

NM Public Education Department

CERAMICS

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 18-19

ASSESSMENT BLUEPRINT

Purpose Statement

Fine Arts: Ceramics

The Ceramics EoC exam is intended to measure student proficiency of the New Mexico Core Arts Standards. This course-level exam is provided to all students who have completed Ceramics or related courses.

This exam can be given for the following STARS course codes:

- **1164 Ceramics/Pottery**

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2018-19 school year, teachers were brought together online to revise and dually align the blueprints with the newly adopted New Mexico Core Arts Standards and the 2009 New Mexico Visual and Performing Arts Standards. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers. A team will reconvene in the 2019 Spring semester to create an EoC aligning to the New Mexico Core Arts Standards.

NMPED wants to especially recognize the following person(s) who led the revision for this blueprint:

Cecily Merril, Los Alamos High School, Los Alamos

Renee Mitsunaga, Chamisa Elementary School, Los Alamos (aligned with the New Mexico Core Arts Standards)

Explanation of Blueprint & Test Specifications Table

Standard/Learning Outcome	Test Item Specifications:
<p>The standards identified in this portion of the blueprint are dually aligned to the old New Mexico Visual and Performing Arts Standards (2009) and the recently adopted New Mexico Core Arts Standards. Refer to the link below for the Anchor Standard, Enduring Understanding and Essential Question associated with the listed standard: https://www.nationalartsstandards.org</p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning.</p> <p><i>It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</i></p>	<ul style="list-style-type: none"> ● This portion of the blueprint identifies the specific skill and knowledge students will have to demonstrate during the exam. ● Item specifications provide clarity on the assessments limits. ● Although the standard may be broader, the item specifications may place constraint on portions of the standard in order to provide more transparency as to what specifically will be measured relative to the standard. ● Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.
	<p>Item Types: The item types for this EOC exam are limited to: MC = Multiple Choice only with or without stimulus (e.g., image, chart, video)</p>
	<p>Sample Question(s):</p> <p>Sample questions have been provided to assist teachers to correlate the questions with the test item specifications.</p> <ul style="list-style-type: none"> ● An asterisk (*) denotes the correct answer. ● DOK = Depth of Knowledge ● Some sample questions may be a released item from prior EoC exams.

