Graphic Design Evaluation Tool

2020 Curricular Materials Review

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

**Publisher information**

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* Title:
* Grade Level:
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# 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 GDSN.1.0: The Graphic Design Industry

### Performance Standard GDSN.1.1 History of the Graphic Design Field

| 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 GDSN.1.1.1 Research the history of technologies that advanced the graphic design industry. |  |
| CTE GDSN.1.1.2 Describe past and present styles, and how they will affect future styles in the graphic design industry. |  |
| CTE GDSN.1.1.3 Identify art movements of the past and current societal trends, and describe how they impact graphic design. |  |
| CTE GDSN.1.1.4 Describe the importance of graphic design’s influence on society. |  |

### Performance Standard GDSN.1.2 Industry Terminology

| 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 GDSN.1.2.1 Formulate written and verbal communications using industry standard terms. |  |
| CTE GDSN.1.2.2 Prepare and deliver a visual presentation of a product utilizing appropriate industry terminology. |  |

### Performance Standard GDSN.1.3 Career Exploration

| 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 GDSN.1.3.1 Investigate graphic design careers, training, and associated opportunities. |  |
| CTE GDSN.1.3.2 Participate in a career-related experience that could include internships, job shadowing, work site visits. |  |
| CTE GDSN.1.3.3 Participate in a career-related client service project. |  |

## Standard GDSN.2.0: Elements and Principles of Design and Visual Communication

### Performance Standard GDSN.2.1 Elements of Design

| 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 GDSN.2.1.1 Identify the applications of color, line, shape, texture, size, and value in samples of graphic work. |  |
| CTE GDSN.2.1.2 Analyze the use of color, line, shape, texture, size, and value in samples of graphic work. |  |
| CTE GDSN.2.1.3 Incorporate color, line, shape, texture, size, and value in student-generated graphic work. |  |
| CTE GDSN.2.1.4 Understand the concepts of color theory. |  |
| CTE GDSN.2.1.5 Demonstrate the elements of design through manual sketching. |  |
| CTE GDSN.2.1.6 Demonstrate the elements of design through digital sketching. |  |

### Performance Standard GDSN.2.2 Principles of Design

| 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 GDSN.2.2.1 Analyze the principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in samples of graphic works. |  |
| CTE GDSN.2.2.2 Incorporate principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in student-generated graphic works. |  |
| CTE GDSN.2.2.3 Demonstrate the principles of design through various design techniques. |  |

### Performance Standard GDSN.2.3 Principles of Typography

| 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 GDSN.2.3.1 Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.). |  |
| CTE GDSN.2.3.2 Apply and adjust formatting to type. |  |
| CTE GDSN.2.3.3 Construct graphic works utilizing and manipulating type. |  |
| CTE GDSN.2.3.4 Demonstrate knowledge of the history of typography. |  |

### Performance Standard GDSN.2.4 Principles and Elements of Design to Layout

| 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 GDSN.2.4.1 Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works. |  |
| CTE GDSN.2.4.2 Create graphic works utilizing grids. |  |
| CTE GDSN.2.4.3 Create graphic works utilizing templates. |  |
| CTE GDSN.2.4.4 Utilize rule of thirds, simplicity, and/or complexity, etc. in layout. |  |
| CTE GDSN.2.4.5 Demonstrate layout skills for print collaterals (i.e., magazines, newspapers, packaging, yearbook, etc.). |  |
| CTE GDSN.2.4.6 Demonstrate layout skills for current digital media (i.e. mobile devices, tablets). |  |
| CTE GDSN.2.4.7 Explain the importance of consistency of design. |  |
| CTE GDSN.2.4.8 Explain the importance of usability. |  |
| CTE GDSN.2.4.9 Apply measurement tools and ratio analysis to image positioning in graphic works. |  |
| CTE GDSN.2.4.10 Solve aspect ratio proportion measurement in video and animation development. |  |
| CTE GDSN.2.4.11 Describe visual hierarchy and how it is used to control the viewer’s eyes through a document/webpage. |  |
| CTE GDSN.2.4.12 Explain the methods used to control visual hierarchy. |  |

## Standard GDSN.3.0: Production Using Industry Standard Software

### Performance Standard GDSN.3.1 Concept Development

| 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 GDSN.3.1.1 Generate project ideas through the use of brainstorming, thumbnails, roughs, mockups, wireframes, etc. |  |
| CTE GDSN.3.1.2 Create a storyboard for a project. |  |
| CTE GDSN.3.1.3 Explain the importance of developing a message for a specific audience. |  |
| CTE GDSN.3.1.4 Synthesize information collected from communications with various stakeholders. |  |

### Performance Standard GDSN.3.2 Image Creation and Manipulation

| 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 GDSN.3.2.1 Analyze differences and appropriate applications of vector-based and bitmap images. |  |
| CTE GDSN.3.2.2 Use a variety of devices and media to import/download photos, images, and other digital media content. |  |
| CTE GDSN.3.2.3 Incorporate the use of image manipulation and illustration software into final products. |  |
| CTE GDSN.3.2.4 Apply nondestructive image editing techniques such as layering and masking. |  |
| CTE GDSN.3.2.5 Practice using different selection tools and techniques to manipulate images. |  |
| CTE GDSN.3.2.6 Practice image composition, cropping, and the use of vector paths and raster channels in saving and creating complex masks. |  |
| CTE GDSN.3.2.7 Practice composition and cropping. |  |
| CTE GDSN.3.2.8 Analyze differences and appropriate applications of vector-based and bitmap images. |  |
| CTE GDSN.3.2.9 Use a variety of devices and media to import/download photos, images, and other digital media content. |  |

