Tam Union High School District

Computer Proficiency Test

Saturday, April 26 @9AM

In the Bolinas School computer lab.
Tests will be completed by noon or earlier.
Snacks and drinks will be provided.

Who Should Attend:
All eighth graders who plan to attend Tam, Drake and Redwood high schools.
WHY HAVE A COMPUTER PROFICIENCY REQUIREMENT?

Use of technology has become one of the basic skills for the 21st century. Our community has identified technology as one of the 14 Student Learning Outcomes: “Students will be able to use technology as a tool to access information, analyze and solve problems and communicate ideas.”

This requirement has been in place for many years and students have been successful in meeting the standards. Increasingly, high school students are being required to keyboard and word process papers and reports, conduct research via telecommunications, and prepare graphic displays of data. Students who do not have basic computer skills will be at a disadvantage in their course work. We strongly urge students to develop word processing skills prior to high school and/or enroll in Introduction to Computers in the ninth grade. However, it is important to remember that this is a graduation requirement. Once a student has met the computer proficiency requirement, there are additional computer courses available to her/him.

HOW CAN THE COMPUTER PROFICIENCY REQUIREMENT BE MET?

Students must meet the standard for each of the five proficiency areas:
1) Keyboarding Test
2) Objective Test (terms and concepts)
3) Word Processing Exercise
4) Spreadsheet Task
5) PowerPoint Task

The Introduction to Computers course covers all these components and provides opportunities for students to demonstrate their proficiency. Most students fulfill the graduation requirement this way. Students with computer skills may be able to demonstrate proficiency by taking the Challenge Exam in the spring of the 8th grade (before entering high school) or during high school. A testing schedule and registration form are available on the district website at www.tamdistrict.org/forms/comprof-reg.pdf

Students with IEPs or 504 plans should have a clear plan for appropriate accommodations or modifications of this requirement.

If you have any questions regarding the Computer Proficiency Challenge Exam, please call the Office of Instructional Services at (415) 945-3727.

Revised 08/2005
# COMPUTER PROFICIENCY TESTING GUIDELINES

## KEYBOARDING TEST
- Each student must type from a prepared manuscript for a full three minutes.
- Each mistake in the following areas is counted as one error: spelling, typing, punctuation, spacing (leaving no spaces or putting two spaces between words), indentations, capitalizations, inconsistent spacing between sentences (either one or two spaces is acceptable as long as it is consistent).
- Typing double words, word omissions, and word additions are also errors (each word omission and/or word addition counts as one error).

## CRITERIA FOR PASSING:
- 25 words per minute with 3 or fewer errors.
- 33 words per minute with 4 or fewer errors.
- 42 words per minute with 5 or fewer errors.
- 50 words per minute with 6 or fewer errors.
- 58 words per minute with 7 or fewer errors.
- 66 words per minute with 8 or fewer errors.
- 75 words per minute with 9 or fewer errors.
- 84 words per minute with 10 or fewer errors.

## OBJECTIVE WRITTEN TEST
- Each student must correctly answer a series of objective (multiple-choice) test questions.
- Questions will cover general computer information: hardware, software, information literacy, file management, Internet/networks, e-mail, viruses/spyware, and ethics/security.

Please see the attached terms/concepts, computer diagram, and sample test.

## CRITERION FOR PASSING:
- 75% correctly answered questions (30 out of 40 questions).
WORD PROCESSING TEST

- The agreed upon standard is the creation of a quality document which contains no more than two errors. Students may use the block business letter format guidelines during the exam.
- Each student must use Microsoft Word to type and format a block style business letter (everything starts to the left) following the directions on the test sheet.
- Each student must be able to use a word processor to change fonts, font sizes, and font styles (bold, underlining, and italics).
- Each student must be able to: use a word processor to change margin and line spacing; set, modify, and use tab stops (left, right, center, and decimal), or create and format tables; create headers; insert and format images; use justification (left, right, center, and full).
- Each student must understand the distinction between the left edge of the paper and where the text begins on the paper, as well as how these relate to margins and the ruler line at the top of the screen.
- Each student must be able to print a document.

