

2015 UIL Computer Applications Invitational Test A - Tiebreaker

GENERAL TIEBREAKER TEST INSTRUCTIONS: The tiebreaker is a five-minute timed typing test. At the end of that time, the contestants will be instructed to send their output to their printers. Scores will be calculated based on gross words per minute typed less one point per word, space, punctuation mark, or capitalization error plus "bonus points" for following directions or for correct format for a given type of document.

I. COPYING A DOCUMENT AND PRINTING

- A. Enter the document on the next page in a left-bound report format.
 - 1. Use 1½" top margin and conventional side and bottom margins.
 - 2. Center the following title in boldface type using all caps: **SÁNDOR KISFALUDY**
- B. Save document as TB-InvA.
- C. Write your contestant number and TB-InvA in the upper right hand corner of your printout.

II. STOP when time is called and print your document when instructed to do so.

Sándor Kisfaludy was an Hungarian author who lived from 1772 to 1844. He was born at Zala. He early fell under the influence of Schiller and Kleist, and devoted himself to the resuscitation of the almost extinct Hungarian literature. Disgusted with his profession, the law, he entered the Life Guards (1793) and plunged into the gay life of Vienna, cultivating literature, learning French, German and Italian, painting, sketching, assiduously frequenting the theatre, and consorting on equal terms with all the literary celebrities of the Austrian capital. In 1796, he was transferred to the army in Italy for being concerned with some of his brother officers of the Vienna garrison in certain irregularities. When Milan was captured by Napoleon, Kisfaludy was sent as a prisoner of war to Vacluse, where he studied Petrarch with enthusiasm and fell violently in love with Caroline D'Esclapon, a kindred spirit to whom he addressed his first collection of sonnets. On returning to Austria, he soon left the military life and married his old love Rózá Szegedy at the beginning of 1800. The first five happy years of their life were passed at Kám, but in 1805 they removed to Sümeg where Kisfaludy gave himself up entirely to literature.

After the death of Rózá, he married a second time, but by neither of his wives had he any child. The remainder of his days were spent in his Tusculum among the vineyards. He was not influenced by others of his time, not even his friend the great critic Kazinczy, who gave the tone to the young classical writers of his day. Kisfaludy's art was self-taught, solitary and absolutely independent. If he imitated anyone, it was Petrarch. His collected sonnets won for him the title of "The Hungarian Petrarch," but many felt he was more sincere and real than Petrarch. After finishing the sonnets Kisfaludy, devoted himself to more objective writing, such as the scenery and the history of the delightful counties which surround Lake Balaton. He also contributed numerous tales and other pieces to the literary world. Far less successful were his plays, of which *Hunyddi Janos* was by far the longest drama in the Hungarian language at in his time.

UNIVERSITY INTERSCHOLASTIC LEAGUE



Computer Applications
Invitational A
2015

***DO NOT OPEN YOUR TEST UNTIL YOU ARE TOLD TO BEGIN.
DO NOT LEAVE THE ROOM UNTIL TIME IS CALLED.***

2015 UIL Computer Applications Invitational Test A

GENERAL TEST INSTRUCTIONS: Process each section creating the required printouts for this contest. When time is called, you will be graded on the printouts completed. Calibri in 12 point font was used for the document key, but this is not a requirement, and a smaller type is sometimes easier to fit to a page. Access default font size is acceptable for the report.

I. SPREADSHEET WITH CHART

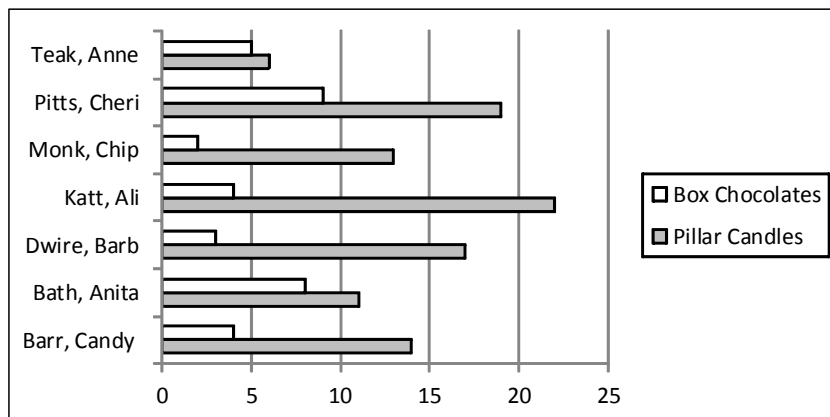
MAXIMUM 150

- A. Create a spreadsheet with the information shown below. Check your data for accuracy.

| | A | B | C | D | E | F | G | H |
|----|--------------------------------|-------------|-------------|-----------------------|-----------------------|---------------------|------------------------|-----------------------|
| 1 | Senior Trip Fund-raiser | | | | | | | |
| 2 | First | Last | Name | Pillar Candles | Box Chocolates | Candle Total | Chocolate Total | Combined Total |
| 3 | Anne | Teak | | 6 | 5 | | | |
| 4 | Anita | Bath | | 11 | 8 | | | |
| 5 | Cheri | Pitts | | 19 | 9 | | | |
| 6 | Candy | Barr | | 14 | 4 | | | |
| 7 | Chip | Monk | | 13 | 2 | | | |
| 8 | Ali | Katt | | 22 | 4 | | | |
| 9 | Barb | Dwire | | 17 | 3 | | | |
| 10 | Grand Total | | | | | | | |

- B. In Cell C3 concatenate Cell B3 and Cell A3 with a comma and space between them using the concatenation operator, not the function, so that the **Name** column for Row 3 shows Teak, Anne.
- C. Fill down thru Cell C9.
- D. In Cell F3 calculate the value of candles sold by multiplying Cell D3 times \$8.
- E. In Cell G3 calculate the value of the chocolates sold by multiplying Cell E3 times \$12.
- F. In Cell H3 add Cell F3 to G3 and fill down thru H9.
- G. Fill Cells F3 thru H3 down thru Cells F9 thru H9.
- H. In Cell F10 calculate the sum of Cells F3 thru F9, fill across thru Cell H10.
- I. Format your spreadsheet with the following changes.
- Sort on **Name** column in A-Z order.
 - Title in row 1 should be centered across merged cells as shown and in boldface type.
 - Column headings in row 2 should be centered horizontally and vertically and wrapped as shown, and in boldface type.
 - Left justify all detail data in the **First**, **Last** and **Name** columns.
 - Center all numeric values.
 - Format Cells F3 thru H10 as currency with no decimals.
 - Format everything in Row 10 in boldface type.
- J. Select Cells C2 thru E9 and insert a 2D Clustered bar chart with the following specifications.
- Format one series as white fill with a black border and the other series as grey fill with a black border.
 - Use a solid white fill for the chart area.
 - Show a black border around the legend and the chart.
 - Place the chart to cover most of cells B12 thru H26.
- K. Set the print area to be A1 thru H27.
- L. Use landscape orientation.
- M. Use 1" margins and center the printout horizontally and vertically on the page.

- N. Show gridlines and row and column indicators.
- O. Insert the following header ½" from the top edge and 1" from right edge of the page, replacing 99999 with your contestant number: (99999)-InvA-1
- P. Save your spreadsheet as Fund-raiserSS.
- Q. Your chart should have approximately the appearance below.



II. DOCUMENT

MAXIMUM 100

- A. Create a Simplified Letter-Blocked for use with a window envelope on one page with the following specifications.
 - 1. Insert the following header, 1 inch from the top and right edge of the page, replacing 99999 with your contestant number: 99999-InvA-2
 - 1. Use today's date.
 - 2. Use the following inside address, with appropriate capitalization and punctuation for a window envelope: Penny Dollar, Fairview High School, 200 Warrior Way, Ingram, TX 78025
 - 3. Use the following for the subject: Fund-raiser Sales
 - 4. Use the following paragraphs for the body of the document:

Enclosed is a report of the spring sales for the fund-raiser for next year's senior trip. As you can see by the graph, the sales of candles far exceeded the sales of chocolates. I advise the group to sell just candles next fall when we resume fund-raising.

The top salesperson for candles was Ali Katt. She needs to share her sales tips with the others in the group.

Note that we have used the following concatenation formula for the name so that our records can be alphabetized: **[Insert formula from Cell C3 of the spreadsheet in Part I, including the equal sign.]**

- B. Use the following for the sender's name and title on one line: Lois Price, Sales
- C. Use the following reference initials: uil
- D. Use the following enclosure notation: Enclosure
- E. Print the document on one page in portrait orientation.
- F. Save your document as a file named InvA-2.

2015 UIL Computer Applications Invitational A - Score Sheet - Printout 1

| I. SPREADSHEET WITH CHART | | TOTAL VALUE | | | 150 |
|----------------------------------|---|--------------------|-------------|-------------|-------------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in landscape orientation on one page | 5 | | | |
| 3 | Margins at least 1" | 5 | | | |
| 4 | Header shown ½" from top edge and 1" from right edge of page | 5 | | | |
| 5 | Title in Row 1 shown centered across merged cells and in bold | 5 | | | |
| 6 | Column headings in Row 2 shown wrapped matching key in boldface type and centered horizontally and vertically | 5 | | | |
| 7 | 7 rows of detail data shown and no more | 5 | | | |
| 8 | Row and column indicators and gridlines shown | 5 | | | |
| 9 | First, Last, and Name detail data shown left justified | 5 | | | |
| 10 | All numeric values shown centered in their respective cells | 5 | | | |
| 11 | Candle Total, Chocolate Total and Combined Total detail values and summary values shown as currency with dollar signs and no decimals, and all other values shown as number with no decimals and no \$ signs | 5 | | | |
| 12 | Everything in Grand Total row shown in boldface type | 5 | | | |
| 13 | Format Total | 55 | | | |
| 14 | Calculations/Chart <i>(Grading for correct data; chart must be from this test for credit)</i> | | | | |
| 15 | Name column detail data shown as Last Name followed by First Name | 5 | | | |
| 16 | Name column detail data shown as Last Name followed by First Name with comma and space between | 5 | | | |
| 17 | All Candle Total detail values match key | 10 | | | |
| 18 | All Chocolate Total detail values match key | 10 | | | |
| 19 | All Combined Total detail values match key | 10 | | | |
| 20 | All Grand Total values match key | 10 | | | |
| 21 | 2D clustered bar chart shown | 5 | | | |
| 22 | 2D clustered bar chart shown covering most of cells B12 thru H26 | 10 | | | |
| 23 | Y-axis shows Name column entries | 5 | | | |
| 24 | One series shown with white fill and black border | 5 | | | |
| 25 | Other series shown as grey fill with black border | 5 | | | |
| 26 | Legend shown with black border | 5 | | | |
| 27 | Chart shown with black border | 5 | | | |
| 28 | Chart shown with white fill (Excel gridlines must be present to get credit, and these will not show thru the chart or check saved file) | 5 | | | |
| 29 | Calculations/Chart Total | 95 | | | |
| 30 | ❖ SUBTOTAL PRINTOUT 1 | 150 | | | |
| 31 | SUBTRACT DEDUCTION Maximum 40 Points | - | - | - | - |
| 32 | ❖ Deduct 2 points for each typo or omitted field in the printout. Header is subject to 2 typos. If all detail values except one or two in a column match key, give credit for all matching and take typos for those that don't. ❖ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrectly wrapped or truncated words or values, or other errors. | | | | |
| 33 | ❖ TOTAL PRINTOUT 1 | 150 | | | |
| 34 | GRADERS' INITIALS | | | | |

2015 UIL Computer Applications Invitational A - Score Sheet - Printout 2

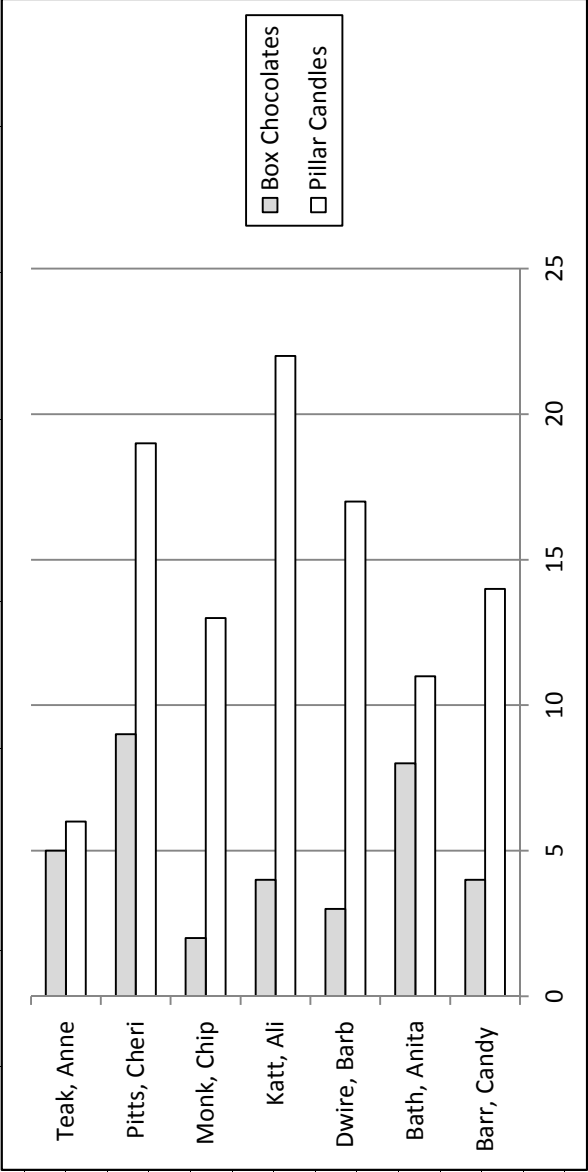
| II. DOCUMENT | | TOTAL VALUE | | | 100 |
|---------------------|--|--------------------|-------------|-------------|-------------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in portrait orientation on one page | 5 | | | |
| 3 | Header shown 1" from top and right edge of page | 5 | | | |
| 4 | Top margin shown as 1 ¾" and side margins 1" and bottom at least 1" | 5 | | | |
| 5 | Current date shown on top margin | 5 | | | |
| 6 | 3 lines between date and inside address | 5 | | | |
| 7 | Inside address shown in all caps | 5 | | | |
| 8 | Inside address shown with no punctuation | 5 | | | |
| 9 | 3 blank line between inside address and subject line and between subject line and first paragraph | 5 | | | |
| 10 | Subject line shown in all caps | 10 | | | |
| 11 | 1 blank line between paragraphs | 5 | | | |
| 12 | Sender's name and title shown in all caps, on one line with comma and space between name and title | 5 | | | |
| 13 | 3 blank lines between last paragraph and sender's name and 1 blank line between sender's name and/or title and reference initials and between reference initials and enclosure notation | 5 | | | |
| 14 | Format Total | 65 | | | |
| 15 | Body of Document/Calculation <i>(Grading for correct data; chart must be from current test for credit)</i> | | | | |
| 16 | Add 5 points for each completed paragraph max | 15 | | | |
| 17 | Formula shown at the end of 3 rd paragraph beginning with equal sign | 5 | | | |
| 18 | Formula shown with B3 followed by & as one parameter | 5 | | | |
| 19 | Formula shown with & followed by A3 as one parameter | 5 | | | |
| 20 | Middle of formula between ampersands shown as comma and space in quotation marks (i.e. "&", "&") | 5 | | | |
| 21 | Body of Document/Calculation Total | 95 | | | |
| 22 | ♣ SUBTOTAL PRINTOUT 2 | 100 | | | |
| 23 | SUBTRACT DEDUCTION Maximum 30 Points | - | | | |
| 24 | <ul style="list-style-type: none"> ♣ Deduct 2 points for each typo or omitted field in the printout. Header is subject to 2 typos. Entire formula should be =B3&", "&A3 and this receives credit on Lines 17-20. If only part of formula is present, as =B3&A3, credit is received on Lines 17, 18 & 19, but not on Line 20. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double or omitted words, values or rows, words that run together, incorrectly divided words, incorrectly wrapped or truncated words or values or other errors. ♣ Stop grading where the student stopped typing. (i.e. if sender's name is correct, typos are taken to end of document, but if it is not changed, as if from a template, typos and scoring stop where the student stopped typing.) | | | | |
| 25 | ♣ TOTAL PRINTOUT 2 | 100 | | | |
| 26 | GRADERS' INITIALS | | | | |

Contestant Number _____

Computer Applications Invitational A

FINAL SCORE

| | | | | | |
|---|-------------------|-----|--|--|--|
| ❖ | TOTAL PRINTOUT 1 | 150 | | | |
| ❖ | TOTAL PRINTOUT 2 | 100 | | | |
| ❖ | TOTAL SCORE | 250 | | | |
| | GRADERS' INITIALS | | | | |

| | A | B | C | D | E | F | G | H |
|----|---|-------|--------------|----------------|----------------|--------------|-----------------|----------------|
| 1 | Senior Trip Fund-raiser | | | | | | | |
| 2 | First | Last | Name | Pillar Candles | Box Chocolates | Candle Total | Chocolate Total | Combined Total |
| 3 | Candy | Barr | Barr, Candy | 14 | 4 | \$112 | \$48 | \$160 |
| 4 | Anita | Bath | Bath, Anita | 11 | 8 | \$88 | \$96 | \$184 |
| 5 | Barb | Dwire | Dwire, Barb | 17 | 3 | \$136 | \$36 | \$172 |
| 6 | Ali | Katt | Katt, Ali | 22 | 4 | \$176 | \$48 | \$224 |
| 7 | Chip | Monk | Monk, Chip | 13 | 2 | \$104 | \$24 | \$128 |
| 8 | Cheri | Pitts | Pitts, Cheri | 19 | 9 | \$152 | \$108 | \$260 |
| 9 | Anne | Teak | Teak, Anne | 6 | 5 | \$48 | \$60 | \$108 |
| 10 | Grand Total | | | | | \$816 | \$420 | \$1,236 |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 |  | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |
| 16 | | | | | | | | |
| 17 | | | | | | | | |
| 18 | | | | | | | | |
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| 22 | | | | | | | | |
| 23 | | | | | | | | |
| 24 | | | | | | | | |
| 25 | | | | | | | | |
| 26 | | | | | | | | |
| 27 | | | | | | | | |

Current date

PENNY DOLLAR
FAIRVIEW HIGH SCHOOL
200 WARRIOR WAY
INGRAM TX 78025

FUND-RAISER SALES

Enclosed is a report of the spring sales for the fund-raiser for next year's senior trip. As you can see by the graph, the sales of candles far exceeded the sales of chocolates. I advise the group to sell just candles next fall when we resume fund-raising.

The top salesperson for candles was Ali Katt. She needs to share her sales tips with the others in the group.

Note that we have used the following concatenation formula for the name so that our records can be alphabetized: =B3&" "&A3

LOIS PRICE, SALES

uil

Enclosure

2015 UIL Computer Applications Invitational Test A - Tiebreaker Score Sheet

GENERAL INSTRUCTIONS: All contestants take the tiebreaker component of the test, but it is only to be scored if a tie occurs in the top six places.

