

Texas Examinations of Educator Standards™ (TE_xES™) Program

Preparation Manual

Technology Applications EC–12 (242)



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About The Test

Test Name	Technology Applications EC-12
Test Code	242
Time	5 hours
Number of Questions	100 selected-response questions
Format	Computer-administered test (CAT)

The TExES Technology Applications EC-12 (242) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the Technology Applications EC-12 test framework and cover grades EC-12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Technology Applications Core	15%	Technology Applications EC-12: I-VII
II.	Digital Art and Animation	30%	Technology Applications EC-12: X
III.	Digital Communication and Multimedia	25%	Technology Applications EC-12: XII
IV.	Web Design	30%	Technology Applications EC-12: XIII

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The Standards

Technology Applications EC–12 Standard I

All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas and create products.

Technology Applications EC–12 Standard II

All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Technology Applications EC–12 Standard III

All teachers acquire, analyze and manage content from digital resources.

Technology Applications EC–12 Standard IV

All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Technology Applications EC–12 Standard V

All teachers practice and promote safe, responsible, legal and ethical behavior while using technology tools and resources.

Technology Applications EC–12 Standard VI

All teachers demonstrate a thorough understanding of technology concepts, systems and operations.

Technology Applications EC–12 Standard VII

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Technology Applications EC–12 Standard X

The digital art/animation teacher has the knowledge and skills needed to teach the creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts strands of the Technology Applications Texas Essential Knowledge and Skills (TEKS) in digital art/animation, in addition to the content described in Technology Applications Standards I–VII.

Technology Applications EC–12 Standard XII

The digital communications teacher has the knowledge and skills needed to teach the creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision making; digital citizenship; and technology operations and concepts strands of the Technology Applications Texas Essential Knowledge and Skills (TEKS) in digital communications, in addition to the content described in Technology Applications Standards I–VII.

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Technology Applications EC–12 Standard XIII

The Web design teacher has the knowledge and skills needed to teach the creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision making; digital citizenship; and technology operations and concepts strands of the Technology Applications Texas Essential Knowledge and Skills (TEKS) in Web design, in addition to the content described in Technology Applications Standards I–VII.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Technology Applications Core

Competency 001: *The Technology Applications teacher knows technology terminology and concepts; the appropriate use of hardware, software and digital files; and how to acquire, analyze and evaluate digital information.*

The beginning teacher:

- A. Knows and uses technology terminology and concepts appropriate to the task.
- B. Knows the appropriate use of software and hardware components.
- C. Demonstrates knowledge of various types of networks (e.g., LAN, WAN, intranets and the Internet).
- D. Knows how to select, connect and use a variety of local and remote peripheral devices.
- E. Knows how to manage compatibility issues for a variety of media, file formats (e.g., text, graphics, image, video, audio), file naming conventions, file management structures and digital organization strategies.
- F. Knows how to evaluate software for quality, appropriateness, effectiveness, efficiency, support and licensing to make decisions regarding its proper acquisition and use.
- G. Knows how to access, manage and manipulate information from secondary storage devices.
- H. Knows strategies for searching, acquiring and accessing information from electronic resources.
- I. Knows how to assess the accuracy and validity of acquired information and how to resolve information conflicts through research and comparison of data from multiple sources.
- J. Demonstrates knowledge of intellectual property rights (e.g., copyright, Creative Commons, free and open source licensing) when accessing, using, manipulating and editing electronic data.

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- K. Demonstrates knowledge of issues of unacceptable use of computer resources including, but not limited to, cyberbullying and harassment, computer hacking, computer piracy, plagiarism, vandalism, intentional virus setting and invasion of privacy.
 - L. Demonstrates ethical and lawful acquisition of digital information, including the use of established methods to cite sources.
 - M. Understands digital safety, privacy rules, digital etiquette, acceptable use of technology and the ethical and legal responsibilities of using social media.
 - N. Knows how to use online help and other support documentation to troubleshoot minor technical problems with hardware and software.
 - O. Knows how to develop documentation for a variety of products.
 - P. Demonstrates knowledge of technology’s historical and future impact on society.

Competency 002: The Technology Applications teacher knows how to use technology tools to solve problems, evaluate results and communicate information in a variety of formats for diverse audiences.

The beginning teacher:

- A. Knows how to plan, create, edit, analyze and represent data in documents using general productivity software.
- B. Knows how to explore complex concepts using simulations, models, interactive virtual environments, and new technologies to develop hypotheses, modify input and analyze results.
- C. Demonstrates knowledge of how to design and implement procedures to track trends, set timelines and evaluate the progress of products using project management tools for continual improvement in process and product development.
- D. Knows how to evaluate projects for design, purpose, audience and content delivery using various criteria (e.g., project specifications, rubrics).
- E. Knows how to select representative products to be collected and stored in an electronic evaluation tool and to evaluate products for relevance to the assignment or task.
- F. Knows how to plan and design products that are accessible to learners with diverse needs and abilities.

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Competency 003: *The Technology Applications teacher knows how to plan, organize, deliver and evaluate instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.*

The beginning teacher:

- A. Knows how to implement developmentally appropriate instructional practices, activities and materials to improve student learning.
- B. Knows how to implement lessons using diverse instructional strategies.
- C. Demonstrates knowledge of issues related to the equitable use of technology for diverse populations.
- D. Knows how to implement instruction that allows students to solve problems by posing questions, collecting data and interpreting results.
- E. Knows how to develop and facilitate collaborative tasks among group members, incorporating diverse perspectives while exploring alternative solutions.
- F. Knows strategies to help students learn how to locate, retrieve, analyze, evaluate, communicate and retain content-related information from a variety of texts and digital sources.
- G. Knows how to evaluate student projects and portfolios using various assessment methods (e.g., formal, informal).
- H. Knows how to promote effective self-evaluation and use of feedback from peers.
- I. Knows the relationship between instruction and assessment.
- J. Knows how to adjust instruction based on assessment results.
- K. Demonstrates knowledge of emerging technology and its role in education.
- L. Knows the importance of self-assessment and planning for professional growth.

Domain II – Digital Art and Animation

Competency 004: *The Technology Applications teacher demonstrates knowledge of the principles and elements of design and their application to digital art and animation.*

The beginning teacher:

- A. Knows concepts and terminology related to digital art and animation applications.
- B. Knows how to differentiate among and demonstrate the appropriate use of a variety of tools found in graphic and photo editing software applications.