Please see the attached word processing sample task and correct response.

CRITERIA FOR PASSING: NO MORE THAN TWO ERRORS are allowed.

Each occurrence of an error counts as one error. Errors include, but are not limited to, mistakes in the following areas: spelling; capitalization; letter duplication; word substitution; omitted or added words; punctuation; spacing between words; not using bold, italics or underlining when indicated; incorrect line spacing, margins, font size, justification, and tab placement.
POWERPOINT TEST
Using Microsoft PowerPoint, each student must be able to:
• Create and modify a presentation file (given the necessary information).
• Insert new slides of the appropriate type;
• Add text as directed;
• Adjust background color, texture, gradient and pattern;
• Adjust text color, font, size and style for easy readability;
• Promote and demote text entries;
• Apply animations to text entries;
• Apply slide transitions;
• Use action buttons;
• Add an image from the Internet to a slide;
• Use the different views available, including Slide, Slide Sorter, Outline and Slide Show;
• Adjust the zoom level of the view as needed;
• Use the PrtScn and Alt-PrtScn keys to copy a screen image and place on a new slide;
• Print presentation in various ways including slides, handouts, notes and outline.

Please see the attached PowerPoint sample task and correct response.

CRITERIA FOR PASSING: Students must be able to perform all PowerPoint functions with no more than one "typographical or proofreading" error.

NO ERRORS are allowed in the following "function" areas, including, but not limited to: creating new slides of the appropriate type; entering text in the appropriate area; setting background color, texture, gradient or pattern for easy readability; promoting or demoting text entries; applying animations to text entries; applying slide transitions; using action buttons, adding an image from the Internet to the screen; using the different views available including necessary zoom level; using PrtScn and Alt-PrtScn to copy a screen image and place on a new slide; printing the presentation in various ways.

NO MORE THAN ONE ERROR is allowed in the following areas, including, but not limited to: spelling; capitalization; letter duplication; word substitution; omitted or added words; punctuation; spacing between words; not using bold, italics or underlining when indicated. Each occurrence of an error counts as one error.
SPREADSHEET TEST

Using Microsoft Excel, each student must be able to:

- Create, modify and print (in both portrait and landscape orientation showing and/or hiding row and column headings and gridlines) a single spreadsheet file (given the necessary information). Within that file, students must produce and print two separate reports/layouts and one chart;
- Format cells/fields as appropriate and as indicated in the test directions including:
  - adjusting row height and column width;
  - configuring plain, bold, italic or underlined text in any required size of font;
  - entering dates using various formats;
  - positioning centered, left or right justified (aligned) text;
  - displaying numbers rounded to the proper decimal value and using commas, dollar signs and/or percents as necessary;
- Apply spreadsheet functions and/or formulas to derive all calculated values including counts, sums, differences, products, quotients, minimums, maximums, and averages;
- Enter calculated values in appropriate cells in accordance with the specified format;
- Display cells showing values (numbers) and formulas;
- Sort records by any field, both alphabetically and/or numerically in ascending or descending order;
- Use the filtering option of the program to select some records without deleting others;
- Hide/Delete specific columns;
- Create and print a report/layout that shows only selected fields and records without deleting other fields and records;
- Create and print a chart based on data included in the spreadsheet.

Calculators and mental calculations may not be used.

Please see the attached spreadsheet sample task and correct response.

CRITERIA FOR PASSING: Students must be able to perform all spreadsheet functions.

NO ERRORS are allowed in the following "function" areas, including, but not limited to: adjusting row height and column width; printing, in both portrait and landscape orientation; showing or hiding row and column headings and gridlines; entering dates using various formats; positioning centered, left and right justified text; displaying numbers rounded to the proper decimal value and using commas, dollar signs, and/or percents as necessary; applying spreadsheet functions and/or formulas to derive all calculated values including counts, sums, minimums, maximums and averages; sorting and showing/hiding records; hiding and/or deleting columns; charting proper fields and records showing appropriate chart and axis titles.