I. CALCULATE GROSS WORDS PER MINUTE:

- A. Circle all errors on the tied contestants' papers.
- B. Determine the gross words per minute.
 1. Find the number of words typed to the right of the last complete line typed by the contestant.
 2. Add the number of words in the last line if it is incomplete to the tally.
 3. Divide the number by five to get the gross words per minute.
 4. For example, if a contestant typed twenty lines plus seven words on the next line, add the number out to the right of the completed line plus seven. Divide by five to get gross words per minute.
- C. Determine the gross words per minute.

| | | |
|--|--|--|
| | | |
|--|--|--|

II. DEDUCT ONE POINT FOR EACH ERROR

(Typographical error, omitted word, incorrect number, etc.)

| | | |
|---|---|---|
| - | - | - |
|---|---|---|

✓ TOTAL - GROSS WPM TYPED LESS ERROR

| | | |
|--|--|--|
| | | |
|--|--|--|

III. ADD FIVE BONUS POINT FOR EACH SUCCESS

| | | | | |
|--|---|--|--|--|
| FORMAT | Top margin 1½" | | | |
| | Left margin 1½" | | | |
| | Right margin 1" | | | |
| | Left margin greater than right margin | | | |
| | Bottom margin 1 – 1 ½" | | | |
| TITLE | Title in boldface type | | | |
| | Title centered | | | |
| | 3 blank lines between title and body | | | |
| | Acute accent shown on the <i>a</i> of SÁNDOR | | | |
| BODY | Body of report double spaced | | | |
| | Paragraphs indented ½" | | | |
| ¶ 1 | Acute accent shown on the <i>a</i> of Sándor | | | |
| ¶ 1 | Acute accent shown on the <i>o</i> of Rózá | | | |
| | Acute accent shown on the <i>a</i> of Rózá r | | | |
| | Acute accent shown on the <i>a</i> of Kám | | | |
| | Umlaut shown on the <i>u</i> of Sümeg | | | |
| ¶ 2 | Acute accent shown on the <i>o</i> of Rózá | | | |
| | Acute accent shown on the <i>a</i> of Rózá r | | | |
| Credit for Page 2 only if Page 2 is present: | | | | |
| PAGE 2 | No single line paragraph ending Page 1 | | | |
| | No single line paragraph beginning Page 2 | | | |
| | Top margin 1" on Page 2 | | | |
| | Page number 1" from top and right edge of paper | | | |
| | Text double-spaced down from page number | | | |
| ✓ TOTAL - BONUS POINTS | | | | |
| ✓ GRAND TOTAL-WPM PLUS BONUS POINTS | | | | |
| GRADERS' INITIALS | | | | |

SÁNDOR KISFALUDY

| | |
|---|-----|
| Sándor Kisfaludy was an Hungarian author who lived from 1772 to 1844. He was | 16 |
| born at Zala. He early fell under the influence of Schiller and Kleist, and devoted himself | 32 |
| to the resuscitation of the almost extinct Hungarian literature. Disgusted with his | 45 |
| profession, the law, he entered the Life Guards (1793) and plunged into the gay life of | 61 |
| Vienna, cultivating literature, learning French, German and Italian, painting, sketching, | 71 |
| assiduously frequenting the theatre, and consorting on equal terms with all the literary | 84 |
| celebrities of the Austrian capital. In 1796, he was transferred to the army in Italy for | 101 |
| being concerned with some of his brother officers of the Vienna garrison in certain | 115 |
| irregularities. When Milan was captured by Napoleon, Kisfaludy was sent as a prisoner | 129 |
| of war to Vacluse, where he studied Petrarch with enthusiasm and fell violently in love | 144 |
| with Caroline D'Esclapon, a kindred spirit to whom he addressed his first collection of | 158 |
| sonnets. On returning to Austria, he soon left the military life and married his old love | 174 |
| Rózá Szegedy at the beginning of 1800. The first five happy years of their life were | 191 |
| passed at Kám, but in 1805 they removed to Sümeg where Kisfaludy gave himself up | 206 |
| entirely to literature. | 210 |
| After the death of Rózá, he married a second time, but by neither of his wives | 226 |
| had he any child. The remainder of his days were spent in his Tusculum among the | 243 |
| vineyards. He was not influenced by others of his time, not even his friend the great | 259 |

| | |
|---|-----|
| critic Kazinczy, who gave the tone to the young classical writers of his day. Kisfaludy's | 276 |
| art was self-taught, solitary and absolutely independent. If he imitated anyone, it was | 290 |
| Petrarch. His collected sonnets won for him the title of "The Hungarian Petrarch," but | 304 |
| many felt he was more sincere and real than Petrarch. After finishing the sonnets | 318 |
| Kisfaludy, devoted himself to more objective writing, such as the scenery and the history | 332 |
| of the delightful counties which surround Lake Balaton. He also contributed numerous | 345 |
| tales and other piecesto the literary world. Far less successful were his plays, of which | 360 |
| Hunyddi Janos was by far the longest drama in the Hungarian language at in his time. | 376 |

2015 UIL Computer Applications Invitational Test B - Tiebreaker

GENERAL TIEBREAKER TEST INSTRUCTIONS: The tiebreaker is a five-minute timed typing test. At the end of that time, the contestants will be instructed to send their output to their printers. Scores will be calculated based on gross words per minute typed less one point per word, space, punctuation mark, or capitalization error plus "bonus points" for following directions or for correct format for a given type of document.

I. COPYING A DOCUMENT AND PRINTING

- A. Enter the document on the next page in a left-bound report format.
 - 1. Use 2" top margin and conventional side and bottom margins.
 - 2. Center the following title in boldface type using all caps: **LUDWIG ANDREAS KHEVENHÜLLER**
- B. Save document as TB-InvB.
- C. Write your contestant number and TB-InvB in the upper right hand corner of your printout.

II. STOP when time is called and print your document when instructed to do so.

Ludwig Andreas Khevenhüller (1683-1744) was an Austrian field-marshal and Count of Aschelberg-Frankenburg. His was a noble family, which was originally Franconian in Carinthia in the 11th century. He first saw active service under Prince Eugène in the War of the Spanish Succession. By 1716, he had risen to the command of Prince Eugène's own regiment of dragoons. He distinguished himself greatly at the Battles of Peterwardein and Belgrade, and he became major-general of the cavalry. Then he became proprietary colonel of a regiment and then lieutenant field marshal. In 1734, the War of the Polish Succession brought him into the field again. He was present at the Battle of Parma, where Count Mercy, the Austrian commander, was killed, and after Mercy's death, he held the chief command of the army in Italy until Field Marshal Königsegg's arrival. Under Königsegg, he again distinguished himself at the Battle of Guastalla. He was once more in command during the operations which followed the battle, and his skilful generalship won for him the grade of general of cavalry. He continued in military and diplomatic employment in Italy until the close of the war. In 1737, he was made field marshal after Prince Eugène recommended him to his sovereign as the best general in the service. His chief exploit in the Turkish War, which soon followed his promotion, was at Radojevat, where he cut his way through a greatly superior Turkish army. It was in the Austrian Succession War that his most brilliant work was done. As commander-in-chief of the Army on the Danube, he not only drove out the French and Bavarian invaders of Austria in a few days of rapid marching and sharp engagements, but he overran southern Bavaria, captured Munich, and forced a large French corps in Linz to surrender.

Later in the summer of 1742, owing to the inadequate forces at his disposal, he had to evacuate his conquests, but in the following campaign, though now subordinated to Prince Charles of Lorraine, Khevenhüller reconquered southern Bavaria and forced the emperor to conclude the unfavorable convention of Nieder-Schönfeld. He disapproved the advance beyond the Rhine which followed these successes, and the event justified his fears, for the Austrians had to fall back from the Rhine through Franconia and the Breisgau, Khevenhüller himself conducting the retreat with admirable skill. On his return to Vienna, Maria Theresa decorated the field marshal with the Order of the Golden Fleece. He died suddenly at Vienna on the 26th of January, 1744. He was the author of various instructional works for officers and soldiers.

UNIVERSITY INTERSCHOLASTIC LEAGUE



Computer Applications
Invitational B
2015

***DO NOT OPEN YOUR TEST UNTIL YOU ARE TOLD TO BEGIN.
DO NOT LEAVE THE ROOM UNTIL TIME IS CALLED.***

2015 UIL Computer Applications Invitational Test B

General test instructions: Follow instruction to create printouts for this contest. When time is called, completed printouts will be graded. Calibri in 12 point font was used for the document key, but this is not a requirement, and a smaller type is sometimes easier to fit to a page. Access default font size is acceptable for the report. For Access, when *Text* is specified for the Data Type, it should be *Short Text* in Office 2013.

I. DATABASE WITH REPORT

MAXIMUM 125

- A. Create a blank database named **InvB**.
- B. Create a table in design view named **Grades** with the field properties at the right.
- C. Enter the data below. **Check numbers for accuracy!**

| ID | First | Last | 1st | 2nd | Mid-Term | 3rd | 4th | Final |
|----|-------|----------|-----|-----|----------|-----|-----|-------|
| 1 | Colin | Sick | 78 | 81 | 84 | 86 | 89 | 87 |
| 2 | Dan | Surround | 92 | 89 | 84 | 92 | 82 | 80 |
| 3 | Hamon | Swiss | 88 | 87 | 78 | 86 | 84 | 90 |
| 4 | Herby | Voore | 73 | 68 | 81 | 70 | 62 | 85 |
| 5 | Asa | Spades | 92 | 97 | 94 | 87 | 98 | 95 |

| Field Name | Data Type | Description |
|------------|-----------|----------------------|
| First | Text | 10 characters |
| Last | Text | 10 characters |
| 1st | Number | Integer, no decimals |
| 2nd | Number | Integer, no decimals |
| Mid-Term | Number | Integer, no decimals |
| 3rd | Number | Integer, no decimals |
| 4th | Number | Integer, no decimals |
| Final | Number | Integer, no decimals |

- D. Add a field named **Daily** in design view that is an integer with no decimals.
- E. Add a field named **Grade** in design view that is an integer with no decimals.
- F. Add a field named **ID** in design view that is 5 characters.
- G. Create an update query in design view to update the following fields.
 1. Calculate the **Daily** field by adding the **1st**, **2nd**, **3rd**, and **4th** fields and dividing the result by 4.
 2. For **Grade** use the following calculation.
 - a. Multiply **Daily** times .3
 - b. Add .3 times **Mid-Term**.
 - c. Add .4 times **Final**.
 3. Use the following steps to calculate the **ID** field.
 - a. Use the Len function with **Last** as the parameter.
 - b. Concatenate the result with a Left function with the following parameters.
 - (1) The string function should be **Last**.
 - (2) The length function should be 2.
 - c. Concatenate the result with a Right function with the following parameters.
 - (1) The string function should be **First**.
 - (2) The length function should be 2.
 4. Save the query as **UpdQry** and run it until all fields are populated.
- H. Create a report using the report wizard with 1" margins and the following specifications.
 1. Select all fields from the **Grades** table except **1st**, **2nd**, **3rd**, and **4th**.
 2. Group by **Final** with grouping intervals of 10s.
 3. Sort by **Last** in ascending order.
 4. Calculate the sum of the **Mid-Term**, **Final**, **Daily** and **Grade** and show detail and summary.
 5. Use outline layout, landscape orientation, and use None style for Office 2007. Adjust the field width so all fields fit on a page.
 6. Use the title, **Final Grades**
 7. In layout view, be sure nothing is truncated or wrapped, including the y in the Summary for... line
 8. Modify the report in design view with the following.
 - a. Add a label field top aligned with the title and right aligned on the right margin, replacing 99999 with your contestant number: (99999)-InvB-1
 - b. Center the title between margins.
 - c. Make all data in the report black type.
 - d. Make everything in the Report Header and Report Footer boldface type.
 - e. Left align all column headings and detail data for Last and First; right align Mid-Term, Final Daily and Grade column headings and detail and summary values.
 - f. Make column heading and detail for ID the same size and center everything in the column.
 9. Save your report and print it.

10. Your report should have the following appearance. (Note: colons represent missing data; values may be incorrect; and shading and borders are ignored in grading.)

Final Grades

(99999)-InvB-1

| Final by 10s | | 80 - 90 | | | | |
|-----------------------|-------|-----------------------|-------|-------|-------|-------|
| Last | First | Mid-Term | Final | Daily | Grade | ID |
| Sick | Colin | 84 | 87 | 84 | 85 | 6Siin |
| : | : | : | : | : | : | : |
| Summary for 'Final' = | | 82 (1 detail records) | | | | |
| Sum | | 249 | 252 | 241 | 248 | |
| : | : | : | : | : | : | : |
| Grand Total | | 503 | 475 | 421 | 627 | |

II. DOCUMENT WITH FORMULAS

MAXIMUM 125

- Create a Standard Memo on one page with the following.
 - Use the following header 1" from the top and right edge of the page, replacing 99999 with your contestant ID: (99999)-InvB-2
 - Use today's date.
 - Use the addressee: Registrar
 - Use the sender's name: Aqsa Dent
 - Use the subject: Fall Grade Averages
- Use the following paragraphs for the body, importing the formulas where indicated from Part I.

Attached are the grades for the AP English students. They are weighted with daily grades being 30%, the mid-term exam 30%, and the final exam 40% of their final grade.

My other classes will be submitted electronically, but I wanted to share the formulas used in calculations so that the newer teachers can benefit from them.

Daily grade average: **[Copy the formula for the Daily field from the UpdQry in Part I, and paste here.]**

Final grade result: **[Copy the formula for the Grade field from the UpdQry in Part I, and paste here.]**

ID for each student: **[Copy the formula for the ID field from the UpdQry in Part I, and paste here.]**

- Leave one blank line between the last paragraph and the lines with formulas.
- Use the following reference initials: uil
- Use the following enclosure notation: Enclosure
- Save your file as **InvB-2** and print on one page in portrait orientation

UIL Computer Applications Invitational Test B - Score Sheet - Printout 1

| I. DATABASE REPORT | | TOTAL VALUE | | | 125 |
|---------------------------|---|--------------------|-------------|-------------|-------------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in landscape orientation on one page (Page 1 of 1 shown) | 5 | | | |
| 3 | All margins 1" | 5 | | | |
| 4 | Header shown top aligned with title and right aligned on right margin | 5 | | | |
| 5 | Title centered | 5 | | | |
| 6 | 7 columns of data shown, and no more (count headings) | 5 | | | |
| 7 | All data shown in black type | 5 | | | |
| 8 | Everything in report header and report footer in boldface type and everything else in plain type | 5 | | | |
| 9 | First and Last name column headings and detail data shown left aligned, and Mid-Term, Final, Daily, and Grade column headings, detail values and summary values shown vertically right aligned | 5 | | | |
| 10 | ID column headings and detail data shown centered in its column | 5 | | | |
| 11 | All values shown as numbers with no decimals and no \$ signs | 5 | | | |
| 12 | Nothing truncated or wrapped (check y descenders on <i>Summary for...</i> line | 5 | | | |
| 13 | Format Total | 55 | | | |
| 14 | Grouping <i>(Grading for correct data)</i> | | | | |
| 15 | Grouping shown by Final | 5 | | | |
| 16 | Grouping shown by Final by 10s | 5 | | | |
| 17 | Records sorted in ascending order by Last in each group shown | 5 | | | |
| 18 | 2 groups shown | 5 | | | |
| 19 | Correct records in each group matching key or if there is a typo in the Final field, give credit for record being in the appropriate group | 5 | | | |
| 20 | All values in group footer matching key or equal to the sum of the values in respective columns | 5 | | | |
| 21 | All Grand Total values matching key or equal to the sum of the values in the group footers of the respective column | 5 | | | |
| 22 | Daily values for all records matching key <i>(see note below)</i> | 10 | | | |
| 23 | Grade values for all records matching key or equal to the result of the following calculation: $.3 * \text{Daily} + .3 * \text{Mid-Term} + .4 * \text{Final}$ | 10 | | | |
| 24 | 1 st character of ID data for all records matching key | 5 | | | |
| 25 | 2 nd and 3 rd characters of ID data for all records matching key or equal to the 1 st 2 characters of Last field | 5 | | | |
| 26 | 4 th and 5 th characters of ID data for all records matching key or equal to the last 2 characters of First field | 5 | | | |
| 27 | Grouping Total | 70 | | | |
| 28 | ♣ SUBTOTAL PRINTOUT 1 | 125 | | | |
| 29 | SUBTRACT DEDUCTION Maximum 40 Points | - | - | - | - |
| 30 | ♣ Deduct 2 points for each typo or omitted field in the printout. Header is subject to 2 typos. Borders and shading are ignored. ♣ Line 22 - If most values are correct, give credit and deduct 1 typo for each incorrect value. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrectly wrapped or truncated words or values, or other errors. | | | | |
| 31 | ♣ TOTAL PRINTOUT 1 | 125 | | | |
| 32 | GRADERS' INITIALS | | | | |

UIL Computer Applications Invitational Test B - Score Sheet - Printout 2

| II. DATABASE REPORT | | TOTAL VALUE | | | 125 |
|----------------------------|--|--------------------|-------------|-------------|-------------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in portrait orientation on 1 page | 5 | | | |
| 3 | Top margin 1 ½"; left and right margins 1" | 5 | | | |
| 4 | Header shown 1" from the top and right edge of the page | 5 | | | |
| 5 | Everything blocked on the left, not counting header | 5 | | | |
| 6 | Guide words shown in all caps | 5 | | | |
| 7 | Guide words double spaced with colon following | 5 | | | |
| 8 | Guide words matching key and in correct order | 10 | | | |
| 9 | Data following guide words vertically left aligned | 5 | | | |
| 10 | Current date shown | 5 | | | |
| 11 | Paragraphs single spaced with blank line between | 5 | | | |
| 12 | 1 blank line between last paragraph and 1 st formula line | 5 | | | |
| 13 | 1 blank line between last formula line and reference initials and between reference initials and enclosure notation | 5 | | | |
| 14 | Format Total | 65 | | | |
| 15 | Body of Document/Formulas <i>(Grading for correct data)</i> | | | | |
| 16 | Add 5 points for each completed paragraph max | 10 | | | |
| 17 | Daily grade formula matching key with appropriate parentheses | 15 | | | |
| 18 | Final grade shows addition of 3 calculations added together in any order: [Daily] * 0.3 + [Mid-Term] * 0.3 + [Final] * 0.4 <i>(See note below)</i> | 15 | | | |
| 19 | ID shows 3 functions with concatenation operator (&) between the functions | 5 | | | |
| 20 | 1 st function shown as Len([Last]) | 5 | | | |
| 21 | 2 nd function shown as Left([Last],2) | 5 | | | |
| 22 | 3 rd function shown as Right([First],2) | 5 | | | |
| 23 | Body of Document/Formulas Total | 60 | | | |
| 24 | ♣ SUBTOTAL PRINTOUT 2 | 125 | | | |
| 25 | SUBTRACT DEDUCTION Maximum 40 Points | - | | | |
| 26 | ♣ Deduct 2 points for each typo or omitted field in the printout. Header is subject to 2 typos. ♣ Fields in formulas may be shown with or without the table name and exclamation point preceding the field. (i.e. [1st] is equivalent to [Grades]!1st - either is good.) ♣ The Final grade formula can have the calculation in a different order and the order of items multiplied together may be in a different order, as 0.3*[Daily] + 0.4*[Final] + 0.3*[Mid-Term] or any variation that would give the same results. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrectly wrapped or truncated words or values, or other errors. ♣ Stop grading where the student stopped typing. (i.e. if last formula line is shown, typos are taken to end of document) | | | | |
| 27 | ♣ TOTAL PRINTOUT 2 | 125 | | | |
| 28 | GRADERS' INITIALS | | | | |

Contestant Number _____

UIL Computer Applications Invitational Test B - Score Sheet

FINAL SCORE

| | | | | | |
|---|-------------------|-----|--|--|--|
| ♣ | TOTAL PRINTOUT 1 | 125 | | | |
| ♣ | TOTAL PRINTOUT 2 | 125 | | | |
| ♣ | TOTAL SCORE | 250 | | | |
| | GRADERS' INITIALS | | | | |

Design View of Access Report

| Report Header | | | | | | | |
|---|--|--------------------------|---------------|--------------------------------------|---------------|----|----------------|
| Final Grades | | | | | | | (99999)-InvB-1 |
| Page Header | | | | | | | |
| Final Header | | | | | | | |
| Final by 10s | =Int([Final]/10)*10 & " - " & Int([Final]) | | | | | | |
| Last | First | Mid-Term | Final | Daily | Grade | ID | |
| Detail | | | | | | | |
| Last | First | Mid-Term | Final | Daily | Grade | ID | |
| Final Footer | | | | | | | |
| ="Summary for " & "Final" = " & " & [Final] & " (" & Count(*) & " " & If(Count(*)=1,"detail record","detail records") & " " | | | | | | | |
| Sum | | =Sum([Mid-Term]) | =Sum([Final]) | =Sum([Daily]) | =Sum([Grade]) | | |
| Page Footer | | | | | | | |
| =Now() | | Printout for Office 2010 | | ="Page " & [Page] & " of " & [Pages] | | | |
| UIL Computer Applications: TEST ANSWER KEY FOR GRADERS' PRINTOUT 1 | | | | | | | |
| Report Footer | | | | | | | |
| Grand Total | | =Sum([Mid-Term]) | =Sum([Final]) | =Sum([Daily]) | =Sum([Grade]) | | |

Final Grades

| | | | | | | | |
|---|-------|----------|-------|-------|-------|-------|--|
| Final by 10s | | 80 - 90 | | | | | |
| Last | First | Mid-Term | Final | Daily | Grade | ID | |
| Sick | Colin | 84 | 87 | 84 | 85 | 4Siin | |
| Surround | Dan | 84 | 80 | 89 | 84 | 8Suan | |
| Voore | Herby | 81 | 85 | 68 | 79 | 5Voby | |
| Summary for 'Final' = 85 (3 detail records) | | | | | | | |
| Sum | | 249 | 252 | 241 | 248 | | |
| Final by 10s | | 90 - 100 | | | | | |
| Last | First | Mid-Term | Final | Daily | Grade | ID | |
| Spades | Asa | 94 | 95 | 94 | 94 | 6Spsa | |
| Swiss | Hamon | 78 | 90 | 86 | 85 | 5Swon | |
| Summary for 'Final' = 90 (2 detail records) | | | | | | | |
| Sum | | 172 | 185 | 180 | 179 | | |
| Grand Total | | 421 | 437 | 421 | 427 | | |

Final Grades

(99999)-InvB-1

| | | | | | | |
|---|-------|----------|-------|-------|-------|-------|
| Final by 10s | | 80 - 90 | | | | |
| Last | First | Mid-Term | Final | Daily | Grade | ID |
| Sick | Colin | 84 | 87 | 84 | 85 | 4Siin |
| Surround | Dan | 84 | 80 | 89 | 84 | 8Suan |
| Voore | Herby | 81 | 85 | 68 | 79 | 5Voby |
| Summary for 'Final' = 85 (3 detail records) | | | | | | |
| Sum | | 249 | 252 | 241 | | 248 |

| | | | | | | |
|---|-------|----------|-------|-------|-------|-------|
| Final by 10s | | 90 - 100 | | | | |
| Last | First | Mid-Term | Final | Daily | Grade | ID |
| Spades | Asa | 94 | 95 | 94 | 94 | 6Spsa |
| Swiss | Hamon | 78 | 90 | 86 | 85 | 5Swon |
| Summary for 'Final' = 90 (2 detail records) | | | | | | |
| Sum | | 172 | 185 | 180 | | 179 |
| Grand Total | | 421 | 437 | 421 | | 427 |

TO: Registrar
FROM: Aqsa Dent
DATE: Current Date
SUBJECT: Fall Grade Averages

Attached are the grades for the AP English students. They are weighted with daily grades being 30%, the mid-term exam 30%, and the final exam 40% of their final grade.