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- C. Demonstrates knowledge of the rules of visual composition (e.g., rule of thirds and golden section) and how they relate to harmony and balance as well as discord and drama.
 - D. Knows how to apply basic pictorial qualities using elements and principles of design (e.g., proportion, balance, variety, emphasis, harmony, symmetry and unity) in type, color, size, line thickness, shape and space.
 - E. Knows how to critique projects implementing the fundamental concepts of graphic design using rubrics for problem-solving tasks.
 - F. Demonstrates knowledge of perspective (e.g., background, light, shade/shadow and scale) to capture a focal point and create depth.
 - G. Knows how to create three-dimensional effects using depth of field (e.g., foreground, middle distance and background).
 - H. Knows how to identify, select and appropriately use various color formats (RGB, CMYK, Hexadecimal and Pantone) and processes such as spot color and black and white.
 - I. Demonstrates knowledge of color theory and knows how it is applied to create new colors in digital format.
 - J. Knows how to apply a variety of color schemes (e.g. tertiary, monochromatic, analogous, complementary and cool and warm colors; primary/secondary triads; and split complements) to digital designs.
 - K. Knows how to define and use the twelve principles of animation to meet the requirements of an animation project.
 - L. Knows how to distinguish between and use different modeling techniques such as box modeling and polygon primitives that use extrusion and rotation.

Competency 005: The Technology Applications teacher demonstrates knowledge of principles of typography, modeling and page layout using appropriate graphic tools to create a variety of products.

The beginning teacher:

- A. Knows how to integrate information using productivity tools (e.g., text, database, spreadsheet and graphic files).
- B. Demonstrates the appropriate use of typography (e.g., serif, sans serif, drop cap, decorative letters and embedded-text frames) as graphic elements.
- C. Demonstrates the proper usage among the categories of typefaces while recognizing and resolving conflicts that occur from combined usage.
- D. Knows how to use styles, including a variety of type specifications and formatting.

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- E. Knows how to critique the fundamental concepts of 3-D modeling and design, such as composition, perspective, angles, lighting, repetition, proximity, white space, balance and contrast.
 - F. Knows how to examine 3-D model objects to interpret the point of interest, the prominence of the subject and visual parallels between the structures of natural and human-made environments.

Competency 006: *The Technology Applications teacher knows how to use graphics, animation and page design to produce products that convey a specified message to an intended audience.*

The beginning teacher:

- A. Knows how to apply the appropriate vocabulary related to digital art and animation software.
- B. Knows how to implement the basic concepts of color and design theory working with bitmap and vector images in order to create a complete graphic design (e.g., backgrounds, characters and other objects).
- C. Knows concepts and terminology related to computer animation (e.g., rendering, storyboarding, timeline, materials/textures, layers, GIFs, framerate, keyframes, tweening and rigging).
- D. Knows how to distinguish between and use the animation techniques of path- and cel-animation and utilize basic animation tools such as onion-skinning and tweening.
- E. Demonstrates appropriate use of scripting languages in order to create an animation.
- F. Identifies and defines the design attributes and requirements of products created for a variety of print and digital purposes (e.g., posters, billboards, e-publications, Web pages and multimedia format).
- G. Knows how to implement and evaluate design and printing requirements as they relate to purpose, audience and final output specifications.
- H. Knows how to make decisions regarding the selection, acquisition and use of graphics and animation software, taking into consideration its quality, appropriateness, effectiveness and efficiency.
- I. Knows how to synthesize information using data gathered from interview, print and multi-media resources.
- J. Demonstrates appropriate use of lighting techniques.
- K. Knows how to publish information in a variety of formats.
- L. Knows how to delineate and make necessary adjustments regarding compatibility issues, including but not limited to digital file formats and cross-platform connectivity.

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- M. Demonstrates the impact of graphics, animation, typography and page design on society, including concepts related to persuasiveness, marketing and point of view.
 - N. Knows how to research the history and future of digital art and animation career opportunities.

Domain III – Digital Communications and Multimedia

Competency 007: *The Technology Applications teacher knows how to produce and distribute digital video and multimedia products.*

The beginning teacher:

- A. Knows the roles and responsibilities of a production crew for digital video and multimedia projects.
- B. Knows how to address issues related to the stages of production for projects (preproduction, production and postproduction).
- C. Knows critical elements, issues and concepts of the preproduction stage (e.g., design procedures, timeline, scripting, equipment and casting).
- D. Demonstrates knowledge of postproduction strategies for audio, video and multimedia publications.
- E. Demonstrates knowledge of issues related to creating multimedia products for a variety of purposes and audiences.
- F. Demonstrates proper strategies for script writing.
- G. Knows how to use camera perspective, content selection and framing (e.g., color and white space) in multimedia products for a defined audience and purpose.
- H. Knows how to import/export audio, video and multimedia files from a variety of sources.
- I. Knows how to publish using a variety of platforms.

Competency 008: *The Technology Applications teacher demonstrates knowledge of current practice, future trends and procedural protocols in the use of audio/video and digital publications.*

The beginning teacher:

- A. Understands how to identify/define problems and questions for multimedia publications.
- B. Knows how to design and implement procedures to track trends, set timelines and review and evaluate progress for project completion.

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- C. Knows how to use current industry standards to plan and examine document, script and storyboard development processes.
 - D. Knows how to use and implement audio techniques in order to create, edit and integrate digital sounds.
 - E. Knows how to determine the most appropriate file type based on universally recognized file formats for audio, video and digital publications, such as WAV, MP3, OGG, MP4, AVI, MOV, PDF, PNG, JPG, IBA, WebM and EPUB.
 - F. Knows how to select the appropriate compression codec for documents, images, audio and video files with consideration for audience and final platform.
 - G. Demonstrates knowledge of various videography techniques (including lighting, composition, audio, resolution, voice-over editing and delivery) in completion of a final product.
 - H. Knows how to select the appropriate evaluation tools and delivery methods for digital publications, as well as audio (e.g., sound rates, channels and frequency) and video files.

Competency 009: The Technology Applications teacher knows how to design, produce and distribute multimedia products.

