PrintED/SkillsUSA Advertising Design Blueprint

The PrintED/SkillsUSA Advertising & Design competencies encompass the knowledge and skill set a student should master to exhibit proficiency in advertising & design. The PrintED/SkillsUSA Advertising & Design Career Essentials Assessment test questions align with the PrintED/SkillsUSA Advertising & Design competencies.

Note: To fully prepare for the Advertising & Design SkillsUSA Championships contest, refer to the current year’s SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help in accessing this benefit, contact the SkillsUSA Membership Office at 1-800-355-8422.

Standards and Competencies
Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

Understand general advertising design industry terminology and concepts
- Define, explain and describe various concepts related to typography, elements of design, digital images, artwork and the printing process  10%

Demonstrate mechanical skills by re-creating a given advertisement/design on the computer within a specified amount of time
- Recall understanding and skills necessary to prepare art and copy for reproduction electronically
- Implement correct size and orientation of advertisement or design
- Recall knowledge and appropriate use of industry standard hardware and software
- Implement correct size and placement of elements
- Implement correct use of typography
- Implement assignment of proper color to elements  30%

Administer creative skills by solving a graphic design problem relevant to the skill set required for the advertisement/design industry
- Apply understanding and skills necessary to create a variety of thumbnails and ideas for a given design problem
- Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
- Implement media (markers, color pencils, etc.) in the creation of thumbnails
- Demonstrate professional presentation and technical execution of thumbnails
- Apply understanding and skills necessary to create roughs developed from thumbnails for the given design problem
- Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
- Exhibit the development of ideas from the thumbnail stage
- Implement media (markers, color pencils, etc.) in the creation of roughs
- Demonstrate professional presentation and technical execution of roughs
- Administer industry standard hardware and software in the creation of the comprehensive portion of the contest
- Implement correct size and format for the design of the comprehensive portion of the contest
- Exhibit the development of ideas from the rough stage
- Implement clip art, original art and designs in the creation of the comprehensive
- Demonstrate professional presentation and technical execution of the comprehensive  56%

SkillsUSA is of the understanding that students who take the PrintED/SkillsUSA Advertising & Design Career Essentials Assessment have been enrolled in an advertising and design training program with the following competencies embedded within the curriculum.

**Identified Academic Skills**

**Math Skills**
- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Simplify numerical expressions.
- Solve practical problems involving percentages.
- Solve single variable algebraic expressions.
- Solve multiple variable algebraic expressions.
- Measure angles.
- Find surface area and perimeter of two-dimensional objects.
- Find volume and surface area of three-dimensional objects.
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures.
- Construct three-dimensional models.
- Solve problems using proportions, formulas and functions.
- Take measurements with a ruler.

**Science Skills**
None identified.

**Language Arts Skills**
- Analyze mass media messages.
- Demonstrate comprehension of a variety of informational texts.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate expository writing.
- Demonstrate persuasive writing.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

**Connections to National Standards**
State-level academic curriculum specialists identified the following connections to national academic standards.

**Math Standards**
- Numbers and operations
- Algebra
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation


Science Standards
None Identified

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks/.

Language Arts Standards
- Students read a wide range of print and nonprinted texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks and video) to gather and synthesize information and to create and communicate knowledge.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.