Digital Media Evaluation Tool

2020 Curricular Materials Review

Idaho Engineering and Technology Education (ETE) Digital Media Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
* Copyright:

# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard DMD.1.0: Digital Media Production Industry

### Performance Standard DMD.1.1 Awareness of History That Led To Current Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.1.1.1 Be aware of the influence of mass media on society throughout history and today. |  |

### Performance Standard DMD.1.2 Industry Ethics and Laws

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.1.2.1 Define terms applicable to ethics and laws (e.g. plagiarism, copyright law, libel, slander, etc.). |  |
| CTE DMD.1.2.2 Discuss how to legally obtain and use source materials for production purposes. |  |
| CTE DMD.1.2.3 Explain copyright laws/issues that pertain to digital media production. |  |
| CTE DMD.1.2.4 Summarize legal and ethical acquisition and use of digital materials, giving attribution using established methods. |  |
| CTE DMD.1.2.5 Understand the Role of the Federal Communications Commission (FCC). |  |
| CTE DMD.1.2.6 Discuss Digital Media consents for assigned projects. |  |
| CTE DMD.1.2.7 Discuss the First Amendment guarantees relating to Digital Media. |  |
| CTE DMD.1.2.8 Explain proper attribution (citing) procedures. |  |

### Performance Standard DMD.1.3 Stages of the Digital Media Process

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.1.3.1 Determine appropriate digital media platform. |  |
| CTE DMD.1.3.2 Formulate budget guidelines. |  |
| CTE DMD.1.3.3 Conduct a pre-production meeting to create a production plan, and location scouting. |  |
| CTE DMD.1.3.4 List the components of the production phase (e.g. selecting equipment, operating equipment, interviewing, directing, lighting, and audio, etc.). |  |
| CTE DMD.1.3.5 List steps in conducting a post-production meeting. |  |

### Performance Standard DMD.1.4 Various Roles in Digital Media

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.1.4.1 Summarize and assign the roles of various personnel for video production projects (e.g. producer, director, editor, camera operator, etc.). |  |
| CTE DMD.1.4.2 Develop appropriate industry specific communication skills when working with clients, crews, and talent. |  |

### Performance Standard DMD.1.5 Explore Careers in Digital Media

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.1.5.1 Research opportunities found within the digital media production industry. |  |

## Standard DMD.2.0: Safety and Personal Responsibility

### Performance Standard DMD.2.1 Orderly and Safe Work Environment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.2.1.1 Identify and locate all safety equipment in media labs and on location (e.g. first aid kit, fire extinguisher, etc.). |  |
| CTE DMD.2.1.2 Discuss safety precautions and practices. |  |
| CTE DMD.2.1.3 Demonstrate the safe usage of appropriate tools and the proper operation of equipment. |  |
| CTE DMD.2.1.4 Maintain and trouble shoot tools and equipment. |  |

### Performance Standard DMD.2.2 Personal Responsibility and Professionalism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.2.2.1 Exhibit professional conduct and work ethics in the development of productions. |  |
| CTE DMD.2.2.2 Discuss giving and responding to constructive criticism. |  |
| CTE DMD.2.2.3 Dress professionally and appropriately as per assignment. |  |
| CTE DMD.2.2.4 Exhibit ability to follow directions. |  |

## Standard DMD.3.0: Digital Media Production Equipment

### Performance Standard DMD.3.1 Camera Operation and Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.3.1.1 Select, operate and exhibit correct use of video cameras for project specifications. |  |
| CTE DMD.3.1.2 Demonstrate the functions and uses of camera mounting devices (e.g. tripods, Steadicam, monopods, etc.). |  |
| CTE DMD.3.1.3 Demonstrate types of camera angles and movements. |  |
| CTE DMD.3.1.4 Demonstrate an understanding of the rule of thirds. |  |
| CTE DMD.3.1.5 Demonstrate different shot compositions (e.g. medium shot, close up, long shot, etc.). |  |
| CTE DMD.3.1.6 Demonstrate shot flow including sequencing and continuity. |  |
| CTE DMD.3.1.7 Demonstrate understanding of white balance settings. |  |
| CTE DMD.3.1.8 Connect various pieces of video equipment using proper cables and/or adaptors. |  |

