoes. What method of tomato production would be **BEST** for him to choose?

- A. drip irrigation
- B. gravity drip irrigation
- * C. container growing
- D. aquaponics

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 14.0 Compare, select, and use plant production systems.

Benchmark: 14.02 Propagate, transplant and grow plants.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to sexual and asexual propagation. Items should be limited to transplantation, and/or growing of plants.

Stimulus Attributes:

Stimulus may include different methods of sexual and asexual propagation.

Stimulus may include the tools, material, and supplies needed to grow plants.

Stimulus may include comparisons of different propagation methods.

Stimulus may include charts and graphs.

Response Attributes:

Responses may include correct and incorrect propagation techniques.

Responses may include pictures, graphs, and charts.

Sample Item:

Task: Student will take seedlings from a tray and then transplant to a raised garden bed.

- | | |
|----------|---|
| 4 Points | The student shows the correct procedures to transplant seedlings into a garden bed. Demonstration shows all plants are planted at the correct depth using the correct tools and supplies. |
| 3 Points | The student shows generally the correct procedures to transplant seedlings into a garden bed. Demonstration shows all but a few plants are planted at the correct depth using the correct tools and supplies. |
| 2 Points | The student shows how to transplant seedlings into a garden bed. Demonstration shows many of the plants are not planted at the correct depth. Demonstration uses some incorrect tools and/or supplies. |
| 1 Point | The student shows how to transplant seedlings into a garden bed. Demonstration shows plants are mostly not planted at the correct depth. Demonstration uses incorrect tools and/or supplies. |

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Item Specifications

Standard: 14.0 Compare, select, and use plant production systems.

Benchmark: 14.03 Select and prepare a site and/or a seedbed for planting.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include fundamentals of landscape design, landscape establishment and/or construction of a site or seedbed.

Stimulus Attributes:

Stimulus may include criteria for selecting a site for planting.

Stimulus may include different methods and tools needed to prepare a site.

Stimulus may include growing criteria of specific plants.

Stimulus may include weather and topography charts for the area.

Stimulus may include soil and land capability maps.

Stimulus may include charts and tables.

Response Attributes:

Responses may include correct and incorrect methods for preparing sites for planting.

Responses may include correct and incorrect soil preparations.

Responses may include soil sampling methods.

Sample Item:

Hai plans to create a vegetable garden in his parent's backyard which has six large oak trees at the back. What would be the primary concern for Hai if he was trying to plant near the trees?

- A. permeability
- B. soil ph
- C. soil dampness
- * D. root density

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Item Specifications

Standard: 14.0 Compare, select, and use plant production systems.

Benchmark: 14.04 Identify methods of pruning plants to achieve desired growth and to maintain health.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include principles and practices necessary for maintaining landscapes. Items should include pruning methods and/or techniques.

Stimulus Attributes:

Stimulus may include criteria for pruning.

Stimulus may include different methods and tools for pruning.

Stimulus may include growing criteria about specific plants.

Stimulus may include charts and pictures.

Response Attributes:

Responses may include correct and incorrect methods for pruning.

Responses may include correct and incorrect description of tools.

Responses may include information about specific plants.

Sample Item:

After inspecting his garden, Ruben saw the flower garden needs pruning due to some flowers not growing as well as others. What technique would be **BEST** to use?

- * A. topping
- B. selective pruning
- C. crown-thinning
- D. reduction

Course Name: Agritechnology 1

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Item Specifications

Standard: 15.0 Fertilize plants and crops.

Benchmark: 15.01 Interpret information on a fertilizer label.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to information contained on a fertilizer label.

Stimulus Attributes:

Stimulus may include sample fertilizer labels.

Stimulus may include both commercial and residential fertilizer labels.

Stimulus may include the chemical descriptions of fertilizer.

Stimulus may include manufacturer's recommendations for fertilizer use and care.

Stimulus may include charts and pictures.

Response Attributes:

Responses may include sample descriptions of fertilizer chemistry.

Responses may include regulatory information about fertilizer labels.

Responses may include information about fertilizer needs of specific plants.

Sample Item:

Item Specifications

Stimulus: When using the image below, three numbers are indicated on a bag of fertilizer. Identify the three nutrients represented by the numbers listed and explain the quantities of each based on a 25 lb. bag. Discuss what the soil analysis would have shown to require the particular bag shown below to be used.



Rubric:

- | | |
|----------|---|
| 4 Points | Response includes the identification of all three nutrients. Response indicates the correct quantities for each of the nutrients. Response includes a comprehensive and thorough understanding of how a soil analysis dictates the correct fertilizer to be used. |
| 3 Points | Response includes the identification of all three nutrients. Response indicates the correct quantities for two of the three nutrients. Response includes an understanding of how a soil analysis dictates the correct fertilizer to be used. |
| 2 Points | Response includes the identification of all three nutrients. Response may not indicate the correct quantities for the nutrients. Response includes a basic understanding of how a soil analysis dictates the correct fertilizer to be used. |
| 1 Point | Response may not include the identification of all three nutrients. Response may not indicate the correct quantities for the nutrients. Response may not include a basic understanding of how a soil analysis dictates the correct fertilizer to be used. |

Course Name: Agritechnology 1

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Item Specifications

Standard: 15.0 Fertilize plants and crops.

Benchmark: 15.02 Compare sources and forms of nutrients.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to characteristics and sources of Nitrogen, Phosphorus, and/or Potassium.

Stimulus Attributes:

Stimulus may include sample fertilizer labels.

Stimulus may include both commercial and residential fertilizer labels.

Stimulus may include the descriptions of nitrogen, phosphorus, and potassium.

Stimulus may include manufacturer's information and recommendations for fertilizer use and care.

Stimulus may include charts and pictures displaying forms of nutrients or sources of nutrients.

Response Attributes:

Responses may include sample descriptions of fertilizer chemistry.

Responses may include regulatory information about fertilizer labels.

Responses may include information about fertilizer needs of specific plants.

Sample Item:

What are the three primary nutrients in a complete fertilizer?

- * A. nitrogen, phosphorus, potassium
- B. nitrogen, potash, phosphorus
- C. mercury, nitrogen, potassium
- D. mercury, potash, phosphorus

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Item Specifications

Standard: 15.0 Fertilize plants and crops.

Benchmark: 15.03 Determine methods of applying fertilizer materials.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to methods and/or techniques used to apply fertilizers.

Stimulus Attributes:

Stimulus may include descriptions of methods to apply fertilizer.

Stimulus may include the tools and equipment used to apply fertilizer.

