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| Central florida assessment collaborative |
| Individual Test Item Specifications |
| Digital Design 2 |
| 2014 |

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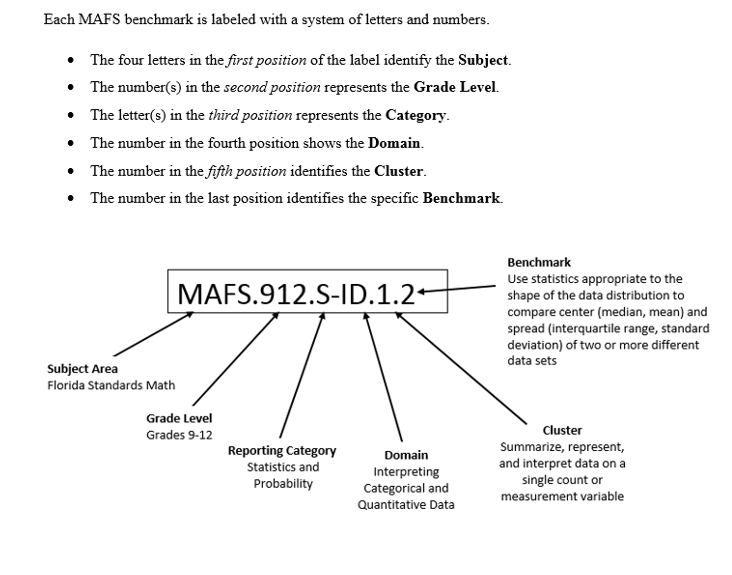
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

* Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.





**Definitions of Benchmark Specifications**

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

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| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS or domain in the Florida Standards. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement. |
| **Item Types** | are used to assess the benchmark or group of benchmark. |
| **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes** | define the characteristics of the answers that a student must choose or provide. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. |

II. Individual Benchmark Specifications

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| **Benchmark Number** | 15.01 |
| **Standard** | Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goal. |
| **Benchmark** | Prepare a hard copy portfolio. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to create and understand different ways to construct a physical portfolio to demonstrate their work as a graphic designer. |
| **Content Limits** | Questions are limited to the organization/grouping, construction, and uses of a hard copy portfolio. Design aspects of individual projects included in the portfolio will not be assessed under this benchmark. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | The student will be able to produce a hard copy portfolio. |
| **Content Focus** | The content will focus on the creation of a well-organized portfolio to best display the designers work. Terminology can include: Preparation, resume, typographic design, display, sketches, labels, best first and last, group by relevance, group by date, group by type, group by skill, and group by technique |
| **Sample Item** | **Sample Performance Task:**  You are applying for your first graphic design position after graduating from high school. You will provide the interviewer with a hard copy portfolio to discuss during your interview. The portfolio needs to be organized to best promote your digital design skills. The portfolio needs to include work from the following standards: 15.05, 17.01, 17.04, 17.05, 17.06, 18.02, 18.03, 19.01, 20.03, and 20.04. Provide five to seven sentences on the last page of the portfolio describing the organization method chosen and the justification of how the organizational method best displays your ability as a graphic designer.  4 Points   * The portfolio indicates that the student has a thorough understanding of creating a hard cover portfolio. The student must meet all of the following to show a thorough understanding:   + The student has successfully printed and displayed each of the portfolio example from the standards needed.   + The portfolio was bound (not just stapled) in a visually pleasing way   + The student was able to justify how they organized their portfolio to best promote their skills as a graphic designer.   3 Points   * The portfolio indicates the student has an understanding of creating a hard cover portfolio. The student must meet all of the following to show an understanding:   + The student successfully printed and displayed eight or more of the portfolio examples from the standards.   + The portfolio was bound in a visually pleasing way, but might have one or two inconsistencies.   + The student was able to explain the method used to organize their portfolio, but might not able to completely justify the reasoning of their organization method.   2 Points   * The portfolio indicates that the student has a partial understanding of the concept of creating a hard cover portfolio. The student must meet all of the following to show a partial understanding:   + The student successfully printed and displayed five or more of the portfolio examples from the standards.   + The portfolio was bound together, but might not be visually pleasing (using staples)   + The student was able to describe the organizational method, but not able to justify a reasoning.   1 Point   * The portfolio indicates that the student has a very limited understanding of creating a hard cover portfolio. The student must meet all of the following to show a limited understanding:   + The student successfully printed three or more of the portfolio examples from the standards.   + The portfolio was at least grouped together (a paper clip) if not bounded.   + The student was able to partially describe the organization method used.   0 Points   * The portfolio indicates the student does not demonstrate an understanding of creating a hard cover portfolio   + The student has less than three examples displayed in their portfolio.   + The portfolio was not grouped or bounded   + The student was not able to describe an organizational methods used. |