### Performance Standard GDSN.3.3 Media Outputs

| 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 GDSN.3.3.1 Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print. |  |
| CTE GDSN.3.3.2 Incorporate appropriate current industry standard color modes in graphic works (e.g., RGB, HEX, LAB, CMYK, and Pantone), and explain how they relate to HSB. |  |
| CTE GDSN.3.3.3 Understand the difference between gray scale, spot color, and process colors.  |  |

### Performance Standard GDSN.3.4 Graphic Design Workflow

| 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 GDSN.3.4.1 Develop a workflow for a project. |  |
| CTE GDSN.3.4.2 Describe project management.  |  |
| CTE GDSN.3.4.3 Create projects that address the message and conceptual ideas for a specific audience.  |  |

### Performance Standard GDSN.3.5 Design and Production 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 GDSN.3.5.1 Demonstrate the use of the graphic design process (define the project, develop budget and schedule/deadline, presentation and critique, revisions, final presentation, client approval, pre-press, production and final product delivery). |  |
| CTE GDSN.3.5.2 Explain the design process in different media formats. |  |
| CTE GDSN.3.5.3 Apply the design process to generate different media formats. |  |

### Performance Standard GDSN.3.6 Branding and Corporate Identity

| 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 GDSN.3.6.1 Analyze branding and corporate identity, its purpose and constituents. |  |
| CTE GDSN.3.6.2 Create a visual that appropriately represents the brand’s identity in multiple media formats. |  |

## Standard GDSN.4.0: Ethical and Legal Issues Related to Graphic Design

### Performance Standard GDSN.4.1 Copyright and Intellectual Property Law

| 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 GDSN.4.1.1 Research laws governing copyright, intellectual property (including font usage, photography, illustration, audio and video rights), and software licensing. |  |
| CTE GDSN.4.1.2 Research laws governing brand issues, trademark, and other proprietary rights. |  |
| CTE GDSN.4.1.3 Discuss consequences of violating copyright, privacy, and data security laws. |  |
| CTE GDSN.4.1.4 Define and debate fair use including authorships, rights of use for work and likeness, and credit lines. |  |
| CTE GDSN.4.1.5 Model fair use in production of visual communication products. |  |
| CTE GDSN.4.1.6 Understand creative commons, the concept of usage rights versus ownership rights, and the importance of using a release form. |  |

## Standard GDSN.5.0: Portfolio

### Performance Standard GDSN.5.1 Portfolio Development

| 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 GDSN.5.1.1 Research and compare the various types of portfolios. |  |
| CTE GDSN.5.1.2 Develop portfolios that include various types of media. |  |

### Performance Standard GDSN.5.2 Evaluating Portfolios

| 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 GDSN.5.2.1 Conduct peer- and self-evaluations. |  |
| CTE GDSN.5.2.2 Understand the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate and constructive criticism. |  |

## Standard GDSN.6.0: Mathematical Skills

### Performance Standard GDSN.6.1 Mathematical Skills for Visual Communications

| 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 GDSN.6.1.1 Apply addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. |  |
| CTE GDSN.6.1.2 Apply fraction to decimal and decimal to fraction conversion problems. |  |
| CTE GDSN.6.1.3 Apply decimal to percent and percent to decimal conversion problems. |  |
| CTE GDSN.6.1.4 Apply basic ratio and proportion problems. |  |
| CTE GDSN.6.1.5 Apply basic linear measurement problems. |  |
| CTE GDSN.6.1.6 Apply basic inches to picas and picas to inch conversion problems. |  |
| CTE GDSN.6.1.7 Apply inches to points and points to inch conversion problems. |  |
| CTE GDSN.6.1.8 Apply points to picas and picas to points conversion problems. |  |

## Standard GDSN.7.0: Communication Skills

### Performance Standard GDSN.7.1 Communication Skills for Visual Communications

| 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 GDSN.7.1.1 Write logical and understandable statements or phrases to fill out documents used in business and industry (i.e. forms, invoices, proposals, etc.). |  |
| CTE GDSN.7.1.2 Read and follow written and oral instructions. |  |
| CTE GDSN.7.1.3 Articulate and write concise and accurate instructions/step by step process. |  |
| CTE GDSN.7.1.4 Demonstrate appropriate communication skills (i.e. telephone, e-mail, texting, social media, etc.). |  |

## Standard GDSN.8.0: Editing and Proofreading Skills

### Performance Standard GDSN.8.1 Proofreading 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 GDSN.8.1.1 Demonstrate ability to proofread and edit various forms of copy for different audiences. |  |
| CTE GDSN.8.1.2 Demonstrate knowledge of proofreaders’ marks. |  |
| CTE GDSN.8.1.3 Demonstrate knowledge of electronic forms of editing and correcting. |  |

## Standard GDSN.9.0: Digital Media

### Performance Standard GDSN.9.1 Graphic Design 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 GDSN.9.1.1 Understand the relationship of graphic design in context of web design. |  |
| CTE GDSN.9.1.2 Understand the relationship of graphic design in context of video production. |  |
| CTE GDSN.9.1.3 Understand the relationship of graphic design in context of audio production. |  |
| CTE GDSN.9.1.4 Understand the relationship of graphic design in context of animation. |  |

## Standard GDSN.10.0: Applied Art

### Performance Standard GDSN.10.1 Traditional and Digital Design

| 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 GDSN.10.1.1 Demonstrate creation of simple, tone, or color illustration with traditional and digital tools. |  |
| CTE GDSN.10.1.2 Create 2D or 3D works of design in analog and digital formats. |  |

# 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 Graphic Design Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/03/Graphic-Design-Program-Standards1.pdf) [↑](#footnote-ref-1)