### Performance Standard DMD.3.2 Audio Equipment Operation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.3.2.1 Identify, compare and contrast the types, uses, and pick-up patterns of various microphones. |  |
| CTE DMD.3.2.2 Demonstrate proper placement of microphones for effective audio. |  |
| CTE DMD.3.2.3 Connect microphone(s) to various audio equipment using the proper cables and/or adapters. |  |
| CTE DMD.3.2.4 Record a short audio sequence, properly monitoring the sound level. |  |
| CTE DMD.3.2.5 Identify and correct sources of interference and poor sound quality. |  |
| CTE DMD.3.2.6 Demonstrate the use of mixing multiple sources in live and post-production settings. |  |
| CTE DMD.3.2.7 Identify the difference between mic and line levels. |  |

### Performance Standard AENR.3.3 Identify Common Idaho Rangeland Plants

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.3.3.1 Identify and explain the use of basic lighting equipment. |  |
| CTE DMD.3.3.2 Demonstrate one, two, and three point lighting techniques. |  |
| CTE DMD.3.3.3 Utilize various light sources (e.g. natural light, reflectors, portable lights, etc.). |  |
| CTE DMD.3.3.4 Explain and demonstrate the use of lighting techniques in creating composition, visual continuity, mood, and color temperature. |  |

### Performance Standard DMD.3.4 Effective Use of Visual Effects and Computer Graphics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.3.4.1 Use Chroma key techniques for composing (e.g. green screen, virtual sets, weather maps, etc.). |  |
| CTE DMD.3.4.2 Discuss text, fonts, colors, title safe area, lower thirds, and placement. |  |
| CTE DMD.3.4.3 Enhance a project using appropriate graphics. |  |
| CTE DMD.3.4.4 Enhance a project using appropriate visual effects (e.g. picture-in-picture, motion graphics, etc.). |  |

## Standard DMD.4.0: Writing for Digital Media

### Performance Standard DMD.4.1 Conduct Research for Projects

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.4.1.1 Identify potential biases when selecting interviewees. |  |
| CTE DMD.4.1.2 Identify resources to conduct research. |  |
| CTE DMD.4.1.3 Identify and utilize primary and secondary sources. |  |
| CTE DMD.4.1.4 Apply active research methods (e.g. critical reading, personal interviews, credible sources, use of surveys, etc.). |  |
| CTE DMD.4.1.5 Demonstrate effective note-taking skills. |  |
| CTE DMD.4.1.6 Attribute all sources correctly. |  |

### Performance Standard DMD.4.2 Scripts and Storyboards

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.4.2.1 Determine appropriate script writing formats for various production types (e.g. news story, commercial, sports, PSA, narrative, etc.). |  |
| CTE DMD.4.2.2 Write scripts that contain a logical beginning, middle and end. |  |
| CTE DMD.4.2.3 Write scripts that convey a variety of story elements (e.g. VO, SOT, VO/SOT, news packages, etc.). |  |
| CTE DMD.4.2.4 Describe components of a two-column script. |  |
| CTE DMD.4.2.5 Explain components of a storyboard (e.g. camera, angles, locations, shots, movements, etc.). |  |
| CTE DMD.4.2.6 Translate from written scripts to storyboards when appropriate. |  |

### Performance Standard DMD.4.3 Interviewing Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.4.3.1 Develop open-ended questions to elicit in-depth responses. |  |
| CTE DMD.4.3.2 Select interviewee(s) appropriate for the topic. |  |
| CTE DMD.4.3.3 Select a location that enhances the interview. |  |
| CTE DMD.4.3.4 Contact interviewee(s) and schedule interview(s). |  |
| CTE DMD.4.3.5 Recognize the differences between biased and unbiased questions and answers. |  |
| CTE DMD.4.3.6 Ask questions coherently and concisely, using proper grammar. |  |
| CTE DMD.4.3.7 Demonstrate effective listing skills. |  |
| CTE DMD.4.3.8 Improvise questions based on the interviewee’s responses. |  |

