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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Computer Applications in Business 1 |
| 2014 |

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**Table of Contents**

[I. Guide to the Individual Benchmark Specifications 1](#_Toc362246932)

[Benchmark Classification System 1](#_Toc362246933)

[Definitions of Benchmark Specifications 3](#_Toc362246934)

[II. Individual Benchmark Specifications 4](#_Toc362246935)

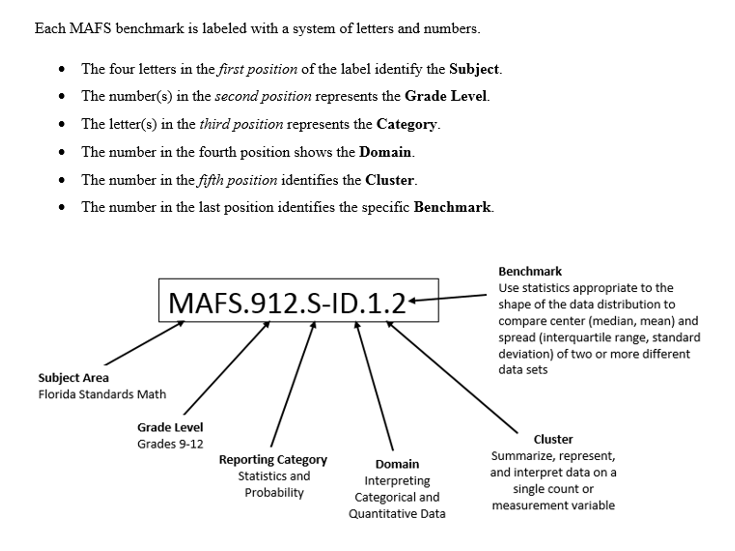
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

* Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.





**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided:

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| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS or domain in the Florida Standards. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement. |
| **Item Types** | are used to assess the benchmark or group of benchmark. |
| **Cognitive Complexity**  **Benchmark Clarifications** | ideal complexity level at which the item should be assessed.  explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes** | define the characteristics of the answers that a student must choose or provide. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. |

**II. Individual Benchmark Specifications**

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| **Benchmark Number** | 01.02 |
| **Standard** | 1. Develop and apply keyboarding skills utilizing current technology. |
| **Benchmark** | 01.02 Demonstrate and review correct reach technique for alphanumeric keyboarding. |
| **Also Assesses** | Not Applicable |
| **Knowledge/ Performance/Both** | Performance |
| **Item Types** | Performance |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | The student will be able to demonstrate and review correct reach technique for alphanumeric keyboarding including but not limited to the home row keys. |
| **Content Limits** | PC alphanumeric keyboard |
| **Stimulus Attributes** | Illustrations should not use MAC, tablet, or mobile device keyboards. |
| **Response Attributes** | None Specified |
| **Sample Item** | Key the following paragraph using Microsoft Word while demonstrating correct finger placement and reach:  *Justin loves to work on computers. His favorite program is Microsoft PowerPoint. He enjoys creating presentations and includes 2, 3, or even 4 graphics on each slide. Justin uses animations and transitions on each slide. His presentations are always interesting.*  Save the document as *paragraph.doc* or *paragraph.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 02.01 |
| **Standard** | 1. The student will be able to develop and apply word processing skills utilizing current technology. |
| **Benchmark** | 02.01 Apply margins, tabs, line spacing, and paragraph indents. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/Both** | Both |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to change margins, create tabs, adjust line spacing, and adjust paragraph indents. |
| **Content Limits** | The student must have access to a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Key the following paragraph in Microsoft Word using 2-inch left, right, top, and bottom margins.  *Ginger and Roxanne want to video their presentation for English class. They have choses Tuesdays and Thursdays for filming. On Monday, they will complete their storyboard. They will meet on Wednesday to make the necessary changes. On Friday, they will be editing their presentation. The project is due on the last day of the month.*  Make the following changes:   1. Change the line spacing to double. 2. Indent the first line of the paragraph.   Save the document as *margins.doc* or *margins.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 02.02 |
| **Standard** | 1. Develop and apply work processing skills utilizing current technology. |
| **Benchmark** | 02.02 Insert and manipulate graphics, word art, and text boxes. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to insert graphics,word art, and text boxes and will be able to move and adjust the size. |
| **Content Limits** | The student must have access into a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Using Microsoft Word, create the following document:   1. Insert the following shapes: smiley face; heart; lightning bolt; sun; moon; and cloud callout. 2. Insert a textbox with the name of each shape. 3. Position the textbox below each graphic.   Save the document as *shapes.doc* or *shapes.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 02.04 |
| **Standard** | 1. Develop and apply work processing skills utilizing current technology. |
| **Benchmark** | 02.04 Insert date and time. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will be able to insert date and time in various formats including military time using the automatic feature. |
| **Content Limits** | The student must have access into a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Open a blank document in Microsoft Word and key the following:  *Gus and Jason need to build a fence on the ranch that Charity owns. They will begin on (insert automatic date) and end on (insert automatic date). Their will begin at (insert automatic time) and end at (insert automatic time).*  Save the document as *dateandtime.doc* or *dateandtime.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 02.05 |
| **Standard** | 1. Develop and apply work processing skills utilizing current technology. |
| **Benchmark** | 02.05 Understand printing options including shrink to fit, gutters, and document orientation. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to select different printing options, including shrink to fit, change gutters, and change document orientation—portrait and landscape. |
| **Content Limits** | The student must have access into a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | If your insertion point is on page 5 of a 10 page document, what print setting should be selected to print only page 5?   1. all pages 2. current page 3. print screen 4. selection   Correct Answer: B |