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| **Benchmark Number** | 15.02 |
| **Standard** | Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goal. |
| **Benchmark** | Prepare an electronic portfolio. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to create and understand different ways to construct a digital portfolio to demonstrate their work as a graphic designer. |
| **Content Limits** | Questions are limited to the media type, organization/grouping, construction, and uses of a digital portfolio. Design aspects of individual projects included in the portfolio will not be assessed under this benchmark. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | Digital Portfolio published on a chosen media type |
| **Content Focus** | The content will focus on the creation of a well-organized digital portfolio to best display the designers work. Terminology can include: Preparation, resume, typographic design, display, sketches, labels, best first and last, group by relevance, group by date, group by type, group by skill, group by technique, CD, DVD, website, external hard drive, USB Drive, and video portfolio |
| **Sample Item** | **Sample Performance Task:**  You are applying for your first graphic design position after graduating from high school. The position you are applying for is requiring you to submit a digital portfolio with your online application. The portfolio needs to include work from the following standards: 15.05, 17.01, 17.04, 17.05, 17.06, 18.02, 18.03, 19.01, 20.03, and 20.04. Provide five to seven sentences at the end of the portfolio describing the organization method chosen and the justification of how the organizational method best displays your ability as a graphic designer.  4 Points   * The portfolio indicates that the student has a thorough understanding of creating a digital portfolio. The student must meet all of the following to show a thorough understanding:   + The student has successfully created a digital portfolio utilizing the projects from the other standards.   + The portfolio was organized using a strategic method to display their design skills.   + The student was able to publish the portfolio to an appropriate medium and give a well thought and accurate reasoning for the medium chosen.   3 Points   * The portfolio indicates the student has an understanding of creating a digital portfolio. The student must meet all of the following to show an understanding:   + The student successfully created a digital portfolio with eight or more of the portfolio examples from the standards.   + The portfolio was organized strategically, but might have one or two inconsistencies.   + The student was able to digitally publish their portfolio, but might not able to completely justify the reasoning of their medium used.   2 Points   * The portfolio indicates that the student has a partial understanding of the concept of creating a digital portfolio. The student must meet all of the following to show a partial understanding:   + The student successfully created a digital portfolio to display five or more of the portfolio examples from the standards.   + The portfolio was digitally published, but might not be fully organized.   + The student was able to describe the medium used, but not able to justify a reasoning.   1 Point   * The portfolio indicates that the student has a very limited understanding of creating a digital portfolio. The student must meet all of the following to show a limited understanding:   + The student successfully created a digital portfolio that includes three or more of the portfolio examples from the standards.   + The portfolio has minimal organization of projects.   + The student was able to partially describe the medium used.   0 Points   * The portfolio indicates the student does not demonstrate an understanding of creating a hard cover portfolio   + The student has less than three examples displayed in their portfolio.   + The portfolio was not organized   + The student was not able to publish or describe the digital medium used. |

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| **Benchmark Number** | 15.05 |
| **Standard** | Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goal. |
| **Benchmark** | Develop and maintain an electronic career portfolio, to include, but not limited to the resume and letter of application. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able create an electronic portfolio that includes a resume, letter of application, educational accomplishments, and examples of experiences and skills learned throughout school. |
| **Content Limits** | The portfolio should include a resume and letter of application as well as additional content to show proof of skills, ability, and potential for employers or schools. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | Non Specified |
| **Content Focus** | The content will focus on the creation of a resume and letter of application. Terminology can include: experience, education, skills, references, cover letter, letter of application, and portfolio. |
| **Sample Item** | **Sample Performance Task:**  You are applying for your first graphic design position after graduating from high school. The position you are applying for is requiring you to submit a resume with your online application. Create a resume and letter of application to be included in the digital portfolio for an entry level graphic designer position.  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  4 Points   * The resume and application letter indicates that the student has a thorough understanding of using a career portfolio in the application process. The student must meet all of the following to show a thorough understanding:   + The student has successfully included all of the following in their resume:     - objective     - contact information     - experience     - education     - skills   + The application letter was well written and introduces themselves to the organization demonstrating interest in a position.   + The resume and letter of application was formatted properly using proper grammar.   3 Points   * The resume and application letter indicates that the student has an understanding of using a career portfolio in the application process. The student must meet all of the following to show an understanding:   + The student has successfully included at least four of the following in their resume:     - objective     - contact information     - experience     - education     - skills   + The application letter was written to introduce themselves to the organization and states an interest in a position.   + The resume and letter of application was formatted properly, but might have one minor grammatical error.   2 Points   * The resume and application letter indicates that the student has a partial understanding of using a career portfolio in the application process. The student must meet all of the following to show a partial understanding:   + The student has successfully included at least three of the following in their resume:     - objective     - contact information     - experience     - education     - skills   + The application letter was written, but is not effective at introducing themselves to the organization or shows their interest in a positon.   + The resume and letter of application had less than three errors in formatting and grammar.   1 Point   * The resume and application letter indicates that the student has a limited understanding of using a career portfolio in the application process. The student must meet all of the following to show an understanding:   + The student has successfully included at least two of the following in their resume:     - objective     - contact information     - experience     - education     - skills   + The application letter was poorly written, and is not effective at introducing themselves to the organization and showing their interest in a positon.   + The resume and letter of application had less than five errors in formatting and grammar.   0 Points   * The resume and application letter indicates that the student does not have an understanding of using a career portfolio in the application process. The student must meet all of the following to show an understanding:   + The student has successfully included less than two of the following in their resume or did not create a resume:     - objective     - contact information     - experience     - education     - skills   + The application letter was not included   + The resume and letter of application had more than five errors in formatting and grammar. |

