Advertising and Design
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.
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

- **Computer Literacy** 12%  
- **Typography** 12%  
- **Digital Literacy and Application** 19%  
- **Color Theory and Application** 10%  
- **Digital Illustration and Drawing** 9%  
- **Photography** 5%  
- **Production and Printing** 12%  
- **Communication and Career Skills** 9%  
- **Work Environment** 3%  
- **Multimedia** 3%  
- **Digital Image Manipulation** 6%
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

(Continued on the following page)
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

(Continued on the following page)
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.