



**Career
Essentials:
Assessments**

Career Essentials: Assessments

Teacher Preparation Guide For Use with the Career Essentials: Assessments

*Discover, Develop and Validate Students'
Knowledge and Skill*

***TELEVISION (VIDEO) PRODUCTION
ASSESSMENT***

Introduction to the Career Essentials: Assessments

The Career Essentials: Assessments can help both students and teachers discover students' occupational strengths. By implementing the Career Essentials: Assessments, students and teachers can collaboratively develop a life-long learning plan to validate and enhance students' skills and knowledge. Assessment data results are beneficial for students, teachers and administrators in validating student learning, and improving programs and their accountability.

This teacher preparation guide is a tool developed for instructors to help students capitalize on their unique strengths, which can improve individual student performance and provide a clear way forward for student success.

The Career Essentials: Assessments Teacher Preparation Guide provides an easy-to-follow road map to implement the Career Essentials: Assessments. The guide is not meant to be curriculum nor should it replace that which already exists. It provides specific information regarding the Career Essentials: Assessments so teachers can identify existing curriculum areas that may need additional emphasis.

The guide ultimately helps teachers provide students with learning opportunities. Its goal is for students to become comfortable and successful with the Career Essentials: Assessments.

Inside the guide, teachers will find:

- Major content areas of the assessment
- A blueprint of the assessment competency areas
- A checklist of the various competency areas within the assessment
- Access to a trade- or technical-specific online 10-question demo assessment
- Resources used for the assessment development
- Access to an employability skills based, online 10-question practice assessment to help students navigate the assessment system

Table of Contents

What are Career Essentials: Assessments?.....	4
Using the Career Essentials: Assessments	4
Preparing Students for the Career Essentials: Assessments	5
Workplace-Ready Skills	6
Assessment Competency Areas	7
Academic Core and Critical Skill Areas	7
Connections to National Standards	7
Student Tools: Access Directions for the Trade- or Technical Specific Online 10-Item Demo.....	8
Student Tools: Test-Taking Reminders	8
Student Testing Tips.....	8
Student Tools: Television (Video) Production Blueprint and Competency Area Knowledge Checksheets	9
Summary and Quick Glance Testing Reminders	9
Television (Video) Production Blueprint	10
Knowledge Checksheets.....	14
Helpful Tips and Reminders for Students	20
Sample Assessment Questions	21
Resources	24

What are Career Essentials: Assessments?

Career Essentials: Assessments are online assessments that evaluate technical and employability skills and knowledge. They are the way ahead for the next generation of our American workforce, and they help candidates validate their technical skills and knowledge to potential employers. They also help local instructors demonstrate the value of their programs, while supporting local industries with a pool of potential employees that has been tested by a system they can trust.

Each assessment was developed by a panel of industry, high school and college/postsecondary subject matter experts (SMEs) using national technical standards. Career Essentials: Assessments were created by industry to ensure relevance to entry-level skills, meet Perkins IV accountability requirements and provide certificates to students who achieve industry-defined scores. They ensure your students are workforce ready.

Career Essentials: Assessments incorporate photographs, videos, animations and illustrations to ensure clarity for each technical question. Drag-and-drop and multiple-choice questions appeal to visual and kinesthetic learners and test content knowledge rather than test-taking abilities. Even simple multiple-choice questions are brought to life through pictures and animations.

Assessments are available in more than 40 trade, industrial and technical areas. A rigorous and educationally sound process captures critical competencies, standards and criteria as defined by industry.

Academic core and critical skill areas also exist in each assessment. State-level academic curriculum specialists identified connections to national academic standards.

Each one-hour assessment includes 50 questions. Under the supervision of a proctor, the integrity of each test is ensured by offering multiple unique versions of the assessment, which

For complete information regarding the Career Essentials: Assessments and to see all assessment areas, please visit the website at:

www.careeressentials.org/assessments .

measure the same core and critical competencies. Even within the same version, questions and answers are displayed in varying orders to prevent test takers from copying others. The Career Essentials: Assessments are designed to be user-friendly and intuitive for students.

Using the Career Essentials: Assessments

Every classroom is unique. You can use the Career Essentials: Assessments in a way that best suits your program and students. The following directions are SkillsUSA's suggested and preferred method to implement the assessments so that your students gain the most from the results.