Blueprint Table Ceramics 9-12

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.1.1A.a 9-12.VISUAL ARTS.1.1A.b</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and the visual arts.</p> <p>Benchmark: 1A Explore and understand the elements of art and principles of design and what makes them effective in solving specific art problems.</p> <p>2018 New Mexico Core Arts Standards <i><u>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</u></i></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.</p>	<p>(1.1A.a) Integrate, with an increasing level of competence, the elements of art and principles of design to create works of art for specific purposes.</p> <p>(1.1B.b) Evaluate elements of art, principles of design and other artistic concepts as to their effect in various works of art.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the different elements of design (e.g., line, shape, value, color, form, texture, space, type/font). ● Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity/harmony, variety). ● Ceramics tool vocabulary (e.g., banding wheel, loop, rib, paddle, wire cutter, needle). <hr/> <p>Item Types: MC with or without stimulus</p> <hr/> <p>Sample Question:</p> <div style="text-align: center;">  </div> <p>This ceramicist slowly spins a banding wheel to hand build and center their vessel. This process best represents their understanding of which element and principle of design?</p> <ul style="list-style-type: none"> A. shape and rhythm B. line and movement C. form and balance* D. color and repetition <p>DOK 1</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.1.1B.a</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</p> <p>Benchmark: 1B Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork.</p>	<p>(a) Demonstrate an increasing level of competence in using processes, media, and techniques to create experimental and display-quality works of art.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Join clay (i.e., slip and score and pinching). ● Stages of clay (i.e., Plastic, Leather-hard, Bone dry/Greenware, Bisqueware, Glazeware). ● Basic knowledge of different types of production (e.g., slab, coil, thrown, pinched). ● Identify the different elements of design (e.g., line, shape, value, color, form, texture, space, type/font). ● Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety).
<p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p>  <p>How would you replicate this baby oil pourer made by the industrial designer Eva Zeisel?</p> <ul style="list-style-type: none"> A. Cut two leather hard slab boxes and press them together. B. Throw two pots on the wheel and attach them with the slip and score method. C. Hand build and fit together plastic clay into two pinched organic forms.* D. Press two balls of plastic clay together and dig a hole in the bottom. <p>DOK 3</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.1.1B.b</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</p> <p>Benchmark: 1B Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork.</p> <p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p>	<p>(b) Evaluate the use of techniques and effectiveness of media in various works of art.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the different elements of design (e.g., line, shape, value, color, form, texture, space, type/font). ● Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity/harmony, variety). ● Analyze professional ceramic examples as they relate to the elements and principles of design. ● Decoration techniques (e.g., slip trailing, carving, sgraffito, terra sigillata). ● Ceramics tool vocabulary (e.g., banding wheel, loop, rib, paddle, wire cutter, needle). <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <div data-bbox="1213 760 1507 1149" data-label="Image"> </div> <p>Name the decoration technique and basic ceramic tool that was used to create the deep lines on the surface of the rattle.</p> <p>A. slip trailing with a slip trailer B. carving with a loop tool* C. sgraffito with a needle tool D. terra sigillata and a burnishing stone</p> <p>DOK 1</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.1.1D.a</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</p> <p>Benchmark: 1D Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.</p> <p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>VA:Cr2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>(a) Evaluate potential hazards of art materials and tools.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Recognize specific dangers of clay media, such as the sharp quality of tools and the toxic nature of clay dust and glaze materials. ● Vocabulary: ventilation, respirators, spray- bottles. <p>Item Types: MC with or without stimulus</p> <p>Sample Question: You are carving into bone dry clay and creating clay dust. Which example is a <i>safety hazard</i>?</p> <ul style="list-style-type: none"> A. cleaning dusty surfaces by spraying dried clay with water B. wearing a respirator or mask C. working in a well ventilated studio D. blowing clay dust off ceramic work* <p>DOK 1</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.2.2A.a</p> <p>Standard: 2 Use dance, music, theatre/drama, and visual arts to express ideas.</p> <p>Benchmark: 2A Combine art concepts to communicate simple and complex ideas.</p> <p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>(a) Synthesize ideas and points of view into personal works of art.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the different elements of design (e.g., line, shape, value, color, form, texture, space, type/font). ● Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity/harmony, variety). ● Analyze professional ceramic examples as they relate to the elements and principles of design. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p>  <p><i>Source: https://www.pinterest.com/mjoesmith/peter-voulkos/</i></p> <p>The image shows abstract expressionist Peter Voulkos and his artwork. How could you use his work to influence the surface of your own ceramic project?</p> <ul style="list-style-type: none"> A. overlap different geometric shaped slabs together* B. press different textures into the clay C. glaze delicate nature motifs on the clay D. construct small round forms and slip and score on the clay's surface <p>DOK 3</p>

Standard/Learning Outcome	Performance Standards with Test Specification:								
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.2.2B.b</p> <p>Standard: 2 Use dance, music, theatre/drama, and visual arts to express ideas.</p> <p>Benchmark: 2B Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.</p> <p>2018 New Mexico Core Arts Standards <i><u>.(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</u></i></p> <p>Anchor Standard 3: Refine and complete artistic work</p> <p>VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<p>(b) Review and assess the use of elements of art and principles of design in art works.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Identify the different elements of design (e.g., line, shape, value, color, form, texture, space, type/font). Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety). Analyze ceramic examples as they relate to the elements and principles of design. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>Which student example best demonstrates how to apply shapes to create a visual feeling of rhythm and movement?</p> <table border="1" data-bbox="743 721 1814 1143"> <tbody> <tr> <td data-bbox="743 721 1010 1045"></td> <td data-bbox="1010 721 1276 1045"></td> <td data-bbox="1276 721 1543 1045"></td> <td data-bbox="1543 721 1814 1045"></td> </tr> <tr> <td data-bbox="743 1045 1010 1143">A.</td> <td data-bbox="1010 1045 1276 1143">B.</td> <td data-bbox="1276 1045 1543 1143">C.*</td> <td data-bbox="1543 1045 1814 1143">D.</td> </tr> </tbody> </table> <p><i>Source: Los Alamos student art</i></p> <p>DOK 2</p>					A.	B.	C.*	D.
									