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| **Benchmark Number** | 02.07 |
| **Standard** | 1. Develop and apply work processing skills utilizing current technology. |
| **Benchmark** | 02.07 Explore the Format Painter. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to describe the location and the function of the Format Painter. |
| **Content Limits** | The student must have access into a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Key the following paragraph using Microsoft Word:  After the marathon, we met at a local restaurant for lunch. The waiter seated us near the big window. We watched the sailboats cruise by the shoreline. When we finished eating, we walked along the beach and went surfing. The waves were big! Later that evening, we went to the theater to watch a movie. We had a terrific time. Can’t wait until next year’s marathon.  Make the following changes:   1. Change the font size of “restaurant” to size 22. 2. Change the color of “restaurant” to red. 3. Use the format painter and format the words “waves” and “theater.”   Save as *painter.doc* or *painter.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 02.08 |
| **Standard** | 1. Develop and apply work processing skills utilizing current technology. |
| **Benchmark** | 02.08 Create bulleted and numbered lists. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to distinguish between bulleted and numbered lists. |
| **Content Limits** | The student must have access into a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | Key the following on a blank document in Microsoft Word:  *My friend needs to purchase some supplies for his project in his English class. The following are the supplies:*  *Glue*  *Paper*  *Red construction paper*  *Blue construction paper*  *White border*  *Green spray paint*  Make the following changes:   1. Format the list as a bulleted list.   Save the document as *bullets.doc* or *bullets.docx*.   |  | | --- | | **Rubric**  **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 02.09 |
| **Standard** | 1. Develop and apply work processing skills utilizing current technology. |
| **Benchmark** | 02.09 Create a table-inserting, moving, and entering data. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to create a table and insert, move, and enter data into the cells. |
| **Content Limits** | The student must have access into a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create a 3 x 3 table and insert the following information in the correct cells:   1. Row 1: NAME; EVENT; DAY 2. Row 2: Grayson; Car Wash; Saturday 3. Row 3: Reid; Food Drive; Monday   Make the following changes:   1. Insert a row above Reid 2. Add the following to that new row: Carol; PowerPuff; Tuesday   Save as *table.doc* or *table.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 02.11 |
| **Standard** | 1. Develop and apply work processing skills utilizing current technology. |
| **Benchmark** | 02.11 Format a table-changing column/row width/height. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to format a table including but not limited to changing the width and height of columns and rows. |
| **Content Limits** | The student must have access into a word processing software. |
| **Stimulus Attributes** | Word processing document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create a 3 x 3 table and insert the following information in the correct cells:   1. Row 1: NAME; EVENT; DAY 2. Row 2: Grayson; Car Wash; Saturday 3. Row 3: Reid; Food Drive; Monday   Make the following changes:   1. Change the width of the first column to 17.00. 2. Change the width of the second column to 20.00. 3. Change the width of the third column to 18.00.   Save the document as *table\_width.doc* or *table\_width.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 03.01 |
| **Standard** | 1. Develop and apply electronic presentation skills utilizing current technology. |
| **Benchmark** | 03.01 Apply fill effects, lines, and shapes. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to apply fill effects inlcuding textures, lines and shapes from the Insert Menu. |
| **Content Limits** | The student must have access to a presentation software. |
| **Stimulus Attributes** | Presentation document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create the following using Microsoft Word:   1. Insert a moon shape. 2. Fill the moon shape with yellow. 3. Insert a sun shape. 4. Fill the sun shape with orange. 5. Insert a cloud callout shape. 6. Fill the cloud callout shape with blue. 7. Format the outline of the cloud callout to weight of 3 pt.   Save as *fill\_effects.doc* or *fill-effects.docx*.  **Rubric**  **4 Points:**   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based.   **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based.   **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted.   **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.   **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. |