Stimulus may include manufacturer's recommendations for fertilizer use and care.

Stimulus may include charts and pictures.

Response Attributes:

Responses may include sample descriptions of methods to apply fertilizer.

Responses may include regulatory information for the application of fertilizer.

Responses may include information about the fertilizer needs of specific plants.

Responses may include the description of equipment, materials, and supplies related to the application of fertilizer.

Sample Item:

Brandon has determined that his yard needs to be fertilized. He is getting ready to purchase the equipment he will need to do this job. The equipment Brandon will buy is determined by the method he will use to apply the fertilizer. He decided he will use the most common method to fertilize his home lawn. What method of applying the fertilizer did Brandon choose?

- A. side-dressing
- B. top-dressing
- * C. broadcasting
- D. band application

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 18.0 Operate, maintain, and service facilities, tools, and equipment.

Benchmark: 18.01 Use and maintain hand tools and power equipment (e.g., power saws, welders).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to basic tools and equipment commonly used in the agriculture industry.

Stimulus Attributes:

Stimulus may include descriptions of various hand and power tools and equipment.

Stimulus may include the safety requirements to use hand and power tools and equipment.

Stimulus may include manufacturer's recommendations for use and care of hand and power tools and equipment.

Stimulus may include charts and pictures.

Response Attributes:

Responses may include sample descriptions of various hand and power tools and equipment.

Responses may include safety information about the use of hand and power tools and equipment.

Responses may include manufacturer's recommendations for use and care of hand and power tools and equipment.

Responses may include standard industry practices for using various hand and power tools and equipment.

Sample Item:

Which safety rule should be followed when using both hand tools and power tools?

- * A. never carry tools in your pocket
- B. wear proper eye protection
- C. adjust safety guards
- D. use right-handed equipment

Item Specifications

Standard: 18.0 Operate, maintain, and service facilities, tools, and equipment.

Benchmark: 18.02 Maintain and service small gasoline engines.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to maintenance procedures and operating characteristics of small gasoline engines.

Stimulus Attributes:

Stimulus may include descriptions of various small engines, which include two-cycle engines.

Stimulus may include the safety, maintenance, and service of small engines.

Stimulus may include manufacturer's recommendations of small engines.

Stimulus may include charts and pictures.

Response Attributes:

Responses may include descriptions of various small engines, which include two-cycle engines.

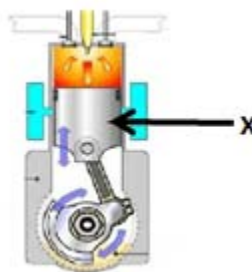
Responses may include manufacturer's guides regarding the safety, maintenance, and service of small engines.

Sample Item:

Review the picture of the gasoline engine.

What is the name of the part labeled "X"?

- *
- A. piston
 - B. cylinder
 - C. port
 - D. crankcase



Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 20.0 Apply principles of agribusiness finance.

Benchmark: 20.01 Identify major sources of credit for agribusiness.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to general sources of credit, as sources may vary from region to region.

Stimulus Attributes:

Stimulus may include descriptions of credit and loans from various financial institutions.

Stimulus may include the specific lending institutions for the agricultural industries.

Stimulus may include literature about loans and credits from financial institutions.

Stimulus may include loan and credit charts.

Response Attributes:

Responses may include types of credit and loans from various financial institutions.

Responses may include names of specific lending institutions for the agricultural industries.

Responses may include aspects of loans and/or credit.

Sample Item:

There are numerous government and commercial institutions that loan money to agricultural businesses in the United States. Which credit/lending institution is affiliated with the U.S. Department of Agriculture?

- A. Commercial Trust Company
- * B. Commodity Credit Corporation
- C. Farmers Insurance Company
- D. Farm Bureau Corporation

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 20.0 Apply principles of agribusiness finance.

Benchmark: 20.02 Complete a business loan application.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to information on a general loan application and/or information required to complete an application.

Stimulus Attributes:

Stimulus may include sample loan applications from various financial institutions.

Stimulus may include the specific loan applications for the agricultural industries.

Stimulus may include literature about loan requirements from government and commercial agencies for agricultural industries.

Stimulus may include loan requirements and required loan documents.

Response Attributes:

Responses may include the specific loan applications for the agricultural industries.

Responses may include literature about loan requirements from government and commercial agencies for agricultural industries.

Responses may include loan requirements and required loan documents.

Sample Item:

Harry is applying for a loan for his agricultural business. He obtained a copy of the loan application from the appropriate lending institution. As Harry reviewed the loan application, he noticed that one of the loan requirements asked for a few legal documents. Which loan document would be a legal document?

- A. bank statement
- * B. business license
- C. credit report
- D. personal resume

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 20.0 Apply principles of agribusiness finance.

Benchmark: 20.03 Maintain and interpret agribusiness financial records including depreciation, inventory, and budgets.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to business financial records and reporting requirements as they pertain to the agriculture industry.

Stimulus Attributes:

Stimulus may include sample accounting and recordkeeping documents.
Stimulus may include the accounting documents specific to the agricultural industry.
Stimulus may include technology and software to support agricultural recordkeeping.
Stimulus may include charts and graphs.

Response Attributes:

Responses may include sample accounting and recordkeeping documents.
Responses may include the accounting documents specific to the agricultural industry.
Responses may include technology and software to support agricultural recordkeeping.
Responses may include business terminology such as: depreciation, profit margin, income, expense, balance sheet, entrepreneur, inventory, variable cost, and fixed cost budget.

Sample Item:

Joe has a landscape business called Ace Growers. According to the Sample Balance Sheet, which items from his business would be included in the fixed assets category?

- * A. his business computer and office desk
 B. his office building
 C. his outstanding receipts
 D. his plants and landscape dirt

Sample Balance Sheet		
Ace Growers		
	Beginning	Projected
	as of	as of
	mm/dd/yyyy	mm/dd/yyyy
Assets		
Current Assets		
Cash in bank	\$ -	\$ -
Accounts receivable	-	-
Inventory	-	-
Prepaid expenses	-	-
Other current assets	-	-
Total Current Assets	\$ -	\$ -
Fixed Assets		
Machinery & equipment	\$ -	\$ -
Furniture & fixtures	-	-
Leasehold improvements	-	-
Land & buildings	-	-
Other fixed assets	-	-
(LESS accumulated depreciation on all fixed assets)	-	-
Total Fixed Assets (net of depreciation)	\$ -	\$ -

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 21.0 Demonstrate leadership, employability, communication, and human-relations skills.