The beginning teacher:

- A. Demonstrates an understanding of the impact that digital publications have on current and emerging media environments.
- B. Knows how to apply copyright laws, licenses, and fair use (including Creative Commons and public domain) as well as use digital information such as attributing ideas and citing sources.
- C. Demonstrates appropriate respect for intellectual property when manipulating, morphing and editing graphics, video, text and sound.
- D. Knows how to explain the ethical impact that digital publishing and audio and video production have on society.
- E. Knows how to create pre-planning designs such as rough sketches, storyboards and brainstorming.
- F. Knows how to design and implement procedures to track trends, set timelines and review and evaluate progress for project completion.
- G. Knows how to create a portfolio to document work experiences and samples.
- H. Knows how to format digital information for effective communication for a defined audience.
- I. Knows how to select the appropriate evaluation tools and delivery methods for digital publications as well as audio and video files.
- J. Knows how to deliver the product in a variety of media formats.

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Domain IV – Web Design

Competency 010: *The Technology Applications teacher demonstrates knowledge of strategies and techniques for website administration.*

The beginning teacher:

- A. Knows concepts and terminology related to Web administration (e.g., URL, IP addresses, HTML, CSS and FTP).
- B. Knows how to obtain, assess and use various Web standards such as those of the World Wide Web Consortium (W3C), Ecma International and the Internet Corporation for Assigned Names and Numbers (ICANN) to make informed decisions and implement standards in original work.
- C. Knows the differences between Internet and intranet.
- D. Demonstrates knowledge of the top-level domains (e.g., gov, net, com, mil, org and edu) and is familiar with new domain implementation.
- E. Knows the technical needs and functionality/use of Web servers.
- F. Demonstrates knowledge of the requirements for a Web server and resolves issues relating to compatibility (e.g., file formats and cross-platform connectivity).
- G. Knows the historical development and characteristics of a variety of network protocols and knows methods of accessing information on the Internet (e.g., HTTP, FTP, TCP/IP, Telnet, Gopher and WAIS).
- H. Knows issues related to network security and knows how to select and implement methods to protect a Web server from unauthorized use.
- I. Understands bandwidth issues as related to audience, server, connectivity and cost.
- J. Knows how to establish a folder/directory hierarchy for storage of Web pages and their related files.
- K. Knows how to control access to a Web site via password controls and global access/deny controls.
- L. Knows how to make decisions regarding the selection, acquisition and use of software related to Web mastering, Web gaming and Web communications, taking into consideration its quality, appropriateness, effectiveness and efficiency.

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Competency 011: *The Technology Applications teacher knows principles of Web design and implements a variety of tools and techniques to create and troubleshoot Web pages for a diverse audience.*

The beginning teacher:

- A. Knows how to use specific tools such as text editors and Web authoring programs to create a Web site.
- B. Knows how to discuss, analyze, compare and contrast game types such as action, action adventure, adventure, construction and management simulation, life simulation, massively multiplayer online role-playing game (MMORPG), music, party, puzzle, role-playing, sports, strategy, trivia and vehicle simulation.
- C. Demonstrates knowledge of issues related to incorporating graphics, video, audio and multimedia sequences into a Web page.
- D. Demonstrates knowledge of design principles (e.g., size of graphics, font size and color, backgrounds, ratio of text to white space, proximity, unity, balance, alignment, repetition and contrast).
- E. Knows how to analyze and determine the appropriate use of dynamic, static and interactive Web sites and open/closed file formats and software.
- F. Demonstrates knowledge of issues related to displaying Web pages on a variety of browsers and monitors (e.g., color, page size, browser version, plug-ins) with cross-browser compatibility.
- G. Knows how to plan and design Web pages that are accessible to diverse audiences (e.g., visually impaired, learning disabled, physically disabled).
- H. Knows how to work collaboratively to create Web-based programs and gaming products.
- I. Knows how to validate HTML code to current industry standards using available online diagnostic tools.
- J. Knows how to use hypertext markup language (HTML), cascading style sheets (CSS), Hypertext PreProcessor (PHP) and JavaScript through hard coding using a text editor, and Web authoring programs utilizing interactive databases and server-side processing.

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Competency 012: *The Technology Applications teacher knows how to use Web pages to communicate and interact effectively with others.*

The beginning teacher:

- A. Knows how to format information for appropriate and effective communication (e.g., appropriate use of hyperlinks, designing content for a specific audience).
- B. Understands, analyzes and determines the appropriate use of dynamic, static and interactive Web sites.
- C. Knows how to implement methods for creating interactivity in Web pages.
- D. Knows how to effectively create a Web site that communicates intended information to the target audience.
- E. Knows how to engage in online activities that follow appropriate behavioral, communication and privacy guidelines (e.g., ethics, personal security, verbiage) determined by the intended audience, including the ethical use of files and file sharing.
- F. Knows how to examine the impact of internet technologies on society through research, interviews and personal observations.
- G. Knows how to comprehend the impact of Internet history and structure on current use.
- H. Knows how to examine and apply the proper and acceptable use of digital/virtual communications technologies.
- I. Knows how to work collaboratively to create functioning Web-based programs and gaming products.

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Approaches to Answering Selected-Response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the Technology Applications EC–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Technology Applications EC–12 teacher.

The selected-response questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Technology Applications EC–12 test is designed to include a total of 100 selected-response questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection selected-response questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Format

You may see the following types of selected-response questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

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The following question is an example of the single-question format. It tests knowledge of Technology Applications EC–12 Competency 007: *The Technology Applications teacher knows how to produce and distribute digital video and multimedia products.*

Example 1

1. A principal has asked a teacher to create a slide show presentation about the school's new building project. Which of the following should the teacher consider *first* when planning the slide show?
 - A. What is the intended audience for the presentation?
 - B. Which software programs are available to create the presentation?
 - C. How should the information be organized?
 - D. How large is the room where the presentation will be given?

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this situation, a teacher is being asked to prepare a slide show about the school's new building project. For any given topic, there are many ways to plan a slide show. Some of the things the teacher must consider are the intended audience, the type of software to use, how to organize the information, and the size and characteristics of the room where the presentation will be given. The question asks that you select which of these the teacher must consider first.

Option A suggests that the teacher's first consideration should be to determine the audience for the presentation. One of the most important considerations in planning a presentation is determining the audience. For instance, a slide show prepared for school staff might be very different from a slide show prepared for the school's younger children. Young children would require a shorter presentation than would adults, and the graphics would need to be selected with the younger audience in mind. In addition, the readability of any text would need to be considered along with the amount, type, and sophistication of the information provided. Therefore, option A would be an appropriate first consideration for planning the slide show.

Option B suggests that the teacher's first consideration should be to determine the availability of software. The selection of software can be made only after a decision has been made concerning the nature of the slide show and the type of material to be presented. This will depend to a large extent on the intended audience. Thus Option B, determining the availability of software, would not be the most appropriate first step in planning the presentation.