NO MORE THAN TWO ERRORS are allowed in the following areas, including, but not limited to: spelling; capitalization; letter duplication; word substitution;
omitted or added words; punctuation; spacing between words; not using bold, italics or underlining when indicated; incorrect line spacing, margins, font, font size, justification, and tab placement. Each occurrence of an error counts as one error.
Practice TUHSD Timed Typing Test

- Each student must type from a prepared manuscript for a full three minutes.
- For this practice test, type as much of the paragraphs below as you can in the three minutes.
- If you finish, start over and continue typing until time is up.
- Each mistake in the following areas is counted as one error: spelling, typing, punctuation, spacing (leaving no spaces or putting two spaces between words), indentations, capitalizations, inconsistent spacing between sentences (either one or two spaces is acceptable as long as it is consistent).
- Typing double words, word omissions, and word additions are also errors (each word omission and/or word addition counts as one error).
- CRITERIA FOR PASSING
  - 25 words per minute with 3 or fewer errors.
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  - 75 words per minute with 9 or fewer errors.
  - 84 words per minute with 10 or fewer errors.

Come to class prepared every day with your notebook containing handouts, notes, blank lined paper and something to write with. If there are any assignments due, please have them completed before you walk in the door; they will usually be collected at the beginning of class, unless noted otherwise. Please work efficiently and productively during class time.

You must keep a binder or notebook section for this class. If your computer binder is shared with another class, please keep both class sections separate, neat and organized. You may be graded on notebook organization.

Games are not allowed in the computer labs. Use only the programs that we are currently working with in class, unless specific permission is given by the teacher to use something else. Checking and sending of Email is not allowed during class without teacher permission. Food and drink are never permitted in the computer lab, except by the lab supervisor.

You are encouraged to help your classmates, so long as you do it in a quiet and non-disruptive manner. Please ask for permission to work in groups before doing so.

Be Polite: Please raise your hand when you wish to ask or answer a question in class, and respect others at all times.
The following terms and concepts are topics that may be covered on the objective component of the TUHSD computer proficiency test. To prepare for this exam, you should thoroughly understand all of these terms and concepts, know what they mean and what they stand for, know how they work and how they can be used, be familiar with their specifications, and understand how they relate to each other. In addition, you will need to study the online diagram of the backs of several computers to make sure you know the name and purpose of every port shown and are familiar with the types of devices that can be plugged into each of those ports.

**Hardware**
--analog (phone) modem
--cable modem
--circuit board
--compact disc
--computer case
--CPU
--data/music CD
--desktop computer
--DVD
--electrical current
--Ethernet adapter
--external drive
--fax machine
--FireWire
--flash/memory card/drive
--floppy disk
--gigahertz
--hard disk drive
--hardware
--headphones
--input device
--keyboard
--laptop computer
--memory chips
--methods of playing sound
--microphone
--monitor
--motherboard
--mouse
--onboard sound
--on/off switch
--output device
--parallel
--peripheral
--port
--power supply
--power/electronic surge/spike
--printer
--RAM
--ROM
--scanner
--serial
--sound card
--speakers
--speech digitizer
--specifications for, & cost of, buying a computer today
--surge protector
--touch screen
--types & purpose of computer cases
--USB

**Software**
--Adobe Acrobat Reader
--Adobe Photoshop
--computer program
--database application
--Microsoft Excel
--Microsoft PowerPoint
--Microsoft Word
--operating system
--operating systems (Mac OS, Microsoft Windows, Red Hat Linux)
--presentation software
--purpose of operating systems
--software
--software application
--software patch
--software update
--software upgrade
--spreadsheet application
--Web browser
--Web browsers (Apple Safari, Microsoft Internet Explorer, Mozilla Firefox, Netscape Navigator)
--word processing application