Benchmark: 21.01 Conduct group meetings using parliamentary procedure and public speaking skills.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to parliamentary procedures and speaking skills. Items should be limited to procedures and format or skills needed for conducting meetings.

Stimulus Attributes:

Stimulus may include abstracts of Robert's Rules of Order.

Stimulus may include a sample meeting vignette.

Stimulus may include correct and incorrect media examples of group meetings.

Response Attributes:

Responses may include common meeting procedures.

Responses may include items from Robert's Rules of Order.

Responses may include skills associated with speaking.

Sample Item:

Sammy has been elected as a junior officer in his FFA chapter at school. While preparing for the next meeting, Sammy reviewed the meeting guidelines. Should Sammy want to speak during a discussion, according to Robert's Rule of Order, what is required of the Meeting Chair before Sammy can speak?

- A. they will stand up
- * B. recognize the speaker
- C. call for a vote
- D. ask members to speak up

Item Specifications

Standard: 21.0 Demonstrate leadership, employability, communication, and human-relations skills.

Benchmark: 21.02 Identify appropriate work and personal habits.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to work and personal habits applicable to any job in the agriculture industry or in personal lives.

Stimulus Attributes:

Stimulus may include sample descriptions of correct and incorrect work and personal habits.

Stimulus may include vignettes about worker interactions.

Stimulus may include internet and web-based research on correct and incorrect work and personal habits.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include sample descriptions of correct and incorrect work and personal habits.

Responses may include internet and web-based research on correct and incorrect work and personal habits.

Sample Item:

Cary was recently hired as a “helper” at the Florida’s Best farm. Cary’s job is after school and part-time. Cary is expected to work three days during the week and one day on the weekend for a total of 20 hours. On Monday, Wednesday, and Friday Cary begins work at 3:30pm. As Cary will be greeting customers, he is expected to be dressed and groomed appropriately. After a month on the job, Cary started arriving on Monday at 3:45pm. Cary’s employer is not pleased that Cary started to arrive to work late on Monday’s. What could Cary have done that would have kept his employer pleased with his work?

- A. State to his boss he must start later on Monday.
- B. Take less time for grooming and come in on time for work.
- * C. Ask his boss if it is acceptable to come in 15 minutes later on Monday.
- D. Tell his boss that he cannot work on Monday.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 22.0 Demonstrate language arts knowledge and skills.

Benchmark: 22.01 Locate, comprehend and evaluate key elements of oral and written information.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the agriculture industry as it is commonly discussed in oral and written information.

Stimulus Attributes:

Stimulus may include magazines and newsletters.

Stimulus may include excerpts from the Florida FFA newsletter.

Stimulus may include sample copies of student speeches.

Stimulus may include internet and web-based research on trends in agriculture.

Response Attributes:

Responses may include magazines and newsletters including articles.

Responses may include common elements of oral and/or written information.

Responses may include terminology associated with communication methods.

Sample Item:

Item Specifications

Stimulus: Using a computer or the school library, find an article, abstract, story, or general information pertaining to the agriculture industry. Read and then in no more than three paragraphs, summarize the material and information to include the key elements that it contained. Include in your response the proper citation for the source of information.

Rubric:

4 Points	Response includes the identification of agricultural-based information. Response includes a thorough and accurate summary of the information including the key elements. Response includes a properly cited source for the information.
3 Points	Response includes the identification of agricultural-based information. Response includes a complete and mostly accurate summary of the information including the key elements. Response includes a properly cited source for the information.
2 Points	Response includes the identification of agricultural-based information. Response includes a partially complete and accurate summary of the information including the some of the key elements. Response includes a cited source for the information.
1 Point	Response includes the identification of agricultural-based information. Response includes an incomplete or incorrect summary of the information and may not include most of the key elements. Response may not include a cited source for the information.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 23.0 Demonstrate mathematics knowledge and skills.

Benchmark/Standard: 23.01 Demonstrate knowledge of arithmetic operations.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to arithmetic operations as they pertain to topics covered in the agriculture industry. Items may include a demonstration of knowledge through the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include sample mathematic problems related to agriculture.

Stimulus may include sample word mathematic problems related to agriculture.

Stimulus may include internet and web-based basic mathematic operations.

Response Attributes:

Responses may include mathematical calculations related to agriculture.

Responses may include a mathematical word problem related to agriculture.

Sample Item:

Ms. Austin needs to install a new yard at her home. She has secured a loan for \$2,750 to cover most of the costs. Ms. Austin's annual interest on her loan is 4.75%. Ms. Austin plans to pay back the loan in one year. How much money will need to be paid each month to completely pay off the loan after one year?

- A. \$275.16
- B. \$140.75
- C. \$375.13
- * D. \$240.05

Item Specifications

Standard: 23.0 Demonstrate mathematics knowledge and skills.

Benchmark: 23.02 Construct charts/tables/graphs using functions and data.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to elements and/or process of constructing data held in charts, tables, and/or graphs as associated with the agriculture industry.

Stimulus Attributes:

Stimulus may include sample data, charts, and graphs related to agriculture.

Stimulus may include sample mathematical word problems related to agriculture.

Stimulus may include internet and web-based basic mathematic operations.

Stimulus may include technology software which utilizes data, charts, and graphs.

Response Attributes:

Responses may include using data, charts, and graphs related to agriculture.

Responses may include terminology associated with mathematic problems related to agriculture.

Sample Item:

Donald is creating information for the inventory at his nursery. He has listed the information in the table.

Plant Purchase Order

Plant Type	Number of Plants	Total Plant Costs (\$)
1	10	15.50
2	25	31.25
3	50	62.50
4	75	82.50
5	100	135.00
6	150	187.50
7	200	250.00

Which would be the **MOST** important element missing from the table when being used for inventory purposes?

- A. a graph showing the total cost of each plant type
- B. a total for the number of plants being purchased
- * C. a price per plant type break-down
- D. a pie chart showing what percentage of each plant type is being purchased

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 24.0 Demonstrate science knowledge and skills.

Benchmark: 24.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to the scientific methods or questions commonly used in the agriculture industry and the place of creativity in construction. Items may include a discussion of spoken ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include sample descriptions of agricultural scientific events.

Stimulus may include vignettes about scientific explanations regarding agriculture.

Stimulus may include internet-based research regarding the role of science in agriculture.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include sample descriptions of agricultural scientific events.

Responses may include scientific terminology.

Sample Item:

When developing a horticultural-based science fair project, what is the **FIRST** step of the project?