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Option C suggests that the teacher's first consideration should be to determine how to organize the information in the presentation. While well-organized information is essential to an effective presentation, the decision about what information to include can only be made after the audience has been determined. Option C, determining how to organize the information, can thus be eliminated as the best response to this item.

Option D suggests that the teacher's first consideration should be to determine the size of the room in which the presentation will be given. Although the size of the room will be a determining factor in deciding what hardware is used to display the presentation, it will not affect the content of the presentation or how it is created. Therefore, option D, determining the size of the room, would not be the most appropriate first step in planning the presentation.

Of the alternatives offered, only determining the intended audience for the presentation would be an appropriate first step in planning the presentation. Therefore, **the correct response is option A.**

Example 2

The following question tests knowledge of Technology Applications EC–12 Competency 008: *The Technology Applications teacher demonstrates knowledge of current practice, future trends, and procedural protocols in the use of audio/video and digital publications.*

2. A videographer is most likely to put a polarizing filter on a video camera in which of the following situations?
- A. Light levels are changing quickly and unpredictably.
 - B. The surface of a lake is producing glare.
 - C. The subject being photographed is in shadows.
 - D. The subject being photographed is standing in front of a window.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

Filters are placed on the lens of a video camera to alter the quality or quantity of light reaching the lens. A polarizing filter allows only those light waves with a specific spatial orientation to pass through the filter. Rays of light with an orientation other than that allowed by the polarizing filter are blocked. When light is reflected from a shiny surface such as a lake, the light waves become partially polarized. This means that the light waves are orientated in a specific direction. A polarizing filter can be adjusted to block these polarized light waves and to reduce

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the amount of reflected light. Since glare is a result of reflected light, option B is the correct response.

A videographer would not use a polarizing filter for any of the situations described in the other responses. Polarizing filters offer no benefits in situations involving unpredictably changing light levels (option A) since they are unable to add or subtract light as needed. Polarizing filters tend to reduce the amount of light passing through the lens and would therefore not be helpful in filming a subject in shadows (option C). A polarizing filter will not be helpful in filming a person standing in front of a window (option D) since it would remove proportional quantities of light from both the subject and the background. Therefore, **the correct response is option B.**

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

Example

First read the stimulus (a sample of four sentences each written with a different typeface).

Use the typeface samples below to answer the question that follows.

- A. This is a sample of typeface A.
- B. This is a sample of typeface B.
- C. **This is a sample of typeface C.**
- D. This is a sample of typeface D.

Now you are prepared to address the question associated with this stimulus. This question measures the knowledge of Technology Applications EC–12 Competency 005: *The Technology Applications teacher demonstrates knowledge of principles of typography, modeling, and page layout using appropriate graphic tools to create a variety of products.*

The typefaces above are available for a newsletter. The editor for the project has requested a serif typeface that shows no variation in stroke widths. Which of the following typefaces is most appropriate for the project?

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

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

The question asks to identify which one of the four sample typefaces given is a serif typeface that shows no variation in the stroke widths. Serifs are small lines that are added to the strokes of a letter. The stroke refers to the fundamental line segments that make up the letter. Now carefully examine each of the four samples.

The letters in Sample A of the stimulus each have small lines attached to the strokes. Hence this typeface has serifs. However, a close inspection of the letters

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

reveals that the stroke width is variable. For example, the diagonal strokes in the uppercase letter "A" each have a different thickness. Hence, the typeface shows variation in stroke width and option A is incorrect.

The letters in Sample B do not have serifs. In addition, the letters also show variation in width, as can be seen by examining the "y" in the word "typeface." Therefore option B is incorrect.

In Sample C, the letters have serifs. In addition, a close inspection reveals that the stroke width is the same throughout. Consequently **option C is the correct response.**

The stroke width in Sample D does not vary, but the typeface is sans serif. Therefore option D is incorrect.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Selected-Response Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

1. While researching the origins of a community, a student discovers a conflict when comparing data obtained from different sources. Which of the following sources is considered the most reliable?
 - A. An editorial commemorating the hundredth anniversary of the community's founding
 - B. Famous anecdotes in pamphlet distributed by the local chamber of commerce
 - C. Published letters written by one of the community's original settlers
 - D. A recent biography of the life of the individual credited with founding the community

Answer and Rationale

COMPETENCY 001

2. Which TWO of the following activities are examples of using audio, video, or digital sources to solve an authentic problem?
 - A. Collecting and analyzing data from a database to identify areas of critical need for a water project
 - B. Preparing a video to dramatize the life cycle of a butterfly as described in a textbook
 - C. Summarizing electronic book information provided about the Amazon rain forest
 - D. Using an online archive of photographs to generate questions about life during the Great Depression
 - E. Watching current travel videos of historical locations throughout the United States

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

3. To effectively evaluate student presentations created at the conclusion of a social studies unit project, it is most important for a teacher to use a rubric to evaluate the
- A. special effects and the flashiness of the finished products.
 - B. content learned and the effectiveness of the presentations.
 - C. level of participation and contribution during the project.
 - D. abilities and skills in using the presentation software.

Answer and Rationale

COMPETENCY 003

4. Which of the following is the best way to maintain up-to-date technology use in the classroom?
- A. Reading a book on how to use tablets to integrate technology
 - B. Writing a blog about implementing technology in the classroom
 - C. Searching the Internet for the latest educational technology trends
 - D. Reading the user manuals for new technology equipment on campus

Answer and Rationale

COMPETENCY 004

5. Which of the following color mixing models provides the simplest tools for adjusting the tone of a particular color?
- A. Red, yellow, blue (RYB)
 - B. Cyan, magenta, yellow, black (CMYK)
 - C. Hue, saturation, brightness (HSB)
 - D. Red, green, blue (RGB)

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

6. Which of the following terms refers to the tonal value of a graphic?
- A. Resolution
 - B. Pixel
 - C. Luminosity
 - D. Opacity

Answer and Rationale

COMPETENCY 004

7. The primary purpose of the rule of thirds is to
- A. frame a subject in a photograph.
 - B. create leading lines within a photograph.
 - C. change the lighting conditions for a photograph.
 - D. produce a balanced photograph.

