## Contest 26:
### Graphic Design – Photo Illustration

### Contest Hints:
Design a PHOTO ILLUSTRATION, NOT AN INFOGRAPHIC!

A photo illustration is a type of digital art that begins with a digital photograph. Using image enhancement software, the artist can then apply a variety of special effects to transform the photo into art.

An infographic helps readers visualize data with specific numbers and facts. A photo illustration helps the reader visualize an abstract feeling or concept based on the article.

DO NOT include your name or school name on your entry.

### Contest Instructions:
Carefully read all of the instructions on this prompt and for your contest at jea.org/contests. Check the section “What Judges Will Look For.” It is a reflection of the judging guidelines for this contest.

Submit a photograph that has been manipulated through Photoshop or a similar program/app. It needs to be designed to accompany a story package for publication in a high school newspaper or newsmagazine on the subject presented in the provided article.

The photo illustration may be black-and-white or color. It must fit in an 8 1/2-by-11-inch space.

Shoot the photograph(s) yourself and then manipulate it using whatever software you choose. Be sure to ONLY use images you created. No stock photos/copyrighted material may be incorporated into the photo illustration that you submit.

### Submitting Entries:
- Entry must be submitted as a PDF file.
- Instructions for creating a PDF and uploading it into the NSMC system can be found at jea.org/contests.
- Entry must be uploaded by 6 p.m. CDT Monday, Oct. 9, 2023.
- Do not wait until the last day. There are NO EXCEPTIONS for entries that do not meet this deadline.
- All contestants MUST attend the mandatory critique session at the convention or the entry will be disqualified.

### WHAT THE JUDGES WILL LOOK FOR
- Visually communicates an idea that is clearly tied to the article
- Shows originality, creativity and innovation
- Work is clean and well executed
- Artistic details fit topic or content
- Demonstrates sophisticated use of design software
- Follows current design trends
- Text follows proper spelling/grammar conventions and follows AP style
Contest 26:
Graphic Design – Photo Illustration

U.S. Teens’ Reading and Math Scores Feature Largest Declines Ever

The math scores for the lowest performing students hit levels last seen in the 1970s, while their reading scores were actually lower than the first year the data was collected, in 1971.

By Lauren Camera | June 21, 2023 | U.S. News and World Report

At a moment when teachers, principals, superintendents, education policy experts and parents hoped to see signs of a turnaround in the academic performance of U.S. students after successive years of severe declines in the wake of the pandemic, more bad news: The latest federal data shows basic math and reading skills further tumble among 13-year-olds this school year.

The average scores for 13-year-olds declined four points in reading and nine points in math compared to the previous assessment administered during the 2019-20 school year. The math decline marks the single largest decline observed in the last half century on the exam. Compared to when the test was administered a decade ago, the average scores declined seven points in reading and 14 points in mathematics.

“The academic recovery that we had hoped to see have not materialized, as we continue to see worrisome signs about student achievement and well-being more than two years after most students returned for in-person learning,” said Peggy Carr, commissioner of the National Center for Education Statistics, the Education Department’s research arm, which administered the test.

“There are signs of risk for a generation of learners in the data,” Carr said. “We are observing steep drops in achievement, troubling shifts in reading habits and other factors that affect achievement, and rising mental health challenges alongside alarming changes in school climate.”

The new scores mirror declines observed in other national tests administered by NCES, including the math and reading exams given to fourth- and eighth-grade students, also known as the “Nation’s Report Card,” especially the major drops in math. Another common theme that held true in the newest assessment data: Scores declined for all student subgroups, including gender, race and geographic location. But students who already performed the worst saw some of the biggest declines.

The math scores for the lowest performing students hit levels last seen in the 1970s, while their reading scores were actually lower than the first year the data was collected, in 1971.

“If you were expecting to see something different in terms of signs of recovery,” Carr said, “these don’t show something very different. What we may be seeing here though is that the learning disruption further undermined the development of basic skills that students need at this age, particularly the lower performing students.”

The test was administered this school year, from October through December, and was given to 13-year-olds, most of whom were in eighth grade. At the onset of the pandemic, most of the students were 10. The release of the achievement data marks the final in a series of federal efforts to track the academic impact of COVID-19.

In addition to testing students on basic math and reading concepts, the assessment surveyed students on their learning experiences in and out of the classroom. Roughly one-third of 13-year-olds said they “never or hardly ever” read for fun, compared to 22% who said the same a decade ago. And just 24% reported taking algebra compared to 34% who reported taking it a decade ago.

“The big message here,” Carr said, “is that there is a long road ahead of us.”

Education Secretary Miguel Cardona echoed that sentiment in a statement, saying that the results are evidence “that the pandemic has had a devastating impact on students’ learning across the country and that it would take years of effort and investment to reverse the damage.”

Though encouraged by a trickle of states beginning to report state-specific math and reading achievement that matches pre-pandemic levels, Cardona said that “this latest data reminds us how far we still need to go.”