**E-mail**
--attachment
--blind carbon copy
--carbon copy
--e-mail
--e-mail client
--format of e-mail addresses
--spam

**File Management**
--audio file endings (.aif, .mid, .mp3, .snd, .wav)
--file
--file ending/suffix
--folder
--graphics file endings (.bmp, .gif, .jpg, .jpeg, .png, .psd, .tif)
--other file endings (.doc, .pdf, .ppt, .rtf, .swf, .wps, .xls)
--purpose of file endings/suffixes
--saving documents
--text file endings (.bat, .cgi, .csv, .htm, .html, .js, .txt, .xml)
--video file endings (.avi, .mov, .mpg, .rm, .wma)
<table>
<thead>
<tr>
<th><strong>Information Literacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>--accuracy of online information</td>
</tr>
<tr>
<td>--Ask.com</td>
</tr>
<tr>
<td>--benefits/disadvantages of online information</td>
</tr>
<tr>
<td>--electronic database</td>
</tr>
<tr>
<td>--Google.com</td>
</tr>
<tr>
<td>--methods of verifying online information</td>
</tr>
<tr>
<td>--online bias</td>
</tr>
<tr>
<td>--online catalog</td>
</tr>
<tr>
<td>--search engine</td>
</tr>
<tr>
<td>--Web site references</td>
</tr>
<tr>
<td>--Yahoo.com</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internet/Networks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>--AOL</td>
</tr>
<tr>
<td>--bandwidth</td>
</tr>
<tr>
<td>--blog/blogging</td>
</tr>
<tr>
<td>--broadband</td>
</tr>
<tr>
<td>--cable</td>
</tr>
<tr>
<td>--computer network</td>
</tr>
<tr>
<td>--cookie</td>
</tr>
<tr>
<td>--dial-up</td>
</tr>
<tr>
<td>--domain</td>
</tr>
<tr>
<td>--download</td>
</tr>
<tr>
<td>--DSL</td>
</tr>
<tr>
<td>--Ethernet</td>
</tr>
<tr>
<td>--FTP</td>
</tr>
<tr>
<td>--Home page</td>
</tr>
<tr>
<td>--how the Internet was created/formed</td>
</tr>
<tr>
<td>--instant messaging</td>
</tr>
<tr>
<td>--Internet</td>
</tr>
<tr>
<td>--ISP</td>
</tr>
<tr>
<td>--local hard disk drive</td>
</tr>
<tr>
<td>--network</td>
</tr>
<tr>
<td>--network drive</td>
</tr>
<tr>
<td>--online chatting</td>
</tr>
<tr>
<td>--online forum/discussion group</td>
</tr>
<tr>
<td>--online journal/diary</td>
</tr>
<tr>
<td>--streaming</td>
</tr>
<tr>
<td>--T1 line</td>
</tr>
<tr>
<td>--T3 line</td>
</tr>
<tr>
<td>--texting</td>
</tr>
<tr>
<td>--Web page</td>
</tr>
<tr>
<td>--World Wide Web</td>
</tr>
<tr>
<td>--upload</td>
</tr>
<tr>
<td>--URL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Viruses/Spyware</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>--anti-virus/spyware software</td>
</tr>
<tr>
<td>--effects of spyware</td>
</tr>
<tr>
<td>--effects of viruses</td>
</tr>
<tr>
<td>--how spyware is created</td>
</tr>
<tr>
<td>--how viruses are formed</td>
</tr>
<tr>
<td>--macro virus</td>
</tr>
<tr>
<td>--methods of preventing viruses &amp; spyware</td>
</tr>
<tr>
<td>--methods of transmitting viruses/spyware</td>
</tr>
<tr>
<td>--spyware</td>
</tr>
<tr>
<td>--trojan horse</td>
</tr>
<tr>
<td>--virus</td>
</tr>
<tr>
<td>--worm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ethics/Security</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>--copyright laws</td>
</tr>
<tr>
<td>--freeware</td>
</tr>
<tr>
<td>--hacker</td>
</tr>
<tr>
<td>--general computer ethics</td>
</tr>
<tr>
<td>--phishing</td>
</tr>
<tr>
<td>--shareware</td>
</tr>
<tr>
<td>--software legal rights</td>
</tr>
<tr>
<td>--software licensing</td>
</tr>
<tr>
<td>--software piracy</td>
</tr>
<tr>
<td>--spoofing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Miscellaneous</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>--Adobe</td>
</tr>
<tr>
<td>--aid for people with physical disabilities</td>
</tr>
<tr>
<td>--Apple, Inc.</td>
</tr>
<tr>
<td>--Bill Gates</td>
</tr>
<tr>
<td>--case-sensitive</td>
</tr>
<tr>
<td>--causes of computer crashes</td>
</tr>
<tr>
<td>--causes of computer slowness</td>
</tr>
<tr>
<td>--causes of slow Internet connections</td>
</tr>
<tr>
<td>--computer crash</td>
</tr>
<tr>
<td>--data analyst</td>
</tr>
<tr>
<td>--default</td>
</tr>
<tr>
<td>--differences between Macintosh &amp; Windows computers</td>
</tr>
<tr>
<td>--eBay.com</td>
</tr>
<tr>
<td>--ergonomics</td>
</tr>
<tr>
<td>--GIF</td>
</tr>
<tr>
<td>--hard copy</td>
</tr>
<tr>
<td>--information technology specialist</td>
</tr>
<tr>
<td>--Intel</td>
</tr>
<tr>
<td>--JPEG</td>
</tr>
<tr>
<td>--manual</td>
</tr>
<tr>
<td>--Microsoft Corporation</td>
</tr>
<tr>
<td>--network technician</td>
</tr>
<tr>
<td>--printout</td>
</tr>
<tr>
<td>--real time</td>
</tr>
<tr>
<td>--Steve Jobs</td>
</tr>
<tr>
<td>--system administrator</td>
</tr>
</tbody>
</table>