Answer and Rationale

COMPETENCY 004

8. Which of the following color modes is best to use to print a poster at a professional printer?
- A. CMYK
 - B. RGB
 - C. Indexed
 - D. Lab

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

9. Which of the following colors is most effective in advertising to an older, professional, male audience?
- A. Brown
 - B. Green
 - C. Purple
 - D. Red

Answer and Rationale

COMPETENCY 005

10. High school journalism students are planning an online school newspaper. To establish consistent guidelines for using fonts, font styles, and paragraph alignment, the students should develop
- A. a grid layout.
 - B. a master template.
 - C. page specifications.
 - D. style sheets.

Answer and Rationale

COMPETENCY 006

11. A student inserts a bitmap image into a Web page. When the page is uploaded, the image looks blocky and the quality is poor.
- Which of the following causes pixilation of this kind?
- A. The image was saved at 48 bits instead of 16 bits.
 - B. The student did not rasterize the image.
 - C. The student did not compress the image.
 - D. The image was saved at too low a resolution.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

12. A teacher is preparing a lesson to instruct students how to edit photographs for publication on the Web and in print. Which of the following principles should the teacher primarily emphasize?
- A. Printed photographs require higher resolution than Web photographs do.
 - B. Web photographs need to use CMYK color, but printed photographs can use RGB.
 - C. Printed photographs should be JPEGs, while Web photographs must be GIFs.
 - D. Web photographs should be saved as bitmap images, but printed photographs should be saved as vectors.

Answer and Rationale

COMPETENCY 006

13. Which of the following phrases describes an alley in desktop publishing?
- A. The width of the margin
 - B. The space between columns
 - C. The space between paragraphs
 - D. The width of the columns

Answer and Rationale

COMPETENCY 006

14. Bitmapped images are preferable to vector images for
- A. creating logos and illustrations.
 - B. editing digital photographs.
 - C. making videos and animation.
 - D. enlarging digital photographs.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

15. Issues related to locations, scenes, equipment, and people are primarily addressed during which of the following stages of preproduction?
- A. Audience definition
 - B. Budget development
 - C. Production scheduling
 - D. Video scripting

Answer and Rationale

COMPETENCY 007

16. In two sequential medium shots, the director of photography frames a man and a woman having a conversation. In the first shot, the man is seen on the left side of the composition, and the woman is seen on the right side. The second shot continues the action; however, the man is now on the right side of the composition, and the woman is on the left.

The director of photography has broken which of the following rules of continuity?

- A. Crossing the action axis
- B. Shooting the reverse angle
- C. Maintaining screen direction
- D. Cheating the actors

Answer and Rationale

COMPETENCY 007

17. Which of the following production crew members is responsible for securing funding, creating a vision, and having a strong understanding of business in terms of finance and legal obligations?
- A. Digital producer
 - B. Producer
 - C. Director
 - D. Executive producer

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

18. Which of the following camera angles is most effective for making a subject appear large and imposing?
- A. Bird's eye
 - B. Worm's eye
 - C. Close-up
 - D. Oblique

Answer and Rationale

COMPETENCY 008

19. Which of the following sample rates is sufficient to produce an audio file for a standard DVD?
- A. 11,025 Hz
 - B. 22,050 Hz
 - C. 48,000 Hz
 - D. 96,000 Hz

Answer and Rationale

COMPETENCY 008

20. At which of the following points in a recording should an audio file be cut to best prevent pops and clicks when two regions in the file are joined?
- A. Where the waveform's amplitude is above 10dB
 - B. At a zero crossing where the waveform's amplitude equals 0dB
 - C. Where the waveform's amplitude is less than -10dB
 - D. At any point where the waveform's amplitude is plus or minus 2dB

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

21. A student wishes to replace one scene in a video with another that will run longer. If the student is using linear editing, which of the following approaches is uniquely required?
- A. Adding transitions between the previous material and the new clip
 - B. Copying the longer clip onto the student's computer hard drive
 - C. Rebuilding the video from the edited clip to the end of the video
 - D. Using drag and drop to replace the original clip

Answer and Rationale

COMPETENCY 008

22. For a multimedia production, students wish to import a graphic that fades from 100% opaque to 100% transparent. Which of the following file formats best supports this type of varying transparency?
- A. GIF
 - B. JPEG
 - C. PNG
 - D. BMP

Answer and Rationale

COMPETENCY 010

23. Which of the following approaches is the most effective way to protect a Web server from unauthorized use?
- A. Applying the latest security patches available for Web server software
 - B. Including any software modules that might be required in the future
 - C. Using full-privilege accounts such as "root" or "SYSTEM"
 - D. Giving Web server software write-access rights to files being served to users

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

24. Which of the following descriptions best illustrates a typical intranet network structure used by many school districts?
- A. A worldwide connection of networks that is accessible to the district faculty, staff, students, and parents from any location with Internet access
 - B. A private network that uses World Wide Web communication standards but is not connected to the Web and is accessible only to on-site staff
 - C. A private network that utilizes the communication standards and some resources of the World Wide Web, with specific parts of the network accessible outside the network
 - D. A network connection of computers with common print and file servers for printing and sharing documents among staff on the network

Answer and Rationale

COMPETENCY 010

25. Which of the following describes the primary function of a DNS server?
- A. It provides resolution of host names to IP addresses.
 - B. It provides security for a network with the use of control lists.
 - C. It secures network traffic through shared key encryption.
 - D. It secures client access through log in and authentication.

Answer and Rationale

COMPETENCY 011

26. A GIF logo displayed on an image-based background exhibits a halo effect. Changing the logo to a PNG format will make it possible to adjust which of the following characteristics to correct the problem?
- A. Antialiasing
 - B. Opacity
 - C. Rasterization
 - D. Transparency

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 011

27. A Web site designer wishes to include a mechanism on a Web site's enrollment page to determine whether a human is attempting to enter the required information. To make the mechanism accessible for the visually impaired, which of the following should the designer use?
- A. Audio files describing text
 - B. Images containing text
 - C. Text describing images
 - D. Videos depicting text

Answer and Rationale

COMPETENCY 011

28. Which THREE of the following are guidelines for Web design that should be used when adding graphics to Web pages?
- A. Use minimal contrast between text and background colors.
 - B. Ensure that graphics are consistent with the purpose, organization, and style of the page.
 - C. Make sure the layout follows the rule of thirds.
 - D. Reduce the size of graphics files.
 - E. Avoid repeating overly bright images.

Answer and Rationale

COMPETENCY 011

29. Which of the following is the most accepted ratio of text to white space to provide optimum readability?
- A. 1:1
 - B. 1:2
 - C. 2:3
 - D. 3:5

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 011

30. During a unit on Web design, a class analyzes games on the Internet. The students discuss various video game perspectives. The best perspective to use when designing a driving game is
- A. first person.
 - B. second person.
 - C. third person.
 - D. multiplayer.