My other classes will be submitted electronically, but I wanted to share the formulas used in calculations so that the newer teachers can benefit from them.

Daily grade average: $([1st] + [2nd] + [3rd] + [4th]) / 4$

Final grade result: $[Daily] * 0.3 + 0.3 * [Mid-Term] + 0.4 * [Final]$

ID for each student: $Len([Last]) \& Left([Last], 2) \& Right([First], 2)$

uil

Enclosure

2015 UIL Computer Applications Invitational Test B - Tiebreaker Score Sheet

GENERAL INSTRUCTIONS: All contestants take the tiebreaker component of the test, but it is only to be scored if a tie occurs in the top six places.

I. CALCULATE GROSS WORDS PER MINUTE:

- A. Circle all errors on the tied contestants' papers.
- B. Determine the gross words per minute.
 1. Find the number of words typed to the right of the last complete line typed by the contestant.
 2. Add the number of words in the last line if it is incomplete to the tally.
 3. Divide the number by five to get the gross words per minute.
 4. For example, if a contestant typed twenty lines plus seven words on the next line, add the number out to the right of the completed line plus seven. Divide by five to get gross words per minute.
- C. Determine the gross words per minute.

| | | |
|--|--|--|
| | | |
|--|--|--|

II. DEDUCT ONE POINT FOR EACH ERROR

(Typographical error, omitted word, incorrect number, etc.)

| | | |
|---|---|---|
| - | - | - |
|---|---|---|

✓ TOTAL - GROSS WPM TYPED LESS ERROR

| | | |
|--|--|--|
| | | |
|--|--|--|

III. ADD FIVE BONUS POINT FOR EACH SUCCESS

| | | | | |
|--|---|--|--|--|
| FORMAT | Top margin 1½" | | | |
| | Left margin 1" | | | |
| | Right margin 1" | | | |
| | Left margin equal to right margin | | | |
| | Bottom margin 1 – 1 ½" | | | |
| TITLE | Title in boldface type | | | |
| | Title centered | | | |
| | 3 blank lines between title and body | | | |
| | Umlaut on the U of KHEVENHÜLLER | | | |
| BODY | Body of report double spaced | | | |
| | Paragraphs indented ½" | | | |
| ¶ 1 | Umlaut shown on the <i>u</i> of Khevenhüller | | | |
| | Add 5 points for each grave accent on <i>e</i> of Eugène max 15 | | | |
| | Add 5 points for each umlaut on <i>o</i> of Königsegg max 10 | | | |
| | Add 5 points for each accent shown on the <i>e</i> of Sěděli max 10 | | | |
| ¶ 2 | Umlaut shown on the <i>u</i> of Khevenhüller | | | |
| | Umlaut shown on the <i>o</i> of Schöpfung | | | |
| Credit for Page 2 only if Page 2 is present: | | | | |
| PAGE 2 | No single line paragraph ending Page 1 | | | |
| | No single line paragraph beginning Page 2 | | | |
| | Top margin 1" on Page 2 | | | |
| | Page number 1" from top and right edge of paper | | | |
| | Text double-spaced down from page number | | | |
| ✓ TOTAL - BONUS POINTS | | | | |
| ✓ GRAND TOTAL-WPM PLUS BONUS POINTS | | | | |
| GRADERS' INITIALS | | | | |

LUDWIG ANDREAS KHEVENHÜLLER

| | |
|---|-----|
| Ludwig Andreas Khevenhüller (1683-1744) was an Austrian field-marshal and Count of | 14 |
| Aschelberg-Frankenburg. His was a noble family, which was originally Franconian in Carinthia in | 27 |
| the 11 th century. He first saw active service under Prince Eugène in the War of the Spanish | 44 |
| Succession. By 1716, he had risen to the command of Prince Eugène's own regiment of | 59 |
| dragoons. He distinguished himself greatly at the Battles of Peterwardein and Belgrade, and he | 73 |
| became major-general of the cavalry. Then he became proprietary colonel of a regiment and | 87 |
| then lieutenant field marshal. In 1734, the War of the Polish Succession brought him into the | 103 |
| field again. He was present at the Battle of Parma, where Count Mercy, the Austrian | 118 |
| commander, was killed, and after Mercy's death, he held the chief command of the army in | 134 |
| Italy until Field Marshal Königsegg's arrival. Under Königsegg, he again distinguished himself at | 147 |
| the Battle of Guastalla. He was once more in command during the operations which followed | 162 |
| the battle, and his skilful generalship won for him the grade of general of cavalry. He continued | 179 |
| in military and diplomatic employment in Italy until the close of the war. In 1737, he was made | 197 |
| field marshal after Prince Eugène recommended him to his sovereign as the best general in the | 213 |
| service. His chief exploit in the Turkish War, which soon followed his promotion, was at | 228 |
| Radojevat, where he cut his way through a greatly superior Turkish army. It was in the Austrian | 245 |
| Succession War that his most brilliant work was done. As commander-in-chief of the Army on | 260 |
| the Danube, he not only drove out the French and Bavarian invaders of Austria in a few days of | 279 |

| | |
|---|-----|
| rapid marching and sharp engagements, but he overran southern Bavaria, captured Munich, | 292 |
| and forced a large French corps in Linz to surrender. | 302 |
| Later in the summer of 1742, owing to the inadequate forces at his disposal, he had to | 319 |
| evacuate his conquests, but in the following campaign, though now subordinated to Prince | 332 |
| Charles of Lorraine, Khevenhüller reconquered southern Bavaria and forced the emperor to | 344 |
| conclude the unfavorable convention of Nieder-Schönfeld. He disapproved the advance | 354 |
| beyond the Rhine which followed these successes, and the event justified his fears, for the | 369 |
| Austrians had to fall back from the Rhine through Franconia and the Breisgau, Khevenhüller | 383 |
| himself conducting the retreat with admirable skill. On his return to Vienna, Maria Theresa | 397 |
| decorated the field marshal with the Order of the Golden Fleece. He died suddenly at Vienna | 413 |
| on the 26 th of January, 1744. He was the author of various instructional works for officers and | 430 |
| soldiers. | 431 |

2015 UIL Computer Applications District 1 - Tiebreaker

GENERAL TIEBREAKER TEST INSTRUCTIONS: The tiebreaker is a five-minute timed typing test. At the end of that time, the contestants will be instructed to send their output to their printers. Scores will be calculated based on gross words per minute typed less one point per word, space, punctuation mark, or capitalization error plus "bonus points" for following directions or for correct format for a given type of document.

I. COPYING A DOCUMENT AND PRINTING

- A. Enter the document on the next page in an unbound report format.
 - 1. Use 1 ½" top margin and conventional side and bottom margins.
 - 2. Center the following title in boldface type using all caps: **CHRYSOBERYL**
 - 3. List should be as shown, single-spaced and indented ½" with right tabs and with dot leaders for tabs in data lines, but no dot leaders in heading line. Leave one blank line above and below the chart.
- B. Save document as TB-Dist1.
- C. Write your contestant number and TB-Dist1 in the upper right hand corner of your printout.

II. STOP when time is called and print your document when instructed to do so.

Chrysoberyl, a yellow or green gem-stone, is remarkable for its hardness, being exceeded in this respect only by the diamond and corundum. The name suggests that it was formerly regarded as a golden variety of beryl; and it is notable that though differing widely from beryl it yet bears some relationship to it inasmuch as it contains the element beryllium. In chrysoberyl, however, the beryllium exists as an aluminate, having the formula BeAl_2O_4 , or $\text{BeO Al}_2\text{O}_3$. The analysis of a specimen of Brazilian chrysoberyl gave alumina 78.10%, beryllia 17.94%, and ferric oxide 4.88%. The typical yellow color of the stone inclines in many cases to pale green, occasionally passing into shades of dark green and brown. The iron usually present in the mineral seems responsible for the green color. Chrysoberyl is often mistaken by its color for chrysolite, and has indeed been termed Oriental chrysolite. In its crystalline forms it bears some relationship to chrysolite, both crystallizing in the orthorhombic system, but it is a much harder and a denser mineral. As the two stones are apt to be confounded, it may be convenient to contrast their chief characters.

| | Chrysoberyl | Chrysolite |
|----------------------------|---------------------------------|---------------------------|
| Hardness | 85 | 6.5 to 7 |
| Specific Gravity..... | 3.65 to 3.75 | 3.34 to 3.37 |
| Chemical Composition | BeAl_2O_4 | Mg_2SiO_4 |

Chrysoberyl is not infrequently cloudy, opalescent and chatoyant, and is then known as *cymophane*. The cloudiness is referable to the presence of multitudes of microscopic cavities. Some of the cymophane, when cut with a convex surface, forms the most valuable kind of cat's-eye. A remarkable dichroic variety of chrysoberyl is known as alexandrite.

Most chrysoberyl comes from Brazil, chiefly from the district of Minas Novas in the state of Minas Geraes, where it occurs as small water-worn pebbles. The cymophane is mostly from the gem-gravels of Ceylon. Chrysoberyl is known as a constituent of certain kinds of granite, pegmatite and gneiss. In the United States it occurs at Haddam, Connecticut; Greenfield Center, near Saratoga Springs, New York; and on Manhattan Island. It is known also in the province of Quebec, Canada, and has been found near Gwelo in Rhodesia.

UNIVERSITY INTERSCHOLASTIC LEAGUE



Computer Applications

District 1

2015

***DO NOT OPEN YOUR TEST UNTIL YOU ARE TOLD TO BEGIN.
DO NOT LEAVE THE ROOM UNTIL TIME IS CALLED.***

2015 UIL Computer Applications Test - District 1

General test instructions: Follow instruction to create printouts for this contest. When time is called, completed printouts will be graded. Calibri in 12 point font was used for the document key, but this is not a requirement, and a smaller type is sometimes easier to fit to a page. Access default font size is acceptable for the report. For Access, when *Text* is specified for the Data Type, it should be *Short Text* in Office 2013.

I. DATABASE WITH REPORT

MAXIMUM 125

- A. Create a blank database named **Dist1**.
- B. Create a table in design view named **Salesmen** with the field properties shown at the right.
- C. In datasheet view, enter data below in the **Salesmen** table.

| Field Name | Data Type | |
|--------------|-----------|--|
| ID | Number | Double, auto decimals |
| Name | Text | 25 characters |
| Address | Text | 25 characters |
| City | Text | 25 characters |
| Start Date | Date/Time | Medium date |
| Years Worked | Number | Long integer, standard, 0 decimals, caption: Years |
| Sales | Number | Double, standard, 0 decimals |
| Quota | Number | Double, standard, 0 decimals |

| ID | Name | Address | City | Start Date | Years | Sales |
|----|-----------------|-------------------------|------|------------|-------|---------|
| 1 | Ed Venture | 602 Purdue St., Dallas | | 14-Sep-89 | | 137,240 |
| 2 | Doug Abohn | 8122 Canyon Dr., Austin | | 12-Jul-95 | | 69,850 |
| 3 | Marcus Absinthe | 238 Colgate Dr., Dallas | | 23-Jun-96 | | 33,715 |
| 4 | Ivan Inkling | 123 West St., Austin | | 14-Jan-03 | | 28,248 |
| 5 | Misty Rhea | 385 First Ave., Dallas | | 14-Apr-10 | | 32,814 |
| 6 | Justice Fraul | 856 Tangle Ln., Austin | | 23-Sep-12 | | 12,289 |

- D. Create an update query in design view to update the following fields.
 1. For **City** field, use a Right function with the following parameters.
 - a. For the string parameter, use the **Address** field.
 - b. For the length parameter, use the following calculation.
 - (1) Use the Len function with the **Address** field as the parameter.
 - (2) Subtract an InStr function with the following parameters from the Len function.
 - (a) Use the **Address** field as the string parameter.
 - (b) Use "," as the stringmatch function.
 - (3) Subtract 1 from the result.
 2. Update **Years Worked** to be 2014 minus the Year function with **Start Date** as the parameter.
 3. Update the **Quota** field to be equal to the 1.03 times the **Sales** field.
 4. Save the query as **UpdQry** and run it until all fields are populated.
- E. Use the report wizard with the following specifications to create a report in landscape orientation with 1" margins on 1 page.
 1. Use all fields from the **Salesmen** table.
 2. Group by **City** and sort in descending order by **Sales**.
 3. Calculate the sum for **Sales** and **Quota** and show detail and summary.
 4. Use outline layout, landscape orientation and use None style if using Office 2007.
 5. Use the following title: **Year-End Quota Adjustment**
 6. In layout view, be certain that nothing is truncated or wrapped, including the descenders in the *Summary for...* line of the group footer.
 7. In design view, make the following modifications to the report.
 - a. Add the following header top aligned with the title and right aligned on the right margin, replacing 99999 with your contestant number: (99999)-Dist1-1
 - b. Center the title between margins.
 - d. Left align column headings and detail data for **Name** and **Address**.
 - e. Right align column headings, detail data and summary values for all remaining fields.
 - f. Make everything black type.
 - g. Make everything in the report header, group header, group footer, and report footer bold.

8. Save your report and print it on one page.
9. Your report should have the following appearance. Note that shading and borders are ignored in grading; colons represent missing data; date and page are generated on the bottom margin.

Year-End Quota Adjustment

(99999)-Dist1-1

| | | | | | | | |
|--|---------|----|---------------|------------------------|------------|-------|---------|
| City | Austin | | | | | | |
| | Sales | ID | Name | Address | Start Date | Years | Quota |
| | 12,289 | 6 | Justice Fraul | 856 Tangle Ln., Austin | 23-Sep-12 | 2 | 12,757 |
| | : | : | : | : | : | : | : |
| Summary for 'City' = Austin (3 detail records) | | | | | | | |
| Sum | 110,387 | | | | | | 114,659 |
| City | Dallas | | | | | | |
| | : | : | : | : | : | : | : |
| Grand Total | 315,146 | | | | | | 313,581 |

II. DOCUMENT WITH FORMULAS

MAXIMUM 125

- A. Create a standard memorandum with the following specifications.
 1. Use the following header ½" from the top of the page and right justified on the right margin, replacing 99999 with your contestant number: (99999)-Dist1-2
 2. Use today's date.
 3. Use the following for sender's name and title on one line: Tech Nickel, Sales Manager
 4. Use the following for addressee and title on one line: Sels Moore, IT Manager
 5. Use the following subject: Quota Adjustment
 6. Use the following for the body of the document.

Attached is a sample of the sales report that we need to prepare for all of the salesmen. This is an abbreviated report that is fairly straightforward. Below is a copy of the three formulas used.

[Insert the City formula from the UpdQry in Part 1 centered between margins.
 Insert the Years Worked formula from the UpdQry in Part 1 centered between margins.
 Insert the Quota formula from the UpdQry in Part 1 centered between margins.]

The only area in which your systems people might have problems is in isolating the City field from the Address field in our master database.

7. For the formulas inserted, use plain type and center between margins.
8. Leave one blank line between 1st paragraph and formulas and between formulas and 2nd paragraph.
9. Use the following reference initials: uil
10. Use the following enclosure notation: Enclosure
11. Save your document as **Dist1-2** and print on one page in portrait orientation.

2015 UIL Computer Applications Test - Score Sheet - District 1 - Printout 1

| I. DATABASE REPORT | | TOTAL VALUE | | | 125 |
|---------------------------|--|--------------------|-------------|-------------|-------------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in landscape orientation on 1 page <i>(see Page 1 of 1 in footer)</i> | 5 | | | |
| 3 | All margins shown as 1" | 5 | | | |
| 4 | Header shown top aligned with title and right aligned on right margin | 5 | | | |
| 5 | 7 columns shown <i>(count column headings in group header)</i> | 5 | | | |
| 6 | Column heading and detail data for Name and Address shown vertically left justified | 5 | | | |
| 7 | All other column headings, detail data and summary values shown vertically right aligned | 5 | | | |
| 8 | Title centered between margins | 5 | | | |
| 9 | Everything in the report header, group header, group footer and report footer shown in boldface type, and everything else in plain type | 5 | | | |
| 10 | Everything in the report shown in black type | 5 | | | |
| 11 | ID and Years shown as numbers with no commas, no decimals and no \$ | 5 | | | |
| 12 | Sales and Quota shown as numbers with commas, no decimals, no \$ | 5 | | | |
| 13 | Column heading shown as Years not as Years Worked | 10 | | | |
| 14 | Nothing truncated or wrapped <i>(see Summary for... line descenders)</i> | 5 | | | |
| 15 | Format Total | 70 | | | |
| 16 | Grouping/Calculations <i>(Grading for correct data)</i> | | | | |
| 17 | Report grouped by City | 10 | | | |
| 18 | 2 groups shown <i>(or more if typo in City causes added group)</i> | 5 | | | |
| 19 | Correct records in each group <i>(i.e. City names for each group matching all cities in the Address field for that group)</i> | 10 | | | |
| 20 | Each group shown in descending order by Sales | 10 | | | |
| 21 | All Years values matching key or equal to 2014 minus year in Start Date | 5 | | | |
| 22 | All Quota values matching key or equal to Sales time 1.03 | 5 | | | |
| 23 | All Sales and Quota summary values matching key or equal to the sum of the values in the respective column for that group | 5 | | | |
| 24 | All Sales and Quota summary values on Grand Total line matching key or equal to the sum of the group summary values | 5 | | | |
| 25 | Grouping/Calculations Total | 55 | | | |
| 26 | ❖ SUBTOTAL PRINTOUT 1 | 125 | | | |
| 27 | SUBTRACT DEDUCTION Maximum 40 Points | - | - | - | - |
| 28 | ❖ Deduct 2 points for each typo in the printout. Header is subject to 2 typos. Shading and borders are ignored in. If there is an error in the Address field, but it matches the City field, it will generate an additional group, and credit is given. ❖ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. | | | | |
| 29 | ❖ TOTAL PRINTOUT 1 | 125 | | | |
| 30 | GRADERS' INITIALS | | | | |

2015 UIL Computer Applications Test - Score Sheet - District 1 - Printout 2

| II. DOCUMENT WITH FORMULAS | | TOTAL VALUE | | | 125 |
|-----------------------------------|--|--------------------|-------------|-------------|-------------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in portrait orientation on 1 page | 5 | | | |
| 3 | Header shown ½" from top edge and 1" from right edge of page | 5 | | | |
| 4 | Top margin 1 ½", left and right margins shown as 1" | 5 | | | |
| 5 | Everything blocked on left margin, not counting header and formulas | 5 | | | |
| 6 | Guide words shown in all caps and followed by colons | 5 | | | |
| 7 | Data following guide words vertically left aligned | 5 | | | |
| 8 | Guide words double spaced | 5 | | | |
| 9 | Guide words in same order as key | 5 | | | |
| 10 | Reference initials 1 blank line below last paragraph | 5 | | | |
| 11 | Enclosure notation 1 blank line below reference initials | 5 | | | |
| 12 | 1 blank line above and below formulas <i>(not a space holder)</i> | 5 | | | |
| 13 | All formulas centered between margins | 5 | | | |
| 14 | Format Total | 60 | | | |
| 15 | Body of Document/Formulas <i>(Grading for correct data)</i> | | | | |
| 16 | Add 5 points for each completed paragraph max | 10 | | | |
| 17 | <i>For all formulas, the field name may or may not be preceded by the table name and exclamation point. Both field name and table name must be in square brackets. Extra parentheses are acceptable, but they must be in appropriate places and balanced.</i> | | | | |
| 18 | 1 st part of City formula shown as a Right function and parameter followed by a comma: Right([Address], | 5 | | | |
| 19 | City formula shows the following Len function after the comma and followed by minus sign: Len([Address])- | 5 | | | |
| 20 | City formula shows the following InStr function after the Len function and minus sign: InStr([Address],",") | 10 | | | |
| 21 | City formula shows -1) following the InStr function | 5 | | | |
| 22 | Years Worked formula shows Year function as Year([Start Date]) | 10 | | | |
| 23 | Years Worked formula shows 2014 minus the Year function | 5 | | | |
| 24 | Quota formula shown as [Sales]*1.03 or 1.03*[Sales] | 10 | | | |
| 25 | Formulas shown in same order as key | 5 | | | |
| 26 | Body of Document/Formulas Total | 65 | | | |
| 27 | ♣ SUBTOTAL PRINTOUT 2 | 125 | | | |
| 28 | SUBTRACT DEDUCTION Maximum 40 Points | - | - | - | - |
| 29 | ♣ Deduct 2 points for each typo or omitted field in the printout. Header is subject to 2 typos. For formulas, check answer key, and if there are missing parentheses or commas or such, each is a typo. If there are extra parentheses, but they are balanced and in appropriate places, it is ok. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. ♣ Stop grading where the student stopped typing. (i.e. if sender's name is correct, credit is given for completing both paragraphs and typos are taken to end of document. If sender's name is not changed, as from a template, typos and scoring stop where the student stopped typing.) | | | | |
| 30 | ♣ TOTAL PRINTOUT 2 | 125 | | | |
| 31 | GRADERS' INITIALS | | | | |

