

Student's Name/Initial:

/

Date:

Teacher's Initials:

Date:

DIGITAL DESKTOP PUBLISHING STUDENT PROFILE

COURSE CODE: 5176

Directions: Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

PERFORMANCE RATING

- 3 - Skilled--can perform task independently with no supervision
2 - Moderately skilled--can perform task completely with limited supervision
1 - Limitedly skilled--requires instruction and close supervision
N - No exposure--has no experience or knowledge of this task

COGNITIVE RATING

- 3 - Knowledgeable--can apply the concept to solve problems
2 - Moderately knowledgeable--understands the concept
1 - Limitedly knowledgeable--requires additional instruction
N - No exposure--has not received instruction in this area

A. SAFETY

3 2 1 N

- ___ ___ ___ ___ 1. Review school safety policies and procedures.
___ ___ ___ ___ 2. Review classroom safety rules and procedures.
___ ___ ___ ___ 3. Review safety procedures for using equipment in the classroom.
___ ___ ___ ___ 4. Identify major causes of work-related accidents in office environments.
___ ___ ___ ___ 5. Demonstrate safety skills in an office/work environment.

B. STUDENT ORGANIZATIONS

3 2 1 N

- ___ ___ ___ ___ 1. Identify the purpose and goals of a Career and Technology Student Organization (CTSO).
___ ___ ___ ___ 2. Explain how CTSOs are integral parts of specific clusters, majors, and/or courses.
___ ___ ___ ___ 3. Explain the benefits and responsibilities of being a member of a CTSO.
___ ___ ___ ___ 4. List leadership opportunities that are available to students through participation in CTSO conferences, competitions, community service, philanthropy, and other activities.

- ___ ___ ___ ___ 5. Explain how participation in CTSOs can promote lifelong benefits in other professional and civic organizations.

C. TECHNOLOGY KNOWLEDGE

3 2 1 N

- ___ ___ ___ ___ 1. Demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation.
___ ___ ___ ___ 2. Identify proper netiquette when using e-mail, social media, and other technologies for communication purposes.
___ ___ ___ ___ 3. Identify potential abuse and unethical uses of laptops, tablets, computers, and/or networks.
___ ___ ___ ___ 4. Explain the consequences of social, illegal, and unethical uses of technology (e.g., piracy; illegal downloading; licensing infringement; inappropriate uses of software, hardware, and mobile devices in the work environment).
___ ___ ___ ___ 5. Discuss legal issues and the terms of use related to copyright laws, fair use laws, and ethics pertaining to downloading of images, photographs, documents, video, sounds, music, trademarks, and other

- ___ ___ ___ ___ 6. Describe ethical and legal practices of safeguarding the confidentiality of business-related information.
___ ___ ___ ___ 7. Describe possible threats to a laptop, tablet, computer, and/or network and methods of avoiding attacks.

D. PERSONAL QUALITIES AND EMPLOYABILITY SKILLS

- ___ ___ ___ ___ 1. Demonstrate punctuality.
___ ___ ___ ___ 2. Demonstrate self-representation.
___ ___ ___ ___ 3. Demonstrate work ethic.
___ ___ ___ ___ 4. Demonstrate respect.
___ ___ ___ ___ 5. Demonstrate time management.
___ ___ ___ ___ 6. Demonstrate integrity.
___ ___ ___ ___ 7. Demonstrate leadership.
___ ___ ___ ___ 8. Demonstrate teamwork and collaboration.
___ ___ ___ ___ 9. Demonstrate conflict resolution.
___ ___ ___ ___ 10. Demonstrate perseverance.
___ ___ ___ ___ 11. Demonstrate commitment.
___ ___ ___ ___ 12. Demonstrate a healthy view of competition.
___ ___ ___ ___ 13. Demonstrate a global perspective.
___ ___ ___ ___ 14. Demonstrate health and fitness.
___ ___ ___ ___ 15. Demonstrate self-direction.
___ ___ ___ ___ 16. Demonstrate lifelong learning.

E. PROFESSIONAL KNOWLEDGE

3 2 1 N

- ___ ___ ___ 1. Demonstrate effective speaking and listening skills.
- ___ ___ ___ 2. Demonstrate effective reading and writing skills.
- ___ ___ ___ 3. Demonstrate mathematical reasoning.
- ___ ___ ___ 4. Demonstrate job-specific mathematics skills.
- ___ ___ ___ 5. Demonstrate critical-thinking and problem-solving skills.
- ___ ___ ___ 6. Demonstrate creativity and resourcefulness.
- ___ ___ ___ 7. Demonstrate an understanding of business ethics.
- ___ ___ ___ 8. Demonstrate confidentiality.
- ___ ___ ___ 9. Demonstrate an understanding of workplace structures, organizations, systems, and climates.
- ___ ___ ___ 10. Demonstrate diversity awareness.
- ___ ___ ___ 11. Demonstrate job acquisition and advancement skills.
- ___ ___ ___ 12. Demonstrate task management skills.
- ___ ___ ___ 13. Demonstrate customer-service skills.

F. INTRODUCTION TO DESKTOP PUBLISHING

3 2 1 N

- ___ ___ ___ 1. Define desktop publishing.
- ___ ___ ___ 2. Demonstrate an understanding of the basic hardware/software components and input/output devices needed for desktop publishing.