The most important step in the Career Essentials: Assessments process is to select the correct assessment for your students. You are key to the selection process. Without your involvement, the wrong assessment may be selected. Assessment titles do not provide enough information for proper selection. Review the various assessment categories that best correspond to your program.

Next, look at each of the assessment titles within the category and the corresponding blueprint. The blueprint will tell you which competencies and subjects are addressed in the assessment.

Cross-walk the various blueprints with your classroom curriculum. The assessment blueprint will show what's emphasized and how competencies are weighed. Please remember the Career Essentials: Assessments are based on national industry standards, so the assessment may not perfectly align with the existing curriculum. Content may need to be added or emphasized to better prepare students for the Career Essentials: Assessments.

ce you have selected the assessment that best fits your program, administer that Career Essentials: Assessments at the beginning of your students' final program year. This could be considered a pre-test.

Assessment results are available as soon as your student completes the assessment. The report provides you with a gap analysis to identify your students' learning needs according to each competency area within the assessment. Dynamic reports compare your students' performance to the current state and national averages. Reports also enable you to track a student's progress on an individual basis. The assessment pre-testing results provide you with a benchmark for your students and identify student learning gaps. This data may help you adjust your own curriculum and identify areas that may need more or less emphasis. The data can be shared with students so everyone can focus on learning areas that need improvement during the school year.

Then, at the end of the school year or program semester, administer your specific Career Essentials: Assessments a second time as a post-test.

Use post-test data to improve or adjust curriculum once again for your next program year. This way, curriculum adjustments are made using the student testing data rather than arbitrarily making adjustments.

This pre- and post-test process is a "win-win" situation for the teacher and especially the student! To ensure a quality process, SkillsUSA is ready to help at any time.

Preparing Students for the Career Essentials: Assessments

Provide each student with a copy of their trade- or technical-specific Career Essentials: Assessments Blueprint. Do this at the beginning of your course. Review and discuss the blueprint with your class, providing insight on the assessment weighting and what is emphasized.

Have students discuss how they can assist each other to prepare for the assessment.

Place the Career Essentials: Assessments Blueprint on the classroom wall. The blueprint will help students focus on the appropriate course content areas that align with the assessment. It will also help everyone to be aware of the program's goals and expectations.

The Career Essentials: Assessments at a Glance

- **Select the correct assessment title. *Do not* have someone select the assessment for you, as there may be several titles that may relate to your program**
- **Review the assessment blueprint that best aligns with your existing curriculum**
- **Identify gaps in your curriculum, and use additional resources to enhance or align the curriculum**
- **Share the assessment blueprint with the students so everyone is aware of the expectation**
- **Have your students take the assessment at the beginning of their final program year as a pre-test**
- **Use pre-test data to identify learning gaps or strengths of individual students or the class**
- **Remediate the students using the data analysis from pre-test to enhance, emphasize and adjust learning objectives**
- **Have your students take the assessment a second time (as a post-test) at the end of the program year to determine learning gains/gaps**
- **Use post-test data to improve or adjust curriculum for your next program year**

Administer the Career Essentials: Assessments as a pre-test to identify student gaps. If possible, pre-test your students at the beginning of their final program year to identify learning gaps both individually and as a class. The data will provide an excellent “road map” to prepare students to take the assessment again (post-test) at the end of the program. Using the data, tailor the instruction to better prepare your students.

Use the Career Essentials: Assessments competency areas checksheets included in this guide to encourage class discussion and help students identify strengths and weaknesses.

Use the pre-test data to ascertain problematic learning areas. Have students identify discussion topics based on the various competency areas and their pre-test data results. Exercises, demonstrations and even questions can be developed by the students using their textbooks or other resources listed in this guide.

Assign homework that aligns to the assessment blueprint. Focus on a competency area within the assessment. Using the checksheets in this guide, have students develop questions and potential answers using the resources identified when developing the assessment. Use the questions for class discussion or “quiz bowl” activities.

Have students take the Career Essentials: Assessments trade- or technical-specific online 10-question demo assessment. This could be a homework assignment or done in class 30 days prior to taking the assessment the second time (as a post-test). This not only will provide students with specific sample questions and potential answers, but it will also allow students to experience the online system again and become more familiar with the types of questions they may encounter when taking the actual assessment.

Following the demo assessment, discuss the experience students had. What question(s) did

they not understand? Did they have difficulty navigating the online system? This experience will help students be more comfortable and confident when taking the final assessment.