Contestant Number _____

2015 UIL Computer Applications Test - Score Sheet - District 1

FINAL SCORE

| | | | | | |
|---|-------------------|-----|--|--|--|
| ❖ | TOTAL PRINTOUT 1 | 125 | | | |
| ❖ | TOTAL PRINTOUT 2 | 125 | | | |
| ❖ | TOTAL SCORE | 250 | | | |
| | GRADERS' INITIALS | | | | |

Design View for Access Report

| Report Header | | | | | | | | | |
|--|-------------|------|------|---------|--|------------|----------|----------------|-------|
| Year-End Quota Adjustment | | | | | | | | 99999)-Dist1-1 | |
| Page Header | | | | | | | | | |
| City Header | | | | | | | | | |
| City | | City | | | | | | | |
| | Sales | ID | Name | Address | | Start Date | Years | | Quota |
| Detail | | | | | | | | | |
| | Sales | ID | Name | Address | | Start Date | Years Wo | Quota | |
| City Footer | | | | | | | | | |
| ="Summary for " & "'City' = " & "' & [City] & " (" & Count(*) & "' & If(Count(*)=1,"detail record","detail records") & "'" | | | | | | | | | |
| Sum | =Sum([Sales | | | | | | | =Sum([Quota]) | |
| Page Footer | | | | | | | | | |
| =Now() | | | | | | | | | |
| Printout 1 - Office 2014/2013 | | | | | | | | | |
| ="Page " & [Page] & " of " & [Pages] | | | | | | | | | |
| UIL Computer Applications: ANSWER KEY FOR GRADERS | | | | | | | | | |
| Report Footer | | | | | | | | | |
| Grand Total | =Sum([Sales | | | | | | | =Sum([Quota]) | |

Year-End Quota Adjustment

| City | Austin | | | | | Quota |
|--|---------|-----------------|-------------------------|------------|-------|---------|
| | Sales | ID Name | Address | Start Date | Years | |
| | 69,850 | 2 Doug Abohn | 8122 Canyon Dr., Austin | 12-Jul-95 | 19 | 71,946 |
| | 28,248 | 4 Ivan Inkling | 123 West St., Austin | 14-Jan-03 | 11 | 29,095 |
| | 12,289 | 6 Justice Fraul | 856 Tangle Ln., Austin | 23-Sep-12 | 2 | 12,658 |
| Summary for 'City' = Austin (3 detail records) | | | | | | |
| Sum | 110,387 | | | | | 113,699 |

| City | Dallas | | | | | Quota |
|--|---------|-------------------|-------------------------|------------|-------|---------|
| | Sales | ID Name | Address | Start Date | Years | |
| | 137,240 | 1 Ed Venture | 602 Purdue St., Dallas | 14-Sep-89 | 25 | 141,357 |
| | 33,715 | 3 Marcus Absinthe | 238 Colgate Dr., Dallas | 23-Jun-96 | 18 | 34,726 |
| | 32,814 | 5 Misty Rhea | 385 First Ave., Dallas | 14-Apr-10 | 4 | 33,798 |
| Summary for 'City' = Dallas (3 detail records) | | | | | | |
| Sum | 203,769 | | | | | 209,882 |
| Grand Total | 314,156 | | | | | 323,581 |

Year-End Quota Adjustment

(99999)-Dist1-1

| City | Austin | | | | Start Date | Years | Quota |
|-------------|--|----|-----------------|-------------------------|------------|-------|---------|
| | Sales | ID | Name | Address | | | |
| | 69,850 | 2 | Doug Abohn | 8122 Canyon Dr., Austin | 12-Jul-95 | 19 | 71,946 |
| | 28,248 | 4 | Ivan Inklng | 123 West St., Austin | 14-Jan-03 | 11 | 29,095 |
| | 12,289 | 6 | Justice Fraul | 856 Tangle Ln., Austin | 23-Sep-12 | 2 | 12,658 |
| | Summary for 'City' = Austin (3 detail records) | | | | | | |
| Sum | 110,387 | | | | | | 113,699 |
| City | Dallas | | | | Start Date | Years | Quota |
| | Sales | ID | Name | Address | | | |
| | 137,240 | 1 | Ed Venture | 602 Purdue St., Dallas | 14-Sep-89 | 25 | 141,357 |
| | 33,715 | 3 | Marcus Absinthe | 238 Colgate Dr., Dallas | 23-Jun-96 | 18 | 34,726 |
| | 32,814 | 5 | Misty Rhea | 385 First Ave., Dallas | 14-Apr-10 | 4 | 33,798 |
| | Summary for 'City' = Dallas (3 detail records) | | | | | | |
| Sum | 203,769 | | | | | | 209,882 |
| Grand Total | 314,156 | | | | | | 323,581 |

TO: Sels Moore, IT Manager
FROM: Tech Nickel, Sales Manager
DATE: Current Date
SUBJECT: Quota Adjustment

Attached is a sample of the sales report that we need to prepare for all of the salesmen. This is an abbreviated report that is fairly straightforward. Below is a copy of the three formulas used.

Right([Address],Len([Address])-InStr([Address],",")-1)
2014-Year([Start Date])
[Sales]*1.03

The only area in which your systems people might have problems is in isolating the City field from the Address field in our master database.

uil

Enclosure

2015 UIL Computer Applications District 1 - Tiebreaker Score Sheet

GENERAL INSTRUCTIONS: All contestants take the tiebreaker component of the test, but it is only to be scored if a tie occurs in the top six places.

I. CALCULATE GROSS WORDS PER MINUTE:

- A. Circle all errors on the tied contestants' papers.
- B. Determine the gross words per minute.
 1. Find the number of words typed to the right of the last complete line typed by the contestant.
 2. Add the number of words in the last line if it is incomplete to the tally.
 3. Divide the number by five to get the gross words per minute.
 4. For example, if a contestant typed twenty lines plus seven words on the next line, add the number out to the right of the completed line plus seven. Divide by five to get gross words per minute.
- C. Determine the gross words per minute.

| | | |
|--|--|--|
| | | |
|--|--|--|

II. DEDUCT ONE POINT FOR EACH ERROR

(Typographical error, omitted word, incorrect number, etc.)

| | | |
|---|---|---|
| - | - | - |
|---|---|---|

✓ TOTAL - GROSS WPM TYPED LESS ERROR

| | | |
|--|--|--|
| | | |
|--|--|--|

III. ADD FIVE BONUS POINT FOR EACH SUCCESS

| | | | | |
|--|---|--------|--|--|
| FORMAT | Top margin 1½" | | | |
| | Left margin 1" | | | |
| | Right margin 1" | | | |
| | Left margin equal to right margin | | | |
| | Bottom margin 1 – 1 ½" | | | |
| TITLE | Title in boldface type | | | |
| | Title centered | | | |
| | 3 blank lines between title and body | | | |
| BODY | Body of report double spaced | | | |
| | Paragraphs indented ½" | | | |
| ¶ 1 | Add 5 pts for each subscript matching key | max 20 | | |
| Chart | Add 5 pts for each subscript matching key | max 20 | | |
| Credit for Page 2 only if Page 2 is present: | | | | |
| PAGE 2 | No single line paragraph ending Page 1 | | | |
| | No single line paragraph beginning Page 2 | | | |
| | Top margin 1" on Page 2 | | | |
| | Page number 1" from top and right edge of paper | | | |
| | Text double-spaced down from page number | | | |
| ✓ TOTAL - BONUS POINTS | | | | |
| ✓ GRAND TOTAL-WPM PLUS BONUS POINTS | | | | |
| GRADERS' INITIALS | | | | |

CHRYSOBERYL

Chrysoberyl, a yellow or green gem-stone, is remarkable for its hardness, being 13
exceeded in this respect only by the diamond and corundum. The name suggests that it was 29
formerly regarded as a golden variety of beryl; and it is notable that though differing widely 45
from beryl it yet bears some relationship to it inasmuch as it contains the element beryllium. In 62
chrysoberyl, however, the beryllium exists as an aluminate, having the formula BeAl_2O_4 , or 75
 BeOAl_2O_3 . The analysis of a specimen of Brazilian chrysoberyl gave alumina 78.10%, beryllia 88
17.94%, and ferric oxide 4.88%. The typical yellow color of the stone inclines in many cases to 105
pale green, occasionally passing into shades of dark green and brown. The iron usually present 120
in the mineral seems responsible for the green color. Chrysoberyl is often mistaken by its color 136
for chrysolite, and has indeed been termed Oriental chrysolite. In its crystalline forms it bears 151
some relationship to chrysolite, both crystallizing in the orthorhombic system, but it is a much 166
harder and a denser mineral. As the two stones are apt to be confounded, it may be 183
convenient to contrast their chief characters. 189

| | Chrysoberyl | Chrysolite | |
|----------------------------|---------------------------------|---------------------------|-----|
| Hardness | 85 | 6.5 to 7 | 191 |
| Specific Gravity..... | 3.65 to 3.75 | 3.34 to 3.37 | 196 |
| Chemical Composition | BeAl_2O_4 | Mg_2SiO_4 | 204 |
| | | | 208 |

Chrysoberyl is not infrequently cloudy, opalescent and chatoyant, and is then known as 221
cymophane. The cloudiness is referable to the presence of multitudes of microscopic cavities. 234

| | |
|---|-----|
| Some of the cymophane, when cut with a convex surface, forms the most valuable kind of cat's- | 251 |
| eye. A remarkable dichroic variety of chrysoberyl is known as alexandrite. | 262 |
| Most chrysoberyl comes from Brazil, chiefly from the district of Minas Novas in the state | 277 |
| of Minas Geraes, where it occurs as small water-worn pebbles. The cymophane is mostly from | 292 |
| the gem-gravels of Ceylon. Chrysoberyl is known as a constituent of certain kinds of granite, | 307 |
| pegmatite and gneiss. In the United States it occurs at Haddam, Connecticut; Greenfield | 320 |
| Center, near Saratoga Springs, New York; and on Manhattan Island. It is known also in the | 336 |
| province of Quebec, Canada, and has been found near Gwelo in Rhodesia. | 348 |

2015 UIL Computer Applications District 2 - Tiebreaker

GENERAL TIEBREAKER TEST INSTRUCTIONS: The tiebreaker is a five-minute timed typing test. At the end of that time, the contestants will be instructed to send their output to their printers. Scores will be calculated based on gross words per minute typed less one point per word, space, punctuation mark, or capitalization error plus "bonus points" for following directions or for correct format for a given type of document.

I. COPYING A DOCUMENT AND PRINTING

- A. Enter the document on the next page in a left-bound report format.
 - 1. Use 1 ½" top margin and conventional side and bottom margins.
 - 2. Center the following title in boldface type using all caps: **ANDRÉ AND ANNE DACIER**
- B. Save document as TB-Dist2.
- C. Write your contestant number and TB-Dist2 in the upper right hand corner of your printout.

II. STOP when time is called and print your document when instructed to do so.

A French classical scholar, André Dacier was born at Castres in upper Languedoc in 1651. His father, a Protestant advocate, sent him first to the academy of Puy Laurens, and afterwards to Saumur to study under Tanneguy Lefèvre. On the death of Lefèvre, Dacier removed to Paris, and was appointed one of the editors of the Delphin series of the classics. In 1683, he married Anne Lefèvre, the daughter of his old tutor. He was elected as a member of the Academy of Inscriptions and also of the French Academy. Not long after, he was appointed keeper of the library of the Louvre. The most important of his works were his editions of *Pompeius Estus* and *Verrius Flaccus*, and his translations of Horace's works, Aristotle's *Poetics*, and Plutarch's *Lives*.

His wife, Anne Lefèvre, was also a French scholar and translator from the classics. She was born at Saumur in 1654. On her father's death in 1672, she moved to Paris, carrying with her part of an edition of *Callimachus*, which she afterwards published. This was so well received that she was engaged as one of the editors of the Delphin series of classical authors, in which she edited Florus, Dictys Cretensis, Aurelius Victor and Eutropius. In 1681 appeared her prose version of Anacreon and Sappho, and in the next few years, she published prose versions of Terence and some of the plays of Plautus and Aristophanes.

In 1654, she and her husband retired to Castres, with the object of devoting themselves to theological studies. The result was announced in the conversion to Roman Catholicism of both M. and Mme. Dacier, who were rewarded with a pension by the king. In 1699, she produced a prose translation of the *Iliad*, which was followed nine years later by a similar translation of the *Odyssey*. These gained for her the position she occupies in French literature. The appearance of this version, which made Homer known for the first time to many French men of letters gave rise to a famous literary controversy over translating ancient writings.

Mme. Dacier died at the Louvre in 1720, and her husband André Dacier died two years after his wife, in 1722.

UNIVERSITY INTERSCHOLASTIC LEAGUE



Computer Applications

District 2

2015

***DO NOT OPEN YOUR TEST UNTIL YOU ARE TOLD TO BEGIN.
DO NOT LEAVE THE ROOM UNTIL TIME IS CALLED.***

2015 UIL Computer Applications Test - District 2

General test instructions: Follow instruction to create printouts for this contest. When time is called, completed printouts will be graded. Calibri in 12 point font was used for the document key, but this is not a requirement, and a smaller type is sometimes easier to fit to a page. Access default font size is acceptable for the report. For Access, when Text is specified for the Data Type, it should be Short Text in Office 2013.

I. DATABASE WITH REPORT

MAXIMUM 150

- A. Create a blank database named **Housing**.
- B. Create a table named **Housing Cost** with the field properties at the right.
- C. Populate the table with the data shown below the chart with field properties.
- D. Create an update query in design view to update the following fields.

| Housing Cost | | |
|-----------------|-----------|-------------------------------|
| Field Name | Data Type | Description |
| Principal | Currency | Standard, 0 decimals |
| Rate | Number | Double, percent, 0 decimals |
| Term | Number | Integer, standard, 0 decimals |
| Payment | Currency | Currency, 0 decimals |
| Annual Salary | Currency | Currency, 0 decimals |
| Monthly Salary | Currency | Currency, 0 decimals |
| Housing Percent | Number | Double, Percent, 0 decimals |

1. Use an If function to update the **Rate** with the following parameters.
 - a. The decision parameter tests to see if the **Term** is equal to 15.
 - b. Value if true is 0.06
 - c. Value if false is an If function with the following parameters.
 - (1) The decision parameter tests to see if **Term** is equal to 20.
 - (2) Value if true is 0.05
 - (3) Value if false is 0.04
 - d. Update the **Payment** field using an ABS function with a Pmt function as the parameter; the Pmt function should have the following parameters.
 - (1) The rate parameter should be the **Rate** field divided by 12.
 - (2) The number of periods parameter should be the **Term** field times 12.
 - (3) The present value parameter should be the **Principal**.
2. Update **Monthly Salary** by dividing **Annual Salary** by 12.
3. Update **Housing Percent** by dividing **Payment** by **Monthly Salary**.
4. Save your query as **UpdQry** and run it until all fields are populated.
- E. Create a report using the report wizard with the following specifications and 1" margins.
 1. Use all fields from the **Housing Cost** table and group by **Term**.
 2. Sort in ascending order by **Principal**.
 3. Calculate averages for all number fields.
 4. Use block layout and landscape orientation, and use None style if using Office 2007.
 5. Use the following title for the report: Comparison of Housing Costs
 6. Be sure nothing is truncated.
 7. In design view make the following modifications.
 - a. Use the following header top aligned with the title and right aligned on the right margin, replacing 99999 with your contestant number: (99999)-Dist2-1
 - b. Center the title between margins.
 - c. Make the **Term** heading, the detail values and the **Avg** label in the group footer the same width and centered in the column.
 - d. Wrap the column headings for **Annual Salary**, **Monthly Salary** and **Housing Percent**.
 - e. Right justify all other column headings and detail and summary values vertically.
 - f. Delete the *Summary for...* line and select everything else in the group footer and move it up to the top of the footer area. Do NOT collapse the footer area. There should be space after each row of summary values.
 - g. Make everything black type.
 - h. Make everything in the report header, page header and group footer boldface type.
 - i. Save your report and print it on 1 page.

| Principal | Rate | Term | Payment | Annual Salary |
|-----------|------|------|---------|---------------|
| \$120,000 | | 15 | | \$45,000 |
| \$120,000 | | 20 | | \$45,000 |
| \$120,000 | | 30 | | \$45,000 |
| \$300,000 | | 15 | | \$60,000 |
| \$300,000 | | 20 | | \$60,000 |
| \$300,000 | | 30 | | \$60,000 |
| \$200,000 | | 15 | | \$52,000 |
| \$200,000 | | 20 | | \$52,000 |
| \$200,000 | | 30 | | \$52,000 |

8. Your report should have approximately the following appearance. *(Note: shading and borders are ignored in grading; colons represent missing data; and values shown may be incorrect.)*

| Comparison of Housing Costs | | | | | | |
|-----------------------------|-----------|------|---------|---------------|----------------|-----------------|
| (99999)-Dist2-1 | | | | | | |
| Term | Principal | Rate | Payment | Annual Salary | Monthly Salary | Housing Percent |
| 15 | \$120,000 | 6% | \$1,111 | \$45,000 | \$3,750 | 30% |
| : | : | : | : | : | : | : |
| Avg | \$206,667 | 6% | \$1,744 | \$52,333 | \$4,361 | 39% |
| 20 | \$120,000 | 5% | \$777 | \$45,000 | \$3,750 | 21% |
| : | : | : | : | : | : | : |
| Avg | \$206,667 | 4% | \$987 | \$52,333 | \$4,361 | 24% |

II. DOCUMENT WITH FORMULAS

MAXIMUM 125

- A. Create a block letter in portrait orientation with mixed punctuation and conventional margins on 1 page with the following specifications:
 1. Use today's date.
 2. Use the following inside address: Mr. Mel N. Kollé, 1001 Carter Ave., New York, NY 10023-6991
 3. Use the salutation: Dear Mr. Kollé
 4. Use the subject line in all caps: TEXAS HOUSING COSTS
 5. Use the following header ½" to the top edge of the page and right justified on the right margin, replacing 99999 with your contestant number: (99999)-Dist2-2
- B. Use the following for the body.

With the anticipated move of our headquarters to Houston, we have analyzed the housing market, and our results are attached. Please forward this to those who are scheduled to move within the next two years. We used the following calculations in running our comparisons.

[Insert and center the calculation from the UpdQry for the Rate field.
 Insert and center the calculation from the UpdQry for the Payment field.
 Insert and center the calculation from the UpdQry for the Housing Percent field.]

Most will find that housing prices are considerably better in Texas than on the East Coast, and the commute will likewise be shorter.

- C. Leave one blank line before and after the 3 formula lines, and center these three lines.
- D. Use the following complimentary close: Sincerely
- E. Use the following sender's name: Hugo Furst
- F. Use the following reference initials: uil
- G. Use the following enclosure notation: Enclosure
- H. Save the document as a file called **Dist2** and print it on one page.