Answer and Rationale

COMPETENCY 012

31. A teacher wants to share a lesson plan with members of a Personal Learning Network (PLN). Which of the following is the most effective way to give the PLN members access to the lesson plan?
- A. Saving the lesson plan as a PDF file and uploading it to a blog
 - B. Saving the lesson plan as a DOC file and sending it via e-mail
 - C. Saving the lesson plan as a GIF file and uploading it to a flash drive
 - D. Saving the lesson plan as a JPEG file and printing it out for the group

Answer and Rationale

COMPETENCY 012

32. Which of the following formatting devices allows Web visitors to easily scan and locate information on a Web page?
- A. Graphics
 - B. Web-safe colors
 - C. Links
 - D. Cascading Style Sheets

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	C	<p>Option C is correct because letters from the time being researched would qualify as a primary resource and therefore would be considered the most reliable. Options A, B and D are incorrect because an editorial, anecdotes, and a recently published biography would be considered secondary sources and therefore less reliable than a primary source, and they could possibly be biased.</p> <p>Back to Question</p>
2	001	A, D	<p>Option A is correct because collecting and analyzing data to identify areas of critical need is consistent with research of an authentic problem. Option D is correct because generating questions from a digital resource such as the one described is an activity associated with authentic problem solving. Option B is incorrect because preparing a video based on information from a textbook does not require the degree of research associated with an authentic problem. Option C is incorrect because summarizing a source does not provide in and of itself the original thinking required for an authentic problem. Option E is incorrect because watching travel videos does not in and of itself provide the rigor necessary for an authentic problem.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	002	B	<p>Option B is correct because the most important part of the student's presentation is its content; multimedia projects in education are all about showing the depth of knowledge acquired. The second most important aspect is the effectiveness of the presentation and the skill of the presenters. Option A is incorrect because the presentation should be evaluated on what the students learned and how they presented/communicated it, not how well they can use the special effects. Option C is incorrect because participation and contribution levels don't assess what the student has learned. Option D incorrect because the presentation is evaluated on what the students learned and not how well they used the presentation software.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
4	003	C	<p>Option C is correct because the Internet provides many resources to help a teacher keep up with current technology information. Exploring and making the effort to educate oneself and staying informed is key.</p> <p>Option A is incorrect because reading a book on how to use tablets to integrate technology does not ensure knowledge of technology as a whole. Option B is incorrect because writing a blog does not necessarily help a teacher to maintain knowledge of current technology.</p> <p>Option D is incorrect because reading the user manuals for all new equipment is not feasible. There are many software programs and instructional technologies on the Internet that can be implemented without the use of new equipment.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	004	C	<p>Option C is correct because adjusting the brightness or darkness (light or dark tone) of a particular color using the HSB model is simply a matter of using the brightness slider. Option A is incorrect because RYB is not a commonly accepted model — especially when considering digital products. Option B is incorrect because CMYK, the printing color model, has difficulties similar to the RGB model — all the sliders have to be moved in order to find a darker tone of the same color. Option D is incorrect because with the RGB model, all the sliders have to be moved in order to find a darker tone of the same color.</p> <p>Back to Question</p>
6	004	D	<p>Option D is correct because opacity is the degree of color or tonal value of an image. Option A is incorrect because resolution involves how sharp graphics look based on pixels. Option B is incorrect because a pixel is the smallest part of a picture. Option C is incorrect because luminosity pertains to the brightness of an area.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	004	D	<p>Option D is correct because the rule of thirds is about balancing a composition properly. Option A is incorrect because framing deals with depth, scale, and distance in a composition. Option B is incorrect because lines provide movement, speed and sometimes drama in a composition. Option C is incorrect because lighting is used to change the appearance of a subject.</p> <p>Back to Question</p>
8	004	A	<p>Option A is correct because CMYK color is used by professional printers and publishing houses. Option B is incorrect because RGB color is used by monitors and displays. Option C is incorrect because indexed color is used to limit the number of colors used. Option D is incorrect because lab color is used to print standard photographs.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	004	A	<p>Option A is correct because brown “suggests stability and denotes masculine qualities,” which would be most appropriate for an older, professional (presumably successful), male audience. Option B is incorrect because green, which symbolizes “freshness and fertility,” does not fit entirely with values associated with an older, professional male audience as it may suggest emotions that are frequently associated with the feminine side. Option C is incorrect because purple, which symbolizes “passion, desire and love,” does not fit entirely with values associated with an older, professional male audience as it may suggest emotions that are frequently associated with the feminine side. Option D is incorrect because red, which symbolizes “fire and blood,” fits better with a younger (possibly male) audience.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
10	005	D	<p>Option D is correct because style sheets preserve uniformity in the use of fonts, font styles, font color, paragraph alignment and indents, leading, and hyphenation throughout a document. Option A is incorrect because a grid layout will not maintain consistency in the use of fonts, font styles, and paragraph alignment; it is used to plan placement of text, graphics, and white space. Option B is incorrect because the master template is used as a starting point for each new document—style sheets can be associated with but are not the same as a master template. Option C is incorrect because page specifications are usually included as part of the master template.</p> <p>Back to Question</p>
11	006	D	<p>Option D is correct because bitmap images are resolution dependent, and pixelation occurs when the resolution of the image is too low. Option A is incorrect because saving at 48 bits would increase the resolution of the bitmap image. Option B is incorrect because rasterizing means converting a vector graphic to a bitmap format. Option C is incorrect because compressing a file is used to make file sizes smaller, not to improve image quality.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	006	A	<p>Option A is correct because a quality printed image needs a ppi (pixels per inch) resolution of 180–300, while Web images viewed on a monitor look fine at 72 ppi. Option B is incorrect because CMYK (cyan, magenta, yellow, and black) is a subtractive color model used in printing. RGB is an additive color model used by combining light, as in computer monitors. Option C is incorrect because GIF supports a limited number of colors; JPEG is the preferred format for photographs. Option D is incorrect because photographs are made of pixels, which by definition makes them bitmap rather than vector images.</p> <p>Back to Question</p>
13	006	B	<p>Option B is correct because the alley is placed between columns to create white space. Option A is incorrect because in desktop publishing, the term alley refers to the space between the columns, not the width of the margins. Option C is incorrect because in desktop publishing, the term alley refers to the space between the columns, not between paragraphs. Option D is incorrect because in desktop publishing, the term alley refers to the space between the columns, not their width.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	006	B	<p>Option B is correct because photo editing requires a bitmap image; a vector image cannot be edited until it is converted into a bitmap image. Option A is incorrect because vector graphics are used to make logos and other images that need to be enlarged or reduced without reducing picture quality. Option C is incorrect because videos and animation must be vector graphics so they can be viewed and adjusted to any size. Option D is incorrect because bitmap images lose their resolution as they get bigger.</p> <p>Back to Question</p>
15	007	C	<p>Option C is correct because the production schedule helps keep track of location, scene, shots, the equipment and people needed, as well as all contact information, dates, and times. Option A is incorrect because defining the audience is one of the first steps in preproduction and does not address issues about locations, scenes, equipment, or people. Option B is incorrect because budget development determines what can be afforded but does not address other issues that arise about locations, scenes, equipment, or people. Option D is incorrect because the video script shows the relationship between the characters and the action and does not address issues that arise from locations, scenes, equipment, or people.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	007	A	<p>Option A is correct because crossing the action axis from the first shot to the second shot confuses the audience because the characters jump from one side of the composition to the opposite side.</p> <p>Option B is incorrect because although a reverse angle is an example of crossing the action axis, it requires the addition of a new action or entry of a new character.</p> <p>Option C is incorrect because maintaining screen direction requires the camera to produce a static, definitively bounded frame of reference: everything is viewed as if it were happening on a proscenium stage.</p> <p>Option D is incorrect because cheating the actors requires moving the actors slightly closer to or farther away from the camera to create a believable answering shot (the second pairing shot to complete the first shot); however, the view of any background must be minimal for the cheat to work.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	007	D	<p>Option D is correct because the role of the executive producer is to secure funding and organize marketing strategies to ensure that the project will be popular, because the executive producer is ultimately held responsible for the success or failure of the project. Executive producers must have creativity and vision to be able to recognize good ideas that will be commercially successful, and they must also have a strong understanding of business in terms of finance and legal obligations.</p> <p>Option A is incorrect because the digital producer is responsible for producing film, video, and digital media and ensuring that proposed campaigns can be delivered on time and on budget. Option B is incorrect because the producer works on the production for the entire process, from the initial concept right through to marketing and distribution. The producer is vital to the success of the final piece, as he or she oversees every aspect of production. Producers hire key members of the production team and approve locations, schedules, budgets, and scripts. Option C is incorrect because the director is responsible for the creative vision. Directors write or study scripts and decide how best to interpret them. Directors must have a strong understanding of all areas of the production, from the initial concept right through to the edit.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	007	B	<p>Option B is correct because a worm's-eye view, a low camera angle, will make the subject appear bigger. Option A is incorrect because a bird's-eye view is an elevated view of an object from above and makes large items seem smaller. Option C is incorrect because a close-up is used to accent the subject's facial expression or to highlight a visual detail, leaving the background out of focus. Option D is incorrect because an oblique camera angle would be used to show instability or disorientation.</p> <p>Back to Question</p>