- A. graphing the data
- B. designing the experiment
- * C. identifying the question
- D. preparing the display board

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 25.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 25.01 Locate, organize and reference written information from various sources.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to sources and/or content of information related to the agriculture industry.

Stimulus Attributes:

Stimulus may include magazines and newsletters including the Florida FFA newsletter.

Stimulus may include sample copies of student speeches.

Stimulus may include internet and web-based research on trends in agriculture.

Response Attributes:

Responses may include sources of agriculture information.

Responses may include steps to finding and utilizing written information.

Sample Item:

From <http://www.flaffa.org>

CDE Results – 2011 Tool Identification CDE

HAINES CITY, Fla. – Florida FFA is pleased to announce the results of the Tool Identification Career Development Event (CDE). The event was held November 16, 2011 at the Florida FFA Leadership Training Center in Haines City, Florida. 46 teams from throughout Florida gathered to compete for the top spot. The purpose of the Tool Identification CDE is to develop the ability to correctly identify the names and uses of a variety of tools common to the Agricultural Education Curriculum.

What would **MOST** likely be the source that a student would have used to reference this article?

- A. Lakeland Ledger Newspaper
- B. The Progressive Farmer Magazine
- * C. Florida FFA Association website
- D. Florida Farm Bureau Newsletter

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 25.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 25.02 Interpret verbal and nonverbal cues/behaviors that enhance communication.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to sources of behaviors used in communication as they relate to agricultural industries or communication therein.

Stimulus Attributes:

Stimulus may include videos, audio broadcasts, audio magazines and newsletters.

Stimulus may include sample copies of student presentation speeches.

Stimulus may include internet and web based media research in agriculture.

Stimulus may include vignette about speeches in agriculture competitions.

Response Attributes:

Responses may include videos, audio broadcasts, audio magazines and newsletters.

Responses may include sample copies of student presentation speeches.

Sample Item:

Jonas and Toby are discussing how to install the irrigation lines for Jennifer's lawn. Jonas is Toby's boss and has 15 years of experience while Toby has been out of school and working for Jonas for six months. During their discussion, Toby was sure he was correct but Jonas would not listen. After the discussion, Toby went ahead and completed the job the way that he wanted to do. When Jonas found out, he fired Toby. How could Toby have better dealt with the situation?

- * A. After expressing his thoughts with Jonas, Toby should have followed Jonas' instructions.
- B. Toby could have tried to rationalize with Jonas.
- C. Toby could have demonstrated what he was trying to tell Jonas.
- D. Toby should have let Jonas speak and then he could have spoken.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 25.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark/Standard: 25.03 Apply active listening skills to obtain and clarify information.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to active listening skills and the manner in which information is obtained and decoded as they would be commonly discussed in the agriculture industry.

Stimulus Attributes:

Stimulus may include books, magazines, and newsletters related agriculture.

Stimulus may include sample copies of student presentation speeches.

Stimulus may include internet and web-based media research in agriculture.

Stimulus may include vignette about speeches in agriculture competitions.

Response Attributes:

Responses may include book passages, poems magazines, and newsletters related agriculture.

Responses may include sample copies of student presentation speeches.

Responses may include agricultural terminology.

Sample Item:

Item Specifications

Stimulus: Read the following passage to determine what the writer is intending to convey regarding Brazil's corn production for 2011/12. Summarize in two paragraphs the status of Brazil's corn production and discuss particular aspects that clarify the position of Brazil's status that you have detailed.

Passage (excerpt from USDA World Production -
<http://www.fas.usda.gov/psdonline/circulars/production.pdf>)

Brazil corn production for 2011/12 is forecast at a record 62.0 million tons, up 1.0 million tons from last month and up 4.5 million or 8 percent from last year. The month-to-month increase is attributed to an increase in the estimated area of second-season corn. Total harvested area is forecast at 15.3 million hectares, up 0.3 million from last month and up 1.5 million or 11 percent from last year. Yield is forecast at 4.05 tons per hectare, which is slightly above the 5-year average of 3.95 tons per hectare. The southern states of Rio Grande do Sul and Parana received below-average rainfall from November through February, which reduced yield prospects for main-season corn. Record area and favorable yield prospects for second season corn, however, are expected to fully offset main-season losses. Output of second-season corn is forecast to comprise about 42 percent of Brazil's total corn crop, compared to 38 percent last year. Planting for second-season corn began in January, and the first week of March is considered the cut-off date for planting. Current conditions for the second-season crop are good. The greatest potential risk to the second-season crop would be an early end to rains in April.

Rubric:

4 Points	Response is focused on the given topic and contains two or less spelling and/or grammar errors. Response is clearly written and accurately summarizes the main points in the article.
3 Points	Response is focused on the given topic, but contains three or four spelling and/or grammar errors. Response is clearly written, but there may be minor errors in the clarity. The summary may have minor errors or omissions of major parts.
2 Points	Response is focused on the given topic, but contains five or six spelling and/or grammar errors. Response is partially clear, but may have multiple errors in clarity. The summary has multiple omissions of major parts.
1 Point	Response indicates no response or irrelevant response. Response may contain more than six spelling and/or grammar errors. Response is mostly unclear or there are serious omissions of major parts.

Item Specifications

Standard: 26.0 Solve problems using critical thinking skills, creativity, and innovation.

Benchmark/Standard: 26.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to critical thinking skills. Items should be limited to skills associated with individual and/or group problem solving as they relate to the agriculture industry.

Stimulus Attributes:

Stimulus may include print and non-print resources related to agriculture team work.
Stimulus may include vignettes of various situations and issues with the agricultural industries.
Stimulus may include research regarding attributes of effective critical thinking.
Stimulus may include vignettes about agricultural problems involving individuals and groups.

Response Attributes:

Responses may include print and non-print resources related to agriculture team work.
Responses may include descriptions of various solutions to issues with agricultural activities.

Sample Item:

The agriscience class at Bay Middle School is preparing to have their spring plant sale. The teacher, Mr. Sawyer, has placed his students in teams of three to five members. The goal of each team is to sell as many plants as they can to raise money for the end of year field trip. Each team has numerous duties including marketing, sales, plant distribution, and financial accounting. One team has a member who only wants to keep the financial records and not help with the other tasks. What strategy should Mr. Sawyer employ for this team to solve the problem?

- A. The oldest team member will assign team duties.
- * B. The team can discuss member's strengths and skills and agree on duties.
- C. The teacher can split up the team.
- D. The team can pick duties based on class grades.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 26.0 Solve problems using critical thinking skills, creativity, and innovation.