Discuss as a class or individually with students which question(s) were difficult. Facilitate a discussion to glean more information regarding why certain answers were wrong. Offer techniques students can use to better determine correct answers.

Workplace-Ready Skills

Through the Career Essentials: Assessments, you have the option for your students take an Employability Assessment. This assessment tests a student’s workplace-ready skills such as communication, teamwork, time management and more. It can be used for any student in any occupational area as a practice test or a separate assessment.

If you use the Employability Assessment as a practice test have students take it in class. Not only can the Employability Assessment help students become familiar with the navigational tools of the assessment system, but it can also measure and make your students aware of another important skill set. It may also help them become comfortable in the testing environment.

See the Career Essentials: Assessments website for more information: www.careeressentials.org/assessments

The Employability Assessment is *not* intended to familiarize students with the Television/Video (TV) Production assessment content.

Please note: For all Career Essentials: Assessments to be valid, instructors cannot be present in the room where their students will be taking the test. A proctor is required. Proctors can be other instructors, a school administrator or school counselor.

Assessment Competency Areas

Career Essentials: Assessments TV Production Assessment covers 12 major technical competency areas (unit areas). In the online assessment, these 12 competencies are tested with 50 interactive, multiple-choice items. Each competency area has a different number of items. The chart lists the major technical competency areas and the percentage of the assessment in each one.

Technical Competency Areas for TV Production

Competency	Percentage of Area Assessment
Apply General Video Production Knowledge	28%
Implement the Knowledge Needed to Describe Pre-Production	10%
Apply the Knowledge Needed to Describe and Demonstrate Production Skills	46%
Apply the Knowledge and Skills Necessary to Describe and Demonstrate Post-Production Skills	16%

Academic Core and Critical Skill Areas

Academic core and critical skill areas also exist in each assessment. The SkillsUSA national technical committee identified that the following academic skills are embedded in the TV Production training program and assessment:

Math Skills

- Measure angles
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Find slope of a line

Science Skills

- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy

- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of sound and technological applications of sound waves
- Use knowledge of the nature and technological applications of light
- Use knowledge of static electricity, current electricity and circuits

Language Arts Skills

- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Analyze mass media messages

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: www.nctm.org/standards/content.aspx?id=16909.

Science Standards

- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- 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 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.

Student Tools:

Access Directions for the Trade- or Technical-Specific Online 10-Item Demo Assessment

Have your students copy and paste this link www.careeressentials.org/assessments/demo-our-assessments/ into their browser. The sample programmatic questions will give you and your students an idea of the types of questions on the assessment and how the questions are generally written.

Student Tools:

Test-Taking Reminders

Encourage your students to have good study habits. Below are basic reminders to better prepare students for life-long learning and workplace success. You may want to have this discussion at the beginning of the year to encourage

students to incorporate these strategies.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so they can make accommodations.

Student Testing Tips

The most important tip for your students is to be prepared mentally and physically for the testing session. Make sure to tell them to get plenty of rest and eat healthy. Suggest they wear comfortable and appropriate clothing to the testing session. If they are able to bring items to the testing session, such as a non-programmable calculator, make sure they have the items ready the night before. Have students check our website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized they are before the testing period, the more relaxed they will be during the actual testing session.

Encourage your students to be relaxed and positive. If they begin to panic during the testing, suggest they take some deep breaths to relax and think positive thoughts.

Do not rush through the questions. Instruct your students to read the question and potential answers thoroughly. Tell them to make sure they know exactly what the question is asking before answering. Let them know that if they are unsure, they can mark the question and return to it. Other questions may have clues to the correct answer.

Use process of elimination. If your students are not sure of the correct answer, tell them to study the potential answers and eliminate the ones that they know are not correct.

If all else fails, tell students to *guess*. After they have exhausted all options, tell them to take their best guess at the correct answer. If they have studied the content area, they may intuitively know the correct answer. The Career Essentials: Assessments system does not penalize students for guessing and they may guess correctly!

Student Tools:

TV Production Blueprint and Competency Area Knowledge Checksheets

The next section provides the assessment blueprint and detailed topics within each competency area covered within the TV Production assessment. Photocopy and share the following blueprints and checksheets with your students so they can better prepare for each of the competency areas within the TV Production assessment.

Summary and Quick Glance Testing Reminders

The Career Essentials: Assessments process is designed for program and curriculum improvement. This is a continuous improvement process to better meet the educational needs of your students by strategically using data results.

