



**GRAPHIC COMMUNICATIONS  
OFFSET PRESS OPERATOR  
SKILLS STANDARDS  
OD44103**

## ***Competency-Based Education: OKLAHOMA'S RECIPE FOR SUCCESS***

### ***BY THE INDUSTRY FOR THE INDUSTRY***

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

### ***TOOLS FOR SUCCESS***

*CareerTech* relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

**Skills standards** provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

**Curriculum materials** contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

**Competency Assessments** test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

### ***MEASURING SUCCESS***

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

### ***TRUE TO OUR PURPOSE***

"We prepare Oklahomans to succeed in the workplace, in education, and in life" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

Copyright 2006  
Oklahoma Department of Career and Technology Education  
All rights reserved

Printed in the United States of America by the  
Oklahoma Department of Career and Technology Education  
Stillwater, Oklahoma

The Oklahoma Department of Career and Technology Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

**GRAPHIC COMMUNICATIONS  
OFFSET PRESS OPERATOR  
SKILLS STANDARDS  
Frequency and Criticality Ratings**

Duty O: Perform Advanced Press Operations

-----  
**Frequency:** represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

- 1 = less than once a week
- 2 = at least once a week
- 3 = once or more a day

**Criticality:** denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

- 1 = slight
  - 2 = moderate
  - 3 = extreme
- 

**DUTY O: Perform Advanced Press Operations**

CODE	TASK	F/C
O.01	Utilize safe work habits in press operations	3/3
O.02	Read and comprehend production information from ticket/jacket	3/3
O.03	Describe the operational procedures for each of the controls and adjustments on the press	2/3
O.04	Use mechanical control for registration	2/3
O.05	Use a pin registration system	2/3
O.06	Troubleshoot press problems <ul style="list-style-type: none"> <li>• Paper stock</li> <li>• Mechanical</li> <li>• Chemistry</li> <li>• Registration</li> </ul>	3/3
O.07	Prepare press chemistry	3/3
O.08	Use and interpret Conductivity pH meter	2/2
O.09	Set up, mix, and test ink for printing using color chart for mixing requirements	2/3
O.10	Print a job on lightweight paper and carbonless paper	2/3
O.11	Print a job on card or cover stock and envelopes	3/3
O.12	Print a variety of paper finishes (i.e. linen, laid, felt, coated stock, vellum) <ul style="list-style-type: none"> <li>• Halftones</li> <li>• Solids</li> </ul>	3/3
O.13	Demonstrate knowledge of paper characteristics	2/2
O.14	Demonstrate knowledge of varnishes and coatings	2/3
O.15	Print a series of jobs using a variety of different impositions	2/3

O.16	Print a process color job on a duplicator using a two-color press	2/3
O.17	Print a job containing duotone	2/2
O.18	Identify the common problems in color registration and describe the solutions	2/3
O.19	Print a multi-color, 2-sided job on coated paper	2/3
O.20	Print a job with metallic ink	1/3
O.21	Print a process color job on uncoated paper	2/3
O.22	Print a process color job on coated paper	2/3
O.23	Interpret color bars on press sheet to determine quality and corrective action if necessary	2/3
O.24	Perform color densitometry activities and applications	2/3
O.25	Perform preventative maintenance	3/3
O.26	Evaluate and adjust roller settings	2/3
O.27	Maintain quality throughout the press run	3/3
O.28	Print job containing a 133 or above line screen	2/3