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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Digital Design 1 |
| 2014 |

*The contents of this document were developed under a grant from the United States Department of Education. However, the content does not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the federal government.*

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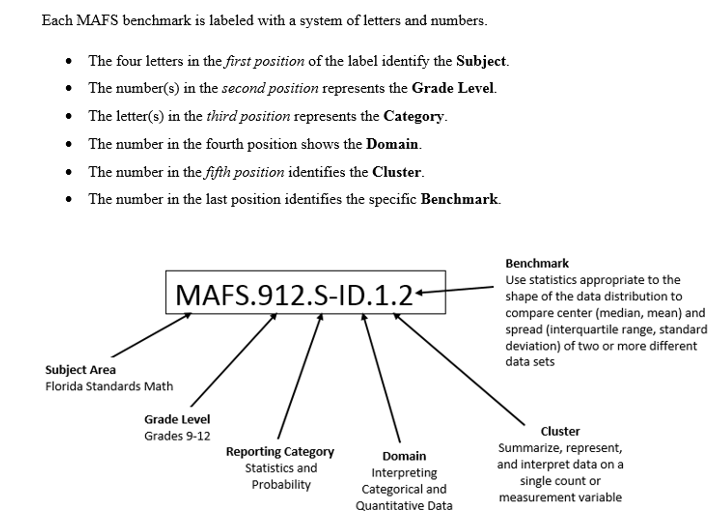
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and Florida State Standard. 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**  **Cognitive**  **Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which item should be assessed. |
| **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** | 04.01 |
| **Standard** | 04.0  Demonstrate proficiency in computer skills. |
| **Benchmark** | Identify basic computer parts (e.g., RAM, ROM). |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | The student will be able to identify basic computer parts from diagrams and/or definitions.  The student will list, label, and recognize all parts of the computer. |
| **Content Limits** | Content will be limited to computer hardware and peripherals only. |
| **Stimulus Attributes** | Stimulus will include graphics and screenshots to identify computer parts. |
| **Response Attributes** | Responses will include labeling and identifying the required information from a graphic or screenshot. |
| **Content Focus** | Diagram with parts labeled: [Microsoft.com](http://windows.microsoft.com/en-us/windows/computer-parts#1TC=windows-7)  Parts that should be introduced: system unit, storage, mouse, keyboard, monitor, printer, speakers, modem, etc. |
| **Sample Item** | What is the name of the computer part that is identified by the number 1?  A. cpu  B. keyboard  C. monitor  D. mouse  Correct Answer: C |

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| **Benchmark Number** | 04.02 |
| **Standard** | 04.0  Demonstrate proficiency in computer skills. |
| **Benchmark** | Demonstrate an understanding of all functions of a computer. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Short Response, Selected Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify parts of the computer from their functions.  The student will classify different functions of a computer. |
| **Content Limits** | Content will **not** be limited to computer hardware and peripherals.  Content will also include computer operating systems, performance (programs), memory, network, and communications. |
| **Stimulus Attributes** | Stimulus will include graphics and screenshots to identify computer parts’ functions.  Stimulus will include item descriptions for selected response items or short answers. |
| **Response Attributes** | Responses will include the student being able to label and identify the required information from a graphic or screenshot. |
| **Content Focus** | Diagram with parts labeled and functions explained: [Microsoft.com](http://windows.microsoft.com/en-us/windows/computer-parts#1TC=windows-7)  Parts/functions that should be introduced: hardware, software, input devices, output devices, operating systems, programs, memory, network, communications, etc. |
| **Sample Item** | Which of the following items is **not** an input device?  A. keyboard  B. microphone  C. mouse  D. speaker  Correct Answer: D |