Benchmark: 26.02 Employ critical thinking and interpersonal skills to resolve conflicts.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to critical thinking and/or interpersonal skills. Items should be limited to conflict resolution as potentially found in the agriculture industry.

Stimulus Attributes:

Stimulus may include print and non-print resources related to agriculture team work.

Stimulus may include vignettes of various situations and issues with the agricultural industries.

Stimulus may include research regarding attributes of effective critical thinking.

Stimulus may include vignettes about agricultural problems involving individuals and groups.

Response Attributes:

Responses may include print and non-print resources related to agriculture team work.

Responses may include descriptions of various solutions to issues with the agricultural activities.

Sample Item:

Item Specifications

Stimulus: Racquel is a valued employee at a plant nursery and is very knowledgeable about horticulture. Her supervisor, Jeff, has noted that she is late for work quite often. Write an essay describing the conflict, steps that Jeff could do to employ critical thinking for resolution, and a rationale as to why the selected steps Jeff is using would assist in resolving the conflict. Complete the essay by synthesizing an outcome of the scenario based on your steps.

Rubric:

4 Points	Response includes a comprehensive essay thoroughly describing the conflict and itemizing the steps to resolve the conflict. Response includes a comprehensive and well-articulated rationale justifying how each step would assist in resolving the conflict. The essay should be free of most grammatical and/or spelling errors. Response includes an outcome that is reasonable, based on the steps described in the essay.
3 Points	Response includes a reasonable essay describing the conflict and itemizing the steps to resolve the conflict. Response includes a rationale justifying how each step would assist in resolving the conflict. The essay contains a few grammatical and/or spelling errors. Response includes an outcome that is viable based on the steps described in the essay.
2 Points	Response includes an essay describing the conflict and lists steps to resolve the conflict. Response does not include rationale justifying how each step would assist in resolving the conflict. The essay may contain several grammatical and/or spelling errors. Response includes an outcome that is based on the steps described in the essay.
1 Point	Response includes an essay that may or may not describe the conflict and lists steps to resolve the conflict. Response does not include rationale justifying how each step would assist in resolving the conflict. The essay contains many grammatical and/or spelling errors. Response may not include an outcome that is based on the steps described in the essay.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 27.0 Use information technology tools.

Benchmark: 27.03 Employ computer operations applications to access, create, manage, integrate and store information.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to computer applications and/or processes. Items should be limited to actions including, but not limited to accessing, creating, managing, integrating, and storing information commonly found and required in the agriculture industry.

Stimulus Attributes:

Stimulus may include research using the internet for agricultural related information.
Stimulus may include technology hardware and software programs to manage information.
Stimulus may include the use of spreadsheet and database software programs.
Stimulus may include vignettes regarding the use of spreadsheet and database software programs.
Stimulus may include the use of charts and graphs.

Response Attributes:

Responses may include research using the internet for agricultural related information.
Response may include technology hardware and software programs to manage information.
Response may include the use of spreadsheet and database software programs.
Response may include information concluded through the presentation of charts and graphs.

Sample Item:

Item Specifications

Stimulus: Mr. Warren's class is selling plants for the purpose of purchasing gardening equipment. Design a spreadsheet to keep records of the plants sold. The spreadsheet should include date, plant type, plant size, item sales price, quantity sold, and total sales per week during the 3 weeks of the plant sale.

Rubric:

- | | |
|----------|---|
| 4 Points | The spreadsheet created includes all of the required components and formulas that automatically compute the total sales price for each purchase. The daily, weekly, and 3 week sales totals are also automatically computed in the spreadsheet. The spreadsheet is labeled and the numbers are in the correct format. |
| 3 Points | The spreadsheet contains all of the required components and contains some formulas to automatically computer totals. The spreadsheet is labeled and numbers are in the correct format. |
| 2 Points | The spreadsheet contains the required components but may not include any formulas and the numbers may not be correctly formatted. Labels may be omitted. |
| 1 Point | The spreadsheet may be missing information and does not include formulas. The numbers may not be correctly formatted or the labels may be omitted. |

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 27.0 Use information technology tools.

Benchmark: 27.04 Employ collaborative/groupware applications to facilitate group work.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to applications used for collaboration and/or groupware. Items should be limited to the process or components of applications as they are used to facilitate work within the agriculture industry.

Stimulus Attributes:

Stimulus may include research using the internet for agricultural related information.
Stimulus may include technology hardware and groupware programs.
Stimulus may include the use of groupware software programs.
Stimulus may include vignettes regarding the use of groupware software programs to address agricultural issues.
Stimulus may include the use of charts and graphs.

Response Attributes:

Responses may include research using the internet for agricultural related information.
Responses may include content or steps utilizing the technology hardware and groupware programs.
Responses may include content or steps in the use of groupware software programs.
Responses may include the information interpreted from charts and graphs.

Sample Item:

Item Specifications

Task: Your agriscience class is ready to harvest their very large vegetable garden. Using a project management software or collaborative/groupware applications, each team of 3 - 5 students will develop a plan to harvest the garden in the most efficient manner.

Rubric:

4 Points	Student demonstrates positive collaboration with all team members. Student demonstrates a comprehensive strategy for harvesting the garden. Student demonstrates the knowledge of efficient harvesting techniques appropriate for the situation.
3 Points	Student demonstrates positive collaboration with most team members. Student demonstrates a basic strategy for harvesting the garden. Student demonstrates the knowledge of efficient harvesting techniques appropriate for the situation.
2 Points	Student demonstrates positive collaboration with a few team members. Student does not demonstrate a strategy for harvesting the garden. Student does not demonstrate the knowledge of efficient harvesting techniques appropriate for the situation.
1 Point	Student demonstrates a positive collaboration with few or no team members. Student demonstrates a poor or generally incorrect strategy for harvesting the garden. Student does not demonstrate the knowledge of efficient harvesting techniques appropriate for the situation.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 28.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

Benchmark: 28.01 Explain the impact of the global economy on business organizations.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to global economy as it pertains to the agriculture industry. Items should be limited to impacts associated with changes or conditions of the global economy. Items may include an explanation of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include research using the internet for agricultural financial information.
Stimulus may include internet technology for current production and financial information.
Stimulus may include the use of newspapers, industry and financial journals.
Stimulus may include vignettes regarding financial issues within the global agricultural community.
Stimulus may include the use of charts and graphs.

Response Attributes:

Responses may include findings from research using the internet for agricultural financial information.
Responses may include internet technology for current production and financial information.
Responses may include the information from newspapers, industry and financial journals.
Responses may include the interpretation of data derived from charts and/or graphs.

