



Graphic Design & Illustration

PRE-TEST/POST-TEST TEKS BLUEPRINT

Pre-Test/Post-Test Development Overview

TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

Graphic Design & Illustration Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student applies academic knowledge and skills in art and design projects. The student is expected to:	(B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations	Photography for Designers
(3) The student understands professional communications strategies. The student is expected to:	(B) organize oral and written information	Copywriting 101
(3) The student understands professional communications strategies. The student is expected to:	(C) interpret and communicate information	Copywriting 101
(3) The student understands professional communications strategies. The student is expected to:	(D) deliver formal and informal presentations	Critiquing Artistic Designs & Media
(3) The student understands professional communications strategies. The student is expected to:	(E) apply active listening skills	Critiquing Artistic Designs & Media
(3) The student understands professional communications strategies. The student is expected to:	(F) listen to and speak with diverse individuals	Critiquing Artistic Designs & Media
(3) The student understands professional communications strategies. The student is expected to:	(G) exhibit public relations skills	Critiquing Artistic Designs & Media
(5) The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.	(A) use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects	Graphic Design: Workplace Technologies
(6) The student understands design systems. The student is expected to:	(A) analyze and summarize the history and evolution of related fields.	History & Evolution of Graphic Design
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas	Legal & Ethical Responsibilities in Graphic Design
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(B) discuss and apply copyright laws in relation to fair use and acquisition	Legal & Ethical Responsibilities in Graphic Design
(9) The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:	(E) analyze the impact of the advertising and visual communication design industry on society	History & Evolution of Graphic Design
(12) The student researches the history and evolution of art and design. The student is expected to:	(A) explain the history of visual arts and design	History & Evolution of Graphic Design
(12) The student researches the history and evolution of art and design. The student is expected to:	(B) understand general characteristics in artwork from a variety of cultures	Critiquing Artistic Designs & Media
(12) The student researches the history and evolution of art and design. The student is expected to:	(C) compare current visual arts technologies with historical technologies	History & Evolution of Graphic Design
(13) The student conducts oral or written critiques of designs. The student is expected to:	(A) interpret, evaluate, and justify design decisions	Critiquing Artistic Designs & Media
(13) The student conducts oral or written critiques of designs. The student is expected to:	(B) apply a critical method of evaluation	Critiquing Artistic Designs & Media
(13) The student conducts oral or written critiques of designs. The student is expected to:	(C) communicate an oral or written defense	Critiquing Artistic Designs & Media
(13) The student conducts oral or written critiques of designs. The student is expected to:	(D) evaluate oral or written feedback	Critiquing Artistic Designs & Media
(14) The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.	(A) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media	Photography for Designers
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(A) create designs for defined applications	Graphic Design Basics: Layout & Composition

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(B) apply elements of design	Graphic Design Basics: Layout & Composition
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(C) apply design principles and typography	Graphic Design Basics: Typography
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(D) use good composition	Graphic Design Basics: Layout & Composition
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(E) demonstrate anatomical figure drawing	Drawing Basics
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(F) demonstrate drawing in one-point, two-point, and multi- point perspective	Drawing Basics
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(G) create a project by applying color	Graphic Design Basics: Color Theory
(15) The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:	(H) apply printing concepts	Graphic Design Basics: Printing