G. DESIGN PRINCIPLES

3 2 1 N

- ___ ___ ___ 1. Explain the effective uses of color theory.
- ___ ___ ___ 2. Explain the effective use of Principle of Design.
- ___ ___ ___ 3. Explain the effective use of Elements of Design.
- ___ ___ ___ 4. Explain the effective use of Typography of Design.
- ___ ___ ___ 5. Describe characteristics and uses of basic color models (e.g., RGB, CMYK).
- ___ ___ ___ 6. Develop an understanding of basic desktop publishing terminology.
- ___ ___ ___ 7. Understand that the focal point is the

visual element that is the center of interest on the page or set of facing pages.

- ___ ___ ___ 8. Use directional flow to draw the reader's eyes through the text to particular words or images that the designer wishes to emphasize.
- ___ ___ ___ 9. Understand how to use white space/negative space.
- ___ ___ ___ 10. Understand the rule of thirds.
- ___ ___ ___ 11. Understand how to use balance, contrast, repetition, and proximity to create harmony within a publication.
- ___ ___ ___ 12. Understand basic text alignment, including left, right, centered, and (full) justified.
- ___ ___ ___ 13. Understand baseline, x-height, ascender, descender, and drop cap.
- ___ ___ ___ 14. Recognize the difference between the two major categories of typefaces, including serif and sans serif.
- ___ ___ ___ 15. Understand that fonts are grouped together in families and given a family name (e.g., Arial, Garamond).
- ___ ___ ___ 16. Understand that when a style is applied to a font family it becomes a typeface.
- ___ ___ ___ 17. Utilize a combination of a variety of font weights (thin, normal/regular, bold, semi-bold, heavy, black, etc.), font styles (italic), and font widths (narrow, condensed, wide, extended, etc.).
- ___ ___ ___ 18. Understand points and picas.
- ___ ___ ___ 19. Understand and utilize kerning, tracking, and leading.
- ___ ___ ___ 20. Understand reverse type.
- ___ ___ ___ 21. Understand how to use tabs and leaders.
- ___ ___ ___ 22. Develop a basic understanding of the color wheel, including complementary and analogous colors.
- ___ ___ ___ 23. Understand that colors are used to communicate a mood or a message and that different colors are associated with different meanings.

H. DIGITAL IMAGING

3 2 1 N

- ___ ___ ___ 1. Understand the differences between raster/bitmap and vector images.

- ___ ___ ___ 2. Define various types of graphic file formats.
- ___ ___ ___ 3. Acquire digital image from multiple sources.
- ___ ___ ___ 4. Calculate and convert images to desired sizes and resolution.
- ___ ___ ___ 5. Edit a digital image.
- ___ ___ ___ 6. Create simple drawings to include shapes, fills, colors, strokes, and lines.
- ___ ___ ___ 7. Select and group objects.
- ___ ___ ___ 8. Develop a basic understanding of layering including text wrap and opacity/watermarks.
- ___ ___ ___ 9. Understand pixels as a unit of measurement for images and how to select high-quality images.

I. CREATING AND DESIGNING DOCUMENTS

3 2 1 N

- ___ ___ ___ 1. Demonstrate the effective use of the design process, (i.e., thumbnails, rough drafts, and comprehensive layout).
- ___ ___ ___ 2. Demonstrate the effective use of graphics (i.e., line art, continuous tone, halftone, halftone screen, cropping, scaling, vector and raster graphics, and resolution).
- ___ ___ ___ 3. Demonstrate the effective use of typography (i.e., downloadable [soft] fonts, typesetting, points, picas, alignment of text, drop shadows, leading, tracking, and kerning).
- ___ ___ ___ 4. Proofread, edit, and revise text using standard proofreading symbols.
- ___ ___ ___ 5. Determine the most appropriate type of desktop publication based upon the purpose, intended audience, life of the publication, cost limits, and time constraints.
- ___ ___ ___ 6. Design a layout for readability and attractiveness by use of effective white space, column position and spacing, page margins, and graphics placement (boxes, lines, illustrations, images, etc.).
- ___ ___ ___ 7. Develop a desktop publication including *original* graphics created using drawing and paint tools.

- ___ __ __ __ 8. Generate a variety of documents such as a flyer, a bulletin, proposals, reports, a newsletter, a brochure, catalogs, business cards, greeting cards, a letterhead, an advertisement, labels, handouts, and information forms.
- ___ __ __ __ 9. Incorporate original digital camera image into a desktop publication.
- ___ __ __ __ 10. Insert and transform photos using cropping, resizing, flipping, rotating, skewing, and shadowing.
- ___ __ __ __ 11. Understand the importance of preplanning a document, including creating a thumbnail sketch.
- ___ __ __ __ 12. Create multiple-page documents by inserting and deleting pages and using facing pages.
- ___ __ __ __ 13. Understand that documents are printed on different types of paper that have different sizes, weights, and finishes.
- ___ __ __ __ 14. Understand the different types of parallel folds that are used with publications, including z-fold, tri-fold, and half-fold.

J. DEVELOPING A DESKTOP PUBLISHING PORTFOLIO

3 2 1 N

- ___ __ __ __ 1. Identify careers in the desktop publishing field.
- ___ __ __ __ 2. Explain the purpose of portfolios and how to select the pieces to include in the portfolio.
- ___ __ __ __ 3. Create a resumé to include in the portfolio.
- ___ __ __ __ 4. Assemble a career portfolio of a variety of documents produced in the course, including a flyer, a bulletin, proposals, reports, a newsletter, a brochure, catalogs, business cards, greeting cards, a letterhead, an advertisement, labels, handouts, and information forms