Sample Item:

According to a news report from Brazil, the country had an excellent production of oranges this year. Brazil is very focused on expanding their exportation of orange juice to North American companies. How might this impact Florida's profits from citrus production?

- A. There is no impact at all to Florida's economy.
- B. Brazil will take over the orange juice market.
- * C. Increased imported citrus could reduce the need for Florida citrus growers.
- D. Brazil will start to export to European countries.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 29.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 29.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructive Response

Content Limits: Items should be limited to workplace safety rules and regulations. Items should be limited to safe and healthy work environments commonly found in the agriculture industry. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptions of safety requirements for agricultural employees and various tools and equipment in agricultural industries.

Stimulus may include the agricultural specific safety requirements.

Stimulus may include state and federal regulatory safety requirements for the agricultural industries.

Stimulus may include charts, graphs, and/or pictures.

Response Attributes:

Responses may include descriptions of safety requirements for agricultural employees and various tools and equipment in agricultural industries.

Responses may include the agricultural specific safety requirements.

Responses may include state and federal regulatory safety requirements for the agricultural industries.

Responses may include information from charts, graphs, and/or pictures.

Sample Item:

You have just been hired as a manager at the Bates Cattle Ranch. One of your job's duties includes employee safety on the ranch. What federal agency should you contact to obtain safety information?

- * A. Occupational Safety and Health Administration
- B. U.S. Department of Labor
- C. Environment, Health, and Safety Division
- D. U.S. Department of Agriculture

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 29.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 29.02 Explain emergency procedures to follow in response to workplace accidents.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to emergency procedures. Items should be limited to common workplace accidents as they occur in the agriculture industry. Items may include an explanation of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptions of safety requirements for agricultural employees and various tools and equipment in agricultural industries.

Stimulus may include the agricultural specific safety requirements.

Stimulus may include state and federal regulatory safety requirements for the agricultural industries.

Stimulus may include charts, graphs, and pictures.

Response Attributes:

Responses may include descriptions of safety requirements for agricultural employees.

Responses may include the agricultural specific worker safety requirements and regulations.

Responses may include state and federal regulatory worker related safety requirements for the agricultural industries.

Sample Item:

While working on a lawnmower small engine, Mr. Gravis received a small injury to his left hand. Identify the first on-the-job injury procedure he should follow.

- * A. Go immediately to the authorized medical provider.
- B. Report the injury to the supervisor.
- C. Fill out the injury paperwork and go back to work.
- D. Ask his boss for time off to see the doctor.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 29.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 29.03 Create a disaster and/or emergency response plan.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to disaster and/or emergency response plans. Items should be limited to common disasters or emergencies as they occur in the agriculture industry.

Stimulus Attributes:

Stimulus may include descriptions of potential Florida specific disasters that may occur in agricultural industries.

Stimulus may include the agricultural specific emergency safety and evacuation requirements.

Stimulus may include emergency state and federal regulatory safety requirements for the agricultural industries.

Stimulus may include charts, graphs, and/or pictures.

Response Attributes:

Responses may include descriptions of potential Florida specific emergencies and potential disasters that may occur in agricultural industries.

Responses may include the agricultural specific emergency safety and evacuation requirements.

Responses may include disaster and emergency state and federal regulatory safety requirements for the agricultural industries.

Responses may include information obtained from charts, graphs, and/or pictures.

Sample Item:

Item Specifications

Stimulus: There are many natural and environmental concerns that impact Florida's agricultural businesses and related industries. Write a one paragraph summary of your sample disaster/emergency plan for a Florida farm or rancher.

Rubric:

- | | |
|----------|---|
| 4 Points | Response includes a relevant disaster/emergency plan summary that a Florida farm/rancher could expect. Response includes a clear and concise plan to deal with a disaster. Response is complete and comprehensive. |
| 3 Points | Response includes a relevant disaster/emergency plan that a Florida farm/rancher could expect. Response includes a plan to deal with a disaster. Response includes most elements commonly found on an emergency plan. |
| 2 Points | Response includes a relevant disaster/emergency plan. Response includes a plan to deal with a disaster. Response includes at least 2 elements commonly found on an emergency plan. |
| 1 Point | Response does not include a relevant disaster/emergency plan. Response may not include a plan to deal with a disaster. Response may not include at least 2 elements commonly found on an emergency plan. |

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 30.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 30.01 Employ leadership skills to accomplish organizational goals and objectives.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to organizational skills and/or leadership skills related to the agriculture industry.

Stimulus Attributes:

Stimulus may include sample descriptions of correct and incorrect leadership and personal behaviors.

Stimulus may include vignettes about human interactions.

Stimulus may include internet and web based research on correct and incorrect work and personal habits.

Stimulus may include documents from the Florida and National FFA.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include descriptions of correct and incorrect leadership and personal behaviors.

Responses may include information from vignettes about human leadership characteristics.

Responses may include information from internet and web based research on correct and incorrect leadership characteristics.

Sample Item:

Judy was just elected as an officer of her high school's FFA. For Judy's first order of business she has been asked to address unpaid member dues. To fix the situation, Judy sent out a survey to determine how large of a problem this was and to figure out why members were not paying their dues. Which aspect of leadership did she **BEST** demonstrate in solving the problem?

- * A. aggressiveness
- B. adaptability
- C. grooming
- D. intelligence

Item Specifications

Standard: 30.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 30.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to the working relationships and interaction with others. Items should be limited to the process or goals of effective relationships as they would occur in the agriculture industry.

Stimulus Attributes:

Stimulus may include sample descriptions of correct and incorrect leadership as well as effective personal behaviors.

Stimulus may include vignettes about positive and negative human interactions.

Stimulus may include internet and web based research regarding positive and negative personal work habits.

Stimulus may include documents from the Florida and National FFA.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include sample descriptions of correct and incorrect leadership and personal behaviors.

Responses may include information from vignettes about human leadership characteristics.

Responses may include information from internet and web based research on correct and incorrect leadership characteristics.

Sample Item:

Jerry was appointed the “lab leader” in his agriscience class. One of Jerry’s duties is to make sure that all the plant potting areas are cleaned at the end of class. This week Jerry assigned the task of cleaning the potting area to two students who were dressed in their finest clothing. The students did not want to clean up as Jerry requested. What could Jerry do to improve this situation?

- A. Require the student’s clean up as assigned.
- B. Ask the teacher to require the student to clean.
- * C. Change the weekly assignment for these students.
- D. Leave the potting area messy for the next class.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 31.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 31.01 Evaluate and justify decisions based on ethical reasoning.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to the process or product of decision making. Items should be limited to ethical reasoning. Items should relate to decisions commonly occurring in the agriculture industry.