2015 UIL Computer Applications Score Sheet - District 2 - Printout 1

| I. DATABASE REPORT | | MAXIMUM | | | 150 |
|--------------------|--|------------|------|------|------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in landscape orientation on 1 page | 5 | | | |
| 3 | All margins 1" | 5 | | | |
| 4 | Header top aligned with title and right aligned on right margin | 5 | | | |
| 5 | Title centered between margins | 5 | | | |
| 6 | 7 columns of data and no more <i>(count column headings)</i> | 5 | | | |
| 7 | Column headings matching order of key | 5 | | | |
| 8 | 3 columns headings wrapped matching key | 5 | | | |
| 9 | Term column heading, detail values and Avg label centered | 10 | | | |
| 10 | All other column headings, detail values and summary values vertically right justified <i>(values will be offset to the left of headings, but not %)</i> | 5 | | | |
| 11 | Everything shown in black type, not grey or blue | 5 | | | |
| 12 | Everything in report header, page header and group footer shown in boldface type and everything else in plain type | 5 | | | |
| 13 | Term values shown as numbers with no commas, decimals or \$ signs | 5 | | | |
| 14 | Rate and Housing Percent values shown as percents with no decimals | 5 | | | |
| 15 | All other detail and summary values shown as currency with ommas, \$ signs and no decimals | 5 | | | |
| 16 | No <i>Summary for...</i> line shown | 5 | | | |
| 17 | Extra space between each summary value line and next group | 5 | | | |
| 18 | Nothing shown truncated | 5 | | | |
| 19 | Format Total | 90 | | | |
| 20 | Grouping/Calculations <i>(Grading for correct data, not formatting)</i> | | | | |
| 21 | Grouping shown by Term | 5 | | | |
| 22 | 3 groups shown | 5 | | | |
| 23 | Each group shown sorted by Principal in ascending order | 5 | | | |
| 24 | All records with Term equal to 15 show Rate as 6% or 0.06 | 5 | | | |
| 25 | All records with Term equal to 20 show Rate as 5% or 0.05 | 5 | | | |
| 26 | All records with Term equal to 30 show Rate as 4% or 0.04 | 5 | | | |
| 27 | All Payment values matching key or <i>see note below</i> | 10 | | | |
| 28 | All Monthly Salary values matching key or equal to Annual Salary divided by 12 | 10 | | | |
| 29 | All Housing Percent values matching key or equal to Payment divided by Monthly Salary | 10 | | | |
| 30 | Grouping/Calculations Total | 60 | | | |
| 31 | ♣ SUBTOTAL PRINTOUT 1 | 150 | | | |
| 32 | SUBTRACT DEDUCTION Maximum | -40 | - | - | - |
| 33 | ♣ Deduct 2 points for each typo in the printout. Header is subject to 2 typos. Shading and borders are ignored in grading ♣ For Payment , if Principal , Rate or Term is incorrect, check the saved device for correct formula to give credit for answers. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. | | | | |
| 34 | ♣ TOTAL PRINTOUT 1 | 150 | | | |
| 35 | GRADERS' INITIALS | | | | |

2015 UIL Computer Applications Score Sheet - District 2

| II. DOCUMENT WITH FORMULAS | | MAXIMUM | | | 125 |
|-----------------------------------|--|----------------|-------------|-------------|-------------|
| | | PTS | GRD1 | GRD2 | GRD3 |
| 1 | Format <i>(Grading for formatting, not correct data)</i> | | | | |
| 2 | Printout in portrait orientation on 1 page | 5 | | | |
| 3 | Top margin 2", left and right 1", and bottom at least 1" | 5 | | | |
| 4 | Header shown ½" from top of page and right aligned on right margin | 5 | | | |
| 5 | Everything blocked on the left, not counting header or formulas | 5 | | | |
| 6 | Today's date on the top margin | 5 | | | |
| 7 | 3 lines between date and inside address | 5 | | | |
| 8 | 1 blank line between inside address and salutation and between salutation and subject and between subject and 1 st paragraph | 5 | | | |
| 9 | Colon shown following salutation | 5 | | | |
| 10 | Subject shown in all caps | 5 | | | |
| 11 | Complimentary close followed by a comma | 5 | | | |
| 12 | 1 blank line between last paragraph and complimentary close and 3 blank lines between close and sender's name | 5 | | | |
| 13 | 1 blank line between sender's name and reference initials and between reference initials and enclosure notation | 5 | | | |
| 14 | Format Total | 60 | | | |
| 15 | Body of Document/Formulas <i>(Grading for correct data, not formatting)</i> | | | | |
| 16 | Add 5 points for each completed paragraph max | 10 | | | |
| 17 | 1 st If formula with 2 parameters as follows: If ([Term]=15, 0.06 | 10 | | | |
| 18 | 3 rd parameter of If shown as embedded If function with 2 parameters as the following: If ([Term]=20, 0.05 | 5 | | | |
| 19 | 3 rd parameter of embedded If shown as 0.04)) | 5 | | | |
| 20 | 2 nd formula shown with Abs function with entire Pmt function as parameter between a pair of parentheses | 10 | | | |
| 21 | Pmt function shown with first parameter as Pmt(Rate/12, | 5 | | | |
| 22 | 2 nd parameter of Pmt function shown as Term*12, | 5 | | | |
| 23 | 3 rd parameter of Pmt function shown as Principal) | 5 | | | |
| 24 | 3 rd formula shown as [Payment]/[Monthly Salary] | 10 | | | |
| 25 | Body of Document/Formulas Total | 65 | | | |
| 26 | ❖ SUBTOTAL PRINTOUT 2 | | | | |
| 27 | SUBTRACT DEDUCTION Maximum | -40 | - | - | - |
| 28 | ❖ Deduct 2 points for each typo or missing field in the printout, not otherwise graded. Header is subject to 2 typos. ❖ Field names that are single words may or may not have square brackets around the name; field names with two words must have square brackets. Table names may or may not precede field names, but must have ! between table name and field name. Table names require square brackets if they are two or more words separated by a space, otherwise brackets are optional. ❖ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. ❖ Stop grading where the student stopped typing. (i.e. if a student has a correct sender's name, typos are taken for the entire document.) | | | | |
| 29 | ❖ TOTAL PRINTOUT 2 | 125 | | | |
| 30 | GRADERS' INITIALS | | | | |

2015 UIL Computer Applications Score Sheet - District 2

FINAL SCORE

| | | | | |
|--------------------|-----|--|--|--|
| ❖ TOTAL PRINTOUT 1 | 150 | | | |
| ❖ TOTAL PRINTOUT 2 | 125 | | | |
| ❖ TOTAL SCORE | 275 | | | |
| GRADERS' INITIALS | | | | |

Design View of Access Report

| | | | | | | | | | | | |
|---|------|--|-------------------|--|-------------------------------|--|-----------|--|--------------------------------------|----------------|-----------------|
| Report Header | | | | | | | | | | | |
| Comparison of Housing Costs | | | | | | | | | | | 99999)-Dist2-1 |
| Page Header | | | | | | | | | | | |
| | Term | | Principal | | Rate | | Payment | | Annual Salary | Monthly Salary | Housing Percent |
| Term Header | | | | | | | | | | | |
| Detail | | | | | | | | | | | |
| | Term | | Principal | | Rate | | Payment | | Annual Sala | Monthly Sala | Housing Per |
| Term Footer | | | | | | | | | | | |
| | Avg | | =Avg([Principal]) | | =Avg([Rate]) | | =Avg([Pay | | =Avg([Annual | =Avg([Montl | =Avg([Hous |
| Page Footer | | | | | | | | | | | |
| =Now() | | | | | Printout 1 - Office 2012/2013 | | | | ="Page " & [Page] & " of " & [Pages] | | |
| UIL Computer Applications: ANSWER KEY FOR GRADERS | | | | | | | | | | | |

Formulas from Access Update Query

Note that table names may or may not be present. If they are present, they must precede the field name and show an exclamation point between table and field names. Both names should be enclosed in square brackets.

| | |
|------------------------|---|
| Rate | <code>IIf([Term]=15,0.06,IIf([Term]=20,0.05,0.04))</code> |
| Payment | <code>Abs(Pmt([Rate]/12,[Term]*12,[Principal]))</code> |
| Monthly Salary | <code>[Annual Salary]/12</code> |
| Housing Percent | <code>[Payment]/[Monthly Salary]</code> |

Comparison of Housing Costs

| Term | Principal | Rate | Payment | Annual Salary | Monthly Salary | Housing Percent |
|------|-----------|------|---------|------------------|-------------------|--------------------|
| 15 | \$120,000 | 6% | \$1,013 | \$45,000 | \$3,750 | 27% |
| | \$200,000 | 6% | \$1,688 | \$52,000 | \$4,333 | 39% |
| | \$300,000 | 6% | \$2,532 | \$60,000 | \$5,000 | 51% |
| Avg | \$206,667 | 6% | \$1,744 | \$52,333 | \$4,361 | 39% |
| 20 | \$120,000 | 5% | \$792 | \$45,000 | \$3,750 | 21% |
| | \$200,000 | 5% | \$1,320 | \$52,000 | \$4,333 | 30% |
| | \$300,000 | 5% | \$1,980 | \$60,000 | \$5,000 | 40% |
| Avg | \$206,667 | 5% | \$1,364 | \$52,333 | \$4,361 | 30% |
| 30 | \$120,000 | 4% | \$573 | \$45,000 | \$3,750 | 15% |
| | \$200,000 | 4% | \$955 | \$52,000 | \$4,333 | 22% |
| | \$300,000 | 4% | \$1,432 | \$60,000 | \$5,000 | 29% |
| Avg | \$206,667 | 4% | \$987 | \$52,333 | \$4,361 | 22% |

Comparison of Housing Costs

(99999)-Dist2-1

| Term | Principal | Rate | Payment | Annual Salary | Monthly Salary | Housing Percent |
|------------|------------------|-----------|----------------|-----------------|----------------|-----------------|
| 15 | \$120,000 | 6% | \$1,013 | \$45,000 | \$3,750 | 27% |
| | \$200,000 | 6% | \$1,688 | \$52,000 | \$4,333 | 39% |
| | \$300,000 | 6% | \$2,532 | \$60,000 | \$5,000 | 51% |
| Avg | \$206,667 | 6% | \$1,744 | \$52,333 | \$4,361 | 39% |
| 20 | \$120,000 | 5% | \$792 | \$45,000 | \$3,750 | 21% |
| | \$200,000 | 5% | \$1,320 | \$52,000 | \$4,333 | 30% |
| | \$300,000 | 5% | \$1,980 | \$60,000 | \$5,000 | 40% |
| Avg | \$206,667 | 5% | \$1,364 | \$52,333 | \$4,361 | 30% |
| 30 | \$120,000 | 4% | \$573 | \$45,000 | \$3,750 | 15% |
| | \$200,000 | 4% | \$955 | \$52,000 | \$4,333 | 22% |
| | \$300,000 | 4% | \$1,432 | \$60,000 | \$5,000 | 29% |
| Avg | \$206,667 | 4% | \$987 | \$52,333 | \$4,361 | 22% |

Today's date

Mr. Mel N. Kolle
1001 Carter Ave.
New York, NY 10023-6991

Dear Mr. Kolle:

TEXAS HOUSING COSTS

With the anticipated move of our headquarters to Houston, we have analyzed the housing market, and our results are attached. Please forward this to those who are scheduled to move within the next two years. We used the following calculations in running our comparisons.

$$\begin{aligned} & \text{If}([\text{Term}]=15, 0.06, \text{If}([\text{Term}]=20, 0.05, 0.04)) \\ & \text{Abs}(\text{Pmt}([\text{Rate}]/12, \text{Term}*12, [\text{Principal}]) \\ & \quad [\text{Payment}]/[\text{Monthly Salary}] \end{aligned}$$

Most will find that housing prices are considerably better in Texas than on the East Coast, and the commute will likewise be shorter.

Sincerely,

Hugo Furst

uil

Enclosure

2015 UIL Computer Applications District 1 - Tiebreaker Score Sheet

GENERAL INSTRUCTIONS: All contestants take the tiebreaker component of the test, but it is only to be scored if a tie occurs in the top six places.

I. CALCULATE GROSS WORDS PER MINUTE:

- A. Circle all errors on the tied contestants' papers.
- B. Determine the gross words per minute.
 1. Find the number of words typed to the right of the last complete line typed by the contestant.
 2. Add the number of words in the last line if it is incomplete to the tally.
 3. Divide the number by five to get the gross words per minute.
 4. For example, if a contestant typed twenty lines plus seven words on the next line, add the number out to the right of the completed line plus seven. Divide by five to get gross words per minute.
- C. Determine the gross words per minute.

| | | |
|--|--|--|
| | | |
|--|--|--|

II. DEDUCT ONE POINT FOR EACH ERROR

(Typographical error, omitted word, incorrect number, etc.)

| | | |
|---|---|---|
| - | - | - |
|---|---|---|

✓ TOTAL - GROSS WPM TYPED LESS ERROR

| | | |
|--|--|--|
| | | |
|--|--|--|

III. ADD FIVE BONUS POINT FOR EACH SUCCESS

| | | | | |
|--|--|--|--|--|
| FORMAT | Top margin 1½" | | | |
| | Left margin 1½" | | | |
| | Right margin 1" | | | |
| | Left margin larger than right margin | | | |
| | Bottom margin 1 – 1 ½" | | | |
| TITLE | Title in boldface type | | | |
| | Title centered | | | |
| | 3 blank lines between title and body | | | |
| | Add 5 pts for acute accent on <i>E</i> of <i>ANDRÉ</i> | | | |
| BODY | Body of report double spaced | | | |
| | Paragraphs indented ½" | | | |
| ¶ 1 | Add 5 pts for acute accent on <i>e</i> of <i>André</i> | | | |
| ¶ 2 | Add 5 pts for each grave accent on <i>e</i> of <i>Lefèvre</i> max 15 | | | |
| | Add 5 pts for grave accent on <i>e</i> of <i>Lefèvr</i> | | | |
| ¶ 4 | Add 5 pts for acute accent on <i>e</i> of <i>André</i> | | | |
| Credit for Page 2 only if Page 2 is present: | | | | |
| PAGE 2 | No single line paragraph ending Page 1 | | | |
| | No single line paragraph beginning Page 2 | | | |
| | Top margin 1" on Page 2 | | | |
| | Page number 1" from top and right edge of paper | | | |
| | Text double-spaced down from page number | | | |
| ✓ TOTAL - BONUS POINTS | | | | |
| ✓ GRAND TOTAL-WPM PLUS BONUS POINTS | | | | |
| GRADERS' INITIALS | | | | |

ANDRÉ AND ANNE DACIER

| | |
|--|-----|
| A French classical scholar, André Dacier was born at Castres in upper Languedoc | 17 |
| in 1651. His father, a Protestant advocate, sent him first to the academy of Puy Laurens, | 33 |
| and afterwards to Saumur to study under Tannequy Lefèvre. On the death of Lefèvre, | 47 |
| Dacier removed to Paris, and was appointed one of the editors of the Delphin series of | 63 |
| the classics. In 1683, he married Anne Lefèvre, the daughter of his old tutor. He was | 79 |
| elected as a member of the Academy of Inscriptions and also of the French Academy. | 94 |
| Not long after, he was appointed keeper of the library of the Louvre. The most | 109 |
| important of his works were his editions of <i>Pompeius Estus</i> and <i>Verrius Flaccus</i> , and his | 124 |
| translations of Horace's works, Aristotle's <i>Poetics</i> , and Plutarch's <i>Lives</i> . | 133 |
| His wife, Anne Lefèvre, was also a French scholar and translator from the | 146 |
| classics. She was born at Saumur in 1654. On her father's death in 1672, she moved to | 163 |
| Paris, carrying with her part of an edition of <i>Callimachus</i> , which she afterwards | 176 |
| published. This was so well received that she was engaged as one of the editors of the | 196 |
| Delphin series of classical authors, in which she edited Florus, Dictys Cretensis, Aurelius | 206 |
| Victor and Eutropius. In 1681 appeared her prose version of Anacreon and Sappho, and | 220 |
| in the next few years, she published prose versions of Terence and some of the plays of | 237 |
| Plautus and Aristophanes. | 240 |
| In 1654, she and her husband retired to Castres, with the object of devoting | 254 |
| themselves to theological studies. The result was announced in the conversion to | 266 |

| | |
|---|-----|
| Roman Catholicism of both M. and Mme. Dacier, who were rewarded with a pension | 281 |
| by the king. In 1699, she produced a prose translation of the <i>Iliad</i> , which was followed | 297 |
| nine years later by a similar translation of the <i>Odyssey</i> . These gained for her the | 312 |
| position she occupies in French literature. The appearance of this version, which made | 325 |
| Homer known for the first time to many French men of letters gave rise to a famous | 342 |
| literary controversy over translating ancient writings. | 348 |
| Mme. Dacier died at the Louvre in 1720, and her husband André Dacier died | 362 |
| two years after his wife, in 1722. | 369 |

UNIVERSITY INTERSCHOLASTIC LEAGUE



Computer Applications Region 2015

***DO NOT OPEN YOUR TEST UNTIL YOU ARE TOLD TO BEGIN.
DO NOT LEAVE THE ROOM UNTIL TIME IS CALLED.***

2015 UIL Computer Applications Test - Region

General test instructions: Follow instruction to create printouts for this contest. When time is called, completed printouts will be graded. Calibri in 12 point font was used for the document key, but this is not a requirement, and a smaller type is sometimes easier to fit to a page. Access default font size is acceptable for the report. For Access, when *Text* is specified for the Data Type, it should be *Short Text* in Office 2013.

I. DATABASE

- A. Create a blank database named **Region**.
- B. Import the following tables from the **2015 Starter Files: Employees and Executives**.
- C. Open the **Employees** table in datasheet view and export to Excel with formatting and layout as a file named **Employees**, and open the destination file when the export is completed.

II. SPREADSHEET WITH PIVOT TABLE

- A. Create a pivot table in Cell I1 on the same worksheet as the table using the **Office** field for Row Labels and **Salary** field for Values that should have approximately the appearance at the right. *Note that values may be incorrect and colons represent missing data.*
- B. Click on a detail value in the **Sum of Salary** column and show all detail values in this column as percent of **Grand Total**.
- C. Center everything in the pivot table.
- D. Format **Row Labels** as numbers with no decimals, and format **Sum of Salary** column values as percentages with 2 decimals.
- E. Sort on **Sum of Salary** in descending order.
- F. Do not wrap or truncate anything.
- G. Copy pivot table to be used in document in Part III, and save your spreadsheet.

| Row Labels | Sum of Salary |
|--------------------|----------------|
| 7 | 10.39% |
| : | : |
| 1 | 5.19% |
| Grand Total | 100.00% |

III. DOCUMENT WITH PIVOT TABLE

MAXIMUM 150

- A. Create a simplified memo in portrait orientation on one page with 1 ½" top margin.
- B. Use the following header ½" from the top of the page and right aligned on the right-hand margin, replacing 99999 with your contestant number: (99999)-Region-1
- C. Address line should be the following: Chief Executive Officers
- D. Subject line should be the following: PROPOSED 2015 SALARIES
- E. Use the following for the body of the document and copy the pivot table from Part II and paste in the document to be on the right margin, top aligned with the 1st paragraph.

Salaries have been reviewed and raises planned for next year. Attached is a complete personnel list with planned salaries. To the right is a chart with percentages of our total salary expense by office. Please review to be certain that our proposed numbers fall within the budget for each of the offices.

Most offices have approximately the same number of employees, but some are a good three percentage points below others in their totals, not counting the Washington office which has only been in operation a short time. Please review this to determine if the offices with the higher percentages are clearly in areas with a much higher cost of living. If this is not the case, we need to send auditors to determine if some alterations should be made in budgeting to get these offices back in line with others.

- F. Sender's name and title should be on one line: Shanda Leare, CPA
- G. Use the following reference initials: uil
- H. Use the following enclosure notation: Enclosure
- I. Save your document as **Region-1** and print it.

IV. DATABASE WITH REPORT

MAXIMUM 175

- A. Return to the **Region** database.
- B. Create a relationship from the **ExecID** of the **Executives** table to the **Employees ID** from the **Employees** table and save the relationship.
- C. Create an update query in design view using the **Employees** and **Executives** tables and update the following fields.
 1. Update the **Security Code** of the **Executives** table with the following.
 - a. Use a Right function to select the right 2 characters of the **LastName** field of the **Employees** table.
 - b. Concatenate to the following character: "~"
 - c. Concatenate to the result of the following.
 - (1) Multiply the **Birthdate** from the **Employees** table times 100.
 - (2) Use a Mid function to select 3 characters beginning at the 2nd character of the result of the multiplication.
 2. Update the **Years Employed** field of the **Executives** table by subtracting the **DateHired** from the **Employees** table from 12/31/2014 and divide the result by 365.25, then use the Int function with the entire calculation as the parameter to truncate decimals without rounding.
 3. Update the **Projected Savings** field from the **Employees** table to calculate what savings would be over a 5-year period if 20% of **Salary** were added annually to an account at 2% interest using the following specifications.
 - a. Use the FV function with the following parameters.
 - (1) The rate parameter should be .02
 - (2) The number of periods parameter should be 5.
 - (3) The payment parameter should be .2 times **Salary**.
 - b. Use the ABS function with entire FV function as the parameter to show a positive result.
 4. Save your query as **UpdQry** and run it until all fields are populated.
- D. Create a select query in design view using the **Employees** and **Executives** tables with the following steps.
 1. Create a field named **Name** with the **LastName** followed by comma and space and the **FirstName**.
 2. Add the following fields: **Security Code**, **DateHired**, **Years Employed** and **Projected Savings**.
 3. Save your query as **SelQry** and run it.
- E. Use the report wizard to create a report with 1" margins.
 1. Select all the fields from the **SelQry** query.
 2. Group by **Projected Savings** with grouping intervals of 10000s.
 3. Calculate averages for **Years Employed** and **Projected Savings**; show detail and summary.
 4. Use stepped layout, portrait orientation, and use None style if using Office 2007.
 5. Use the following title in all caps: **SAVINGS POTENTIAL**
 6. Make the following changes in design view.
 - a. Add a label field with the following top aligned with the title and right aligned on the right margin, replacing 99999 with your contestant number: (99999)-Region-2
 - b. Right click on the report and scroll down to select sorting and grouping and click on *More* then select "by every 10000" and scroll down to change to a custom interval of 100000.