A.	B.	C.*	D.						

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.4.4A.a</p> <p>Standard: 4 Demonstrate an understanding of the dynamics of the creative process.</p> <p>Benchmark: 4A Analyze the qualities and characteristics of various art, media, techniques, and processes that influence the creative process.</p>	<p>(a) Synthesize idea-gathering processes, art elements, and design principles with subject, theme and content to express personal experiences and create meaning in art.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the different elements of design (e.g., line, shape, value, color, form, texture, space, type/font). ● Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety). ● Analyze ceramic examples as they relate to the elements and principles of design as well as visual storytelling. ● Recognize visual cues for conveying mood and emotion: <ul style="list-style-type: none"> ● color temperature: (i.e., warm and cool colors) ● symbolism and Motif ● compositional narrative
<p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p>  <p>Emotions in ceramics can be enhanced by using color. In this sculpture called Depleted,</p> <ol style="list-style-type: none"> A. Red would have been a better choice; it would have shown heat, symbolizing anger. B. Green would have been better; it is a cool color and the symbol of greed. C. White would have been better; it is the base of all colors and symbolizes purity. D. Blue is a good choice because it is cold; it symbolizes despair.* <p>DOK 3</p>

<p>Standard/Learning Outcome</p> <p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.5.5A.a</p> <p>Standard: 5 Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>Benchmark: 5A Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.</p> <p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p>Performance Standards with Test Specification:</p> <p>(a) Describe the processes used to analyze a work of art.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Apply constructive criticism skills: specifically describe the positive aspects of an art piece while offering a detailed, relevant, and friendly suggestion for future improvement. • Utilize ceramics vocabulary and the elements and principles of design. • Evaluate the use of techniques and effectiveness of media. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <div data-bbox="1115 565 1425 951" data-label="Image"> </div> <p>Which example best provides this artist with constructive criticism they can use to improve their work in the future?</p> <ol style="list-style-type: none"> The artist did a good job. It's a really nice piece. I like abstract art. I could see putting this in my living room. I would buy it. This piece reminds me of the ocean for some reason. I would like it even better if the artist made this look even more like the ocean. I suggest they do that in their future work. I don't like this piece. My advice to the artist is to think more about what they did. They need to make it better. The artist's composition is refined and balanced. I like how the artist incorporates pinched forms and slab shapes in the design. In the future, I would consider increasing the scale to leave a bigger impression* <p>DOK 2</p>
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Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.5.5A.b</p> <p>Standard: 5 Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>Benchmark: 5A Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.</p> <p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<p>Performance Standards with Test Specification: (b) Analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • analytical processes for review visual imagery • artistic interpretations: (e.g., motifs and symbolism) • the tradition of Pueblo Storytellers <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <div data-bbox="646 592 1050 1198" data-label="Image"> </div> <p>Native American figurative clay sculpture is an ancient tradition. Cochiti Pueblo artist Helen Cordero, revived this tradition by creating the first contemporary artwork. Today hundreds of pueblo potters create these figurines. Which statement best describes what this figure represents?</p> <p>A. a singing mother that tells stories to children*</p> <p>B. a ritual object used by tribal families to give children sweet dreams</p> <p>C. an adult figure that protects children from the storms of life</p> <p>D. a ritual object that symbolizes good fortune and wealth</p> <p>DOK 1</p> <p>Source: https://commons.wikimedia.org/wiki/File:The_Childrens_Museum_of_Indianapolis_-_Storyteller_Under_Sunny_Skies_clay_sculpture.jpg</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.6.6A.a</p> <p>Standard: 6 Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p>Benchmark: 6A Describe uses and explore the meaning of art objects within diverse cultures, times, and geographic locations.</p> <p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p>	<p>(a) Interpret the meaning of works and artifacts in terms of the cultures that produced them. This includes the use of apprenticeship systems to maintain cultural heritage and the arts of contemporary artists who may retain, reinterpret, challenge, or critique cultural traditions.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Know the ancestral Puebloans and building techniques and tools (e.g., the puki). ● Artists: Popovi Da Maria Martinez, Julian Martinez, Tonita Roybal, Roxanne Swentzell, and Diego Romero <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p>  <p>This student is replicating the same process Maria Martinez used to create many of her famous vessels. What is the name of the tool and hand-building method?</p> <ol style="list-style-type: none"> lilo and slab method puki and coil method* bowl and coil method cradle and slab method <p>DOK 1</p>