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| **Benchmark Number** | 16.03 |
| **Standard** | Perform decision-making activities. |
| **Benchmark** | Determine the audience. |
| **Also Assesses** | 16.02 - Evaluate information to be used and choose relevant material. |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarifications** | The student will be able to determine the target audience and evaluate information to be included to ensure it is relevant to the audience. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | Questions can contain images if needed. |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on being able to identify the target audience of a design project. Students will need to understand and identify market share, target age, target gender, and groups. |
| **Sample Item** | You are the graphic designer at a marketing company that is developing a marketing campaign for a golf course. Members of the golf course range in age from 34 – 62, 30% are female 70% are male. The golf course would like to equalize its gender membership.  Which group would be the best target audience for this project?     1. female golfers 2. female members 3. males golfers 4. male members   Correct Answer: A |

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| **Benchmark Number** | 16.04 |
| **Standard** | Perform decision-making activities. |
| **Benchmark** | Recognize and maintain ethical standards. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)knowledge |
| **Item Types** | Selected Response, Short Answer |
| **Ideal Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarifications** | The student will be able to recognize and make ethical decisions in the decision making process. |
| **Content Limits** | Questions will relate to factors that influence their decision making including copyright laws, commitments, peer pressure, and expectations. |
| **Stimulus Attribute** | None specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on ethical decision making that pertains to copyrights. Students will need to understand terminology relating to copyright such as: fair use, public domain, creative commons, attribute, limited use, and stock media. |
| **Sample Item** | Your boss has given you an important project that must be completed by the end of the week. The project requires photographs that you do not have time to take. Your boss has given you images he found on a website to use that does not have a copyright symbol on it and no other copyright information is given.  Why can you not use the images in the project?  What are two other ways to get images for the project within the timeframe given?  **Sample Answer**:  The images are not to be utilized in the project because the image can still be copyrighted without having the copyright symbol on it.  To complete the project on time, I could find public domain images or pay for the use of stock photos on the project.  **Rubric:**  **2 points:**  The student provides a complete, accurate, and clear response that clarifies why the images provided from the boss are still copyrighted and cannot be used. They provide ethical alternative to get images within the timeframe given that can be used on the project without copyright violations (taking their own image is not possible in the timeframe).  **1 point:**  The student provides a partially correct answer to the question. The student either cannot accurately explain why the images cannot be used or are not able to give alternative ways to get images within the timeframe (taking their own image is not possible in the timeframe).  **0 points:**  The student did not provide a response or the response is incorrect. |

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| **Benchmark Number** | 17.01 |
| **Standard** | Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Produce multiple color designs using different color techniques including process color and spot color. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to understand the different color modes that can be used on a project. Students should be able to select the best color mode for a project. |
| **Content Limits** | Questions on color modes should be limited to CMYK, RGB, Grayscale, and Bitmap. Specific questions about process color and spot colors are allowed. Only color modes can be assessed. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content focus will be the ability to choose the proper color mode for a given project. Students will need to understand the following color modes: CMYK, RGB, Grayscale, Duotone, indexed color, multichannel, lab color, and Bitmap. |
| **Sample Item** | **Sample Performance Task:**  Create a logo that represents yourself as a graphic designer. The logo can include vector images, bitmap images, and text. The logo is required to use a minimum of two different colors and an image (vector drawing or bitmap). Plan to use the logo for a hardcover portfolio, a website, a greyscale print, and a black and white print. After creating the logo, one will be printed on a color printer, two will be printed on a black and white printer, and one that will be included on a website. Create four separate files of your logo with the best color mode for each of the three uses for your logo.  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  4 Points   * The student has a thorough understanding of color mode in the design process. The student must meet all of the following to show a thorough understanding:   + The student has successfully created a logo with a minimum of two colors, an image, and text.   + The student was able to produce all of the following using the correct color modes:     - Color printed logo – using CMYK     - Greyscale printed logo – using Greyscale     - Black and white printed logo – using Bitmap     - Website logo – Using RGB   3 Points   * The student has an understanding of color mode in the design process. The student must meet all of the following to show an understanding:   + The student has successfully created a logo with a minimum of two colors, an image, and text.   + The student was able to produce three of the following using the correct color modes:     - Color printed logo – using CMYK     - Greyscale printed logo – using Greyscale     - Black and white printed logo – using Bitmap     - Website logo – Using RGB   2 Points   * The student has a partial understanding of color mode in the design process. The student must meet all of the following to show a partial understanding:   + The student has successfully created a logo with a minimum of two colors, an image, and text.   + The student was able to produce two of the following using the correct color modes:     - Color printed logo – using CMYK     - Greyscale printed logo – using Greyscale     - Black and white printed logo – using Bitmap     - Website logo – Using RGB   1 Point   * The student has a limited understanding of color mode in the design process. The student must meet all of the following to show a limited understanding:   + The student has successfully created a logo with a minimum of two colors, an image, and text.   + The student was able to produce one of the following using the correct color mode:     - Color printed logo – using CMYK     - Greyscale printed logo – using Greyscale     - Black and white printed logo – using Bitmap     - Website logo – Using RGB   0 Points   * The student does not have an understanding of color mode in the design process.   + The student was not able to create a logo or utilize any of the correct color modes:     - Color printed logo – using CMYK     - Greyscale printed logo – using Greyscale     - Black and white printed logo – using Bitmap     - Website logo – Using RGB |