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| **Benchmark Number** | 05.01 |
| **Standard** | 05.0  Demonstrate knowledge of digital publishing concepts. |
| **Benchmark** | Identify the skills needed by a digital designer. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will identify basic skills needed to be a digital designer such as technical proficiency, analytical skills, and problem solving techniques. |
| **Content Limits** | Content will be confined to identifying the skills necessary for this career path. |
| **Stimulus Attributes** | Scenarios could be provided for items asking students to identify or summarize concepts. |
| **Response Attributes** | Responses should include different skills and terms for the Digital Design career path. |
| **Content Focus** | Focus on technical skills: design, art, conceptual, process, typography, software, and production.  Focus on analytical skills and problem-solving techniques will be scenario based. |
| **Sample Item** | Which of the following visual design skills incorporates page layout using different font styles and font sizes?  A. color theory  B. composition  C. typography  D. web design  Correct Answer: C |

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| **Benchmark Number** | 05.02 |
| **Standard** | 05.0  Demonstrate knowledge of digital publishing concepts. |
| **Benchmark** | Define commonly used terms in graphic communications. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will describe basic terms such as deliverables, design comp, scope creep, storyboard, frame rate, interface. |
| **Content Limits** | Content should be limited to non-hardware (software) vocabulary. |
| **Stimulus Attributes** | Stimulus will include item descriptions for selected responses or short responses. |
| **Response Attributes** | The student will identify basic design terms. |
| **Content Focus** | Terminology should include raster and vector-based images, CMYK, RGB, gamut, DPI and PPI, typography, kerning, leading, grids, compositing, dithering, feathering, indexing, deliverables, design comp, scope creep, storyboard, interface, etc. |
| **Sample Item** | What is the proper term for the technique of combining multiple images into a single graphic design?  A. compositing  B. dithering  C. feathering  D. indexing  Correct Answer:A |

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| **Benchmark Number** | 05.03 |
| **Standard** | 05.0  Demonstrate knowledge of digital publishing concepts. |
| **Benchmark** | Identify characteristics of paper. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will describe characteristics of paper such as durability, finish, ply, sizing. |
| **Content Limits** | Content limits are limited to the scope of paper in printing uses only. |
| **Stimulus Attributes** | The stimulus may include a scenario written so the student can identify the characteristics and purposes of the paper. |
| **Response Attributes** | The student will describe characteristics of paper for graphic design. |
| **Content Focus** | Terminology could include: paper weight (caliper, basis weight, equivalent weight) paper type (paper grades: acid-free, bond, coated, text, book, offset, cover, index, tag, Bristol newsprint, lightweight papers, digital papers) paper color (brightness, reflectance, opacity, smoothness) paper gloss, printed gloss, and grain. |
| **Sample Item** | **Short Answer**  Define “acid-free paper” and describe one situation where this paper could be used today.  **Student Sample Answer:**  Paper which has had the acid removed from the pulp so that it has a neutral 7.0 pH (or above) is known as acid free paper. This type of paper is usually used when creating scrapbooks that include photographs printed on acid-free paper to make sure the pictures will last a long time.  **Rubric:**  2 —Student successfully defines the term correctly and describes an accurate situation where the paper could be used today.  1 -- Student provides a partially correct answer by only defining the term –or—the student provides a partially correct answer by only explaining a current use of acid-free paper.  0 – Student does not provide a response or the student’s response is incorrect. |

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| **Benchmark Number** | 05.04 |
| **Standard** | 05.0  Demonstrate knowledge of digital publishing concepts. |
| **Benchmark** | Identify different kinds of color (e.g./ spot, process). |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will identify different kinds of color such as RGB, CYMK, Spot, Process, etc. that are used in various kinds of digital processes. |
| **Content Limits** | Colors are limited to those used in Adobe Photoshop and InDesign. |
| **Stimulus Attributes** | Stimulus may include pictures in various situations demonstrating different types of color. |
| **Response Attributes** | Responses may include descriptions of different types of color, descriptions of when each type should be used, and advantages/disadvantages of each. |
| **Content Focus** | Terminology could include: RGB, CMYK, grayscale, spot, process (four-color process or 4/c process), Pantone, color transparency, custom color ranges, hue, saturation, brightness, etc. |
| **Sample Item** | Which of the following color choices is the **most** effective to use when printing on an offset printing press?  A. CMYK  B. Ramut Colors  C. RGB  D. Web Safe Colors  Correct Answer: A |