Standard/Learning Outcome	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>9-12.VISUAL ARTS.7.7A.b</p> <p>Standard: 7 Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>Benchmark: 7A Evaluate the role of invention and technology on art, directly and indirectly.</p> <p>2018 New Mexico Core Arts Standards <i>(Based on Visual Arts HS Proficient and Accomplished. See Standards for HS Advanced.)</i></p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p>(b) Analyze the effects of current technologies on traditional folk/culturally-oriented art.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Glaze is a vitreous substance typically composed of silica, alumina, and various metal oxides (e.g., sodium, potassium and calcium). ● Glaze advanced food sanitization, leaking, and decorative options. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>The discovery of glaze technologically advanced human civilization and artistic expression. Which answer is an example of how glaze improved ceramics?</p> <ul style="list-style-type: none"> A. It improved the sanitization of cooking pots and dishware.* B. It created a pleasant smell that could be used for religious ceremonies. C. It produced a sweet tasting flavor for foods. D. It constructed a barrier over the surface that prevents cookware from breaking. <p>DOK 2</p>

Ceramics EOC Reporting Category Framework					
Reporting Category	Standard	(Count by DOK)			Total
		1	2	3	
Elements and Principles Creating/Connecting	9-12.VISUAL ARTS.1.1A.a VA:Cr1.1.1a		1		1
	9-12.VISUAL ARTS.1.1A.b VA:Cr.2.1a	1	1		2
	9-12.VISUAL ARTS.2.2A.a VA:Cn11.1.1a			1	1
	9-12.VISUAL ARTS.2.2B.b VA:Cr3.1.1a		1	1	2
Productions and Processes Creating/Connecting	9-12.VISUAL ARTS.1.1B.a VA:Cr1.1.1a	4	3		7
	9-12.VISUAL ARTS.4.4A.a VA:Cn11.1.1a	1	1	1	3
Safety and Tools Creating/Connecting	9-12.VISUAL ARTS.1.1D.a VA:Cr2.2.1a	3	1		4
Vocabulary Creating/Responding	9-12.VISUAL ARTS.1.1B.a VA:Cr1.1.1a	1	1	1	3
	9-12.VISUAL ARTS.1.1B.b VA:Cr1.1.1a	1	1		2
	9-12.VISUAL ARTS.5.5A.a VA:Re8.1.1a		1		1
Technique Creating	9-12.VISUAL ARTS.1.1B.a VA:Cr3.1.1a	1	3		5
Art History Creating/Responding/ Connecting	9-12.VISUAL ARTS.6.6A.a VA:Cr1.2.1a	1			1
	9-12.VISUAL ARTS.5.5A.b VA:Re8.1.1a	1			1
	9-12.VISUAL ARTS.7.7A.b VA:Cn11.1.1a		2		2
Total		14	16	4	35

* New Mexico Core Arts Standards are in **blue**.