- c. Change the label in the header to be **Projected Savings by 100000s**.
 - d. Change the calculation in the group header by replacing each instance of 10000 with 100000. *There should be four changes.*
 - e. Copy everything in the calculation field in the group header except the equal mark and paste in the *Summary for..* line, replacing " " & [Projected Savings]
 - f. Make everything black type.
 - g. Make everything boldface type except the *Summary for..* line, the detail lines and the page footer.
 - h. Wrap the following headings as shown in the sample: **Projected Savings by 100000s**, **Security Code**, **Years Employed** and **Projected Savings**.
 - i. Be sure nothing is truncated, and vertically align summary values with column headings and detail lines.
 - j. The **Projected Savings by 100000s**, **Name**, **Security Code** and **Date Hired** column headings and detail data should be left justified, and everything else should be right justified.
- F. Save your report and print it on one page. It should have the following appearance. (*Note that values may be incorrect, colons represent missing data, and borders and shading are ignored.*)

SAVINGS POTENTIAL

(99999)-Region-2

| Projected Savings by 100000s | Name | Security Code | Date Hired | Years Employed | Projected Savings |
|---|-------------|------------------|------------|-------------------|----------------------|
| 0 - 100000 | | | | | |
| | Dover, Skip | er~234 | 7/14/1997 | 18 | 77,708 |
| | : | : | : | : | : |
| Summary for 'Projected Savings' = 0 - 100000 (2 detail records) | | | | | |
| Avg | | | | 18 | 82,200 |
| | : | : | : | : | : |

2015 UIL Computer Applications Score Sheet - Region - Printout 1

| I. DOCUMENT WITH PIVOT TABLE | | MAXIMUM | | | 150 |
|-------------------------------------|---|----------------|-------------|-------------|-------------|
| | | PTS | GRD1 | GRD2 | GRD3 |
| 1 | Format <i>(Grading for formatting, not correct data)</i> | | | | |
| 2 | Printout in portrait orientation on 1 page | 10 | | | |
| 3 | Top margin 1 ½", left and right 1", and bottom at least 1" | 5 | | | |
| 4 | Header shown ½" from top of page and right aligned on right margin | 5 | | | |
| 5 | Everything blocked on the left, not counting header or pivot table | 5 | | | |
| 6 | Today's date on the top margin | 5 | | | |
| 7 | 3 lines between date and addressee line | 5 | | | |
| 8 | 1 blank line between addressee and subject and between subject and 1 st paragraph | 10 | | | |
| 9 | Subject shown in all caps | 5 | | | |
| 10 | 3 blank lines between last paragraph and sender's name | 5 | | | |
| 11 | Sender's name and title shown on 1 line with comma and space between them | 5 | | | |
| 12 | 1 blank line between sender's name and reference initials | 5 | | | |
| 13 | 1 blank line between reference initials and enclosure notation | 5 | | | |
| 14 | Format Total | 70 | | | |
| 15 | Body of Document/Pivot Table <i>(Grading for correct data; data from current test must be present for credit)</i> | | | | |
| 16 | Add 5 points for each completed paragraph max | 10 | | | |
| 17 | Pivot table shown | 5 | | | |
| 18 | Pivot table shown on right margin with text wrapped to the left | 5 | | | |
| 19 | Pivot table shown top aligned with 1 st paragraph | 5 | | | |
| 20 | Everything in pivot table shown centered | 5 | | | |
| 21 | Office data shown as row labels <i>(values 1 thru 11 shown in any order)</i> | 10 | | | |
| 22 | Values in Row Labels column shown as numbers with no decimals | 5 | | | |
| 22 | Values in Sum of Salary column shown as percents with 2 decimals | 10 | | | |
| 23 | Values in Sum of Salary column shown in descending order | 10 | | | |
| 24 | All values in Sum of Salary column matching key or matching answers at end of Final Score Sheet if not shown as percent <i>(ignore format)</i> | 10 | | | |
| 25 | Nothing in pivot table wrapped or truncated | 5 | | | |
| 26 | Body of Document/Pivot Table Total | 80 | | | |
| 27 | ♣ SUBTOTAL PRINTOUT 1 | 150 | | | |
| 28 | SUBTRACT DEDUCTION Maximum | -40 | - | - | - |
| 29 | ♣ Deduct 2 points for each typo or missing field in the printout, not otherwise graded. Header is subject to 2 typos. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. ♣ Stop grading where the student stopped typing. (i.e. if a student has a correct sender's name, he gets credit for all paragraphs completed even if they are incomplete, but typos are taken for the entire document.) | | | | |
| 30 | ♣ TOTAL PRINTOUT 1 | 150 | | | |
| 31 | GRADERS' INITIALS | | | | |

2015 UIL Computer Applications Score Sheet - Region - Printout 2

| II. DATABASE REPORT | | MAXIMUM 175 | | | |
|----------------------------|--|--------------------|-------------|-------------|-------------|
| | | PTS | GRD1 | GRD2 | GRD3 |
| 1 | Format <i>(Grading for formatting, not correct data)</i> | | | | |
| 2 | Printout in portrait orientation on 1 page with all margins 1" | 10 | | | |
| 3 | Header top aligned with title and right aligned on right margin | 5 | | | |
| 4 | Title left justified and shown in all caps | 5 | | | |
| 5 | 6 columns of data and no more <i>(count column headings)</i> | 10 | | | |
| 6 | Column headings matching order of key | 5 | | | |
| 7 | Everything in Projected Savings by 10... , Name , Security Code and Date Hired shown left justified; all other column headings and detail and summary values right justified <i>(some values will be slightly offset to left of headings)</i> | 5 | | | |
| 8 | Security Code , Years Employed and Projected Savings column headings wrapped matching key | 5 | | | |
| 9 | Everything shown in black, boldface type except detail data, <i>Summary for..</i> line, and page footer, and these are shown as plain black type | 5 | | | |
| 10 | All Years Employed and Projected Savings values shown as numbers with commas and no decimals | 5 | | | |
| 11 | Nothing truncated <i>(check descenders on Summary for... Line)</i> | 5 | | | |
| 12 | Format Total | 60 | | | |
| 13 | Grouping/Calculations <i>(Grading for correct data, not formatting)</i> | | | | |
| 14 | Grouping shown by Projected Savings | 5 | | | |
| 15 | Grouping shown by Projected Savings by 100000s <i>(not by 10000s)</i> | 5 | | | |
| 16 | Projected Savings by 100... column heading wrapped as shown | 5 | | | |
| 17 | All group headers shown with 1 st value matching key | 5 | | | |
| 18 | All group headers shown with 2 nd value matching key <i>(i.e. value after hyphen)</i> | 5 | | | |
| 19 | 5 groups shown | 10 | | | |
| 20 | All Name detail data shown as last name followed by first name with comma and space between | 10 | | | |
| 21 | 1 st 2 letters of all Security Code data equal to right 2 characters of the last name | 5 | | | |
| 22 | Tilde character shown as 3 rd character of all Security Code data | 5 | | | |
| 23 | Last 3 characters of all Security Code data matching key | 10 | | | |
| 24 | All Date Hired matching key and no extra records shown | 5 | | | |
| 25 | All Years Employed values matching key for respective records | 10 | | | |
| 26 | All Projected Savings values shown as positive numbers, not negative | 5 | | | |
| 27 | All Projected Savings matching key for respective records <i>(positive or negative)</i> | 10 | | | |
| 28 | <i>Summary for... line</i> matching key or with the values following the equal sign matching the group header values not just a large number | 10 | | | |
| 29 | All Avg values in group footer for Years Employed matching key or equal to average of values in the group | 5 | | | |
| 30 | All Avg values in group footer for Projected Savings matching key or equal to average of values in the group | 5 | | | |
| 31 | Grouping/Calculations Total | 115 | | | |
| 32 | ♣ SUBTOTAL PRINTOUT 2 | 175 | | | |
| 33 | SUBTRACT DEDUCTION | Maximum | -10 | - | - |
| 34 | ♣ Deduct 2 points for each typo in the printout. Header is subject to 2 typos. Shading and borders are ignored in grading ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. | | | | |
| 35 | ♣TOTAL PRINTOUT 2 | 175 | | | |
| 36 | GRADERS' INITIALS | | | | |

2015 UIL Computer Applications Score Sheet - Region**FINAL SCORE**

| | | | | |
|--------------------|-----|--|--|--|
| ❖ TOTAL PRINTOUT 1 | 150 | | | |
| ❖ TOTAL PRINTOUT 2 | 175 | | | |
| ❖ TOTAL SCORE | 325 | | | |
| GRADERS' INITIALS | | | | |

DESIGN VIEW OF ACCESS REPORT

Report Header

SAVINGS POTENTIAL (99999) - Region 2

Page Header

| Projected Savings by 100000s | Name | Security Code | Date Hired | Years Employed | Projected Savings |
|---------------------------------|------|------------------|------------|-------------------|----------------------|
|---------------------------------|------|------------------|------------|-------------------|----------------------|

Projected Savings Header

=Int([Projected Savings]/100000)*100000 & " - " & Int([Projected Savings]/100000+1)*100000

Detail

| Name | Security | DateHired | Years Emplo | Projected Sav |
|------|----------|-----------|-------------|---------------|
|------|----------|-----------|-------------|---------------|

Projected Savings Footer

= "Summary for " & "Projected Savings" = " & Int([Projected Savings]/100000)*100000 & " - " & Int([Projected Savings]/100000+1)*100000 & " = "

Avg =Avg([Years] =Avg([Projected Savings])

Page Footer

=Now() Printout 2 - Office 2010/2013 = "Page " & [Page] & " of " & [Pages]

UIL Computer Applications: ANSWER KEY FOR GRADERS

Report Footer

PIVOT TABLE SALARY DATA NOT FORMATTED AS PERCENT OF GRAND TOTAL

| Row Labels | Sum of Salary |
|--------------------|-----------------|
| 7 | 3239087 |
| 2 | 2895633 |
| 3 | 2715864 |
| 11 | 2638150 |
| 4 | 2559914 |
| 8 | 2541375 |
| 10 | 2510977 |
| 6 | 2487680 |
| 9 | 2278165 |
| 5 | 2195276 |
| 1 | 859884 |
| Grand Total | 26922005 |

2015 UIL Computer Applications Region - Tiebreaker

GENERAL TIEBREAKER TEST INSTRUCTIONS: The tiebreaker is a five-minute timed typing test. At the end of that time, the contestants will be instructed to send their output to their printers. Scores will be calculated based on gross words per minute typed less one point per word, space, punctuation mark, or capitalization error plus "bonus points" for following directions or for correct format for a given type of document.

I. COPYING A DOCUMENT AND PRINTING

- A. Enter the document on the next page in a business report format.
 - 1. Use conventional margins.
 - 2. Center the following title in boldface type using all caps: **AMETHYST**
- B. Save document as TB-Region.
- C. Write your contestant number and TB-Region in the upper right hand corner of your printout.

II. STOP when time is called and print your document when instructed to do so.

Amethyst is a violet or purple variety of quartz used as an ornamental stone. The name is said to be derived from the Greek "not," and ΜΕΘΥΣΚΕΙΝ, "to intoxicate," expressing the old belief that the stone protected its owner from strong drink. It was held that wine drunk out of a cup of amethyst would not intoxicate. According to the Reverend C. W. King however, the word may probably be a corruption of an Eastern name for the stone.

The color of amethyst is usually attributed to the presence of manganese, but as it is capable of being much altered and even discharged by heat it has been referred by some authorities to an organic source. Ferric thiocyanate has been suggested, and sulphur is said to have been detected in the mineral. On exposure to heat, amethyst generally becomes yellow, and much of the cairngorm or yellow quartz of jewelry is said to be merely "burnt amethyst." Veins of amethystine quartz are apt to lose their colour on the exposed outcrop.

Amethyst is composed of an irregular superposition of alternate lamellae of right-handed and left-handed quartz. It has been shown by Professor J. W. Judd that this structure may be due to mechanical stresses. In consequence of this composite formation, amethyst is apt to break with a rippled fracture, or to show "thumb markings," and the intersection of two sets of curved ripples may produce on the fractured surface a pattern something like that of "engine turning." Some mineralogists, apply the name of amethyst to all quartz which exhibits this structure, regardless of its color.

The amethyst was used as a gem-stone by the ancient Egyptians, and was largely employed in antiquity for intaglios. Beads of amethyst are found in Anglo-Saxon graves in England. Amethyst is a very widely distributed mineral, but fine, clear specimens fit for cutting as ornamental stones are confined to comparatively few localities. Such crystals occur either in cavities in mineral-veins and in granitic rocks, or as a lining in agate geodes. A huge geode, or "amethyst-grotto," from near Santa Cruz in southern Brazil, was exhibited at the Dusseldorf Exhibition of 1902. Many of the hollow agates of Brazil and Uruguay contain a crop of amethyst-crystals in the interior. Much fine amethyst comes from Russia, especially from near Mursinka in the Ekaterinburg district. Many localities in India yield amethyst; and it is found also in Ceylon.

Purple corundum, or sapphire of amethystine tint, is called Oriental amethyst, but this expression is often applied by jewelers to fine examples of the ordinary amethystine quartz, even when not derived from Eastern sources.

Amethyst occurs at many localities in the United States, but rarely fine enough for use in jewelry. Among these may be mentioned Amethyst Mountain in Texas and Yellowstone National Park.

Current Date

Chief Executive Officers

PROPOSED 2015 SALARIES

Salaries have been reviewed and raises planned for next year. Attached is a complete personnel list with planned salaries. To the right is a chart with percentages of our total salary expense by office. Please review to be certain that our proposed numbers fall within the budget for each of the offices.

Most offices have approximately the same number of employees, but some are a good three percentage points below others in their totals, not counting the Washington office which has only been in operation a short time. Please review this to determine if the offices with the higher percentages are clearly in areas with a much higher cost of living. If this is not the case, we need to send auditors to determine if some alterations should be made in budgeting to get these offices back in line with others.

| Row Labels | Sum of Salary |
|--------------------|----------------|
| 7 | 12.03% |
| 2 | 10.76% |
| 3 | 10.09% |
| 11 | 9.80% |
| 4 | 9.51% |
| 8 | 9.44% |
| 10 | 9.33% |
| 6 | 9.24% |
| 9 | 8.46% |
| 5 | 8.15% |
| 1 | 3.19% |
| Grand Total | 100.00% |

Shanda Leare, CPA

uil

Enclosure

SAVINGS POTENTIAL

(99999)-Region-2

| Projected Savings by 100000s | Name | Security Code | Date Hired | Years Employed | Projected Savings |
|--|----------------|------------------|------------|-------------------|----------------------|
| 0 - 100000 | | | | | |
| | Dover, Skip | er~576 | 7/14/1997 | 17 | 71,008 |
| | Morrow, Tom | ow~580 | 8/22/1995 | 19 | 75,392 |
| Summary for 'Projected Savings' = 0 - 100000 (2 detail records) | | | | | |
| Avg | | | | 18 | 73,200 |
| 300000 - 400000 | | | | | |
| | Balmer, M. | er~588 | 11/11/1994 | 20 | 364,283 |
| Summary for 'Projected Savings' = 300000 - 400000 (1 detail record) | | | | | |
| Avg | | | | 20 | 364,283 |
| 400000 - 500000 | | | | | |
| | Race, Will | ce~305 | 2/17/1993 | 21 | 418,405 |
| | Hart, Pierce | rt~422 | 4/30/1989 | 25 | 442,343 |
| | Prime, Paster | me~293 | 10/12/1992 | 22 | 468,364 |
| Summary for 'Projected Savings' = 400000 - 500000 (3 detail records) | | | | | |
| Avg | | | | 23 | 443,037 |
| 500000 - 600000 | | | | | |
| | Good, Liv | od~432 | 8/10/1989 | 25 | 518,322 |
| | Hertz, Estelle | tz~254 | 9/18/1983 | 31 | 577,648 |
| Summary for 'Projected Savings' = 500000 - 600000 (2 detail records) | | | | | |
| Avg | | | | 28 | 547,985 |
| 600000 - 700000 | | | | | |
| | Marx, Hy | rx~125 | 3/13/1981 | 33 | 622,403 |
| | Dewit, Kenya | it~141 | 8/17/1988 | 26 | 666,117 |
| | Power, Will | er~268 | 2/8/1986 | 28 | 684,852 |
| Summary for 'Projected Savings' = 600000 - 700000 (3 detail records) | | | | | |
| Avg | | | | 29 | 657,791 |

SAVINGS POTENTIAL

(99999)-Region-2

| Projected Savings by 100000s 0 - 100000 | Name | Security Code | Date Hired | Years Employed | Projected Savings |
|--|----------------|------------------|------------|-------------------|----------------------|
| | Dover, Skip | er~576 | 7/14/1997 | 17 | 71,008 |
| | Morrow, Tom | ow~580 | 8/22/1995 | 19 | 75,392 |
| Summary for 'Projected Savings' = 0 - 100000 (2 detail records) | | | | | |
| Avg | | | | 18 | 73,200 |
| 300000 - 400000 | | | | | |
| | Balmer, M. | er~588 | 11/11/1994 | 20 | 364,283 |
| Summary for 'Projected Savings' = 300000 - 400000 (1 detail record) | | | | | |
| Avg | | | | 20 | 364,283 |
| 400000 - 500000 | | | | | |
| | Race, Will | ce~305 | 2/17/1993 | 21 | 418,405 |
| | Hart, Pierce | rt~422 | 4/30/1989 | 25 | 442,343 |
| | Prime, Paster | me~293 | 10/12/1992 | 22 | 468,364 |
| Summary for 'Projected Savings' = 400000 - 500000 (3 detail records) | | | | | |
| Avg | | | | 23 | 443,037 |
| 500000 - 600000 | | | | | |
| | Good, Liv | od~432 | 8/10/1989 | 25 | 518,322 |
| | Hertz, Estelle | tz~254 | 9/18/1983 | 31 | 577,648 |
| Summary for 'Projected Savings' = 500000 - 600000 (2 detail records) | | | | | |
| Avg | | | | 28 | 547,985 |
| 600000 - 700000 | | | | | |
| | Marx, Hy | rx~125 | 3/13/1981 | 33 | 622,403 |
| | Dewit, Kenya | it~141 | 8/17/1988 | 26 | 666,117 |
| | Power, Will | er~268 | 2/8/1986 | 28 | 684,852 |
| Summary for 'Projected Savings' = 600000 - 700000 (3 detail records) | | | | | |
| Avg | | | | 29 | 657,791 |

2015 UIL Computer Applications Region - Tiebreaker Score Sheet

GENERAL INSTRUCTIONS: All contestants take the tiebreaker component of the test, but it is only to be scored if a tie occurs in the top six places.