Stimulus Attributes:

Stimulus may include sample descriptions of correct and incorrect ethical behaviors.
Stimulus may include vignettes about positive and negative ethical human interactions.
Stimulus may include internet and web based research regarding positive and negative ethical personal work habits.
Stimulus may include documents from the Florida and National FFA.
Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include descriptions of correct and incorrect ethical behaviors.
Responses may include information from vignettes about positive and negative ethical human interactions.
Responses may include information from internet and web based research regarding positive and negative ethical personal behaviors.
Responses may include information from documents from the Florida and National FFA.

Sample Item:

While Arnie was taking his agriscience exam, a classmate was trying to see Arnie's answers. Arnie chose to make it difficult for the classmate to see his paper. How would you **BEST** describe Arnie's behavior?

- * A. ethical
- B. smart
- C. legal
- D. procedural

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 32.0 Explain the importance of employability skill and entrepreneurship skills.

Benchmark: 32.01 Identify and demonstrate positive work behaviors needed to be employable.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to behaviors found in workplaces within the agriculture industry. Items should be limited to behaviors as they associate with employability. Items may include a demonstration of the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include sample descriptions of correct and incorrect employability skills.

Stimulus may include vignettes about appropriate employability skills and effective entrepreneurship.

Stimulus may include internet and web based research regarding employability skills and entrepreneurship.

Stimulus may include documents from various agencies and organizations including but not limited to the Florida and National FFA.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include descriptions of correct and incorrect employability skills.

Responses may include information from vignettes about appropriate employability skills and effective entrepreneurship.

Responses may include information from internet and web based research regarding employability skills and entrepreneurship.

Responses may include information from documents from various agencies and organizations including but not limited to the Florida and National FFA.

Responses may include information from charts and pictures.

Sample Item:

Carol was working on an important agriscience project with her partner. Carol decided to buy all the materials and supplies that they would need to complete their project; however, Carol never told her partner what she was doing. Which important employability skill did Carol fail to consider?

- A. technology
- * B. communication
- C. initiative
- D. learning

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 32.0 Explain the importance of employability skill and entrepreneurship skills.

Benchmark: 32.02 Develop personal career plan that includes goals, objectives and strategies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to career plans related to agricultural and supporting industries. Items should be limited to goals, objectives, and/or strategies associated with career planning.

Stimulus Attributes:

Stimulus may include sample developed career plans.

Stimulus may include vignettes about career plans for various levels interests.

Stimulus may include internet and web based research regarding career planning.

Stimulus may include references to the Florida Choices Website.

Stimulus may include documents from various agencies and organizations including but not limited to the Florida and National FFA.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include results from comparing sample developed career plans.

Responses may include career plans for various levels interests.

Responses may include information from internet and web based research regarding career planning.

Responses may include information from supportive documents from various agencies and organizations including but not limited to the Florida and National FFA.

Responses may include information from Florida Choices.

Sample Item:

Item Specifications

Stimulus: Conduct a self-assessment to determine a career path in the agriculture industry that would best suit you. Identify goals, objectives, and strategies to achieve this career path. Using poster paper complete the following steps: develop a motto that defines your career path; select a goal that is achievable in one year; select two goals that are achievable in five years; select three goals that are achievable in ten years. Use pictures, drawings and/or graphics to explain each of the goals.

Rubric:

4 Points	Response includes a poster listing 1 year, 5 year, and 10 year career goals. Response includes a motto defining their career path ambition. Response includes pictures, drawings and/or graphics to depict all the selected goals. Response includes identified goals for one year (1 identified); five years (2 identified); and ten years (3 identified).
3 Points	Response includes a poster listing 1 year, 5 year, and 10 year career goals. Response includes a motto defining their career path ambition. Response includes pictures, drawings, and/or graphics to depict all the selected goals. Response includes most of the identified goals for one year (1 identified); five years (2 identified); and ten years (3 identified).
2 Points	Response includes a poster listing 1 year, 5 year, and 10 year career goals. Response includes a motto. Response includes pictures, drawings, and/or graphics to depict most of the selected goals. Response includes some of the identified goals for one year (1 identified); five years (2 identified); and ten years (3 identified).
1 Point	Response includes a poster listing 1 year, 5 year, and 10 year career goals. Response may not include a motto. Response may not include pictures, drawings, and/or graphics to depict most of the selected goals. Response may not include some of the identified goals for one year (1 identified); five years (2 identified); and ten years (3 identified).

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 32.0 Explain the importance of employability skill and entrepreneurship skills.

Benchmark: 32.03 Maintain a career portfolio to document knowledge, skills and experience.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to information or processes associated with career portfolios. Items should be limited to knowledge, skills, and/or experience commonly required for careers in the agriculture industry.

Stimulus Attributes:

Stimulus may include sample developed career plans.

Stimulus may include vignettes about career plans for various levels of interests.

Stimulus may include internet and web based research regarding career planning.

Stimulus may include documents from various agencies and organizations including but not limited to the Florida and National FFA.

Stimulus may include sample charts and pictures.

Stimulus may include a binder which includes samples of your work and accomplishments.

Response Attributes:

Responses may include information from comparing sample developed career plans.

Responses may include career plans for various levels interests.

Responses may include information from internet and web based research regarding career planning.

Responses may include information from various agencies and organizations including but not limited to the Florida and National FFA.

Responses may include information from Florida Choices.

Responses may include a binder which identifies your accomplishments including but not limited to resume, work experiences, school and training, articles, awards, and other important documents which highlight your skills.

Sample Item:

Item Specifications

Stimulus: Develop a one-page career summary plan including your goals, objectives, and strategies to achieve your objectives. Develop a personal binder which includes important information highlighting your background, skills, and accomplishments. Include samples of products that demonstrate your skills.

Rubric:

4 Points	Response includes a comprehensive binder including essential information. Response includes details of the individual's background, skills, and accomplishments. Response includes goals, objectives, and strategies for a career in Agriculture.
3 Points	Response includes a comprehensive binder including essential information. Response includes details of the individual's background, and a list of skills and accomplishments. Response includes most goals and objectives, but the strategies to achieve objectives may include slightly incorrect strategies or exclude a few required strategies.
2 Points	Response includes a binder including information. Response includes details of the individual's background, and a list of skills and accomplishments. Response includes objectives and goals, but the strategies are very limited or not appropriate for the goal.
1 Point	Response includes some of the required information, but does not describe the student or contain achievable strategies to meet a goal.