Be sure to thoroughly study this [online diagram].
1. AUDIO OUT - used for plugging in headphones and speakers.
2. AUDIO IN - input for external audio source.
3. MICROPHONE - provides connection for a microphone.
4. ETHERNET - provides connection to a network or broadband connection.
5. USB (universal serial bus) - provides power and connection for printers, a computer mouse, digital camera, flash drives, etc. The USB port replaces serial and parallel port. Devices can be inserted and removed while the computer is powered up and running.
6. VIDEO - computer monitor connection.
7. SERIAL PORT - Connection for serial devices such as digital cameras, mice and old printers. USB replaces serial port.
8. PARALLEL PORT - provides printer connection and is being replaced by the USB port. Also known as the printer port.
9. MOUSE PORT - plug your mouse in here!
10. KEYBOARD PORT - provides keyboard connection.
11 and 12. FIREWIRE PORT - provides high-speed connection to devices such as digital video cameras and external hard drives. Devices can be connected to this port while the computer is powered up and running.
What goes where? Numbers refer to label diagram.

Printers can connect to the Firewire (11 and 12), USB (5), parallel (8) or serial ports (7). Printers usually connect via the USB port.

Mouse connections can be made to the mouse port (9) or USB port (5).

Keyboards can be plugged into the keyboard (10), USB (5) or serial ports (7).

11 & 12 FIREWIRE
Digital video cameras
External hard drives.
Printers.

8 PARALLEL PORT
Printers

5 USB PORT
Printers
Digital cameras
Mouse
Keyboard

7 SERIAL PORT
Older printers and mice.

4 ETHERNET
Network connections
Broadband modems
OBJECTIVE TEST
SAMPLE QUESTIONS

1. Which of the following is NOT a valid ending for a graphics file?
   a. .jpg
   b. .tif
   c. .mid
   d. .gif
   e. .psd

2. With regards to e-mail addresses:
   a. they must always contain an @ symbol
   b. they can never contain spaces
   c. they are case-INsensitive
   d. [all of the above]
   e. [none of the above]

3. When saving a document, a difference between 'Save' and 'Save As...' is:
   a. there is no difference — they do exactly the same thing all the time
   b. 'Save' will save a file that has already been assigned a name and saving location
   c. 'Save As...' allows one to change or set the name and/or saving location for the file
   d. [ b & c only ]
   e. [ none of the above ]

ANSWERS

1. [a, c, e]
WORD PROCESSING TEST

You are to use Microsoft Word to create a business letter from your company, ABC Meat Packing, to a customer. The file containing the body of the letter, which is provided for you, should be modified according to the given directions. Follow the instructions below exactly and do not make any additional formatting changes. Complete the steps in the order presented. Proofread your work carefully. If directed, save the Word file to the location indicated by the examiner.