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| **Benchmark Number** | 05.05 |
| **Standard** | 05.0  Demonstrate knowledge of digital publishing concepts. |
| **Benchmark** | Identify software used in digital publishing. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will identify different software programs used in digital publishing. |
| **Content Limits** | Content will be limited to software that will run on PCs, Macs, Tablets, and Notebooks. |
| **Stimulus Attributes** | Stimulus will include common digital publishing software used in schools such as Microsoft Publisher, Adobe Photoshop, and Adobe InDesign. |
| **Response Attributes** | The student will identify programs used for specific projects. |
| **Content Focus** | Software titles may include Adobe Bridge, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Microsoft Publisher, Microsoft PowerPoint, Corel Draw, Corel Paintshop Pro, Quark Xpress, Word Press. |
| **Sample Item** | Which of the following software programs would be the **best** choice to use when creating a multi-page newsletter?  A. Adobe Flash  B. Adobe Illustrator  C. Adobe InDesign  D. Adobe Photoshop  Correct Answer: C |

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| **Benchmark Number** | 05.06 |
| **Standard** | 05.0  Demonstrate knowledge of digital publishing concepts. |
| **Benchmark** | Demonstrate knowledge of copyright laws. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will demonstrate knowledge of ethics and copyrights laws in respect to original works of authorship and types of work covered under the Copyright Act, including the "fair use policy”. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Stimulus will include all media type copyright laws. |
| **Response Attributes** | The student will be able to identify what is permissible and what is not under the Copyright Act and the "fair use policy". |
| **Content Focus** | Terms may include Copyright Act, Creative Commons, copyright, freeware, shareware, open source, attribution, artist, copyright infringement, derivative work, expression, fair use, file sharing, license, mashup, parody, P2P technology, plagiarism, public domain, remix culture, stakeholder. |
| **Sample Item** | Which of the following items is **not** protected by the U. S. Copyright Act?  A. ideas  B. literary works  C. musical recordings  D. video recordings  Correct Answer: A |

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| **Benchmark Number** | 06.01 |
| **Standard** | 06.0  Perform decision making activities. |
| **Benchmark** | Determine work priorities. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will identify and determine work priorities in a career related environment. |
| **Content Limits** | This item must remain task specific not program specific.  Items should not assess what should be completed as a priority task in Photoshop.  This item should include choices that a graphic designer or photographer would have to make in the beginning of a project. |
| **Stimulus Attributes** | Items will be set in a real-world context. |
| **Response Attributes** | Items will be set in a real-world context. |
| **Content Focus** | Focus should include steps in process of working with a client on a project: target audience, filming locations, selecting software, editing images, communicating with client, purpose of the project, needs of the client, target demographics, preparing comps, submitting deliverables. |
| **Sample Item** | What should be your first priority when preparing a print design for a client?  A. editing images  B. identifying target audience  C. selecting photo shoot locations  D. selecting software  Correct Answer: B |

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| **Benchmark Number** | 06.02 |
| **Standard** | 06.0  Perform decision making activities. |
| **Benchmark** | Evaluate information to be used and choose relevant material. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark Clarification** | The student will evaluate information to be used. Students will choose relevant material depending on the target audience. |
| **Content Limits** | Items must maintain school appropriateness and cannot assess adult type graphic situations.  Items may include questions regarding the appropriateness of material that school-age children could view. |
| **Stimulus Attributes** | Specific and age appropriate graphics may be used. |
| **Response Attributes** | None Specified |
| **Content Focus** | Focus should include ways to determine the appropriateness of material which could depend on gender, age, race, occupation, wage, income bracket, religion, political party. |
| **Sample Item** | Which images would be the **most** appropriate when selecting images for elementary age students, aged 5-11?  A. age appropriate images  B. entertaining and colorful images  C. images chosen by parents  D. images chosen by the target audience  Correct Answer: A |