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| **Benchmark Number** | 17.04 |
| **Standard** | Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Design a document using grids and formats. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to understand how to create a project by formatting, using guides, and grids in a design program to layout the structure of the project. |
| **Content Limits** | Questions should be limited to the formatting of a document using rulers, guides, and grids to lay out a document. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on the formatting and layout of a project. Students will be required to use grids, guides, and formatting options to create a layout requested from the client. Terminology can include: guides, grids, horizontal, vertical, height, width, portrait, landscape, column, and row. |
| **Sample Item** | **Sample Performance Task:**  You have been contracted by a client to make promotional posters for an upcoming movie in the park event. The client wants you to pick the movie to be shown. Utilize grids, guides, and formats to create a layout for a poster your client is requesting. The client would like to print posters on 11 x 17 paper in landscape. The layout should include a 2” section across the top of the poster for a title. The client wants the remaining space to be divided into three equal columns with guidelines that will not be visible when printed. The three columns could include images and information about the event.  **Event Info**  Date: Saturday August 15, 2015 Time: 7:30pm  Movie: Decided by the designer  Food: A food trucks will be at the event, Free popcorn will be provided  What to Bring: chairs and blankets  Who can come: Everyone Price: Free  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  4 Points   * The student has a thorough understanding of grids and formats to in the design process. The student must meet all of the following to show a thorough understanding:   + The student has successfully created a document that has a height of 11” and a width of 17”   + The student was able to use a horizontal guide to mark of a section for the title of 2”   + The student was able to use vertical guides and the ruler to divide the remaining area into three equally sized columns.   + The student successfully created the poster staying within the guides and formatting requested by the client.   3 Points   * The student has an understanding of grids and formats to in the design process. The student must meet three of the following to show an understanding:   + The student has successfully created a document that has a height of 11” and a width of 17”   + The student was able to use a horizontal guide to mark of a section for the title of 2”   + The student was able to use vertical guides and the ruler to divide the remaining area into three equally sized columns.   + The student successfully created the poster staying within the guides and formatting requested by the client.   2 Points   * The student has a partial understanding of grids and formats to in the design process. The student must meet two of the following to show a partial understanding:   + The student has successfully created a document that has a height of 11” and a width of 17”   + The student was able to use a horizontal guide to mark of a section for the title of 2”   + The student was able to use vertical guides and the ruler to divide the remaining area into three equally sized columns.   + The student successfully created the poster staying within the guides and formatting requested by the client.   1 Point   * The student has a limited understanding of grids and formats to in the design process. The student must meet one of the following to show a limited understanding:   + The student has successfully created a document that has a height of 11” and a width of 17”   + The student was able to use a horizontal guide to mark of a section for the title of 2”   + The student was able to use vertical guides and the ruler to divide the remaining area into three equally sized columns.   + The student successfully created the poster staying within the guides and formatting requested by the client.   0 Points   * The student does not have an understanding of grids and formats in the design process. The student is not able to complete any of the following:   + The student has successfully created a document that has a height of 11” and a width of 17”   + The student was able to use a horizontal guide to mark of a section for the title of 2”   + The student was able to use vertical guides and the ruler to divide the remaining area into three equally sized columns.   + The student successfully created the poster staying within the guides and formatting requested by the client. |

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| **Benchmark Number** | 17.05 |
| **Standard** | Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Produce documents integrating elements and principles of design. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to understand and utilize elements of design and principles of design in the composition of their work. |
| **Content Limits** | Elements of design that can be tested are line, color, form, texture, type, pattern and movement. Principles of design tested are center of interest, balance, harmony, contrast, directional movement, and rhythm, and composition. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on the elements of design in a project. The following element terminology can be included: Line, color, form, texture, type, pattern, movement, design, points of interest, balance, harmony, contrast, movement, and composition. |
| **Sample Item** | **Sample Performance Task:**  An environmental protection group called Hug-a-Tree has hired you to create a logo for their cause. The company is particular that the logo uses color to effectively portray their organization. Hug-a-Tree would like a vector image to be drawn with harmonious cool colors and contrasting text. Provide documentation justifying why each color was chosen and how the color design principles were utilized in the logo.  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  4 Points   * The student has a thorough understanding of using color theory in the design process. The student must meet all of the following to show a thorough understanding:   + The student successfully created a logo for the Hug-a-Tree organization that included a vector image, and text.   + The student utilized all of the following in their design     - Harmonious colors     - Cool colors     - Contrasting text   + The student was able to effectively identify and explain each of the color principles used as well as how and why they were incorporated into the design.   3 Points   * The student has an understanding of color theory in the design process. The student must meet the following to show an understanding:   + The student successfully created a logo for the Hug-a-Tree organization that included a vector image, and text.   + The student utilized all of the following in their design     - Harmonious colors     - Cool colors     - Contrasting text   + The student was able to effectively identify and explain each of the color principles used but was not able to give detailed information about how and why they are incorporated into the design.   2 Points   * The student has a partial understanding of color theory in the design process. The student must meet the following to show a partial understanding:   + The student successfully created a logo for the Hug-a-Tree organization that included a vector image, and text.   + The student utilized two of the following in their design     - Harmonious colors     - Cool colors     - Contrasting text   + The student was able to effectively identify and explain two of the color principles used   1 Point   * The student has a limited understanding of color theory in the design process. The student must meet the following to show a limited understanding:   + The student successfully created a logo for the Hug-a-Tree organization that included a vector image, and text.   + The student utilized one of the following in their design     - Harmonious colors     - Cool colors     - Contrasting text   + The student was able to effectively identify and explain the color principle used   0 Points   * The student does not have an understanding of color theory in the design process. The student is not able to complete any of the following:   + The student was not able to create a logo for the Hug-a-Tree organization that included a vector image, and text or did not use any of the color principles requested in the design |

