

UTAH CTE SKILL CERTIFICATION

DIGITAL PHOTOGRAPHY

STUDENT PERFORMANCE EVALUATION

TEST #537

Student Name: _____

The performance evaluation is a required component of the skill certification process. Each student **must be evaluated** on the required performance standards. Performance standards may be completed and **evaluated anytime during the course**.

- Students should be aware of their progress throughout the course, so that they can concentrate on the objectives that need improvement.
- Students should be encouraged to repeat the objectives until they have performed at a minimum of a number 1 or 2 on the rating scale (moderately to highly competent level).
 - 1= highly competent Successfully demonstrated without supervision
 - 2= moderately competent Successfully demonstrated with limited supervision
 - 3= limited competence Demonstrated with close supervision
 - 4= not competent Demonstration requires direct instruction and supervision
- When a standard has been achieved at a minimum of 80% (moderately to highly competent level). "Y" (Y=YES) is recorded on the last line of that standard, on the performance evaluation sheet. If a student does not achieve a 1 or a 2 (moderately to highly competent level), then "N" (N=NO) is recorded on the last line of that standard.
- All performance standards **MUST** be completed and evaluated prior to the written test.
- The **teacher** will bubble in "A" on the answer sheet for item #81 for students who have achieved "Y" on **ALL** performance standards.
- The **teacher** will bubble in "B" on the answer sheet for item #81 for students who have **ONE or more "N's"** on the performance standards.
- The signed performance evaluation sheet(s) **MUST** be kept in the teachers' file for two years.
- A copy is also kept on file with the school's ATE Skill Certification testing coordinator for two years.

Students who achieve a 1 or a 2 (moderately to highly competent) on ALL performance standards and 80% on the written test will be issued an CTE Skill Certification Certificate.

500407-01 Students will develop an awareness of career opportunities in digital photography and an overview of the history of photography.	1	2	3	4
Develop career awareness related to working in the photography industry.				
History of Photography				
History of Digital Photography				
Introduction to Digital Photography				

500407-02 Students will be able to understand and apply the multi-step process of "workflow".	1	2	3	4
Identify the multi-step process of workflow in <i>Image capture</i> . Check Settings (Mode, Memory card, battery, etc.) Holding the camera (Steady, shoot, and format) Compose for desired effect Focus (auto or manual) Exposure (auto or manual - aperture and shutter priority) Flash (On or Off) Taking the picture Checking your results				
Identify the multi-step process of workflow as it relates to <i>Image editing</i> Image Transfer (downloading files to a computer) Image Management (organizing files, photo selection and managing folders) Primary Image Editing (Straighten, rotate, limited crop, adjust tonal range, contrast, and color correction)				
Identify the multi-step process of workflow as it relates to <i>Image output</i> Size/Resolution for intended purpose. (web, presentation or print)				
Apply and modify this multi-step process or steps to develop and apply your own digital workflow.				

500407-03 Students will be able to identify different types of digital cameras, the location of their basic components, and the benefits and drawbacks of each type.	1	2	3	4
Camera Phones and PDA Cameras				
Digital Point and Shoot cameras.				
Digital Single-Lens Reflex (SLR) cameras.				
Digital Professional/Studio cameras.				

500407-04 Students will demonstrate the appropriate use of the camera controls on a digital camera	1	2	3	4
Focusing and memory buffer delay				
Exposure Modes (Auto, Shutter Priority, Aperture Priority, Manual, and Continuous)				

500407-05 Students will be able to use and identify memory devices and file types associated with digital cameras and scanners.				
	1	2	3	4
	Demonstrate an understanding of how pixels are used in digital photography.			
	Demonstrate an understanding of digital Demonstrate an understanding of file <i>formats</i> as they pertain to image capture (i.e. RAW, TIFF, JPEG).			
	Demonstrate an understanding of compression in digital file <i>sizes</i> as they pertain to image capture (i.e. Extra Fine, Fine, Basic, and Normal).			
	Demonstrate an understanding of the difference between high and low resolution and how they are linked to pixelization .			
	Identify common memory cards and camera compatibilities. (i.e. Compact Flash, Secure Digital, Sony Memory Stick, Compact Disk, and internal storage).			
	Identify necessary equipment used for downloading images (i.e. cables, card readers, or drives).			
	Properly download files from the camera or scanner to a computer.			

500407-06 Students will be able to understand and perform camera work.				
	1	2	3	4
	Identify basic digital camera parts and their functions (i.e. viewfinder or LCD monitor, lens, mode dial, shutter button, etc.).			
	Understand focal length and identify appropriate lens for specific needs (i.e. wide angle, normal, telephoto, zoom, and optical verses digital zoom).			
	Use of a tripod or other steady shoot method when it is appropriate.			
	Identify the need and appropriate use for a flash.			
	Identify the difference between Shutter Priority and Aperture Priority.			
	Identify some of the basic differences between digital Point and Shoot and digital SLR cameras (i.e. size, weight, and lens options).			

500407-07 Students will be able to adjust size and set resolution of downloaded images.				
	1	2	3	4
	Demonstrate how to use Photoshop to set size and resolution for images based on the intended use of the image.			

500407-08 Students will be able to demonstrate basic proficiency in the use of Adobe Photoshop.				
	1	2	3	4
	Create a contact sheet or index print using Photoshop.			
	Demonstrate tonal adjustments (i.e. histogram, Brightness and Contrast, Shadow/Highlight correction, Levels, Dodge and Burn Tool).			
	Demonstrate color correction (i.e. variations, color balance, hue /saturation, and levels).			
	Demonstrate cropping (i.e. cropping, print sizing, straightening, and perspective).			
	Demonstrate techniques for improving images (i.e. Healing Brushes, Patch Tool, Clone Stamp and Sharpening Filter).			
	Demonstrate and use the Layers pallet (i.e. active layer, layer order, creating and deleting layers, and Opacity).			
	Demonstrate the black and white conversion process (i.e. Hue/Saturation, and Grayscale mode).			
	Demonstrate effective use of the Undo and Redo (i.e. history pallet, step forward or backward).			
	Demonstrate the use of the Transform tool (i.e. scale, rotate, skew, flip, and distort).			
	Demonstrate the use of selection tools (i.e. Marquee, Lasso, Magic Wand, adding and subtracting to or from the selection).			

500407-09 Students will be able to understand and demonstrate the elements of composition				
	1	2	3	4
	Demonstrate Simplicity/Emphasis as an element of composition.			
	Demonstrate Rule of Thirds as an element of composition.			
	Demonstrate Point of View as an element of composition.			
	Demonstrate Leading Lines as an element of composition.			

500407-10 Students will be able to display digital images in printed and electronic output.				
	1	2	3	4
	Prepare an image for output (i.e. image size, canvas size and resolution) – printed to page or electronic publication.			
	Evaluate/critique photographic work.			

500407-11 Students will be able to understand and practice copyright laws, ethics and legal issues dealing with photography as identified in United States Code Title 17 Chapter 1 Section 101.				
	1	2	3	4
	Define copyright.			
	Other definitions.			
	Students will practice ethics and rules governing photojournalism (i.e. Editorial content must not be changed).			
	Students will practice correct usage of copyright laws (i.e. the right to reproduce, manipulate, distribute, plagiarize or exhibit another photographer’s work outside of fair use provisions).			
	Students will demonstrate understanding of ethics related to social and legal issues in subject choice (i.e. model releases, image appropriateness, and cultural sensitivity).			

The instructor must retain a copy of this Student Performance Evaluation for two years after the student has left the program.

Instructor Signature: _____ Date: _____

Student Signature: _____ Date : _____

School: _____