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| **Benchmark Number** | 06.04 |
| **Standard** | 06.0 Perform decision making activities. |
| **Benchmark** | Demonstrate an understanding of various advertising mediums. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark Clarification** | The student will recognize the differences in various advertising mediums including print and interactive design mediums. |
| **Content Limits** | Items will not require students to name specific types of software. |
| **Stimulus Attributes** | Items will be set in a real-world context. |
| **Response Attributes** | None Specified |
| **Content Focus** | Terms can include interactive media, print media, digital media, electronic media, television, radio, billboards, e-mail, direct mail, flyers, signage, in-store, social media, internet, product placement, mobile devices, sponsorships, other media outlets. |
| **Sample Item** | How does interactive media differ from print media?  A. Interactive media is easier to design.  B. Interactive media designers must always work individually.  C. Interactive media usually only reaches one demographic group.  D. Interactive media is time-based, involving motion or a series of  events.  Correct Answer: D |

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| **Benchmark Number** | 06.05 |
| **Standard** | 06.0  Perform decision making activities. |
| **Benchmark** | Recognize and maintain ethical standards. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate, High |
| **Benchmark Clarification** | The student will recognize and maintain ethical standards regarding such topics as U.S. Copyright Act of 1976 and the Fair Use Act. |
| **Content Limits** | This item should assess copyright. |
| **Stimulus Attributes** | Stimulus may include a real-world scenario. |
| **Response Attributes** | None Specified |
| **Content Focus** | Standards of practice can include copyright, age appropriateness, cultural awareness, racial non-bias.  According to the American Association of Advertising Agencies the following does **not** meet high ethical standards: false or misleading statements or exaggerations, testimonials that do not reflect the real opinion, misleading price claims, claims with insufficient support, statements, suggestions, or pictures that are offensive to public decency or minority segment of the population.  The student should be made aware of all the terms associated with ethics including “bad” examples. |
| **Sample Item** | In accordance with the U.S. Copyright Act of 1976 and its amendments, you must have permission of the original artist to use an image, excluding the images that are used for the Fair Use Act. At what point is an image copyrighted?  A. the precise moment it is planned on paper  B. the precise moment it is created in some form  C. the precise moment it is thought of during a conversation  D. the precise moment it is registered with the U. S. Copyright Office  Correct Answer: B |

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| **Benchmark Number** | 07.01 |
| **Standard** | 07.0  Perform layout, design and measurement activities |
| **Benchmark** | Identify characteristics of type, type families, type series, and type styles. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will describe the characteristics associated with different type and type families.  The student will identify, label, or categorize the type, family, series, and style shown. |
| **Content Limits** | Content should be general and not software specific.  Content should be limited in scope to font-face/typography only. |
| **Stimulus Attributes** | Stimulus will include graphics to identify type (font/typography). |
| **Response Attributes** | None Specified |
| **Content Focus** | Focus should include typeface (Times, Helvetica, Arial, Calibri, Century, Garamond), sans serif, serif, decorative, script-cursive, typestyle (normal, bold, italic), character weight (light, bold, heavy, black). |
| **Sample Item** | Which of the following attributes is **not** representative of a Serif Font?  A. a font that has "feet"  B. a font that has a little "flair" to it  C. a font that has straight non-ornamental lines  D. a font that includes an upward curl on the end of the letter  Correct Answer: C |