I. CALCULATE GROSS WORDS PER MINUTE:

- A. Circle all errors on the tied contestants' papers.
- B. Determine the gross words per minute.
 1. Find the number of words typed to the right of the last complete line typed by the contestant.
 2. Add the number of words in the last line if it is incomplete to the tally.
 3. Divide the number by five to get the gross words per minute.
 4. For example, if a contestant typed twenty lines plus seven words on the next line, add the number out to the right of the completed line plus seven. Divide by five to get gross words per minute.
- C. Determine the gross words per minute.

| | | |
|--|--|--|
| | | |
|--|--|--|

II. DEDUCT ONE POINT FOR EACH ERROR

(Typographical error, omitted word, incorrect number, etc.)

| | | |
|---|---|---|
| - | - | - |
|---|---|---|

✓ TOTAL - GROSS WPM TYPED LESS ERROR

| | | |
|--|--|--|
| | | |
|--|--|--|

III. ADD FIVE BONUS POINT FOR EACH SUCCESS

| | | | | |
|--|---|--|--|--|
| FORMAT | Top margin 1½" | | | |
| | Left margin 1" | | | |
| | Right margin 1" | | | |
| | Left margin equal to right margin | | | |
| | Bottom margin 1 – 1 ½" | | | |
| TITLE | Title in boldface type | | | |
| | Title centered | | | |
| | 3 blank lines between title and body | | | |
| BODY | Body of report double spaced | | | |
| | Paragraphs indented ½" | | | |
| ¶ 1 | Add 5 each special character: ØÝΣ max 15 | | | |
| Credit for Page 2 only if Page 2 is present: | | | | |
| PAGE 2 | No single line paragraph ending Page 1 | | | |
| | No single line paragraph beginning Page 2 | | | |
| | Top margin 1" on Page 2 | | | |
| | Page number 1" from top and right edge of paper | | | |
| | Text double-spaced down from page number | | | |
| ✓ TOTAL - BONUS POINTS | | | | |
| ✓ GRAND TOTAL-WPM PLUS BONUS POINTS | | | | |
| GRADERS' INITIALS | | | | |

AMETHYST

| | |
|--|--|
| Amethyst is a violet or purple variety of quartz used as an ornamental stone. The name is said to be derived from the Greek "not," and ΜΕΘΥΣΚΕΙΝ, "to intoxicate," expressing the old belief that the stone protected its owner from strong drink. It was held that wine drunk out of a cup of amethyst would not intoxicate. According to the Reverend C. W. King however, the word may probably be a corruption of an Eastern name for the stone. | 20 35 54 69 80 |
| The color of amethyst is usually attributed to the presence of manganese, but as it is capable of being much altered and even discharged by heat it has been referred by some authorities to an organic source. Ferric thiocyanate has been suggested, and sulphur is said to have been detected in the mineral. On exposure to heat, amethyst generally becomes yellow, and much of the cairngorm or yellow quartz of jewelry is said to be merely "burnt amethyst." Veins of amethystine quartz are apt to lose their color on the exposed outcrop. | 98 115 130 145 160 172 |
| Amethyst is composed of an irregular superposition of alternate lamellae of right-handed and left-handed quartz. It has been shown by Professor J. W. Judd that this structure may be due to mechanical stresses. In consequence of this composite formation, amethyst is apt to break with a rippled fracture, or to show "thumb markings," and the intersection of two sets of curved ripples may produce on the fractured surface a pattern something like that of "engine turning." Some mineralogists apply the name of amethyst to all quartz which exhibits this structure, regardless of its color. | 185 203 218 234 249 264 266 |
| The amethyst was used as a gem-stone by the ancient Egyptians, and was largely employed in antiquity for intaglios. Beads of amethyst are found in Anglo-Saxon graves in England. Amethyst is a very widely distributed mineral, but fine, clear specimens fit for cutting as ornamental stones are confined to comparatively few localities. Such crystals occur either in cavities in mineral-veins and in granitic rocks, or as a lining in agate geodes. A huge geode, or "amethyst-grotto," from near Santa Cruz in southern Brazil, was exhibited at the Dusseldorf Exhibition of 1902. Much fine amethyst comes from Russia, especially from near Mursinka in the Ekaterinburg district. Many localities in India yield amethyst; and it is found also in Ceylon. | 282 295 310 323 341 354 368 384 |
| Purple corundum, or sapphire of amethystine tint, is called Oriental amethyst, but this expression is often applied by jewelers to fine examples of the ordinary amethystine quartz, even when not derived from Eastern sources. | 398 414 418 |
| Amethyst occurs at many localities in the United States, but rarely fine enough for use in jewelry. Among these may be mentioned Amethyst Mountain in Texas and Yellowstone National Park. | 435 449 |

2015 UIL Computer Applications State Test - Tiebreaker - Score Sheet

GENERAL INSTRUCTIONS: All contestants take the tiebreaker component of the test, but it is only to be scored if a tie occurs in the top six places.

I. CALCULATE GROSS WORDS PER MINUTE:

- A. Circle all errors on the tied contestants' papers.
- B. Determine the gross words per minute.
- Find the number of words typed to the right of the last complete line typed by the contestant.
 - Add the number of words in the last line if it is incomplete to the tally.
 - Divide the number by five to get the gross words per minute.
 - For example, if a contestant typed twenty lines plus seven words on the next line, add the number out to the right of the completed line plus seven. Divide by five to get gross words per minute.
- C. Determine the gross words per minute.

| | | |
|--|--|--|
| | | |
|--|--|--|

II. DEDUCT ONE POINT FOR EACH ERROR

(Typographical error, omitted word, incorrect number, etc.)

| | | |
|---|---|---|
| - | - | - |
|---|---|---|

✓ TOTAL - GROSS WPM TYPED LESS ERROR

| | | |
|--|--|--|
| | | |
|--|--|--|

III. ADD FIVE BONUS POINT FOR EACH SUCCESS

| | | | | |
|--|---|--|--|--|
| FORMAT | Top margin 1½" | | | |
| | Left margin 1½" | | | |
| | Right margin 1" | | | |
| | Left margin greater than right margin | | | |
| | Bottom margin 1 – 1 ½" | | | |
| TITLE | Title in boldface type | | | |
| | Title centered | | | |
| | 3 blank lines between title and body | | | |
| BODY | Body of report double spaced | | | |
| | Paragraphs indented ½" | | | |
| ¶ 1 | Add 5 points for each accent shown on the <i>u</i> of Mūar max 10 | | | |
| | Accent shown on the <i>a</i> of Bātu | | | |
| | Accent shown on the <i>a</i> of Pāhat | | | |
| | Add 5 points for each accent shown on the <i>e</i> of Sēdēli max 10 | | | |
| | Accent shown on the <i>e</i> of Lēdang | | | |
| ¶ 2 | Accent shown on the <i>u</i> of Mūar | | | |
| | Add 5 points for each degree symbol (°) max 10 | | | |
| Credit for Page 2 only if Page 2 is present: | | | | |
| PAGE 2 | No single line paragraph ending Page 1 | | | |
| | No single line paragraph beginning Page 2 | | | |
| | Top margin 1" on Page 2 | | | |
| | Page number 1" from top and right edge of paper | | | |
| | Text double-spaced down from page number | | | |
| ✓ TOTAL - BONUS POINTS | | | | |
| ✓ GRAND TOTAL-WPM PLUS BONUS POINTS | | | | |
| GRADERS' INITIALS | | | | |

JOHOR

Johor is an independent Malayan state at the southern end of the Malay peninsula and including all the small islands adjacent to the coast. The province of Mūar was placed under the administration of Johor by the British government as a temporary measure in 1877 and was still a portion of the sultan's dominions in 1910. The coast-line measures about 250 miles. The principal rivers are the Mūar, the most important waterway in the south of the peninsula which marks the boundary with Pahang and the Bātu Pāhat and Sēdēli. Johor is less mountainous than any other state in the peninsula. The highest peak is Gūnong Lēdang, called Mount Ophir by Europeans. Like the rest of the peninsula, Johor is covered from end to end by one vast spread of forest, only broken here and there by clearings and settlements of insignificant area. The capital is Johor Bharu, which is situated at the nearest point or the mainland to the island of Singapore.

The fine palace built by the sultan Abubakar was originally the principal feature of the town. It was a kind of Oriental Monte Carlo, and was once much resorted to from Singapore. The capital of the province of Mūar is Bandar Maharani, named after the wife of the sultan before he had assumed his final title. The climate of Johor is healthy and equable for a country situated so near to the equator; it is cooler than that of Singapore. The shade temperature varies from 98.5° F. to 68.2° F. In the early 1900s, this was a curious spectacle of a country under Malay rule in which the Chinese

outnumbered the people of the land by more than four to one. At that time, the 290
revenue was chiefly derived from the revenue farms for opium, spirits, gambling, etc., 303
and from duty on pepper and gambier exported by the Chinese. The cultivation of these 318
products then formed the principal industry. Areca nuts and copra were also exported 331
in some quantities. There is little mineral wealth of proved value. 342

Historically, it was claimed that the Mohammedan empire of Johor was founded 354
by the sultan of Malacca after his expulsion from his kingdom by the Portuguese in 369
1511. It is certain that Johor took an active part in the protracted war between the 385
Portuguese and the Dutch for the possession of Malacca. Later, Johor ruled by an 399
officer of the sultan of Riau. 405

Today's date

Regional Manager

WASHINGTON OFFICE

Attached is the full list of depreciation for 2014 by office. Below is the depreciation taken on the Washington office, which is the last major office that we opened.

| Date | Description | Method | Cost | Years | Salvage | Period | Depreciation |
|-----------|------------------|--------|-----------|-------|----------|--------|--------------|
| 6/15/2012 | Desktop Computer | DDB | \$1,088 | 5 | \$109 | 3 | \$156.67 |
| 8/14/2012 | Desk Chair | DDB | \$989 | 7 | \$99 | 3 | \$144.17 |
| 8/14/2012 | Desk | DDB | \$1,089 | 7 | \$109 | 3 | \$158.75 |
| 5/11/2013 | Delivery Van | DDB | \$43,200 | 5 | \$4,320 | 2 | \$10,368.00 |
| 3/3/2014 | Phone System | DDB | \$1,544 | 5 | \$154 | 1 | \$617.60 |
| 9/27/2014 | Office Building | SL | \$980,000 | 20 | \$98,000 | 1 | \$44,100.00 |

Washington is still running on a very minimal staff with rented equipment. The salesmen in the area have been aggressive in their pursuits. We expect this office to double in size within the next two years. Consider any of your current sales force that would like to move to the Washington area in the next few years as candidates for such a move.

Sels Moore, HR Manager

uil

Enclosure

(99999)-State-2

Depreciation Comparison

| Last Name | First Name | City | Total Depreciation | Percent of Total |
|------------------------------|------------|---------------|--------------------|------------------|
| Office: Atlanta | | | | |
| Marke | Skid | Atlanta | 29,342.55 | 7% |
| Office: Chicago | | | | |
| Gunn | Ray | Chicago | 44,363.71 | 10% |
| Office: Dallas | | | | |
| Dollar | Penny Ann | Dallas | 37,383.19 | 9% |
| Office: Denver | | | | |
| Bull | Terri | Denver | 50,226.86 | 12% |
| Office: Houston | | | | |
| Ford | Iona | Houston | 23,320.13 | 5% |
| Office: Los Angeles | | | | |
| Keyes | Rusti | Los Angeles | 49,174.86 | 12% |
| Office: New York | | | | |
| Teede | Warren | New York | 33,139.59 | 8% |
| Office: San Francisco | | | | |
| Banks | Rob | San Francisco | 48,401.37 | 11% |
| Office: Seattle | | | | |
| Loney | Bill | Seattle | 54,468.47 | 13% |
| Office: Washington | | | | |
| Gunn | Tommy | Washington | 55,545.19 | 13% |
| Grand Total | | | 425,365.92 | |

| Depreciation Comparison | | | | (99999)-State-2 |
|------------------------------|------------|---------------|--------------------|------------------|
| Last Name | First Name | City | Total Depreciation | Percent of Total |
| Office: Atlanta | | | | |
| Marke | Skid | Atlanta | 29,342.55 | 7% |
| Office: Chicago | | | | |
| Gunn | Ray | Chicago | 44,363.71 | 10% |
| Office: Dallas | | | | |
| Dollar | Penny Ann | Dallas | 37,383.19 | 9% |
| Office: Denver | | | | |
| Bull | Terri | Denver | 50,226.86 | 12% |
| Office: Houston | | | | |
| Ford | Iona | Houston | 23,320.13 | 5% |
| Office: Los Angeles | | | | |
| Keyes | Rusti | Los Angeles | 49,174.86 | 12% |
| Office: New York | | | | |
| Teede | Warren | New York | 33,139.59 | 8% |
| Office: San Francisco | | | | |
| Banks | Rob | San Francisco | 48,401.37 | 11% |
| Office: Seattle | | | | |
| Loney | Bill | Seattle | 54,468.47 | 13% |
| Office: Washington | | | | |
| Gunn | Tommy | Washington | 55,545.19 | 13% |
| Grand Total | | | 425,365.92 | |

2015 UIL Computer Applications Score Sheet - State - Printout 1

| I. DOCUMENT WITH MERGED DATA | | MAXIMUM | | | 175 |
|------------------------------|--|------------|------|------|------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in portrait orientation on 1 page | 5 | | | |
| 3 | Top margin 1 ½ and conventional other margins | 5 | | | |
| 4 | Header shown 1" from top of page and right aligned on right margin | 5 | | | |
| 5 | Everything blocked on the left, not counting header | 5 | | | |
| 6 | Today's date on the top margin | 5 | | | |
| 7 | 3 lines between date and addressee line; 1 blank line between addressee and subject | 5 | | | |
| 8 | Subject shown in all caps | 5 | | | |
| 9 | 3 blank lines between last paragraph and sender's name | 5 | | | |
| 10 | Sender's name and title shown on 1 line with comma and space between them | 5 | | | |
| 11 | 1 blank line between sender's name and reference initials and between reference initials and enclosure notation | 5 | | | |
| 12 | Format Total | 50 | | | |
| 13 | Body of Document/Merged Data <i>(Grading for correct data, not formatting; data must be merged for credit, not merge codes)</i> | | | | |
| 14 | Add 5 points for each completed paragraph max | 10 | | | |
| 15 | 8 columns of data shown in columnar format and no more and positioned like key | 5 | | | |
| 16 | 8 columns of data shown in same order as fields on the key | 5 | | | |
| 17 | Headings shown for columns of data matching key regardless of order | 5 | | | |
| 18 | 6 lines of merged data shown from current test | 5 | | | |
| 19 | Headings shown in boldface type, and merged data shown in plain type | 5 | | | |
| 20 | 1 blank line above and below rows of merged data <i>(Text must follow columns for credit)</i> | 5 | | | |
| 21 | Date, Description and Method columns of data left justified | 5 | | | |
| 22 | Remaining columns of data right justified | 5 | | | |
| 23 | Correct records shown matching key <i>(grades filter regardless of order)</i> | 10 | | | |
| 24 | All records in ascending order by Date <i>(grades sort)</i> | 5 | | | |
| 25 | All data in Date column shown as short date | 5 | | | |
| 26 | All data in Description column shown as item description | 5 | | | |
| 27 | All data in Method column equal to SL if Years is 20 <i>(grades If)</i> | 5 | | | |
| 28 | All other data in Method column equal to DDB <i>(grades If)</i> | 5 | | | |
| 29 | Salvage column of data matching key or equal to the .1 times Cost , ignore format | 5 | | | |
| 30 | Period column of data matching key or equal to the number of years from Years column to 2014, including starting year and 2014 | 10 | | | |
| 31 | All values in Depreciation column matching key or see comments <i>(ignore format)</i> | 10 | | | |
| 32 | Cost values shown as numbers with commas, \$ signs, no decimals <i>(grades format)</i> | 5 | | | |
| 33 | SV values shown as numbers with commas, \$ signs and no decimals | 5 | | | |
| 34 | Depr values shown as numbers with commas, \$ signs and 2 decimals | 5 | | | |
| 35 | Body of Document/Formulas Total | 125 | | | |
| 36 | ♣ SUBTOTAL PRINTOUT 1 | 175 | | | |
| 37 | SUBTRACT DEDUCTION Maximum | -40 | - | - | - |
| 38 | ♣ Deduct 2 points for each typo or missing field in the printout, not otherwise graded. Header is subject to 2 typos. ♣ The Depreciation for SL Method is (Cost-Salvage)/Years . For DDB Method , check disk for correct answers. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. ♣ Stop grading where the student stopped typing. (i.e. if a student has a correct sender's name, he gets credit for all paragraphs completed even if they are incomplete, but typos are taken for the entire document.) | | | | |
| 39 | ♣ TOTAL PRINTOUT 1 | 175 | | | |

2015 UIL Computer Applications Score Sheet - State - Printout 2

| I. DATABASE REPORT | | MAXIMUM | | | 150 |
|--------------------|---|------------|----------|----------|----------|
| 1 | Format <i>(Grading for formatting, not correct data)</i> | PTS | GRD1 | GRD2 | GRD3 |
| 2 | Printout in landscape orientation on 1 page | 10 | | | |
| 3 | Top, left and right margins 1"; bottom margin ½" | 5 | | | |
| 4 | Header top aligned with title and right aligned on right margin | 5 | | | |
| 5 | Title centered between margins | 5 | | | |
| 6 | Title shown in 14 pt type (matching key) with space collapsed below it | 10 | | | |
| 7 | Percent of Total column heading shown as last column of report | 5 | | | |
| 8 | No column shown with Office heading and detail data | 5 | | | |
| 9 | All other column headings matching key and in same order | 5 | | | |
| 10 | 10 detail records shown and no more | 5 | | | |
| 11 | Total Depreciation values shown as numbers with 2 decimals | 5 | | | |
| 12 | Percent of Total values shown as percentage with no decimals | 5 | | | |
| 13 | Everything shown in black type, not grey or blue | 5 | | | |
| 14 | Everything in report header, page header, group header and report footer present shown in boldface type and everything else in plain type | 5 | | | |
| 15 | Everything left justified in Last Name, First Name and City , and all other column headings and detail values centered | 5 | | | |
| 16 | Black line shown above summary value in report footer spanning from left to right margin | 10 | | | |
| 17 | Nothing truncated or wrapped | 5 | | | |
| 18 | Format Total | 95 | | | |
| 19 | Grouping/Calculations <i>(Grading for correct data, not formatting)</i> | | | | |
| 20 | Records shown in order by Office | 5 | | | |
| 21 | Label shown in group header as Office | 10 | | | |
| 22 | Name of Office shown in group header | 5 | | | |
| 23 | Name of Office shown following Office label, colon and small space | 5 | | | |
| 24 | All Total Depreciation values matching key | 5 | | | |
| 25 | All Percent of Total values shown as Total Depreciation divided by the Grand Total from the report footer | 10 | | | |
| 26 | Grand Total label in report footer left aligned with Last Name column | 5 | | | |
| 27 | Summary value in report footer matching key or equal to the sum of the values in Total Depreciation column | 10 | | | |
| 28 | Calculations Total | 55 | | | |
| 29 | ♣ SUBTOTAL PRINTOUT 2 | | | | |
| 30 | SUBTRACT DEDUCTION Maximum | -10 | - | - | - |
| 31 | ♣ Deduct 2 points for each typo. Header is subject to 2 typos. Generated shading and borders are ignored in grading. ♣ Errors include misspelling, missed capitalization or punctuation, extra, double, or omitted words, values, or rows, words that run together, incorrectly divided words, incorrect, wrapped or truncated words or values, or other errors. | | | | |
| 32 | ♣ TOTAL PRINTOUT 2 | 150 | | | |
| 33 | GRADERS' INITIALS | | | | |

2015 UIL Computer Applications Score Sheet - State

FINAL SCORE

| | | | | |
|--------------------|-----|--|--|--|
| ❖ TOTAL PRINTOUT 1 | 175 | | | |
| ❖ TOTAL PRINTOUT 2 | 150 | | | |
| ❖ TOTAL SCORE | 325 | | | |
| GRADERS' INITIALS | | | | |

DESIGN VIEW OF ACCESS REPORT

| | | | | | | | | | |
|------------------------|--|------------|-------------------------|------|--|--------------------|--------------------------------------|--------------------------|-----------------|
| Report Header | | | | | | | | | |
| | | | Depreciation Comparison | | | | | | (99999)-State-2 |
| Page Header | | | | | | | | | |
| Last Name | | First Name | | City | | Total Depreciation | | Percent of Total | |
| Office Header | | | | | | | | | |
| ="Office: " & [Office] | | | | | | | | | |
| Detail | | | | | | | | | |
| LastName | | FirstName | | City | | Total Depr | | Depr]/[AccessTotalsTotal | |
| Page Footer | | | | | | | | | |
| =Now() | | | | | | | ="Page " & [Page] & " of " & [Pages] | | |
| Report Footer | | | | | | | | | |
| Grand Total | | | | | | =Sum([Total Depr]) | | | |

2015 UIL Computer Applications Test - State

General test instructions: Follow instruction to create printouts for this contest. When time is called, completed printouts will be graded. Calibri in 12 point font was used for the document key, but this is not a requirement, and a smaller type is sometimes easier to fit to a page. Access default font size is acceptable for the report. For Access, when Text is specified for the Data Type, it should be Short Text in Office 2013.

I. DATABASE WITH REPORT

- A. Create a blank database named **State**.
- B. Import the following tables from the **2015 Starter Files: Address, Branch Offices, CEOs and Depreciation**.
- C. Create the following relationships and save.
 1. Link **Person** field from **Address** table to **OfficeID** field from **Branch Offices** table.
 2. Link **Office** field from **CEOs** table to **OfficeID** field from **Branch Offices** table.
 3. Link **Office** field from **Depreciation** table to **OfficeID** field from **Branch Offices** table.
- D. Create an update query in design view to update the following fields in the **Depreciation** table.
 1. Update **SV** field by multiplying **Cost** times 0.1
 2. Update the **Period** field using the following specifications.
 - a. Subtract the **Date** field from 12/31/2014.
 - b. Divide the result by 365.25.
 - c. Add 0.5 to the result of the division.
 3. Use an If function to update the **Depr** field with the following:
 - a. The decision parameter should test to see if the **Method** field is equal to "SL"
 - b. For value if true, use the SLN function with the following parameters.
 - (1) The cost parameter is the **Cost** field.
 - (2) The salvage parameter is the **SV** field.
 - (3) The life parameter is the **Years** field.
 - c. For value if false, use the DDB function with the following parameters.
 - (1) The cost parameter is the **Cost** field.
 - (2) The salvage parameter is the **SV** field.
 - (3) The life parameter is the **Years** field.
 - (4) The period parameter is the **Period** field.
 4. Save your query as **UpdQry** and run it until all fields are populated.
- E. Open **Depreciation** table and merge to Word; open the document when export is complete.