1. Open the [Microsoft Word file] containing the body of the letter from the location specified by the examiner.

2. This is a business letter from you, written on today’s date.

3. You are sending the letter to: Ms. Michelle Bolton, Director of Marketing, Stuart Anderson Restaurants, which is located at 3340 Woodside Road in Los Altos, California. The zip code is 94022.

4. Use Arial font, 12-point size (if not available, the examiner will tell you which font to use).

5. Set the margins to 2 inches on the top, 1 inch on the bottom, and 1 inch on each side.

6. Use block style (including the correct number of blank lines between the parts of the letter).

7. Use left justification for the body of the letter.

8. Insert the picture from the file, “ABC Meat Packing Letterhead.jpg”, in the header. Do not resize the image.

9. Use a greeting and closing that is appropriate for a business letter.

10. Use appropriate punctuation in the greeting and closing.

11. Insert the picture from the file, “Ty Murray Photo.jpg”, in the second and third paragraphs, justified with the left margin. Text wrap the image using the right setting. This will move the paragraphs over to the right. Do not resize the image.

12. Recreate the table below, using tabs or table options, between the third and fourth paragraphs. Size the table so that the left and right borders are 1/2 inch in from the margins. Left justify, or use left tabs for, columns containing text; right justify, or use decimal tabs for, columns containing numbers or currency. Make sure the lines of the table do not wrap.


<table>
<thead>
<tr>
<th>CUT</th>
<th>QUANTITY</th>
<th>UNIT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York Strip</td>
<td>100</td>
<td>$3.67</td>
</tr>
<tr>
<td>Filet Mignon</td>
<td>75</td>
<td>$5.12</td>
</tr>
<tr>
<td>T-Bone</td>
<td>125</td>
<td>$4.37</td>
</tr>
</tbody>
</table>

14. Carefully proofread your work (both before and after printing your letter).

REMEMBER THAT THE LETTER INFORMATION, INCLUDING THE TABLE DATA, IS NOT IN ITS FINAL FORMAT! This letter, when properly formatted, will fit on one page.
First of all, on behalf of all the employees of ABC Meat Packing, we would like to thank Stuart Anderson Restaurants for the great business relationship that we have shared for the past ten years. As part of this anniversary, we would like to propose a special promotion that features ABC on menus, in table specials, and in your TV commercials.

As part of this promo, we have contracted with Ty Murray to be our spokesperson. Ty is one of the greatest rodeo cowboys ever with several National Finals Rodeo Titles. He will be featured promoting ABC products.

The other part of this promotion is special pricing on ABC products. The following table outlines our promo pricing:

We are very excited about generating a great deal of brand recognition for both of our businesses. Please contact me with any questions you might have regarding implementation.
Formatting Block Style Business Letters

All parts of the block style letter should begin at the left margin.

The logo, name, and address of the sender’s company should be put at the top of the page (or should already be printed on the paper). The next (or first) line should consist of the date the letter was written, using the following format: the month (no abbreviation), a single space, the day of the month (as a number, with no leading zero), a comma, a single space, and the year (as a four-digit number).

Three blank lines should be put between the date and the recipient’s address.

The recipient’s address should consist of four lines:
• the first line contains the full name of the recipient, followed by a comma, a single space, and the recipient’s title/position,
• the second line is the name of the recipient’s company or organization,
• the third line is the recipient’s street number and address (with no abbreviations), and
• the fourth line contains the recipient’s city, followed by a comma, a single space, a two-letter state postal abbreviation (with both letters capitalized and no punctuation), two spaces, and the recipient’s zip code.

One blank line should be put between the recipient’s address and the greeting.

The greeting should consist of the word “Dear”, followed by a single space and either “Dr.” or “Ms.” or “Mr.”, followed by a single space and the last name of the recipient, followed by a colon (:).

One blank line should be put between the greeting and the body of the letter.