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| **Benchmark Number** | 17.06 |
| **Standard** | Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Demonstrate proficiency in the use of a vector based illustration program. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to use an illustration program to create and understand the use of vector graphics. |
| **Content Limits** | The use of specific vector drawing tools will be assessed. The quality of the illustration should not be assessed. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on the drawing tools used to create vector graphics. Students should understand and be able to use the following tools: pen tool, text tool, line tool, shape tool, brush tool, pencil tool, eraser, and blob brush tool. |

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| **Sample Item** | **Sample Performance Task:**  You have been asked by your school principal to re-design the school logo. You decide it needs to be a vector image and will utilize a vector drawing program for the design. A minimum of four vector tools should be used in the design of the logo. Examples of tools that can be used are the pen, line, shape, pencil, brush, and text tool. You must provide and explanation of why a vector image should be created and the use of each vector tool utilized in the design.  4 Points   * The student has a thorough understanding of the use of vector tools in the design process. The student must meet all of the following to show a thorough understanding:   + The student has successfully created a school logo utilizing at least four of the following tools     - Pen     - Line     - Shape     - Pencil     - Brush     - Text   + The student is able to explain why a vector graphic should be used instead of bitmap as well as explain each tool utilized in the creation of the logo.   3 Points   * The student has an understanding of the use of vector tools in the design process. The student must meet all of the following to show an understanding:   + The student has successfully created a school logo utilizing at least three of the following tools     - Pen     - Line     - Shape     - Pencil     - Brush     - Text   + The student is able to explain why a vector graphic should be used instead of bitmap.   2 Points   * The student has a partial understanding of the use of vector tools in the design process. The student must meet all of the following to show a partial understanding:   + The student has successfully created a school logo utilizing at least two of the following tools     - Pen     - Line     - Shape     - Pencil     - Brush     - Text   + The student is able to explain why a vector graphic should be used instead of bitmap.   1 Point   * The student has a limited understanding of the use of vector tools in the design process. The student must meet the following to show a limited understanding:   + The student has successfully created a school logo utilizing at least two of the following tools     - Pen     - Line     - Shape     - Pencil     - Brush     - Text   0 Points   * The student does not have an understanding of vector tools in the design process.   + The student was not able to create a logo or utilize any of the vector tools |

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| **Benchmark Number** | 17.08 |
| **Standard** | Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Demonstrate proficiency in saving documents to various storage media (e.g. locally, CD, DVD, USB). |
| **Also Assesses** | Non applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to understand different types of storage media and when each should be used. |
| **Content Limits** | None Specified |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on students being able to save an image to different storage types. Storage media that students need to know how to use are: desktop, documents folder, USB, CD, DVD, server, cloud storage. |

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| **Sample Item** | **Sample Performance Task:**  You decide that you need to back up projects from standards 15.05, 17.01, 17.04, 17.05, 17.06, 18.02, 18.03, 19.01, 20.03, and 20.04 just in case something happens to your computer. You will save backup copies to your computer, a USB drive, A CD or DVD, and on a cloud storage account. Explain the benefits and disadvantages of each storage method.  Rubric:  4 Points   * The student has a thorough understanding of saving documents to various storage media. The student must meet all of the following to show a thorough understanding:   + The student successfully saved each of the products from the standards to all of the following storage medias:     - Computer     - USB drive     - CD or DVD     - Cloud storage   + The student is able to describe the benefits and disadvantages of each storage method.   3 Points   * The student has an understanding of saving documents to various storage media. The student must meet all of the following to show an understanding:   + The student successfully saved each of the products from the standards to at least three of the following storage medias:     - Computer     - USB drive     - CD or DVD     - Cloud storage   + The student is able to describe the benefits and disadvantages of at least three of the storage methods.   2 Points   * The student has a partial understanding of saving documents to various storage media. The student must meet all of the following to show a partial understanding:   + The student successfully saved each of the products from the standards to at least two of the following storage medias:     - Computer     - USB drive     - CD or DVD     - Cloud storage   + The student is able to describe the benefits and disadvantages of at least two of the storage methods.   1 Point   * The student has a limited understanding of saving documents to various storage media. The student must meet all of the following to show a limited understanding:   + The student successfully saved each of the products from the standards to at least one of the following storage medias:     - Computer     - USB drive     - CD or DVD     - Cloud storage   + The student is able to describe the benefits and disadvantages of at least one of the storage methods.   0 Points   * The student does not have an understanding of saving documents to various storage media for backup. |