Advanced planning and preparation is a key component in implementing this process. Below we have attempted to summarize the steps in the suggested Career Essentials: Assessments implementation pre- and post-test process.

- Identify the correct assessment for your program
- Share the selected assessment blueprint with your students, parents, advisory board members and others. Place the blueprint on the classroom wall
- Pre-test your students at the beginning of

their final programmatic year

- Use the data results to identify “learning gaps”
- Share the pre-test data with the student(s)
- Tailor learning experiences to meet student needs and supplement current curriculum
- Develop homework assignments around the competency knowledge checksheets located in this guide
- Have students take the demo 10-question practice test 30 days prior to the post-test
- For students that need more time in the actual testing environment, use the Employability Assessment to review navigational tools and to make students more comfortable in the testing lab
- Finally, review the blueprint and knowledge checksheets in totality before taking the post-test to ensure students are aware of the expectation

Using the above steps, you and your students should see improvement in the post-test assessment score report and a percentage of knowledge gained.

Television (Video) Production Blueprint

This Blueprint contains the subject matter content of this Career Essentials Assessment.

Note: To fully prepare for **Television (Video) Production** 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.

Apply general video production knowledge



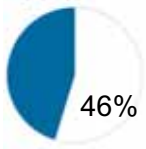
- ∞ Define HD standards
- ∞ Describe fields and frames
- ∞ Define interlaced and progressive scanning
- ∞ Describe digital signals
- ∞ Describe component and composite video signals
- ∞ Describe principles of color
- ∞ Define video resolution
- ∞ Describe safe area
- ∞ Describe aspect ratio
- ∞ Describe artifacts as applies to digital video
- ∞ Describe media acquisition
- ∞ Describe disk-based camcorders
- ∞ Define solid state memory storage
- ∞ Describe video servers
- ∞ Describe professional tape formats
- ∞ Define digital compression
- ∞ Calculate on-location power needs - voltage and wattage
- ∞ Define contrast ratio
- ∞ Identify audio connectors
- ∞ Identify video connectors
- ∞ Define a waveform monitor
- ∞ Demonstrate knowledge of copyright and licensing issues

Implement the knowledge needed to describe Pre-Production



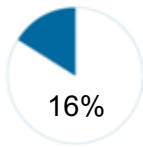
- ∞ Complete program proposal and treatment for a production
- ∞ Complete storyboards for a production
- ∞ Define scriptwriting guidelines
- ∞ Explain costing out a production
- ∞ Define crew positions
- ∞ Complete a location survey
- ∞ Define single-camera production
- ∞ Define production methods
- ∞ Illustrate microphone placement for on-location audio
- ∞ Demonstrate on-location lighting techniques
- ∞ Demonstrate drawing of a light plot

Apply the knowledge needed to describe and demonstrate production skills



- ∞ Apply the knowledge needed to describe and demonstrate lens operation and control
 - Describe the type of lenses
 - Define angle of view
 - Describe zoom ratio
 - Demonstrate f-Stops iris
 - Demonstrate control of depth of field
 - Illustrate focusing/follow focus/rack focus/macro focus
 - Explain the application of filters
 - Explain image stabilization
 - Demonstrate control of exposure through the use of f-Stops
- ∞ Apply the knowledge and skills necessary to describe and demonstrate camera operation and control
 - Describe and demonstrate camera mounts and tripod use
 - Operate camera pan heads
 - Demonstrate basic camera moves (i.e. pan/tilt/dolly/truck/pedestal)
 - Illustrate black balancing and white balancing
 - Describe shutter speed
 - Explain frame rate
- ∞ Implement the skills and knowledge needed for describing and demonstrating composition
 - Describe static composition
 - Describe dynamic composition
 - Define single center of interest
 - Describe shifting the center of interest
 - Describe basic camera shots i.e. long shot, medium shot, close-up shot, extreme close-up shot, two shot
 - Demonstrate leading the subject, head room
 - Describe the Rule of Thirds
 - Define crossing the line
- ∞ Apply the knowledge and skills needed to describe and demonstrate video lighting
 - Describe hard and soft lighting
 - Define color temperature of light sources
 - Demonstrate intensity control through varying distance
 - Identify lighting instruments
 - Demonstrate three point lighting (i.e., key/ fill/ back light)
 - Describe lighting ratios
 - Describe subject-to-background distance
 - Describe area lighting
 - Apply the uses of existing (natural) light
 - Apply control of existing (natural) light i.e. reflectors, diffusion screens
- ∞ Implement the skills and knowledge needed to describe and demonstrate audio
 - Position microphones
 - Demonstrate positioning of microphones cables
 - Describe types and uses of microphones
 - Describe the use microphone support and shields systems i.e. mic stands, booms, shock mounts, wind socks, windscreens
 - Demonstrate operation of audio mixer controls
 - Describe issues of interfacing with audio from a PA system
 - Describe production communication systems