Use single line spacing for the paragraphs in the body of the letter. One blank line should be put between each paragraph in the body of the letter.

One blank line should be put between the body of the letter and the closing.

The closing should consist of the word “Sincerely”, followed by a comma. Three blank lines (for the sender’s signature) should be put between the closing and the sender’s name. The last line should consist of the sender’s full (first and last) name.
April 25, 2008

Ms. Michelle Bolton, Director of Marketing
Stuart Anderson Restaurants
3340 Woodside Road
Los Altos, CA 94022

Dear Ms. Bolton:

First of all, on behalf of all the employees of ABC Meat Packing, we would like to thank Stuart Anderson Restaurants for the great business relationship that we have shared for the past ten years. As part of this anniversary, we would like to propose a special promotion that features ABC on menus, in table specials, and in your TV commercials. As part of this promo, we have contracted with Ty Murray to be our spokesperson. Ty is one of the greatest rodeo cowboys ever with several National Finals Rodeo Titles. He will be featured promoting ABC products.

The other part of this promotion is special pricing on ABC products. The following table outlines our promo pricing:

<table>
<thead>
<tr>
<th>CUT</th>
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<tbody>
<tr>
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</tr>
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</tr>
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We are very excited about generating a great deal of brand recognition for both of our businesses. Please contact me with any questions you might have regarding implementation.

Sincerely,

William Crabtree
May 30, 2005

Ms. Michelle Bolton, Director of Marketing
Stuart Anderson Restaurants
3340 Woodside Road
Los Altos, CA 94022

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William Crabtree
SPREADSHEET TEST

You are to use Microsoft Excel to modify an existing spreadsheet that shows alumni donations for a school. You must use formulas and/or functions to perform the calculations. Text in quotes should be entered without the quotation marks. Follow the instructions below exactly and do not make any additional formatting changes. Complete the steps in the order presented and restart the exam if you encounter problems. Proofread your work carefully. If directed, save the Excel file to the location indicated by the instructor.

1. **Open** the [Microsoft Excel data file](#) from the location specified by the instructor.
2. **Hide** columns B through F, columns K, M, N, O, and columns R through AA.
3. **Insert** two blank rows at the top of the spreadsheet.
4. In cell A1 enter your name and the date.
5. **Delete** column J.
6. Starting in row 2, column A, enter the following column titles (using **bold** and **uppercase** letters) in this order from left to right: “CLASS OFFICER”, “ALUMNI”, “EXPECTED DONATIONS”, “ACTUAL DONATIONS”, “CLASS YEAR”, “CLASS FRIENDS”, and “AVERAGE DOLLARS”.  
7. Between the “ACTUAL DONATIONS” and “CLASS YEAR” columns, insert a column labeled “EXPECTED VS. ACTUAL” (using **bold** and **uppercase** letters).
8. For the column titles (row 2), turn on the **wrap text** feature.
9. Make the columns wide enough so that each column title has no more than two words per line. Make sure no words are split between two lines. Make sure all the data in the remaining cells is fully visible.
10. Set the **horizontal alignment** of each column title to the **center**.
11. Set the **vertical alignment** of each column title to the **top**.
12. In the “EXPECTED VS. ACTUAL” column, create a formula that calculates the difference between the expected and actual donations (“EXPECTED DONATIONS” minus “ACTUAL DONATIONS”). Calculate this value for all the classes.
13. **Format** the numbers in the “AVERAGE DOLLARS” column as **currency** with **2 decimal places** and **right justified**.
14. **Filter** the spreadsheet so that it shows only the rows with ALUMNI greater than 200.
15. **Sort** the spreadsheet by “CLASS YEAR” in **descending order**.
16. Enter the row title “AVERAGE” in cell A29 (**right justify** using **bold** and **uppercase** letters).
17. In row 29, use the **AVERAGE** function to calculate the average amounts for the “EXPECTED DONATIONS”, “ACTUAL DONATIONS”, and “EXPECTED VS. ACTUAL” columns.
18. Format the averages as **numbers** with **1 decimal place** (**right justify** using **bold** numbers).
19. Change all the cells to **Arial font**, **size 10**.
20. **Print** the filtered spreadsheet, in **landscape orientation**, showing **gridlines** and **row and column headings**. Make the spreadsheet fit on one page with all the data showing, but without changing the font size or type. Make sure the **scaling** is set to **100%**. Do **NOT** use the **Fit to 1 page** feature.
21. **Print** the filtered spreadsheet, in **landscape orientation**, on one page, showing all **formulas**, **gridlines**, and **row and column headings**. Use the **Fit to 1 page** feature. Ignore the resulting format changes.
22. Create a **clustered column chart** that uses the following data: “CLASS OFFICER”, “EXPECTED DONATIONS”, and “ACTUAL DONATIONS” on the filtered spreadsheet. Do **NOT** include the averages in the chart. Make sure the class officer names appear on the X-axis.
    - The **legend** should show “EXPECTED DONATIONS” and “ACTUAL DONATIONS”.
    - **Title** the chart “Alumni Donations” and include YOUR NAME as part of the title.
    - **Label** the X-axis of the chart “Class Officers”.
    - **Label** the Y-axis of the chart “Dollars (in thousands)”.
    - Create the chart as a **new sheet**.
    - Change the font of the class officer names on the chart to **Arial font**, **size 8**.
23. **Print** the column chart in **landscape orientation**.
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| AVERAGE       | =AVERAGE(H4:H27) | =AVERAGE(I4:I27) | =AVERAGE(K4:K27) |
POWERPOINT TEST