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| **Benchmark Number** | 18.01 |
| **Standard** | Demonstrate proficiency in digital imaging. |
| **Benchmark** | Complete projects using proper resolution and screen values. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate Complexity |
| **Benchmark Clarifications** | The student will be able to create files using the proper resolution for a given project. |
| **Content Limits** | Non Specified |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | The student will be able to produce a file at the proper resolution |
| **Content Focus** | The content will focus on the creation of a digital project for a given situation. Content vocabulary will include: pixel per inch (PPI), lines per inch (LPI), dots per inch (DPI) |
| **Sample Item** | **Sample Performance Task:**  You have been hired by the school to take portraits of the school clubs. Each club image will need to be edited in photo editing software. The school plans to use the images on the school website as well as printed in the year book. You will provide your client with two image files of the club pictures and explain why the resolution is different between the two versions of the image.  4 Points   * Two images files are produced for the client. The student is able to explain the following to show a thorough understanding of resolution:   + The optimal Resolution chosen for both images   + Why the resolution of the two images are different.   + Other possible image resolutions that could have been used   + The process used to change the image resolution in an image editing program   3 Points   * Two images files are produced for the client. The student is able to explain the following to show an understanding of resolution:   + The optimal Resolution chosen for both images   + Why the resolution of the two images are different.   + The process used to change the image resolution in an image editing program   2 Points   * Two images files are produced for the client. The student is able to explain the following to show a partial understanding of resolution:   + The optimal Resolution chosen for both images   + The process used to change the image resolution in an image editing program   1 Point   * Two images files are produced for the client. The student is able to explain one of the following to show a limited understanding of resolution:   + The optimal Resolution chosen for both images   + The process used to change the image resolution in an image editing program   0 Points   * The student was not able to change the image resolution of the image and indicates that they do demonstrate an understanding of image resolutions. |

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| 18.01 |
| Demonstrate proficiency in digital imaging – The student will be able to: |
| Complete projects using proper resolution and screen values. |
| Not Applicable |
| (P)erformance |
| Performance Assessment |
| Moderate Complexity |
| The student will be able to create files using the proper resolution for a given project. |
| Non Specified |
| None Specified |
| The student will be able to produce a file at the proper resolution |
| The content will focus on the creation of a digital project for a given situation. Content vocabulary will include: pixel per inch (PPI), lines per inch (LPI), dots per inch (DPI) |
| **Sample Performance Task:**  You have been hired by the school to take portraits of the school clubs. Each club image will need to be edited in photo editing software. The school plans to use the images on the school website as well as printed in the year book. You will provide your client with two image files of the club pictures and explain why the resolution is different between the two versions of the image.  4 Points   * Two images files are produced for the client. The student is able to explain the following to show a thorough understanding of resolution:   + The optimal Resolution chosen for both images   + Why the resolution of the two images are different.   + Other possible image resolutions that could have been used   + The process used to change the image resolution in an image editing program   3 Points   * Two images files are produced for the client. The student is able to explain the following to show an understanding of resolution:   + The optimal Resolution chosen for both images   + Why the resolution of the two images are different.   + The process used to change the image resolution in an image editing program   2 Points   * Two images files are produced for the client. The student is able to explain the following to show a partial understanding of resolution:   + The optimal Resolution chosen for both images   + The process used to change the image resolution in an image editing program   1 Point   * Two images files are produced for the client. The student is able to explain one of the following to show a limited understanding of resolution:   + The optimal Resolution chosen for both images   + The process used to change the image resolution in an image editing program   0 Points   * The student was not able to change the image resolution of the image and indicates that they do demonstrate an understanding of image resolutions. |

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| **Benchmark Number** | 18.02 |
| **Standard** | Demonstrate proficiency in digital imaging. |
| **Benchmark** | Produce electronically retouched photographs. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | The student will be able to use the tools and panels in Adobe Photoshop or similar software to retouch photographs.  The student will be able to describe the tools needed to improve images. |
| **Content Limits** | Questions should be limited to tools, adjustments, and masks. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content focus will be placed on using tools, adjustments, and masks to retouch images. |

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| **Sample Item** | **Sample Performance Task:**  A client has provided you with a baby picture of their father they would like touched up and colorized. The client would like the tears and watermarks to be removed and wants the image to be colorized using non-destructive editing techniques. The colorized image should look as realistic as possible.    ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  Rubric  4 Points   * The student has a thorough understanding of retouching photographs. The student must meet all of the following to show a thorough understanding:   + The student was able to retouch the photo by completing all of the following:     - Removing the tears (should not see evidence that they were there)     - Removing the water damage (should not see evidence that they were there)     - Utilized masks to colorize the image     - Used blending techniques to make colorizing look realistic   3 Points   * The student has an understanding of retouching photographs. The student must meet all of the following to show an understanding:   + The student was able to retouch the photo by completing three of the following:     - Removing the tears (should not see evidence that they were there)     - Removing the water damage (should not see evidence that they were there)     - Utilized masks to colorize the image     - Used blending techniques to make colorizing look realistic   2 Points   * + The student has a partial understanding of retouching photographs. The student must meet all of the following to show a partial understanding:   + The student was able to retouch the photo by completing two of the following:     - Removing the tears (should not see evidence that they were there)     - Removing the water damage (should not see evidence that they were there)     - Utilized masks to colorize the image     - Used blending techniques to make colorizing look realistic   1 Point   * The student has a limited understanding of retouching photographs. The student must meet all of the following to show a limited understanding:   + The student was able to retouch the photo by completing at least two of the following:     - Removing the tears     - Removing the water damage     - Utilized masks to colorize the image     - Used blending techniques to make colorizing look realistic   + The student is able to describe the benefits and disadvantages of at least one of the storage methods.   0 Points  The student does not have an understanding of retouching photographs and was not able to remove the tears and watermarks or colorize the image. |