19	008	C	<p>Option C is correct because a sample rate of 48,000 Hz is of sufficient quality to produce an audio file for a standard DVD. Option A is incorrect because it will not result in an audio file of sufficient quality for a standard DVD; instead it would be appropriate for low-end multimedia like AM radio. Option B is incorrect because it will not result in an audio file of sufficient quality for a standard DVD; instead it would be appropriate for high-end multimedia like FM radio. Option D is incorrect because it will result in an audio file of higher quality than needed for a standard DVD; instead it would be appropriate for a Blu-ray.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	008	B	<p>Option B is correct because when the beginning or ending of a cut does not correspond to a zero crossing, a discontinuity in the waveform amplitude will likely occur. This provokes glitches, pops, or click sounds. Options A, B and C are incorrect because clicks can occur if the audio is cut at a point above or below zero dB.</p> <p>Back to Question</p>
21	008	C	<p>Option C is correct because in linear editing the only way to fix the problem of a new clip covering up some of the next scene on the tape is to rebuild the video from that edit to the end.</p> <p>Option A is incorrect because transitions are not unique to either linear or nonlinear editing. Option B is incorrect because copying the longer clip onto the hard drive is not a unique requirement to linear editing; however, it is required for most nonlinear editing. Option D is incorrect because drag and drop is a feature of nonlinear editing and is not unique to linear editing.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
22	008	C	<p>Option C is correct because like GIFs, PNG file formats support transparency, but they also support variable transparency, which allows users to control the degree to which an image is transparent. Option A is incorrect because although GIF files do support transparency, they do not support alpha channels; therefore, the transparency cannot be varied. Option B is incorrect because JPEG files do not support transparency. Option D is incorrect because BMP files are large; also, the format does not support transparency and is somewhat antiquated.</p> <p>Back to Question</p>
23	010	A	<p>Option A is correct because the latest security patches available for Web server software should be applied to best protect a Web server from unauthorized use. Option B is incorrect because only the modules actually needed should be installed to avoid possible security issues in unused modules. Option C is incorrect because Web server processes should only be run for appropriate privilege accounts — allowing processes to unnecessarily use privileged accounts makes a Web server vulnerable to attack. Option D is incorrect because Web server software should have read-only access rights to files being served to users — not write access.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
24	010	B	<p>Option B is correct because an intranet is an internal network cut off from the World Wide Web that uses WWW standards of communication. Option A is incorrect because the network being described is the Internet. Option C is incorrect because the network structure being described is an extranet, in which parts of the intranet are accessible from outside the network. Option D is incorrect because it describes a typical local area network (LAN) setup, which does not use the World Wide Web standard of communication.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	010	A	<p>Option A is correct because a domain name system (DNS) is an Internet service that translates domain names into IP addresses. Because domain names are alphabetic, they're easier to remember. The Internet, however, is really based on IP addresses. Every time you use a domain name, therefore, the DNS service must translate the name into the corresponding IP address. Option B is incorrect because the domain name system (DNS) was originally designed as an open protocol and is therefore vulnerable to attackers. The DNS system has no built-in security measures. Option C is incorrect because the domain name system security extensions (DNSSEC) provide authentication through the use of digital signature schemes based on public key cryptography. A DNS server will not trust requests from third-party resolvers serving hidden name servers because the resolvers cannot decrypt the packet and therefore this would disrupt the DNS function. Option D is incorrect because the domain name system security extensions (DNSSEC) are a set of Internet Engineering Task Force (IETF) standards created to address vulnerabilities in the domain name system (DNS) and protect it from online threats. DNSSEC adds authentication to DNS to make the system more secure. A DNS server alone cannot perform this function.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
26	011	B	<p>Option B is correct because altering an image’s opacity, which is possible with PNG formats but not with GIF formats, allows the image to be properly layered over various backgrounds. Option A is incorrect because antialiasing is available with both GIF and PNG formats and is not sufficient to allow the GIF image to blend on the described background. Option C is incorrect because rasterization is the process of converting an image to a bitmapped (raster) image, which includes processing compatibility such as antialiasing. Option D is incorrect because GIF transparency requires exact color matching, which limits portability and is not suitable for an image-based background.</p> <p>Back to Question</p>
27	011	A	<p>Option A is correct because an audio file allows the visually impaired users to identify what they hear instead of what they cannot see. Option B is incorrect because the visually impaired users will have difficulty identifying any image that they can’t see. Option C is incorrect because any text representation that would make the information available for the visually impaired users would also make it available for an automated program — a bot. Option D is incorrect because a video depicting text will be as difficult to distinguish for the visually impaired users as an image.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	011	B, D, E	<p>Option B is correct because graphics should fit with the purpose, organization, and style of the page, enhancing the design, structure, or informative content of the Web page without causing distraction. Option D is correct because a graphic with a very large file size will take too long to load, causing viewers to leave the page. Option E is correct because repetitive use of overly bright or obnoxious images can cause viewers to lose patience with the site. Option A is incorrect because there should be sufficient contrast between the text and background color so the text on the graphic is readable. Option C is incorrect because the rule of thirds applies to picture composition, not Web design.</p> <p>Back to Question</p>
29	011	A	<p>Option A is correct because for optimum readability, a commonly accepted ratio of white space to text on a page is 1:1. Options B, C and D are incorrect because they are not the recommended ratios and have too much white space.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	011	A	<p>Option A is correct because first person would allow the player to view the game through the windshield of the car. The driver would be able to see everything around him or her and control all turns of the vehicle, giving the player a more realistic game play. When the driver moves, everything in the scene must move along with him or her. Option B is incorrect because second person is when the player sees the game as the opponent. Option C is incorrect because third person is as if the player were standing on the sidelines as a spectator watching. The player would have no control. Option D is incorrect because multiplayer is a type of game and not a perspective.</p> <p>Back to Question</p>
31	012	A	<p>Option A is correct because a PDF is the easiest file format to share, and almost every computer reads PDF files. Option B is incorrect because people may not have the right version of Word to open the DOC file, and e-mailing the file is not the most efficient way to share it. Option C is incorrect because GIFs are graphic files; in addition, saving a file on a flash drive won't give access to others online. Option D is incorrect because JPEGs are graphic files; in addition, printing a file out is not an efficient way to share it with others.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	012	C	<p>Option C is correct because links, coupled with bolded headings/ subheadings, make the Web page more scannable and easier for users to review the page in order to get an idea of what the page is about.</p> <p>Option A is incorrect because graphics are helpful and nice to have on any site, but they do not make information more scannable.</p> <p>Option B is incorrect because the purpose of Web safe colors is that they are at least somewhat predictable across the various hardware and software platforms. They have nothing to do with making a Web page more scannable.</p> <p>Option D is incorrect because CSS was created by Web developers to define the look and feel of their Web pages. Developers were then able to separate content from design so that HTML could perform more of the function that it was originally for without worry about the design and layout.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