You are to use Microsoft PowerPoint to create a four-slide presentation about managing your money. Text in quotes should be entered without the quotation marks. Follow the instructions below exactly and do not skip any steps. Complete the steps in the order presented. Proofread your work carefully. If directed, save the file to the location indicated by the teacher.

Slide 1
The first slide of your presentation should be of the type "Title Slide."
Enter "Managing Your Money" as the title of the slide.
Type your first and last name in the sub-title field.
Make the background a color of your choice other than white, being sure that the text is still easily readable.

Slide 2
Insert a second slide of type "Title and Text."
Type "Managing Your Money" in the title field.
In the text field, type the following lines:

• Income
• Expenses

Make the background a texture of your choice.
Make all of the text a non-black color that is easy to read against the background you chose above.
Add an image of your choice from the Internet below the "Expenses" line.
Apply a Custom Animation of your choice to the text field.

Slide 3
Insert a third slide of the type "Title and Text."
Type "Income" in the title field.
In the text field, type the lines below:

• Work earnings
• Allowance
• Gifts
• Other income

Make the background a gradient of your choice.
Make all of the text a non-black color that is easy to read against the background you chose above.
Apply a Slide Transition of your choice.

Slide 4
Insert a fourth slide of the type "Title and Text."
Type "Expenses" in the title field.
In the text field, type the following lines:

• Clothes
• Food
• Entertainment
• Auto
• Gas and repairs
• Insurance and licensing

Demote "Gas and repairs" and "Insurance and licensing" to one level lower.
Make the background a pattern of your choice.
Make all of the text a non-black color that is easy to read against the background you chose above.
On the bottom right-hand side of the slide, insert an Action Button that loops back to the first slide.

Printing Instructions
Change the view to Slide Sorter View.
Close any open Slide Design or Slide Layout window.
Set the Zoom... to 100% (if not set already).
Press Alt-PrtScrn on the keyboard.
Add a new slide of the type "Blank."
Double-click on the new slide.
Paste the copied screen onto the new slide.
Print slide 5 ONLY and turn in as directed by the teacher.
Managing Your Money

Michael Rosloff
Managing Your Money

• Income
• Expenses
Income

- Work earnings
- Allowance
- Gifts
- Other income
Expenses

- Clothes
- Food
- Entertainment
- Auto
  - Gas and repairs
  - Insurance and licensing
Managing Your Money

Michael Rosloff

Expenses
- Clothes
- Food
- Entertainment
- Auto
  - Gas and repairs
  - Insurance and licensing

Managing Your Money
- Income
- Expenses

Income
- Work earnings
- Allowance
- Gifts
- Other income