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| **Benchmark Number** | 18.03 |
| **Standard** | Demonstrate proficiency in digital imaging. |
| **Benchmark** | Produce projects using a digital camera. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Low |
| **Benchmark Clarifications** | The student will be able to use different photo composition techniques in their photography.  The student will be able to understand how to use a digital camera and adjust modes to achieve the desired photograph. |
| **Content Limits** | Composition techniques should be limited to rule of thirds, balancing, leading lines, symmetry/patterns, viewpoint, depth, framing, and cropping. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on students understanding how to use a digital camera and utilize composition techniques. Students must understand the following terminology: F stops, aperture, shutter speed, zoom, focus, rule of thirds, balancing, leading lines, symmetry/patterns, viewpoint, depth, framing, and cropping. |
| **Sample Item** | **Sample Performance Task:**  A student at your school has offered you a job taking their senior pictures. You are responsible for setting up each shot. To give a variety of poses and options, you decide to use several composition techniques you learned in your digital design class. The composition techniques you decide on are Rule of thirds, leading lines, symmetry/patterns, and framing. Write two to three sentences about each shot describing the camera/lighting setup (f-stop, aperture, shutter speed, zoom, focus, and light) and the composition technique used.  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  Rubric:  4 Points   * The student has a thorough understanding of using a digital camera. The student must meet all of the following to show a thorough understanding:   + The student is able to setup the shots using each of the following composition techniques:     - Rule of thirds     - Leading lines     - Symmetry/patters     - Framing   + The student is able to discuss the conditions on set for each of the four photographs and demonstrate a knowledge of F-stops, aperture, shutter speed, zoom, focus, and light to get the desired image.   3 Points   * The student has an understanding of using a digital camera. The student must meet all of the following to show an understanding:   + The student is able to setup the shots using three of the following composition techniques:     - Rule of thirds     - Leading lines     - Symmetry/patters     - Framing   + The student is able to discuss the conditions on set for at least three of photographs and demonstrate a knowledge of camera settings needed to get the desired image.   2 Points   * The student has a partial understanding of using a digital camera. The student must meet all of the following to show a partial understanding:   + The student is able to setup the shots using two of the following composition techniques:     - Rule of thirds     - Leading lines     - Symmetry/patters     - Framing   + The student is able to discuss the conditions on set for at least three of photographs and demonstrate a knowledge of camera settings needed to get the desired image.   1 Point   * The student has an understanding of using a digital camera. The student must meet all of the following to show an understanding:   + The student is able to setup the shot using at least two of the following composition techniques:     - Rule of thirds     - Leading lines     - Symmetry/patters     - Framing   0 Points   * The student does not have an understanding of how to use a digital camera and composition techniques to produce projects. |

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| **Benchmark Number** | 19.01 |
| **Standard** | Demonstrate proficiency in multimedia presentation. |
| **Benchmark** | Create PDF files. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity** | Low |
| **Benchmark Clarifications** | The student will be able to describe, identify and save a file in PDF format, and to explain why this format is used. |
| **Content Limits** | Limited to use of PDF files. |
| **Stimulus Attribute** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on the creation of pdf files from other document types. |

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| **Sample Item** | **Sample Performance Task:**  In preparation of creating a digital portfolio, you decide to convert several of your best designs to PDF files. You will save your resume, a logo, and edited image and a website as a pdf.  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  Rubric:  4 Points   * The student has a thorough understanding of creating PDF files. The student must meet all of the following to show a thorough understanding:   + The student is able save all of the following as a PDF file     - Resume     - Logo     - Image     - Website   3 Points   * The student has an understanding of creating PDF files. The student must meet all of the following to show an understanding:   + The student is able save three of the following as a PDF file     - Resume     - Logo     - Image     - Website   2 Points   * The student has a partial understanding of creating PDF files. The student must meet all of the following to show a partial understanding:   + The student is able save two of the following as a PDF file     - Resume     - Logo     - Image     - Website   1 Point   * The student has a limited understanding of creating PDF files. The student must meet all of the following to show a limited understanding:   + The student is able save one of the following as a PDF file     - Resume     - Logo     - Image     - Website   0 Points   * The student does not have an understanding of how create pdf files from common digital media projects. |

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| **Benchmark Number** | 20.01 |
| **Standard** | Demonstrate promotion applications for the selected marketing industry. |
| **Benchmark** | Identify types of promotion used in the industry. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarifications** | The student will understand promotion applications that may include static and interactive media; images, video, websites/web pages and print publications. |
| **Content Limits** | Items limited to brochures, magazines, billboards, informational flyers, door hangers, direct mail, handouts, homepages, and web pages. |
| **Stimulus Attribute** | Items may include pictures and graphics. |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on the type of promotions a designer might be asked to create and the uses of each. The types of promotions can include brochures, magazines, billboards, informational flyers, door hangers, direct mail, handouts, and web pages. |
| **Sample Item** | http://www.youprint.com/ajax/raster/getTemplatePreview.jpg?template_id=12680&theme_id=&long_side=160  Which type of promotional material is the above example?   1. billboard 2. brochure 3. magazine 4. web page   ANSWER: B |

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| **Benchmark Number** | 20.02 |
| **Standard** | Demonstrate promotion applications for the selected marketing industry. |
| **Benchmark** | Discuss importance of advertising media. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (K)nowledge |
| **Item Types** | Selected Response |
| **Ideal Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarifications** | The student will be able to discuss the importance of advertising media to designers and clients. |
| **Content Limits** | Questions are limited to Television, Radio, Print Publications, Internet, Direct Mail, Signage, Mobile Devices, Billboard, and Social Media. |
| **Stimulus Attribute** | Items may include graphics and pictures appropriate to questions. |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on the uses of different types of advertising media. The types of advertising media tested are limited to television, radio, print publications, internet, direct mail, signage, mobile devices, billboard, and social media. |
| **Sample Item** | Which of the following is the newest form of advertising media?   1. direct mail 2. internet 3. mobile devices 4. social media   ANSWER: D |