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| **Benchmark Number** | 03.02 |
| **Standard** | 1. Develop and apply electronic presentation skills utilizing current technology. |
| **Benchmark** | 03.02 Demonstrate ability to order, group, and rotate objects. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to demonstrate and know the differences in ordering, grouping, and rotating objects. |
| **Content Limits** | The student must have access to a presentation software. |
| **Stimulus Attributes** | Presentation document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create the following Microsoft Word document:   1. Insert a lightning bolt shape. 2. Insert a heart shape. 3. Group the lightning bolt and the heart shapes are one image.   Save as *group.doc* or *group.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 03.04 |
| **Standard** | 03.0 Develop and apply electronic presentation skills utilizing current technology. |
| **Benchmark** | 03.04 Apply slide transitions and timings. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to define, explain, and apply slide transitions and timings. |
| **Content Limits** | The studnet must have access to a presentation software. |
| **Stimulus Attributes** | Presentation document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create a basic 4-slide presentation about your favorite sport. Select a diiferent transition from the Exciting group for each slide.  Save the presentation as *transitions.ppt* or *transitions.pptx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 03.08 |
| **Standard** | 03.0 Develop and apply electronic presentation skills utilizing current technology. |
| **Benchmark** | 03.08 Insert hyperlink to a file or internet site. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will be able to insert hyperlink to a file in a directory or to an internet site. |
| **Content Limits** | The student must have access to a presentation software. |
| **Stimulus Attributes** | Presentation document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | Create the following document using Mircosoft Word:   1. Two of my favorite search engines are Google and Ask. 2. I love to visit the American Heart Association to see the latest information. 3. Visit my school on the Internet.   Make the following changes:   1. Link Google to www.google.com 2. Link Ask to www.ask.com. 3. Link the American Heart Association to their website. 4. Line school to your school’s website.   Save the document as *website.doc* or *website.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 03.09 |
| **Standard** | 03.0 Develop and apply electronic presentation skills utilizing current technology. |
| **Benchmark** | 03.09 Rearrange slide order through slide sorter. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Low |
| **Benchmark Clarification** | The student will be able to rearrange the slide order of a presentation through slide sorter view. |
| **Content Limits** | The student must have access to a presentation software. |
| **Stimulus Attributes** | Presentation document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create a 5-slide presentation in Microsoft PowerPoint. For each of the slides, use the Title Only slide layout. Key Slide 1, Slide 2, Slide 3, Slide 4, and Slide 5 on the appropriate slides.  Using the Slide Sorter view, rearrange the slides in the following order: 2, 4, 1, 5, and 3.  Save the presentation as *rearrangement.ppt* or *rearrangement.pptx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 03.10 |
| **Standard** | 03.0 Develop and apply electronic presentation skills utilizing current technology. |
| **Benchmark** | 03.10 Create note pages to aid in oral presentation of slide show. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will be able to create note pages for an oral presentation. |
| **Content Limits** | The student must have access to a presentation software. |
| **Stimulus Attributes** | Presentation document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create a blank 3-slide presentation about your favorite beach activities. Use the following slide layout: Title Slide; Title Only; Title only. Include two graphics of your choice on Slide 2 and Slide 3.  Make the following additions to your presentation:   1. In the Notes View, key four sentences about Slide 2. 2. In the Notes View, key three sentences about Slide 3.   Save your presentation as *notes\_view.ppt* or *notes\_view.pptx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 03.11 |
| **Standard** | 03.0 Develop and apply electronic presentation skills utilizing current technology. |
| **Benchmark** | 03.11 Customize timing and rehearsing to coordinate with oral presentation. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to customize the timing of a presentation by using rehearsing. |
| **Content Limits** | The student must have access to a presentation software. |
| **Stimulus Attributes** | Presentation document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Create a blank 3-slide presentation about your favorite beach activities. Use the following slide layout: Title Slide; Title Only; Title only. Include two graphics of your choice on Slide 2 and Slide 3.  Make the following additions to your presentation:   1. Rehearse the timing of your presentation for a time of one minute.   Save your presentation as *timing.ppt* or *timing.pptx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 05.01 |
| **Standard** | 05.0 Perform activities using the worldwide web. |
| **Benchmark** | 05.01 Master intermediate vocabulary. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to master intermediate vocabulary. |
| **Content Limits** | The student must have access to the internet. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | Grant’s teacher told him to visit www.yearbooksonline.com. What does the acronym “www” stand for?   1. web wide world 2. wide world web 3. world wide web 4. world wide window   Correct Answer: C |