## Standard DMD.5.0: Industry Standard Production Practices

### Performance Standard DMD.5.1 Appropriate Field Production (EFP) Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.5.1.1 Evaluate possible shooting locations for a project (e.g. sound, lighting, environment, etc.). |  |
| CTE DMD.5.1.2 Perform field production jobs to include cameras, lighting, sound technicians, or multitask. |  |
| CTE DMD.5.1.3 Demonstrate basic field camera operations to reflect each location. |  |
| CTE DMD.5.1.4 Determine camera shooting techniques appropriate for the production, such as shot composition, angel, and use of mounting devices. |  |
| CTE DMD.5.1.5 Create a project outside the studio using field equipment and techniques. |  |
| CTE DMD.5.1.6 Assess location hazards and safety issues and appropriately deal with safety issues. |  |
| CTE DMD.5.1.7 Demonstrate how to properly wrap cables using the over under technique. |  |
| CTE DMD.5.1.8 Know how to use zebras, histograms, and waveform monitors when adjusting camera exposure. |  |
| CTE DMD.5.1.9 Be able to use phone apps or other electronic methods to relay scripts, video, and other data between the field and the studio. |  |

### Performance Standard DMD.5.2 Appropriate Studio Operation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.5.2.1 Demonstrate the setup and operation of basic studio equipment (e.g. switcher, teleprompter, recording unit, software, etc.). |  |
| CTE DMD.5.2.2 Demonstrate understanding of the jobs necessary for a studio production (e.g. director, technical director (TD), audio engineer, recording/playback engineer, etc.). |  |
| CTE DMD.5.2.3 Demonstrate basic studio camera operation. |  |
| CTE DMD.5.2.4 Create and incorporate titles and other graphics in a studio production. |  |
| CTE DMD.5.2.5 Use proper studio lighting. |  |
| CTE DMD.5.2.6 Create a project inside the studio environment. |  |
| CTE DMD.5.2.7 Assess location hazards and safety issues and appropriately deal with safety issues. |  |
| CTE DMD.5.2.8 Demonstrate appropriate on-camera performance skills (e.g. appearance, gestures, posture, etc.). |  |

### Performance Standard DMD.5.2 Appropriate Studio Operation

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| CTE DMD.5.2.6 Create a project inside the studio environment. |  |
| CTE DMD.5.2.7 Assess location hazards and safety issues and appropriately deal with safety issues. |  |
| CTE DMD.5.2.8 Demonstrate appropriate on-camera performance skills (e.g. appearance, gestures, posture, etc.). |  |

### Performance Standard DMD.5.3 On-Camera Delivery

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.5.3.1 Demonstrate understanding of appropriate speaking skills for an on-camera performance (e.g. pitch, tone, emphasis, inflection, enunciation, timing, etc.). |  |
| CTE DMD.5.3.2 Read for a camera using a teleprompter or cue cards. |  |

## Standard DMD.6.0: Understand the Editing Process

### Performance Standard DMD.6.1 Understand File Format and Data Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.6.1.1 Differentiate between digital video files, still images, and audio files. |  |
| CTE DMD.6.1.2 Create, compress, and convert digital video files, still images, audio files, and graphic files in various formats, and codecs. |  |
| CTE DMD.6.1.3 Explain the need for data management. |  |
| CTE DMD.6.1.4 Demonstrate appropriate data management practices. |  |

### Performance Standard DMD.6.2 Operate Software for Digital Engineering

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.6.2.1 Organize and evaluate materials for editing. |  |
| CTE DMD.6.2.2 Capture/import source materials. |  |
| CTE DMD.6.2.3 Manipulate video (i.e., color, motion, filters, and transitions). |  |
| CTE DMD.6.2.4 Utilize visual techniques to enhance the final product (i.e., animation, and graphics). |  |
| CTE DMD.6.2.5 Use multiple audio sources to complete a project (e.g. sound effects, room tone, music, etc.). |  |
| CTE DMD.6.2.6 Adjust audio levels for a single or multiple tracks. |  |
| CTE DMD.6.2.7 Use audio to enhance a final product. |  |
| CTE DMD.6.2.8 Export a project to appropriate media. |  |

### Performance Standard DMD.6.3 Understand the Principles of Editing

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.6.3.1 Explain the Impact of editing on continuity, performance, emphasis, and flow. |  |
| CTE DMD.6.3.2 Apply the principles of editing to a production project. |  |

### Performance Standard DMD.6.4 Evaluate the Project

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DMD.6.4.1 Evaluate content for message effectiveness and bias (i.e., does it tell the complete story?). |  |
| CTE DMD.6.4.2 Assess video/audio quality for levels and clarity. |  |
| CTE DMD.6.4.3 Revise work based on critiques. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho ETE Digital Media Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/03/Digital-Media-Program-Standards-Broadcasting..pdf) [↑](#footnote-ref-1)