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# **Advertising and Design**

## General Assessment Information

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**Test Type:** The Advertising and Design assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

**Revision Team:** The assessment content is based on input from subject matter experts representing the following states: Alabama, Kentucky, New Jersey, New York, and Pennsylvania.



09.0903 - Advertising



Career Cluster 14-  
Marketing, Sales and Service



27-1024.00 - Graphic  
Designers

## Written Assessment

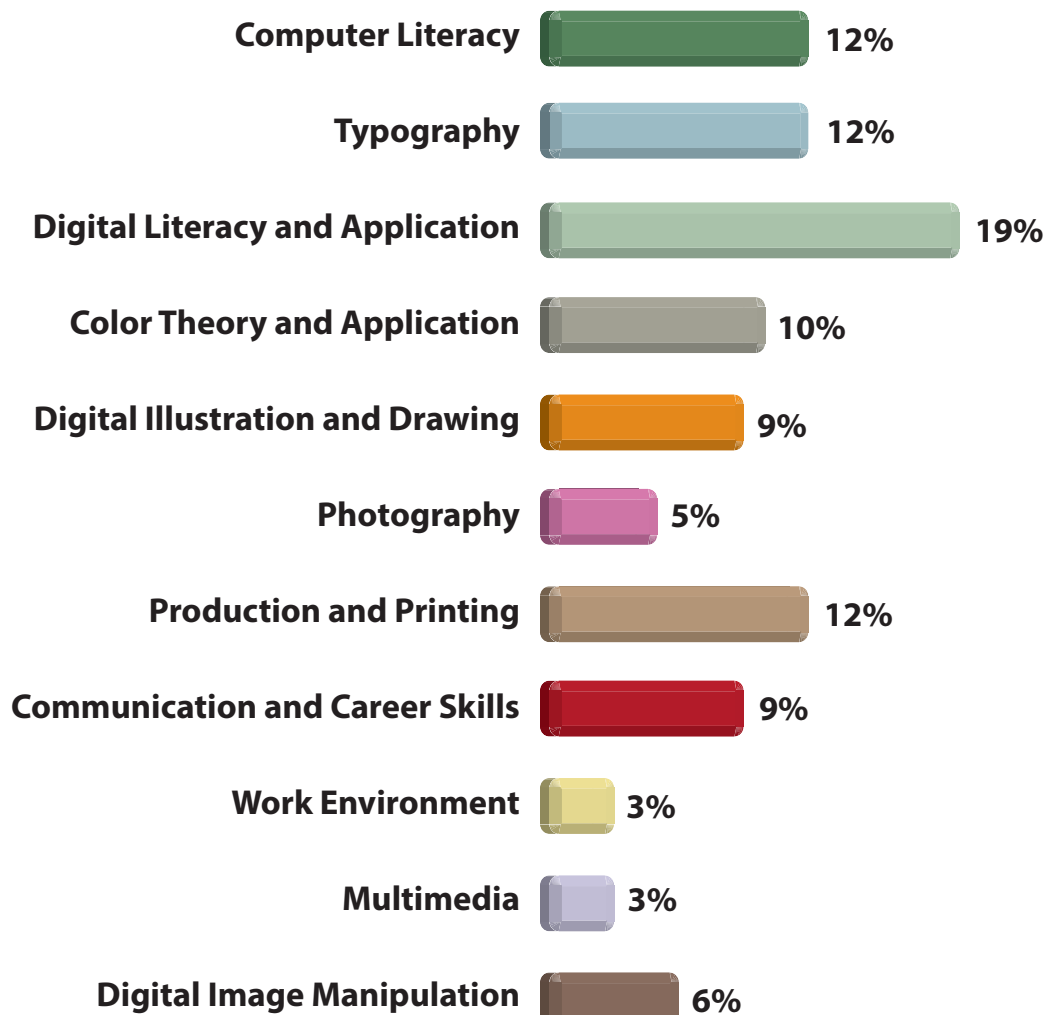
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 194

**Number of Sessions:** This assessment may be administered in one, two, or three sessions.

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### Computer Literacy

- Demonstrate knowledge of computer terminology
- Identify and operate peripherals and other network devices
- Demonstrate appropriate knowledge, security, and use of software
- Apply basic troubleshooting and maintenance skills
- Demonstrate file management and storage skills
- Describe procedures involved with importing and exporting
- Identify legal restrictions

### Typography

- Demonstrate knowledge of typographic terminology
- Identify the anatomy and classification of type
- Calculate type measurements
- Identify and use proofreader's marks
- Diagnose and solve typography problems (e.g., tracking, kerning, readability, legibility)
- Manipulate type through character and paragraph formatting
- Choose and apply appropriate typeface

### Digital Literacy and Application

- Demonstrate knowledge of basic design terminology (e.g., bleed, live area, trim, orientation)
- Exhibit knowledge of design elements and principles
- Apply skills of database management and variable data printing
- Demonstrate techniques of 2-D design
- Demonstrate techniques of 3-D design
- Produce project to client specifications
- Describe characteristics of design for different media (e.g., logos, magazines)
- Choose appropriate ideas through the visual stages of layout (e.g., thumbnail, rough, comprehensive)
- Demonstrate understanding of related math (e.g., proportion, percentages, basic measurements)
- Demonstrate ability to solve design problems