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| **Benchmark Number** | 05.03 |
| **Standard** | 05.0 Perform activities using the worldwide web. |
| **Benchmark** | 05.03 Discuss Internet privacy, ethics, etiquette and copy right law. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to discuss Internet privacy as well as ethics, Internet etiquette, and copyright law. |
| **Content Limits** | The student must have access to the Internet. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | What is the term used to protect a person's original work?   1. copyright 2. ethics 3. etiquette 4. privacy   Correct Answer: A |

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| **Benchmark Number** | 05.09 |
| **Standard** | 05.0 Perform activities using the worldwide web. |
| **Benchmark** | 05.09 Copy and paste from browser to other applications. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will be explain how to copy and paste from a web browser to other software applications including but not limited to Word, PowerPoint, and/or Excel. |
| **Content Limits** | The student must have access to the Internet. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |

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| **Sample Item** | Visit your school’s website and complete the following:   1. Copy a meeting time and paste that meeting time on a blank Word document. 2. Copy a graphic and paste that graphic on the same blank Word document.   Save the document as *copypaste.doc* or *copypaste.docx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |

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| **Benchmark Number** | 06.03 |
| **Standard** | 06.0 Develop and utilize business-related soft skills. |
| **Benchmark** | 06.03 Demonstrate problem solving skills. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate, High |
| **Benchmark Clarification** | The student will be able to demonstrate problem solving skills as it relates to job situations. |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Sample Item** | A receptionist for the ABC Company is on line one with with a customer, and a second phone line is ringing. What should the receptionist do?   1. Hang up on the current call. 2. Let the second call go to voicemail. 3. Ask a co-worker to answer the second call. 4. Place the current call on hold and answer the second call.   Correct Answer: D |

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| **Benchmark Number** | 07.01 |
| **Standard** | 07.0 Develop and apply spreadsheet skills. |
| **Benchmark** | 07.01 The student will be able to identify the parts of the spreadsheet screen. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Knowledge |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify the parts of the spreadsheet screen including the menu bar and the various tabs. |
| **Content Limits** | The student must have access to a spreadsheet software. |
| **Stimulus Attributes** | Spreadsheet document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | What are column headings identified by in a spreadsheet?  A. letters  B. numbers  C. symbols  D. words  Correct Answer: A |

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| **Benchmark Number** | 07.03 |
| **Standard** | 07.0 Develop and apply spreadsheet skills. |
| **Benchmark** | 07.03 Change column width and row height. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will be able to apply spreadsheet skills to determine if changes are needed to column width and row height. |
| **Content Limits** | The student must have access to a spreadsheet software. |
| **Stimulus Attributes** | Spreadsheet document samples should be illustrated - if needed. |

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| **Response Attributes** | None Specified |
| **Sample Item** | Create a spreadsheet that has Column A, B, and C with a column width of 20.00 and Rows 1, 2, and 3 with a row height of 32.75.  **Rubric:**   |  |  |  | | --- | --- | --- | | 4 points | All requirements completed | Column width  Row height | | 3 points | Three requirements completed | Column width Row height | | 2 points | Two requirements completed | Column width | | Row height | | 1 point | One requirement completed | Column width | | Row height | | 0 points | No requirements completed | Column width | | Row height | |