Apply the knowledge and skills necessary to describe and demonstrate post-production skills



- ∞ Apply the knowledge and skills needed to describe and demonstrate video editing
 - Demonstrate continuity editing techniques
 - Demonstrate cutaways
 - Define relational and thematic editing
 - Demonstrate bridging jumps in action
 - Demonstrate bridging interview edits
 - Demonstrate use of background music and sound effects
 - Demonstrate maintaining consistency in action and detail
 - Demonstrate operation of software-based editors
 - Explain time-code
 - Define on-line and off-line editing
- ∞ Apply the knowledge and skills needed to describe and demonstrate graphics, transitions, and effects
 - Describe titling
 - Describe character generator
 - Describe motion graphics
 - Describe sports graphics
 - Describe placement of graphics
 - Describe types and use of transitions
 - Describe downstream and upstream keying

Committee Identified Academic Skills

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the television (video) production training program and assessment:

Math Skills

- Measure angles
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Find slope of a line

Science Skills

- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of sound and technological applications of sound waves
- Use knowledge of the nature and technological applications of light
- Use knowledge of static electricity, current electricity and circuits

Language Arts Skills

- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Analyze mass media messages

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: <http://www.nctm.org/standards/content.aspx?id=16909>.

Science Standards

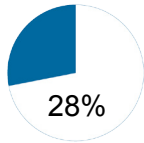
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

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

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- 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 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.



Competency Area 1: Apply General Video Production Knowledge

Knowledge Check

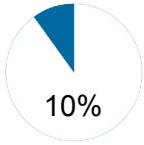
How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Define HD standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe fields and frames?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Define interlaced and progressive scanning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe digital signals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe component and composite video signals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describe principles of color?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Define video resolution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe safe area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Describe aspect ratio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Describe artifacts as applies to digital video?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Describe media acquisition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Describe disk-based camcorders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Define solid state memory storage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Describe video servers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Describe professional tape formats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Define digital compression?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Area 1: Apply General Video Production Knowledge (cont'd)

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
17. Define audio sample rate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Calculate on-location power needs – voltage and wattage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Define contrast ratio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Identify audio connectors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Identify video connectors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Define a waveform monitor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Demonstrate knowledge of copyright and licensing issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



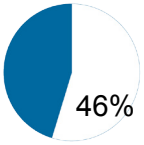
Review Dates:

Competency Area 2: Implement the Knowledge Needed to Describe Pre-Production

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Complete program proposal and treatment for a production?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Complete storyboards for a production?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Define scriptwriting guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain costing out a production?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Define crew positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Complete a location survey?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Define single-camera production?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Define production methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Define production methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Illustrate microphone placement for on-location audio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrate on-location lighting techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Demonstrate drawing of a light plot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Competency Area 3: Apply the Knowledge Needed to Describe and Demonstrate Production Skills (cont'd)

Knowledge Check

	Very Well	Somewhat Well	Not Well
How well do you know how to:			
1. Apply the knowledge needed to describe and demonstrate lens operation and control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe the type of lenses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Define angle of view?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe zoom ratio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate f-Stops iris?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate control of depth of field ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Illustrate focusing/follow focus/rack focus/macro focus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Explain the application of filters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Explain image stabilization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate control of exposure through the use of f-Stops?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply the knowledge and skills necessary to describe and demonstrate camera operation and control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe and demonstrate camera mounts and tripod use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Operate camera pan heads?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate basic camera moves (i.e. pan/tilt/dolly/truck/pedestal)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Illustrate black balancing and white balancing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe shutter speed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Explain frame rate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Implement the skills and knowledge needed for describing and demonstrating composition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe static composition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe dynamic composition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Define single center of interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe shifting the center of interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe shifting the center of interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe basic camera shots i.e. lona shot, medium shot, close-up shot, extreme close-up shot, two shot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate leading the subject head room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe the Rule of Thirds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Define crossing the line?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