eSchool News.com, <http://www.eschoolnews.com>

Journal of Research on Technology in Education, International Society for Technology in Education, <http://www.iste.org>

Journal of Digital Learning in Teacher Education, International Society for Technology in Education, <http://www.iste.org>

Internet@Schools, Information Today, Inc., <http://www.infotoday.com>

T.H.E. (Technology Horizons in Education) Journal, <http://www.thejournal.com>

Tech & Learning, <http://www.techlearning.com>

Texas Computer Education Association TechEdge and TechNotes, <http://www.tcea.org>.

OTHER RESOURCES

Bitter, G., and Pierson, M. (2008). *Using Technology in the Classroom*, 7th Edition. Boston, Mass.: Pearson Allyn and Bacon.

Grabe, M., and Grabe, C. (2006). *Integrating Technology for Meaningful Learning*, 5th Edition. Boston, Mass.: Cengage Learning, Inc., Houghton Mifflin.

Howland, J., Jonassen, D., Marra, R., (2011). *Meaningful Learning with Technology*, 4th edition. Boston, Mass.: Pearson Allyn & Bacon.

Lever-Duffy, J., and McDonald, J. (2014). *Teaching and Learning with Technology*. Boston, Mass.: Pearson Allyn & Bacon.

Newby, T., Stepich, D., Lehman, J., and Russell, J., Leftwich, A. (2010). *Educational Technology for Teaching and Learning*, 4th Edition. Boston, Mass.: Pearson.

Roblyer, M. D. (2014). *Integrating Educational Technology into Teaching*, 7th Edition. Boston, Mass: Pearson.

Stinson, J., (2013). *Video: Digital Communication & Production*, 3rd Edition. Tinley Park, Il. : Goodheart-Willcox.

Texas Education Agency. (2016). *Texas Essential Knowledge and Skills (TEKS)*. Austin, Texas.

Williams, R. (2014). *The Non-Designers Design Book*. Berkeley, Calif.: Peachpit Press.

ONLINE RESOURCES

Association for Educational Communications and Technology — <http://www.aect.org>

Association for Supervision and Curriculum Development (ASCD) —
<http://www.ascd.org>

Center for Digital Education — <http://www.centerdigitaled.com>

Consortium for School Networking (CoSN) — <http://www.cosn.org>

International Society for Technology Education — <http://www.iste.org>

State Board for Educator Certification —
http://tea.texas.gov/Texas_Educators/Certification/

techLEARNING.com — <http://www.techlearning.com>

Texas Computer Education Association (TCEA) — <http://www.tcea.org>

Texas Computer Education Associate (TCEA) Tech-Apps/Computer Science Special
Interest Group — <http://www.tcea.org/membership/sigs/>

Texas Education Agency, Educational Technology —
http://tea.texas.gov/Curriculum_and_Instructional_Programs/

Texas Education Agency, Technology Applications Curriculum —
http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/Technology_Applications/Technology_Applications/

U.S. Department of Education Office of Educational Technology —
<http://tech.ed.gov/>