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| **Benchmark Number** | 07.02 |
| **Standard** | 07.0  Perform layout, design and measurement activities. |
| **Benchmark** | Assemble mechanical elements electronically. |
| **Also Assesses** | 07.01, 07.04, 08.04 |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will utilize elements of design in a project using a computer software tool that is utilized within their school/district. |
| **Content Limits** | As a performance based item, content is limited to a specific task with detailed instructions with a rubric. |
| **Stimulus Attributes** | Stimulus will give specific direction for a desired result. |
| **Response Attributes** | The desired response to this framework will have obvious elements based on the specific directions for the desired result. |
| **Content Focus** | Design elements are the basic units of a visual piece and the following terms could be included in the instructions of the performance assessment: line, color, shape, texture, space, form, unity/harmony, balance, hierarchy, scale/proportion, dominance/emphasis, similarity and contrast. |
| **Sample Item**  Create an inspirational poster targeting teens to become involved in a club at their school. Be sure to include the required elements of design on a document 11 X 17 and save the poster as a .pdf. Elements of design that need to be included in the poster: space, line, form, texture, and color.  ***Rubric:***   |  |  | | --- | --- | | ***Points*** | ***Description of Requirements*** | | 4 | All four elements of design are included in the poster. | |  | Document is saved as a pdf with tabloid document size of 11” x 17” or 17” x 11”. | |  | Appropriate target audience is teens. | |  | Poster includes a school club. | | 3 | Only three of the items listed above are included. | | 2 | Only two of the items listed above are included. | | 1 | Only one of the items listed above is included. | | 0 | Student did not complete the project –or—none of the items listed above are included in the project. |   ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.*** | |

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| **Benchmark Number** | 07.04 |
| **Standard** | 07.0  Perform layout, design and measurement activities. |
| **Benchmark** | Identify elements of design. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will identify, list, label, and recognize the elements of design. |
| **Content Limits** | Content has no limits to identifying elements of design. |
| **Stimulus Attributes** | Stimulus may include graphics to be used to identify elements of design.  Stimulus could include element definition to be used for short answer, matching, or selected response items. |
| **Response Attributes** | None Specified |
| **Content Focus** | Design elements are the basic units of a visual piece and the following terms could be included on the exam question: line, color, shape, texture, space, form, unity/harmony, balance, hierarchy, scale/proportion, dominance/emphasis, similarity, contrast. |
| **Sample Item** | Which of the following items is **not** a common element of design?  A. balance  B. contrast  C. harmony  D. quality  Correct Answer: D |

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| **Benchmark Number** | 08.04 |
| **Standard** | 08.0  Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Complete projects using a variety of fonts, sizes, leading, and alignments  . |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will demonstrate understanding of the terminology associated with fonts by creating banners, headlines, magazine covers, and/or posters to motivate the target audience. |
| **Content Limits** | As a performance based item, content is limited to a specific task with detailed instructions with a rubric. |
| **Stimulus Attributes** | Stimulus will be specific. |
| **Response Attributes** | The desired response will have obvious elements of typography included based on the specific directions for the desired result. |
| **Content Focus** | The following terms could be included in the instructions of the performance assessment item: typography, kerning, tracking, leading, serif, sans-serif, bullet, boldface, baseline, ascender, descender, focal point, type style, typeface, readability, legibility, font, justified, flush right, flush left, centered, alignment, emphasis, contrast. |

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| **Sample Item**  Create a single-sided full page advertisement to promote the school’s upcoming food drive for Thanksgiving. Follow proper layout and use appropriate font styles, font sizes, artwork, white space and color. Print out one copy to be included in your portfolio.  ***Rubric:***   |  |  | | --- | --- | | ***Points*** | ***Description of Requirements*** | | 4 | Advertisement is formatted at standard size (8.5” x 11”) includes vital information (event, date, time, place, etc.). | |  | Font styles and sizes are appropriate for full page ad. | |  | Alignment and leading are appropriate. | |  | Graphics are appropriate for intended audience. | | 3 | Only three of the items listed above are included. | | 2 | Only two of the items listed above are included. | | 1 | Only one of the items listed above is included. | | 0 | Student did not complete the project –or—none of the items listed above are included in the project. |   ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.*** |