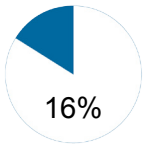
Review Dates:

Competency Area 3: Apply the Knowledge Needed to Describe and Demonstrate Production Skills (cont'd)

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
4. Apply the knowledge and skills needed to describe and demonstrate video lighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe hard and soft lighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Define color temperature of light sources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate intensity control through varying distance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify lighting instruments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate three point lighting (i.e., key/fill/back light)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe lighting ratios?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe subject-to-background distance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe area lighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apply the uses of existing (natural) light?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apply control of existing (natural) light i.e. reflectors, diffusion screens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Implement the skills and knowledge needed to describe and demonstrate audio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Position microphones?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate positioning of microphone cables?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe types and uses of microphones?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe the use microphone support and shields systems, such as mic stands, booms, shock mounts, wind socks and wind screens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate operation of audio mixer controls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe issues of interfacing with audio from a PA system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe production communication systems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 4: Apply the Knowledge and Skills Necessary to Describe and Demonstrate Post-Production Skills

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Apply the knowledge and skills needed to describe and demonstrate video editing ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate continuity editing techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate cutaways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Define relational and thematic editing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate bridging jumps in action?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate bridging interview edits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate use of background music and sound effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate maintaining consistency in action and detail?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate operation of software-based editors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Explain time-code?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Define on-line and off-line editing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply the knowledge and skills needed to describe and demonstrate graphics, transitions, and effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe titling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe character generator?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe motion graphics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe sports graphics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe placement of graphics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe types and use of transitions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe downstream and upstream keying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:

Helpful Tips and Reminders for Students

Access Directions to the Trade- or Technical-Specific Online 10-question Demo Assessment

Access the Web link www.careeressentials.org/assessments/demo-our-assessments/ with your browser. The sample programmatic questions will help give you an idea of the types of questions on the assessment and how they are generally written.

Test-Taking Reminders

Implementing good study habits is essential for any test or class. Below are basic reminders to better prepare you for life-long learning and workplace success. Incorporate these strategies into your everyday habits.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so he or she can make accommodations

Student Testing Tips

The most important tip for you is to be prepared mentally and physically for the testing session. Make sure to get plenty of rest and eat healthy. Wear comfortable and appropriate clothing to the testing session. Find out if you can bring items to the testing session, such as a non-programmable calculator, and make sure you have the items ready the night before. Check the website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized you are before the testing period, the more relaxed you will be during the actual testing session.

Be relaxed and positive. If you begin to panic during the testing, take some deep breaths to relax, and think positive thoughts.

Do not rush through the questions. Read the question and potential answers thoroughly. Make sure you know exactly what the question is asking before answering. If you are unsure, note the question and return to it. Other questions may have clues to the correct answer. Use process of elimination. If you are not sure of the correct answer, study the potential answers and eliminate the ones that you know are not correct.

If all else fails – *guess*. After you have exhausted all options, take your best guess at the correct answer. If you have studied the content area, you may intuitively know the correct answer. The Career Essentials: Assessments does not penalize you for guessing, and you may guess correctly!

Sample Assessment Questions

Television Production Sample Questions

The following questions are examples of the types of questions you may see within the assessment test. The questions could be in the form of a video clip, drop and drag, sequential or a typical multiple choice. At the bottom of each question there is a comment about the section or portion of the Blueprint that it came from.

Question 1

You would like to record a local band's performance for a program which will be broadcast on an educational television station. The song you choose to record is an original work of the band members. Which of the following rights must you acquire for your program?

Choose one answer.

- A. Recording rights, synchronization rights and broadcasting rights*
- B. Recording rights, re-recording rights, synchronization rights and broadcasting rights
- C. Recording rights, re-recording rights, synchronization rights, broadcasting rights and cable casting rights
- D. Recording rights and broadcasting rights only

Mapped skill standards

Television Video Production - Career Essentials: Assessments Blueprint > 1 Apply general video production knowledge. 1. Demonstrate knowledge of copyright and licensing issues.

Question 2

To capture the sounds of a football game from the sidelines, what type of microphone would you use?

Choose one answer.