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| **Benchmark Number** | 20.03 |
| **Standard** | Demonstrate promotion applications for the selected marketing industry. |
| **Benchmark** | Use design principles in preparing promotional messages. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge, (P)erformance, or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment. |
| **Ideal Cognitive Complexity** | High |
| **Benchmark Clarifications** | The student will be able to use design principles to prepare promotional messages and know difference between balance, contrast, dominance, proximity, repetition, closure, continuance, negative space and/or unity. |
| **Content Limits** | Limit to balance, contrast, dominance, proximity, repetition, closure, continuance, negative space and unity. |
| **Stimulus Attribute** | Items may include graphics and pictures appropriate to questions. |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on the design principles of a promotional message. Key terms that will be used are: balance, contrast, dominance, proximity, repetition, closure, continuance, negative space and/or unity. |
| **Sample Item** | **Sample Performance Task:**    You have been hired by the Digital Media Department to create a promotional flyer advertising the Digital Design 2 class for next year. Your design should utilize balance, contrast, dominance, and unity. Describe how each of the design elements has been implemented in the promotional flyer.  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  Rubric  4 Points   * The student has a thorough understanding of using multiple design principles within a promotional advertisement. The student must meet all of the following to show a thorough understanding:   + The student successfully created a promotional flyer   + The student utilized all of the following in their design     - Balance     - Contrast     - Dominance     - Unity   + The student was able to effectively identify and explain each of the design principles used in the design.   3 Points   * The student has an understanding of using multiple design principles within a promotional advertisement. The student must meet all of the following to show an understanding:   + The student successfully created a promotional flyer   + The student utilized three of the following in their design     - Balance     - Contrast     - Dominance     - Unity   + The student was able to effectively identify and explain each of the design principles used in the design.   2 Points   * The student has a partial understanding of using multiple design principles within a promotional advertisement. The student must meet all of the following to show a partial understanding:   + The student created a promotional flyer   + The student utilized two or more of the following in their design     - Balance     - Contrast     - Dominance     - Unity   + The student was able to effectively identify and explain each of the design principles used but was not able to give detailed information about how and why they are incorporated into the design.   1 Point   * The student has a limited understanding of using multiple design principles within a promotional advertisement. The student must meet all of the following to show a limited understanding:   + The student created a promotional flyer   + The student utilized one of the following in their design     - Balance     - Contrast     - Dominance     - Unity   + The student was able to effectively identify and explain the design principles used but was not able to give detailed information about how and why they are incorporated into the design.   0 Points   * The student does not have an understanding of using design principles in a promotional design. The student is not able to complete any of the following:   + The student was not able to create a promotional flyer for the Digital Design 2 class that used balance, contrast, dominance, or unity. |

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| **Benchmark Number** | 20.04 |
| **Standard** | Demonstrate promotion applications for the selected marketing industry. |
| **Benchmark** | Write a promotional message to appeal to a target market. |
| **Also Assesses** | Not Applicable |
| **(K)nowledge (P)erformance or (B)oth** | (P)erformance |
| **Item Types** | Performance Assessment |
| **Ideal Cognitive Complexity Level** | High |
| **Benchmark Clarification** | The student will be able to write an appropriate message designed for a specific audience. Students will know criteria for creating a specific message. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | The target audience must be given in the stem. |
| **Response Attributes** | None Specified |
| **Content Focus** | The content will focus on creating an effective promotional message that appeals to the target audience. Students will need to understand the different types of media, design principles of promotional messages, and general design principles. |
| **Sample Item** | **Sample Performance Task:**  The school’s student newspaper needs you to develop a promotional message to be printed on the front page of this month’s issue advertising the blood drive being held on May 24th 2015 from 7:30 to 3:30. Students must be at least 16 to donate blood and have parent consent. Develop the promotional message keeping in mind the print media, target audience, slogan, and design principles. Discuss how each is addressed in your design.  ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.***  Rubric  4 Points   * The student has a thorough understanding of designing a promotional message. The student must meet all of the following to show a thorough understanding:   + The student successfully created a promotional message for a newspaper   + The students design addressed the all of the following     - Target Audience     - Slogan     - Design Principles   + The student was able to effectively discuss how their design was created for the target audience and print media.   3 Points   * The student has an understanding of designing a promotional message. The student must meet all of the following to show an understanding:   + The student successfully created a promotional message for a newspaper   + The students design addressed the all of the following     - Target Audience     - Slogan     - Design Principles   + The student was able to effectively discuss how their design was created for the target audience or print media.   2 Points   * The student has a partial understanding of designing a promotional message. The student must meet all of the following to show a partial understanding:   + The student successfully created a promotional message for a newspaper   + The students design addressed the all of the following     - Target Audience     - Slogan   + The student was able to discuss how their design was created for the target audience and/or print media.   1 Point   * The student has a thorough understanding of designing a promotional message. The student must meet all of the following to show a thorough understanding:   + The student successfully created a promotional message for a newspaper   + The students design addressed following     - Target Audience     - Slogan   0 Points   * The student does not have an understanding of creating a promotional message. Their promotional message was not designed for the right media or target audience. |