



**ADVERTISING DESIGN
WEB DESIGNER
SKILLS STANDARDS
OD44115**

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

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

Duty X: Multimedia

Duty Y: Web Authoring

Duty Z: Web Site Production

Duty AA: Web Animation

Duty BB: Portfolio Development – Web

Duty CC: Cascading Style Sheets

Duty DD: Web Design and Usability

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 X: Multimedia

CODE	TASK	F/C
X.01	Define multimedia terminology	3/3
X.02	Identify multimedia production	3/3
X.03	Define appropriateness of multimedia usage	3/3

DUTY Y: Web Authoring

CODE	TASK	F/C
Y.01	Create/edit HTML document elements	3/3
Y.02	Customize HTML document (color schemes, fonts, backgrounds, etc.)	3/3
Y.03	Apply and edit transparent and animated graphic images	2/3
Y.04	Create and use cascading style sheets	2/3
Y.05	Gather and integrate media elements	2/3
Y.06	Create hypertext links and graphic hyperlinks	3/3
Y.07	Create/use image maps	3/3
Y.08	Create/edit tables and forms	2/3

Y.09	Create frames	2/3
Y.10	Plan, structure, design, create, and present an individual web page project	3/3

DUTY Z: Web Site Production

CODE	TASK	F/C
Z.01	Plan, structure, design and edit web site	3/3
Z.02	Create links, jump menus, navigation bars, and behaviors	3/3
Z.03	Demonstrate site management	3/3
Z.04	Create, edit, and insert tables	2/3
Z.05	Create and use layers and frames	2/3
Z.06	Insert media	2/3
Z.07	Use and change behaviors, events, attach to timelines	2/3
Z.08	Create templates and libraries	2/3

DUTY AA: Web Animation

CODE	TASK	F/C
AA.01	Create/edit graphics	2/3
AA.02	Create animated movie clip symbols and button symbols	2/3
AA.03	Use editable text fields in symbols	2/3
AA.04	Attach actions to buttons	2/3
AA.05	Publish a movie	1/3
AA.06	Stack, rotate, flip, skew, group, align, and scale objects	2/3
AA.07	Import and edit graphics	3/3
AA.08	Create, edit, and mask layers	3/3
AA.09	Create and edit instances and buttons	3/3
AA.10	Tween instances, shapes, motions, groups, and type	3/3
AA.11	Plan and create an interactive movie	1/3
AA.12	Import/edit sound clips	2/3
AA.13	Publish, export, and test movie	1/3

DUTY BB: Portfolio Development - Web

CODE	TASK	F/C
BB.01	Design, develop and publish a web site with HTML and cascading style sheets	3/3
BB.02	Design, develop and publish a web site with dynamic content	2/3

DUTY CC: Cascading Style Sheets

CODE	TASK	F/C
CC.01	Apply CLASS and ID selectors	2/3
CC.02	Use the DIV and SPAN elements to construct styles	2/3
CC.03	Create an external style sheet and link several documents to it	2/3

CC.04	Create conflicting and inheriting rules	2/3
CC.05	Format text with text properties	1/3
CC.06	Style fonts with font properties	2/3
CC.07	Specify text and background color with color names, hexadecimal values and RGB values	3/3
CC.08	Apply background techniques unique to CSS	3/3
CC.09	Adjust the margins of various elements	3/3
CC.10	Apply borders and padding	3/3
CC.11	Adjust the margins of various elements	1/3
CC.12	Apply list styles	2/3
CC.13	Position elements absolutely and relatively	1/3
CC.14	Layer elements according to their z-index	3/3
CC.15	Explore important principles of CSS development, and create styles that break down gracefully	3/3
CC.16	Use JavaScript to dynamically link a document to browser-specific style sheets	1/3
CC.17	Apply styles contextually	2/3
CC.18	Explore style sheet validation	1/3

DUTY DD: Web Design and Usability

CODE	TASK	F/C
DD.01	Plan and prepare a site for creation including the following: <ul style="list-style-type: none"> • Site mission and objective • Target audience • Site metaphor • Content outline • Storyboard development • Flowchart 	2/3
DD.02	Create a site mockup	2/3
DD.03	Simulate the appearance of a web site at a variety of screen resolutions	2/3
DD.04	Choose the right image format for target audience	2/3
DD.05	Evaluate a site's use of graphical elements	1/3
DD.06	Optimize graphics	2/3
DD.07	Assemble sliced images	3/3
DD.08	Explore the basics of color theory	3/3
DD.09	Demonstrate good file naming convention	3/3
DD.10	Use includes creating common site components	3/3
DD.11	Identify how font style and size is affected by ADA restrictions	1/3
DD.12	Create link titles and control tabbing order of form fields	2/3
DD.13	Apply specific coding solutions to common problems in accessible Web design	1/3
DD.14	Create a simple JavaScript detection script	3/3