

CTE Skill Certificate Test Performance Documentation

This document must be submitted to the test coordinator at the end of testing each trimester/semester.

Instructor's Name: _____ Course: Word Processing
School: _____ Test Number: 262
Students in course: _____ Date: _____
Students tested: _____
Students who passed performance objectives at or above 80%: _____

This is to *verify* that the students marked **YES** on performance accomplished the following performance objectives at or above the 80% (moderately to highly skilled) level.

1. Use correct keyboarding technique to improve speed and accuracy.
 - Eyes on copy or screen, not on keys.
 - Fingers curved and oriented to home row.
 - Correct fingers used for keystrokes
 - Key with smooth rhythm and quiet hands.
 - Forearms parallel to slant of keyboard; wrists low, but not resting on any surface.
 - Proper sitting posture: body centered, feet provide balance, elbows naturally at sides.
2. Use word processing software to create, format, and edit documents.
 - Identify standard default settings for margins, line spacing, alignment, and tabs.
 - Adjust settings for alignment, line spacing, and indentation to format paragraphs.
 - Use text wrapping (word-wrap) within paragraphs.
 - Demonstrate ability to make corrections as indicated by proofreader's marks.
 - Use writing tools for spelling, thesaurus, and grammar.
 - Use cut, copy, move, and paste within a document.
 - Apply changes to fonts—including face, style, size, and effects.
 - Create tabulated text using left, right, center, decimal, and dot leader tabs.
 - Apply bullets and numbering to lists.
 - Apply numbers, headers/footers, and vertical centering to pages.
3. Use word processing software to apply advanced word processing functions.
 - Manage files by creating folders; cutting, copying, moving and pasting files; renaming files; searching for files; and deleting files.
 - Change paper size and orientation.
 - Find and replace text and formatting codes in a document.
 - Insert symbols and characters.
 - Apply hyphenation, non-breaking hyphens and non-breaking spaces.
 - Sort a list.
 - Plan, record, and play a macro.
4. Use advanced features of word processing software to format documents.
 - Create labels.
 - Format text in columns.
 - Create a table of contents and index.
 - Create documents using templates such as calendars, fax cover sheets, and other business documents.
 - Add page and paragraph borders and fill in a document.
5. Use word processing (and spreadsheet) software to create and format tables and perform calculations.
 - Insert and delete columns and rows.
 - Change line border, and fill styles.
 - Change cell, row, column, and table formatting.
 - Calculate totals for rows and columns and enter formulas. (Use of spreadsheet program is acceptable.)
 - Perform a variety of sorts within tables.
6. Use word processing software to perform merges.
 - Create a data source to be used in a merge.
 - Create a form/main document to be used in a merge.
 - Perform a merge.
 - Use appropriate merge commands to allow for user input from keyboard during a merge.
 - Sort and select data records to be used in a merge.
7. Use word processing software to create graphics.
 - Insert a graphic image into a document.
 - Change the image size, position, wrap, border/fill, and add a caption.
 - Use drawing tools to insert lines, shapes, and WordArt/TextArt.
 - Create a variety of charts.

Each performance is documented and kept on file by the teacher for two years.
(Check the documentation method used)

- Class period summary score sheet
- Recorded and identified in the class grade book

Instructor's Signature: _____ Date: _____