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| **Benchmark Number** | 08.07 |
| **Standard** | 08.0  Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Produce projects using tables, layouts, and templates. |
| **Also Assesses** | 08.04 |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will use templates to produce brochures, business cards, newsletters, and other business documents. |
| **Content Limits** | As a performance based item, content is limited to a specific task with detailed instructions with a rubric. |
| **Stimulus Attributes** | The student may be given specific parameters as to what their output should be (brochure, newsletter, etc.).  Stimulus will be specific and will give specific direction for a desired result. |
| **Response Attributes** | None Specified |
| **Content Focus** | Terms that might be used in performance assessment instructions: nest multiple tables, set padding and margins, set fixed widths for table, maximum document width, scaled down, pixels, map out exact table cells, pagination, page layout, grid, template, master page. |
| **Sample Item**  Create a one-sided business card for your technology teacher to use at the upcoming Open House. Be sure to include all the vital information that is recommended by your client/teacher. Use a standard template that is included with your desktop publishing software program. Print a comp of the business card for your client to approve. Include a printed copy of your comp in your portfolio.  ***Rubric:***   |  |  | | --- | --- | | ***Points*** | ***Description of Requirements*** | | 4 | Business Card is formatted at standard size (3.5” x 2.5”) with text at least 1/8” from each edge. | |  | Vital Information is included (name, address, phone, email). | |  | Font styles and sizes are appropriate. | |  | Printed comp includes crop marks. | | 3 | Only three of the items listed above are included. | | 2 | Only two of the items listed above are included. | | 1 | Only one of the items listed above is included. | | 0 | Student did not complete the project –or—none of the items listed above are included in the project. |   ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.*** | |

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| **Benchmark Number** | 08.10 |
| **Standard** | 08.0  Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Create documents that use master pages. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will demonstrate the essential layout components of a document by creating master pages for newsletters, letterheads, and brochures.  The student will understand the components of a master page and be able to explain the purpose of creating a master page. |
| **Content Limits** | As a performance based item, content is limited to a specific task with detailed instructions with a rubric. |
| **Stimulus Attributes** | The student may be given specific parameters as to what their output should be.  Specifics for a multi-page project intended to communicate ideas in a printed, hard copy format.  Performance products may include, but are not limited to, multi-page flyers, newspapers, brochures, illustrated story. |
| **Response Attributes** | Performance responses will be based on content, creativity/originality, design, and layout. |
| **Content Focus** | Terms that might be used in the performance assessment’s instructions: master, stacking order, layers, objects, document pages, logos, page numbers, headers, footers, text frames, graphic frames, placeholders, page objects, presets, columns, force objects, sections, source master, adjust automatically, merging. |
| **Sample Item**  Create a computer generated Master Page for a "Stop Bullying" letter-sized poster with no facing pages. It will need to include three columns with a 0.1667 inch gutter and all margins need to be set a ½ inch. Create at least three text frames and at least three graphics fames. Save a screenshot of the New Document Dialog Box to prove the settings were chosen correctly. Make a copy of the completed Master Page along with the corresponding screenshot of the New Document Dialog Box.  ***Rubric:***   |  |  | | --- | --- | | ***Points*** | ***Description of Requirements*** | | 4 | Master Page is set for (8.5 x 11) and facing pages option is not checked. | |  | Number of Columns: 3 Gutter: 0.16667 in. | |  | Margins .5” (Top, Botton, Left, and Right) | |  | 3 Text Frames and 3 Graphics Frames are included. | | 3 | Only three of the items listed above are included. | | 2 | Only two of the items listed above are included. | | 1 | Only one of the items listed above is included. | | 0 | Student did not complete the project –or—none of the items listed above are included in the project. |   ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability. (Adobe InDesign or Adobe Illustrator preferred)*** | |

