



**ADVERTISING DESIGN  
GRAPHIC DESIGNER  
SKILLS STANDARDS  
OD44112**



## ***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 2005  
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.

**ADVERTISING DESIGN  
GRAPHIC DESIGNER  
SKILLS STANDARDS  
Frequency and Criticality Ratings**

Duty M: Copyright Law

Duty N: Project Management

Duty O: Printing Surfaces

Duty P: Design and Color Principles

Duty Q: Basic Computer Illustration

**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 M: Copyright Law**

CODE	TASK	F/C
M.01	Identify copyrighted material	3/3
M.02	Interpret copyright rules	2/2
M.03	Compose a copyright release letter	1/3

**DUTY N: Project Management**

CODE	TASK	F/C
N.01	Communicate with clients, production artists, printers, or other key personnel	2/2
N.02	Research project requirements	2/2
N.03	Develop a plan for completing the project	2/2
N.04	Identify and organize project materials	2/2
N.05	Create unconventional solutions to traditional design problems	2/2
N.06	Demonstrate problem solving ability	2/2
N.07	Evaluate and refine ideas	2/2
N.08	Complete the project	2/2

**DUTY O: Printing Surfaces**

CODE	TASK	F/C
O.01	Determine what surface works best for a project	2/2
O.02	Identify surfaces by color, common size, weight, number, and finish	2/2

**DUTY P: Design and Color Principles**

CODE	TASK	F/C
P.01	Identify the ten graphic design layouts (mondrian, picture-window, copy-heavy, frame, circus, multipanel, silhouette, big-type, rebus, alphabet-inspired)	3/3
P.02	Identify the concept of eye flow in composition	2/3
P.03	Identify and demonstrate use of elements and principles of graphic design (line, shape, value, texture, format/balance, emphasis, rhythm, unity)	2/3
P.04	Define terminology associated with graphic design	3/3
P.05	Identify methods used to achieve emphasis	2/3
P.06	Identify types of balance	2/3
P.07	Understand 2-D design	2/3
P.08	Understand 3-D design	1/3
P.09	Understand client's specifications	3/3
P.10	Brainstorm ideas	3/3
P.11	Identify appropriate marketing and research information (audience and purpose of graphics)	3/3
P.12	Select proper typography appropriate for the design and purpose (type fonts, styles and size)	3/3
P.13	Choose appropriate colors	3/3
P.14	Identify the physiological and psychological effects of color	1/1
P.15	Identify photograph quality and appropriateness	3/3
P.16	Create graphics that integrate principles of communication and elements of visual design	2/2
P.17	Describe characteristics of design for different media. (ie: t-shirt, billboard, business cards, etc.)	2/3
P.18	Develop variety of color using tints, screens and shading techniques	2/3
P.19	Identify the printer's color wheel	1/1
P.20	Project planning: <ul style="list-style-type: none"> <li>• Make a series of thumbnail sketches</li> <li>• Make a rough draft</li> <li>• Make a comprehensive layout</li> <li>• Identify postal regulations (size, weight and fold limitations)</li> <li>• Make a folded dummy</li> </ul>	3/3
P.21	Design a document using appropriate margins, indents, tabs, display and text fonts, styles, point sizes, leading, character formats, paragraph formats, etc.	3/3

**DUTY Q: Basic Computer Illustration**

<b>CODE</b>	<b>TASK</b>	<b>F/C</b>
Q.01	Demonstrate a functional knowledge of menus and palettes of illustration software	3/2
Q.02	Use tools and effects	3/3
Q.03	Create, import, and edit line art	2/3
Q.04	Create, import, and edit spot color illustrations	2/3
Q.05	Create, import, and edit process color illustrations	2/3
Q.06	Create, import, and edit RGB illustrations	2/3
Q.07	Import scanned images and trace/redraw	2/3
Q.08	Create and use styles	2/3
Q.09	Create custom blends, masks, and compound paths	2/3
Q.10	Convert type to paths and manipulate for display	2/3
Q.11	Prepare graphics and text for on-screen presentation	1/3
Q.12	Produce a logo design on the computer and integrate into a design	3/3
Q.13	Create vector animations for on-screen presentations	1/1
Q.14	Prepare graphics and text for print	3/3
Q.15	Perform printing and separation functions	2/3