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 32.0 Explain the importance of employability skill and entrepreneurship skills.

Benchmark: 32.04 Evaluate and compare employment opportunities that match career goals.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to employment opportunities in the agricultural and supportive industries. Items should be limited to career goals as they relate to employment opportunities.

Stimulus Attributes:

Stimulus may include sample developed career plans.

Stimulus may include vignettes about career plans for various levels interests.

Stimulus may include internet and web based research regarding career planning;.

Stimulus may include O*Net, the U.S. Department of Labor's web based research regarding career planning.

Stimulus may include documents from various agencies and organizations including but not limited to the Florida and National FFA.

Response Attributes:

Responses may include sample developed career plans.

Responses may include vignettes about education requirements for various career interests.

Responses may include O*Net, the U.S. Department of Labor's web based research regarding career planning.

Responses may include documents from various agencies and organizations including but not limited to the Florida and National FFA.

Sample Item:

Shana is very interested to begin a career in environmental studies. Specifically, she would like to be an environmental engineer. What postsecondary education/ training would **BEST** prepare Shana for entry into the environmental engineering field?

- A. associate degree
- * B. bachelor degree
- C. master degree
- D. doctorate degree

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 32.0 Explain the importance of employability skill and entrepreneurship skills.

Benchmark: 32.05 Examine and describe entrepreneurship opportunities as a career planning option.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to entrepreneurship opportunities within the agricultural and supportive industries. Items should be limited to career planning for the agriculture industry. Items may include a description of oral communication or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include sample business plans.

Stimulus may include vignettes about successful and unsuccessful entrepreneurs.

Stimulus may include internet and web based research regarding business planning.

Stimulus may include internet and web resources.

Stimulus may include documents from various agencies and organizations including but not limited to the Florida and National FFA.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include sample business plans.

Responses may include vignettes about successful and unsuccessful entrepreneurs.

Responses may include internet and web based research regarding business planning and entrepreneurship.

Responses may include documents from various agencies and organizations including but not limited to the Florida and National FFA.

Responses may include sample charts and pictures.

Sample Item:

Mr. and Ms. Pino are considering starting a farm equipment repair shop. Currently both Mr. and Ms. Pino have full time jobs. What is the **MOST** important consideration for entrepreneurs like the Pino's as they explore their business options?

- * A. risks and benefits
- B. location and marketing prospects
- C. money and advice
- D. plans and supplies

Item Specifications

Standard: 33.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 33.01 Identify and describe the services and legal responsibilities of financial institutions.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to financial institutions as they relate to the needs of the agriculture industry. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include sample financial institution literature.

Stimulus may include vignettes about positive and negative interactions with financial institutions.

Stimulus may include internet and web based research regarding services and legal issues.

Stimulus may include documents from various financial organizations including but not limited to the State of Florida and National financial regulations.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include sample financial institution literature.

Responses may include vignettes about positive and negative interactions with financial institutions.

Responses may include internet and web based research regarding financial services and legal responsibilities.

Responses may include documents from various financial organizations including but not limited to the State of Florida and National financial regulations.

Responses may include sample charts and pictures.

Sample Item:

Will is starting a lawn mowing business. He will need a financial institution where he can deposit receipts and pay expenses. He may also want a small business loan to pay for equipment. Which is the most important factor that he should consider when selecting a financial institution?

- A. banking and account fees
- B. on-line banking and number of ATMs
- C. hours and number of branches
- * D. FDIC-insured and Small Business Association loan lender

Item Specifications

Standard: 33.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 33.02 Describe the effect of money management on personal and career goals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to money management. Items should be limited to the relationship between personal goals and money management and/or career goals and money management. Items should relate to the agriculture industry. Items may include a description of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include sample financial institution literature.

Stimulus may include vignettes about positive and negative costs of daily living.

Stimulus may include internet and web based research regarding personal financial planning.

Stimulus may include documents from various financial organizations including but not limited to the Florida Choices.

Stimulus may include sample charts and pictures.

Response Attributes:

Responses may include sample financial institution literature.

Responses may include vignettes about positive and negative costs of daily living.

Responses may include internet and web based research regarding personal financial planning.

Responses may include documents from various financial organizations including but not limited to the Florida Choices.

Responses may include sample charts and pictures.

Sample Item:

You have been saving your money to purchase a new pick-up truck for your plant business. A year ago you loaned most of your savings to a friend. The friend has not been very good at paying this money back and you will now have to keep saving to purchase the truck. Why did this problem happen?

- * A. poor money management
- B. high priced trucks
- C. bad credit
- D. low interest rates

Course Name: Agritechnology 1

Course Number: 8106820

Item Specifications

Standard: 33.0 Demonstrate personal money-management concepts, procedures, and strategies.

Benchmark: 33.03 Develop a personal budget and financial goals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should relate to the development or process of development of a personal budget and/or financial goals.

Stimulus Attributes:

Stimulus may include sample financial institution literature.

Stimulus may include vignettes about positive and negative costs of daily living.

Stimulus may include internet and web based research regarding personal financial planning.

Stimulus may include documents from various financial organizations including but not limited to the Florida Choices.

Stimulus may include sample charts, graphs, and/or pictures.

Response Attributes:

Responses may include sample financial institution and apartment literature.

Responses may include vignettes about positive and negative costs of daily living.

Responses may include internet and web based research regarding personal financial planning.

Responses may include documents from various financial organizations including but not limited to the Florida Choices.

Response may include sample charts, graphs and/or pictures.

Sample Item:

Item Specifications

Stimulus: Think about your personal financial goals, identify these goals, and use the following criteria and items to develop a personal monthly financial budget that allows you to meet those goals.

The budget should include:

- Total monthly income
- Monthly expenses to include but not limited to:
Housing, Utilities, Food, Vehicle, Gas, Clothing, Entertainment
- Positive or negative monthly cash flow

Rubric:

4 Points	Response includes the thorough identification of personal financial goals. Response includes the creation of a personal monthly budget. Response includes details including monthly income, expenses, and cash flow.
3 Points	Response includes the reasonable identification of personal financial goals. Response includes the creation of a personal monthly budget. Response includes most details including monthly income, expenses, and cash flow.
2 Points	Response includes the identification of personal financial goals. Response includes the creation of a personal monthly budget. Response includes some details including monthly income, expenses, and cash flow.
1 Point	Response does not include the identification of personal financial goals. Response does not include the creation of a personal monthly budget. Response does not correctly include details including monthly income, expenses, and cash flow.