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| **Benchmark Number** | 08.14 |
| **Standard** | 08.0  Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Produce a variety of designs using layout/paste up software. |
| **Also Assesses** | 07.01, 07.02, 07.04, 08.04 |
| **Knowledge/**  **Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will produce various documents using templates.  The student will demonstrate various skills such as copy, paste, insert, and rule of thirds. |
| **Content Limits** | As a performance based item, content is limited to a specific task with detailed instructions with a rubric. |
| **Stimulus Attributes** | Stimulus may include real life scenarios and situations. |
| **Response Attributes** | None Specified |
| **Content Focus** | Terms that might be used in the performance assessment instructions: document pages, logos, page numbers, headers, footers, text frames, graphic frames, placeholders, page objects, presets, columns, force objects, sections.  Additional terms that focus on style and design: color theory, mood, tone, format, font, size, style, text.  Elements of design could include: line, color, shape, texture, space, form, unity/harmony, balance, hierarchy, scale/proportion, dominance/emphasis, similarity, contrast. |
| **Sample Item**  Create a magazine cover for a general sports magazine. It must include three different font sizes, setting the type so it follows proper layout procedures. Use two different font styles; one for the title and another for the other lines of text. Be sure the image is resized proportionately and the page layout follows appropriate desktop pulbishing elements of design.  ***Rubric:***   |  |  | | --- | --- | | ***Points*** | ***Description of Requirements*** | | 4 | Magazine Cover resembles a Sports Magazine with the image enlarged proportionately. | |  | Includes 3 different font sizes. | |  | Proper font styles are used appropriately (Sans serif fonts for headlines and serif fonds for body text). | |  | Proper design elements are evident (rule of thirds, unity, etc.). | | 3 | Only three of the items listed above are included. | | 2 | Only two of the items listed above are included. | | 1 | Only one of the items listed above is included. | | 0 | Student did not complete the project –or—none of the items listed above are included in the project. |   ***This standard should be used in conjunction with the portfolios that students will be creating. Software is based on individual school/county availability.*** | | |

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| **Benchmark Number** | 08.18 |
| **Standard** | 8.0  Demonstrate proficiency in digital publishing operations. |
| **Benchmark** | Design an electronic portfolio. |
| **Also Assesses** | 08.15, 08.16 |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will collect and design desktop publishing documents.  The student will need to collect a sample of each type of item listed in the checklist below. |
| **Content Limits** | Because of software limitations, content is limited to hands on/ performance items utilizing individual school/county specifications on software titles and assessment values.  As a performance based item, content is limited to a specific task with detailed instructions with a rubric. |
| **Stimulus Attributes** | Stimulus may include specific parameters as to what the output should be and what it should include. |
| **Response Attributes** | None Specified |
| **Content Focus** | Terms that might be used in the performance assessment instructions: color theory, mood, tone, font, size, style, text.  Elements of design could include: line, color, shape, texture, space, form, unity/harmony, balance, hierarchy, scale/proportion, dominance/emphasis, similarity, contrast. |
| **Sample Items to Be Included in Portfolio**  The portfolio will consist of the following items. Students must include the items from their specific Performance Assessment. *Each item will be graded by the rubric for that specific standard.*  ***Checklist of Items for Portfolio:***   |  |  |  | | --- | --- | --- | | ***Standard Number*** | ***Description of Performance Assessment***  ***(Items may vary depending on the test question)*** | ***Description of printed items to include in Portfolio*** | | 07.02 | Inspirational Poster (or other comparable layout) | Document saved as .pdf | | 08.04 | Full-page Advertisement | Document saved as .pdf | | 08.07 | Business Card | Document saved as .pdf | | 08.10 | Master Page for any document | Documents saved as .pdf | | 08.14 | Magazine Cover | Document saved as .pdf | | 08.18 | Portfolio | Copy of all documents in folder (storage device will be determined by each individual school/county) |   ***This standard should be a separate entity that will need to be included with the assessment.***  ***It will include all performance questions in conjunction with each of the performance items’ rubrics.***    ***Collection and evaluation of portfolios will be based on individual school/county specifications.*** | |