- Lavalier microphone
- Parabolic microphone*
- Ribbon microphone
- PZM microphone (or boundary microphone)

Mapped skill standards

Television Video Production - Career Essentials: Assessments Blueprint > 2 Implement the knowledge needed to describe Pre-Production. Illustrates microphone placement for on-location audio.

Question 3

The person who is generally responsible for finding the locations described in the script is the:
Choose one answer.

- director of photography.
- producer.
- art director.
- location scout.*

Mapped skill standards

Television Video Production - Career Essentials: Assessments Blueprint > 2 Implement the knowledge needed to describe Pre-Production. Complete a location survey

Question 4

The essential or safe area of the television picture is the area that:
Choose one answer.

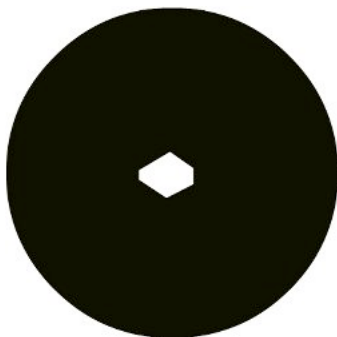
- will be seen by all television screens. *
- is only seen on wide-screen TVs.
- includes the letterboxing.
- only a camera viewfinder is able to see.

Mapped skill standards

Television Video Production - Career Essentials: Assessments Blueprint Apply general video production knowledge. Describe safe area.

Question 5

The iris in the image shown depicts an f-stop number of:
Choose one answer.



- f/1.4.
- f/4.
- f/5.6.
- f/16.*

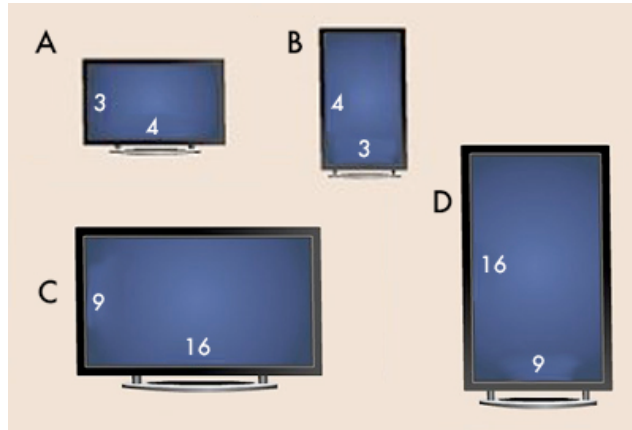
Mapped skill standards

Television Video Production - Career Essentials: Assessments Blueprint > 3 Apply the knowledge needed to describe and demonstrate production skills. . Apply the knowledge needed to describe and demonstrate lens operation and control. Demonstrate f-Stops iris.

Question 6

In the image below, identify the proper aspect ratio for an HDTV.

- A.
- B.
- C.*
- D.



Mapped skill standards

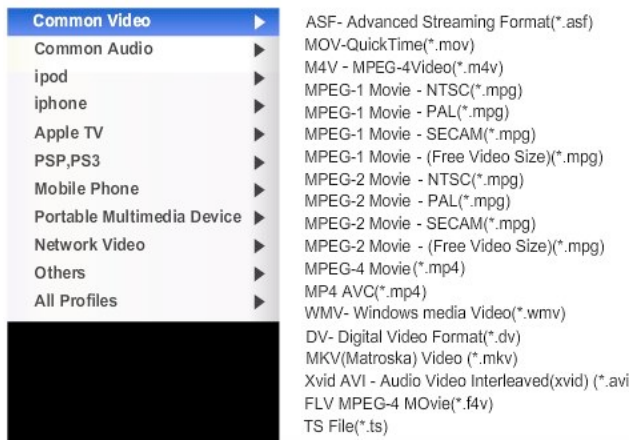
Television Video Production - Apply general video production knowledge. Describe media acquisition.

Question 7

Which of the following compression systems will give you the LARGEST file size?

Choose one answer.

- MOV
- MPEG-2
- MPEG-4*
- WMV



Mapped skill standards

Television Video Production - Career Essentials: Assessments Blueprint Apply general video production knowledge. Define digital compression.

Resources

Additional Resources

Below are resources that will be helpful in preparing for the Assessments which were created based on industry standards nationwide. Use the Career Essentials: Assessments Blueprint as a guideline for competencies tested. Use the resources below to find curriculum or additional study guides for industry standards.

TV Production Resources:

www.careeressentials.org/assessments/assessment-resources/