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## Specific Standards and Competencies (continued)

### Color Theory and Application

- Identify color theory terminology
- Demonstrate the use of color to create impact or effect
- Mix colors to obtain shades, tints, or neutrals
- Choose and apply appropriate color scheme
- Identify correct use of RGB and CMYK colors
- Identify and utilize Pantone Matching System (PMS)

### Digital Illustration and Drawing

- Identify drawing and digital illustration terminology
- Identify basic tools and materials (e.g., computer software, pencils, paper)
- Render drawings to reflect various perspectives (e.g., atmospheric, three point)
- Utilize different drawing techniques (e.g., line art, continuous tone, stipple, watercolor)
- Modify illustrations (e.g., size, color, stroke)
- Identify ways to import, export, and save images (e.g., scanning, digitizing)

### Photography

- Identify photography terminology
- Demonstrate use of cameras and accessories
- Apply copyright laws pertaining to photographs (e.g., stock photos, clip art, studio portraits)

### Production and Printing

- Identify production/printing terminology
- Manage fonts for distribution and production using various software and techniques
- Demonstrate proofing and preflighting (preparing for output)
- Provide job specifications for printer
- Demonstrate knowledge of job flow, various printing, and finishing processes
- Determine what media/medium works best for a project
- Identify media by common size, weight, number, and finish

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## Specific Standards and Competencies (continued)

### Communication and Career Skills

- Demonstrate personal presentation skills (e.g., speaking, listening, writing)
- Demonstrate ability to accept and/or give constructive criticism
- Apply communication skills for marketing (e.g., researching, brainstorming, sales techniques)
- Exhibit ability to work with clients and as a team member; critique and refine ideas

### Work Environment

- Identify basic tools and equipment
- Maintain a safe and clean work environment

### Multimedia

- Define multimedia terminology
- Prepare multimedia presentations

### Digital Image Manipulation

- Identify image terminology (e.g., raster, vector, continuous tone, half tone, line art)
- Identify and explain various file formats (e.g., .pdf, .jpg, .png, .eps)
- Identify appropriate resolution for projects
- Manipulate images (e.g., restore, color correct, masking)

## Sample Questions

**The safest way to protect a computer from lightning is to use a**

- A. manual shut-off switch
- B. surge protector
- C. power strip
- D. hard drive backup

**Equal visual weight in a design is known as**

- A. variety
- B. contrast
- C. balance
- D. proximity

**Photographs, drawings, charts, and diagrams are all**

- A. multimedia
- B. graphics
- C. software
- D. simulations

**The proofreader mark ^ indicates**

- A. delete
- B. order
- C. number
- D. insert

**Consecutive motion of a still image will create**

- A. effect
- B. layering
- C. vectors
- D. animation

## Sample Questions

**When converting text to outline in a drawing program, it becomes**

- A. rasterized art
- B. drawing art
- C. vector art
- D. a cartoon

**The best tool to use while attempting to draw a perpendicular line is a**

- A. triangle
- B. t-square
- C. compass
- D. protractor

**When discussing and refining design ideas, the speaker's tone of voice can reflect**

- A. the quality of the person's work
- B. the way others respond to the person
- C. the person's education level
- D. what life experiences that person has had

**The standard bleed allowance should be**

- A. 1/32 inch
- B. 1/8 inch
- C. 1/2 inch
- D. 1 inch

**A CMYK output device is a**

- A. monitor
- B. printer
- C. television
- D. scanner



## Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

**Administration Time:** 2 hour and 45 minutes

**Number of Jobs:** 2

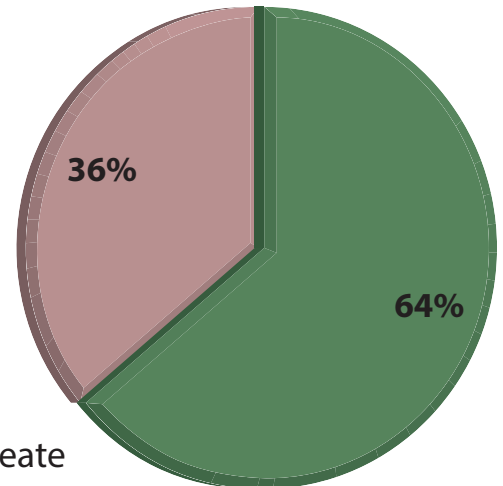
### Areas Covered:

#### **64% Design: Computer Comprehensive – Prepare and Print Files**

Participant will use the materials and tools provided to create a final computer comprehensive. Steps will include following the specifications provided for the layout.

#### **36% Layout: Redesign**

Participant will convert the provided image to a duotone and follow steps to redesign it into a flyer.



## Sample Job

### Layout: Redesign

**Maximum Time:** 45 minutes

**Participant Activity:** The participant will convert the provided image to a duotone, add the converted image to the flyer, change the opacity of the newly placed image, rename and save the file, export the file as a print-ready .pdf, print final computer comprehensive, and notify the evaluator when you have completed the job.