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| **Benchmark Number** | 07.04 |
| **Standard** | 07.0 Develop and apply spreadsheet skills. |
| **Benchmark** | 07.04 Format the contents of a cell-change fonts and font sizes, align text, format numbers. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to format the contents of a cell by changing fonts; increasing and decreasing font sizes, aligning text, and formatting numbers. |
| **Content Limits** | The student must have access to a spreadsheet software. |
| **Stimulus Attributes** | Spreadsheet document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | On a blank spreadsheet, complete the following tasks:   * Change the font face to Arial. * Change the font size to 28. * Key your first name in Cell A1. * Key today’s date in Cell B1. * Center the contents of Cell A1. * Align right the contents of Cell B1.   **Rubric:**   |  |  |  | | --- | --- | --- | | 4 points | Four requirements completed | Font Face | | Font Size | | Centered contents | | Aligned right | | 3 points | Three requirements completed | Font Face | | Font Size | | Centered contents | | Aligned right | | 2 points | Two requirements completed | Font Face | | Font Size | | Centered contents | | Aligned right | | 1 point | One requirement completed | Font Face | | Font Size | | Centered contents | | Aligned right | | 0 points | No requirements completed | None | |

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| **Benchmark Number** | 07.05 |
| **Standard** | 07.0 Develop and apply spreadsheet skills. |
| **Benchmark** | 07.05 Merge cells. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will be able to merge cells within the same row and cells within the same column in a spreadsheet. |
| **Content Limits** | The student must have access to a spreadsheet software. |
| **Stimulus Attributes** | Spreadsheet document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |
| **Sample Item** | In a blank spreadsheet, complete the following instructions:   * Key East Rivers High School in Cell A1. * Key Current Yearbook Subscriptions in Cell A2. * Merge and Center Cells A1 to D1. * Merge and Center Cells A2 to D1.   **Rubric:**   |  |  |  | | --- | --- | --- | | 4 points | All requirements completed | A1 to D1 Merged and Centered | | A2 to D2 Merged and Centered | | 3 points | Three requirement completed | A1 to D1 Merged and Centered | | A2 to D2 Merged and Centered | | 2 points | Two requirements completed | A1 to D1 Merged and Centered | | A2 to D2 Merged and Centered | | 1 point | One requirement completed | A1 to D1 Merged and Centered | | A2 to D2 Merged and Centered | | 0 points | No requirements completed | A1 to D1 Merged and Centered | | A2 to D2 Merged and Centered | |

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| **Benchmark Number** | 07.08 |
| **Standard** | 07.0 Develop and apply spreadsheet skills. |
| **Benchmark** | 07.08 Use the auto sum feature. |
| **Also Assesses** | None Specified |
| **Knowledge/ Performance/ Both** | Performance |
| **Item Types** | Performance Task |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarification** | The student will be able to use the auto sum feature to add data in a column and in a row. |
| **Content Limits** | The student must have access to a spreadsheet software. |
| **Stimulus Attributes** | Spreadsheet document samples should be illustrated - if needed. |
| **Response Attributes** | None Specified |

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| **Sample Item** | Using Microsoft Excel, create the following spreadsheet:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **ATTENDANCE** | | | |  | |  | **Monday** | **Tuesday** | **Wednesday** | **TOTAL** | | **Elementary** | 75 | 55 | 91 |  | | **Middle** | 25 | 81 | 43 |  | | **High** | 72 | 94 | 68 |  | | **TOTAL** |  |  |  |  |   Make the following changes:   1. Using the AutoSum Feature, place totals in the Columns labeled Monday, Tuesday, and Wednesday. 2. Using the AutoSum Feature, place totals in the Rows labeled Elementary, Middle, and High.   Save as *autosum.xls* or *autosum.xlsx*.  **Rubric**   |  | | --- | | **4 Points**:   * The response indicates that the student has a **thorough understanding** of the concept embodied in the task. * The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. * Necessary support and/or examples are included, and the information is clearly text-based. | | **3 Points:**   * The response indicates that the student has an **understanding** of the concept embodied in the task. * The student response has provided a response that is accurate and fulfills all the requirements of the task. * The required support and/or details are not complete or clearly text-based. | | **2 Points:**   * The response indicates that the student has a **partial understanding** of the concept embodied in the task. * The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. * Some of the support and/or examples and requirements of the task may be incomplete or omitted. | | **1 Point:**   * The response indicates that the student has a **very limited understanding** of the concept embodied in the task. * The response is incomplete, may exhibit many flaws, and may not address all requirements of the task. | | **0 Points:**   * The response indicates that the student **does not demonstrate an understanding** of the concept embodied in the task. * The student has provided a response that is inaccurate or contains only irrelevant text-based information. * The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task. | |