II. DOCUMENT WITH MERGE FIELDS

MAXIMUM

175

- A. Edit the recipient list in the Start Mail Merge block of the Mailings ribbons and make the following changes.
 1. Filter the data to show only the records with 10 in the **Office** field.
 2. Sort in ascending order by **Date**.
- B. Create a simplified memo in portrait orientation with 1 ½" top margin and conventional side margins.
 1. Add the following header 1" from the top and right edge of the page, replacing 99999 with your contestant number: (99999)-State-1
 2. Use today's date.
 3. Use the following address line: Regional Manager
 4. Use the following subject in all caps: WASHINGTON OFFICE

5. Use the following for the body of the document.

Attached is the full list of depreciation for 2014 by office. Below is the depreciation taken on the Washington office, which is the last major office that we opened.

[Clear all tabs and then set left tabs at 1", 2.5" and set right tabs at 3.75", 4.25", 5", 5.5" and 6.5".

Starting on the left margin, add the following column headings in bold type with tabs between each heading:
Date, Description, Method, Cost, Years, Salvage, Period, Depreciation.

On the next line, use plain type and merge the following fields under their respective column headings with tabs between each: Date, Desc, Method, Cost, Years, SV, Period and Depr
Add the Next Record from the Rules menu.]

Washington is still running on a very minimal staff with rented equipment. The salesmen in the area have been aggressive in their pursuits. We expect this office to double in size within the next two years. Consider any of your current sales force that would like to move to the Washington area in the next few years as candidates for such a move.

6. With merge codes showing, click Alt-F9 to show MERGEFIELD format and add the following format switches.
 - a. Add the following format switch for the **SV** and **Cost** fields: \# \$, #
 - b. Add the following format switch for the **Depr** field: \# \$, #.00
7. Copy the entire line of merge codes from the «Date» thru the «Next Record» code, and replicate on the following 5 lines.
8. Leave 1 blank line above and below rows of columnar data.
9. Use the following sender's name and title on one line: Sels Moore, HR Manager
10. Use the following reference initials: uil
11. Use the following enclosure notation: Enclosure
- C. Save your document as a file named **State**.
- D. Finish and merge to a new document
- E. Save as **State-Merged** and print on one page, then close your document.

III. DATABASE WITH REPORT

MAXIMUM

150

- A. Using the database from Part I, create another update query using the **Depreciation** and **Branch Offices** tables in design view to update the **Total Depr** field from **Branch Offices** table.
 1. Add **Depr** field from **Depreciation** table and **Total Depr** field from **Branch Offices** table.
 2. Run the query and save as **UpdDepr**. *(If there is a problem and the query must be rerun, reset the **Total Depr** field to zero.)*
- B. Create a report using the report wizard with the following specifications and 1" top, left and right margins and a ½" bottom margin.
 1. Select the following fields from the **CEOs** table: **LastName** and **FirstName**
 2. Select the following field from the **Address** table: **City**
 3. Select the following fields from the **Branch Offices** table: **Total Depr** and **Office**
 4. Use tabular layout and landscape orientation, and use None style if using Office 2007.
 5. Use the following title for the report: Depreciation Comparison
 6. In design view make the following modifications.
 - a. Use the following header top aligned with the title and right aligned on the right margin, replacing 99999 with your contestant number: (99999)-State-2

**UNIVERSITY INTERSCHOLASTIC
LEAGUE**



2015-2016

**COMPUTER APPLICATIONS
HANDBOOK**



Contact Information

On most Saturdays while you're grading invitational tests, I'm available in my office (830.367.3825), or the phone message will direct you to my cell phone. If you hit a roadblock in your grading and want a mediator, don't hesitate to call. The goals of the tests are as follows:

1. Have a level playing field.
2. Have a level of difficulty so that the top places are earned, not just decided with a tiebreaker.
3. Enable the students to become very, very competent in this powerful package.

I'm also available during the week at the same number or by email: hexco@hexco.com. This is your contest. We listen to all the input from both the competitors and the coaches. We want to weld this into the best possible contest. Let's work together to make this a positive experience as we move through this transition.

Linda Tarrant, Contest Director

Computer Applications Handbook

Written & edited by Linda Tarrant

Please contact us with any questions, suggestions, problems, or comments on the book.

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UNIVERSITY INTERSCHOLASTIC LEAGUE

MAKING A WORLD OF DIFFERENCE

Please contact UIL for additional copies of the *Handbook*.

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www.uiltexas.org/academics

What to Expect for 2015-2016

* Use a "current or near current version of Microsoft Office"

For the 2015-2016 school year, we will write and take all tests in Microsoft Office 2013, 2010 or 2007. No versions older than Office 2007 will be acceptable for this contest. This is the last year that the contest will support Office 2007. The word processing element must be done in Word; spreadsheet elements, in Excel; and database elements, in Access. Graders may check saved devices to ascertain that the appropriate element of a test was done in the appropriate application package (i.e. if a database element was executed entirely in Excel, it should not be graded). However, some students may choose to start in Excel, manipulate calculations, and then take the output of the spreadsheet to Access to complete processing. This is acceptable unless a test specifically asks that formulas from Access be printed. In this case, Excel formulas will not be accepted. **Be sure that all features are installed in all the Microsoft applications, and that they are updated.**

* Downloadable Lesson Plans on the UIL website

To integrate more of the parts of the Computer Application Contest into your classrooms, UIL has five separate Lesson Plans that are downloadable from their website: <http://www.uiltexas.org/academics/computer-applications>.

Topics covered include the following:

Lesson 1-Simplifying the IF

Lesson 2-Date & Time

Lesson 3-Update Queries and the Expression Builder

Lesson 4-Field Codes for Text-Date-Time

Lesson 5-Field Codes for Numbers

* Frequently Asked Questions on the UIL website

To provide support to coaches for this contest, we added frequently asked questions recently, and these have extensive explanations at http://www.uiltexas.org/files/academics/ComApps_FAQ.pdf for the following questions.

Why should students participate in UIL?

How do my students earn better scores?

If I have questions, who do I contact?

What happens at an invitational meet?

When do graders look at a student's flash drive?

Where are the contest rules posted?

Can I teach contestants in the classroom?

Where do I find practice materials?... and more

* Constitution & Contest Rules

The following changes have been included in the C&CR in recent years.

- Coaches and participants are responsible for contest information in the *Computer Applications Handbook*, which is published annually and available through UIL.
- A current or near current version of Microsoft Office is specified for use, and the specific versions to be used are identified in the annual *Computer Applications Handbook*.
- A contestant may be disqualified if a coach does not grade.

* Computer Application Handbook

This *Computer Applications Handbook* contains an expansion of rules for participation in the Computer Applications Contest, instructions for conducting a contest, and data specific to this contest. Participants are expected to know all the information in this handbook. Our intent is to simplify and organize the amount of information required to be memorized from the *Keyboarding Quick Reference Guide*, which is still a valid reference.

Student should make templates of each of the document formats, should know how a contest is conducted, and should know how to handle a system or printer malfunction in a contest.

Students should be able to use all functions for Access and Excel. They need not understand how PMT, COS, ATAN, STD, etc. work, but they should be able to use any function. Function names are not all the same in Access and Excel.

* Using Downloadable Files

The Region and State Meet used large downloaded files for the test. Coaches and students were instructed to download the files from the UIL website prior to the meet, and a flash drive was available at the meet to copy files to students' computers for those who had not done so. There were multiple tables in the downloaded file with a large number of records. The process worked well, and the grading was more rapid than usual. The 2016 Region and State Meets will use a downloadable file that will be posted in January on the UIL website.

The current file that was downloaded had multiple tables. No test will use all the available tables, but they will define which tables are to be used for a given test.

* State Meet Survey

The survey distributed to coaches and competitors at the State Meet had the following questions, and the results are explained. There were 28 coaches and 30 competitors who submitted surveys, which is about half of the participants and/or their coaches.

How did grading go at your competitions this year? (These were similar to last year's results.)

32% - Great 61% - Better 7% - Awful

Did the difficulty level of the tests progress at an acceptable rate? (These were similar to last year's results.)

| | | | |
|------------|----------------|------------|-------------------------------|
| Inv A & B | 24% "Too Easy" | 75% "Okay" | one person checked "Too Hard" |
| Dist 1 & 2 | 11% "Too Easy" | 82% "Okay" | 8% "Too Hard" |
| Region | 6% "Too Easy" | 89% "Okay" | 5% "Too Hard" |

Did you have any problems downloading or using the downloaded files at Region? Only one reported problem. Some didn't know ahead of time, but installed file at the region site.

What is your opinion of the use of downloaded files? Positive: Most comments were very positive about reduced typos, ease of grading, more like a real-world application, more focus on the power of the programs.
Negative: Students should have to create tables; fast typists no longer have advantage.

What version of Office is used? 2007 - 44% 2010 - 53% 2013 - 3%

What do you wish we would cover in the fall Student Activities Conferences (SAC)?

| | | |
|-------------------------|------------------------------|----------------------------------|
| Pivot tables | Grading explanation/example | Formatting a report |
| Word-merge formatting | Shortcuts | Lookup in Excel from Access file |
| Prior year's State test | Calculated fields in reports | Instructions on taking a test |
| More Access | Queries in Access | |

What do you wish we were doing differently?

| | | |
|----------------------------------|----------------------------------|-----------------------------|
| Downloaded files before Region | More training on website | Less time for setup |
| More practice with download file | Wider variety of layouts/formats | Computerized grading |
| Fewer examples | Embedded tables | SQL and VBA types of skills |
| Fewer step-by-step instructions | No points for default items | |

What are your other concerns?

| | | |
|-----------------------------|----------------------------------|--|
| Document formats antiquated | Leave last year's files on web | Watch for blue-tooth/wireless capabilities |
| Create database + downloads | Supply flash-drives for download | |

Thanks to all who took the time to submit surveys! We read every one, we analyze, and we continue to make changes to improve this contest. Students, remember, this contest belongs to you, not to me, not to your coach. If you have ideas, let me know.

Linda Tarrant, Contest Director linda@hexco.com

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Computer Applications Handbook

I. Commentary on the Constitution

The Computer Applications Contest focuses on speed, skill, and accuracy using three computer applications, word processing, data base, and spreadsheet, and on the integration of these applications. The major recent changes in the *Constitution* deal with limiting the contest to Microsoft Office, including Excel, Access, and Word, requiring coaches to grade, requiring contest directors to give coaches copies of the test to take at the same time students are taking the test, and requiring that coaches and competitors have a student's printouts, scoring sheet, and a copy of test and answer keys available during Verification.

For questions, corrections, or suggestions concerning this Handbook, the UIL Invitational Tests, District Tests, Regional Tests or State Tests, or the Computer Applications contest, please contact the director, Linda Tarrant, Box 199, Hunt, TX 78024, (830) 367-3825.

II. Computer Applications Tests

With the short time frame (30 minutes), most tests will require that two documents be created and printed. Occasionally, a third printout may be required on a test.

The tiebreaker may be a timed typing test, usually just creation of a Word document. The 5 minutes allotted for this element of the contest includes students' time spent reading the test, setting up, and entering the required information. When time is called by the Contest Director, tiebreakers will be printed as the Director instructs. The Director may instruct half of the students to start printing at one time and wait until their printing is complete before requesting the remaining half to print their output. This is recommended for large groups where the use of so many printers at one time would test the electrical capacity of a facility.

III. Software

UIL has limited the Computer Applications contest to a single software package, Microsoft Office, including Excel, Access, and Word. No other application package is an option.

A current or nearly current version of Microsoft Office is acceptable. Tests are written in Office. The database element of tests will be run in Access. Contestants may no longer use Excel as a quasi database.

IV. Optional Material

"Help" files stored on your computer may be used, and students may generate their own help files and templates of letters, memos, reports, etc. Help files are available in most applications and typically include search capabilities to look for keywords and select topical information. Students may, however, create their own help files so that they contain specific information that is easily accessed on such topics as letter formats, memo formats, reports, punctuation, letter placement, etc. Of course, custom help files will not be available on equipment supplied at test sites.

"Templates" are sample letters, memos, reports, or documents that are already formatted with appropriate margins, layouts, spacing, and placement for date, inside address, salutation, body of letters, complimentary close, reference initial and the like. A separate template may be created for each type of document for which students are responsible.

Students may make their own templates and store them on hard drives; this can be as simple as any document saved. Templates provided by word processors might need to be modified for the specific

margins and formats of the UIL-defined documents. Commercial keyboard overlays or keyboard templates may be used during the contest, but no user prepared overlays.

Nothing extraneous may remain in the contest room during a contest, including *Computer Applications Handbook*, *Keyboard Quick Reference Guide*, any notes, overlays, etc.

V. Equipment

As in the past, equipment may not be shared. EACH STUDENT MUST HAVE A FULLY OPERATIONAL SYSTEM TO COMPETE. That is, each student must have the following:

- Laptop or notebook with appropriate cables
- Printer with appropriate cables (Be certain to have backup print cartridges in case it is needed.)
- Saving device, such as writable CD, floppy disk, or flash drive (not an external hard drive)
- Optionally a student may have an external keyboard, keypad and a mouse (Be wary of wireless keyboards and mouse units as batteries can go out and some have affected a nearby computer's mouse/keyboard.)

If something is missing or inoperative before the contest, the student or his or her coach should try to repair the problem or borrow a component from another contestant or coach to replace the malfunctioning component before the contest begins. No components may be shared. This includes any switched printers that would be connected to two or more computers used by contestants via a switching device or cable. Networked computer labs with common printer may not be used.

VI. Equipment Malfunction during a Contest

- **Printer Malfunction.** If a student's system and printer was entirely operational before the contest began and printer difficulty is experienced during the competition, he or she should raise a hand and advise the Contest Director who can then ask an assistant to help resolve the problem immediately, if possible. If the malfunction cannot be resolved after approximately five minutes, the student should resume work on the test, and the Contest Director should assign an assistant after the contest to stay with the student while he or she prints the output from a saved file. This can either be on a different printer or a different computer. However, ***an assistant that is "unrelated" to the student must remain with the student during the entire printing period***; no additional editing or alterations may be done; and the Director ***must have been apprised of the problem during the competition***, not after the contest, and an assistant must have spent some time addressing the problem during the test. If a student does not attempt any printing prior to the last two minutes and then has a printer malfunction, the same procedure is instituted to advise the Contest Director and seek help. However, printing of everything in the print queue may be done, but only one printout may be submitted for grading. DO NOT WAIT UNTIL THE TWO-MINUTE WARNING TO PRINT OUTPUTS.
- **Other Equipment Malfunction.** A student should raise his or her hand if any other equipment problems are experienced during the contest. An assistant can then attempt to resolve the problem. If the student can continue with the component malfunctioning, this is acceptable, but if the system is inoperative and the problem cannot be resolved, the student can turn in only what he or she completed before the equipment problem. If the work has been saved onto a diskette, CD, or flash drive, it can be printed on another computer after the contest in the same manner described above under Printer Malfunction. A student may not complete the contest at a later time on a different computer.

VII. Conducting a Contest

- See Appendix A for the 4-page "Instructions and Scoring." These instructions are included with the Invitational, District, Region, and State Tests sent by UIL. Be certain that coaches and contestants alike understand these rules so that any deviation from the proposed operation of this contest can be resolved with the Contest Director.
- Note that coaches should be given a test when they are dismissed from the contest room so that they can take the test individually or in groups at the same time students are taking the tests, albeit, in a different location.
- Do not allow a warmup period during the contest. (Any warmup can be done by students after they have set up their equipment and before the contest starts.)
- Never allow students from the same school to sit in adjacent locations.
- For timing a contest, have an accurate clock or timing device. Give a warning to the contestants ten minutes before time will be called. Give a second warning two-minutes before calling time.
- Students should be encouraged to save their work frequently. It is much faster to save to a hard drive, but students should save to a floppy or CD (see Printer Malfunction section).
- Students should be encouraged to double check their data entry for accuracy. Making a typo on a numeric field can cause multiple errors when the field is used for calculations and totals.
- If a student turns in an extra page for a printout (i.e. not a second page because a document wouldn't fit on one page), the grader should arbitrarily select the top printout. **If one page is a graph/chart and the other a document that was intended to have a graph/chart embedded, the two can be graded as one.** The student will get credit for having the chart, but he or she will lose points for not embedding in the document.
- Grading stops where a student stopped typing. Remind students that it is inadvisable to jump ahead to the Complimentary Close of a letter before the document is completed since this will cause graders to take points off for missing words in the document. If a template is used, everything past a student's last entered data is ignored. (i.e. If a contestant stopped typing in the middle of a letter, grading stops at that point. In this case, parts of the Complimentary Close and Reference Initials may appear correct, but these are not graded. However, if a student skipped to the bottom of a letter without completing the document and changed the Sender's Name, then everything is subject to typos up to Sender's Name.)

VIII. Grading Procedures

Directors must use coaches for grading. This is a tedious process, but if coaches have taken the test while students are working, and these coaches are used as graders, the verification process is simplified.

- Be certain that a coach never scores his/her own student's paper or reviews it during grading. (At State, the 5A coaches grade the 2A papers, the 4A coaches grade the 3A papers, etc.)
- All of the Printout 1's for a test should be scored by graders at the same time to allow resolution of problems as they are encountered by the entire group. This helps to minimize questions during Verification Period.
- All Printout 2's should be scored by the graders at the same time.
- Three graders should grade each test, and a fourth grader should tally test scores and resolve discrepancies with the grader(s) that might disagree on specific points or ask for resolution from the Contest Director.
- Due to differences between printers, allow a least $\frac{1}{4}$ " error. Rulers may NOT be used by the students or by the graders, hence this is necessarily an estimated amount. **Bend in the direction of leniency on margins.**

- Since many proportional fonts make it difficult to tell whether two spaces are left between sentences, after colons, etc. **Do not count off for single spaces in these areas.**
- Typos are deducted at the end of the scoring sheet for most documents. These errors typically include misspelling, incorrect numbers, incorrect formatting of quotations, missed capitalization or punctuation, double words, omitted words, incorrectly divided words at the end of a line, words that run together, incorrect boldface type, italics, or underlining, etc., omission of data or elements in charts, extra data or elements in charts, etc.
 - A. **Never count off twice for an error.** If an error is deducted directly on the score sheet, do not also count off for it as a typo.
 - B. If data in a database or chart is graded for typos in the database or spreadsheet printout, do not then count off for the same typos if the information is then integrated into a document created by the word processor.
 - C. If an error in a header or footer is replicated in a grouped report, it is one typo.
 - D. The Student Identification/Test Number heading is subject to 2 typos unless otherwise specified.
- **Do not grade a printout on "mailability" standards.**

IX. Verification Period

Verification Period should be scheduled shortly after tests have been scored. Unofficial results may or may not be posted. This 15-minute period allows students and coaches to examine the student's test along with scoring sheet, a copy of the test and the answer key printouts. This is the time to check for any questionable scoring, and appeal any disagreement with the Contest Director. Do not compare tests with other students or coaches. Official results are announced after appeals have been resolved.

A coach may only verify his or her own student's paper.

Papers of different students may **NOT** be compared during this period by students or coaches.

If a coach can not be present during Verification, he or she can clear the name of a substitute with the director.

Those not present during the Verification Period, forfeit their right to appeal their scores.

Ties through sixth place are to be broken using the five-minute tiebreaker document. Only the Tiebreaker tests for the contestants with a potential tie will be graded. The Contest Director grades the tiebreaker tests that need be graded. If the scores on the tiebreaker document are the same, then a tie exists as specified in the Constitution. Mailability is not used in determining ties.

X. Reports

1" Left

1½" - 2" Top

1" Right

UNBOUND REPORT

4 (QS)

This is a visual sample of an unbound report. Unbound reports are generally, you guessed it, unbound. Occasionally, they may be stapled.

The title is centered and typed 1½" to 2" down from the top of the page. Left and right margins are set at 1" and the bottom margin should rest at 1" to 1½". Begin the body quadruple-spaced after the title. If there is a subtitle, type it double-spaced below the main title and quadruple-space afterward. Double-space the body of the report. Indent paragraphs ½".

All of the lines of a long quote, more than 4 lines long, should be indented approximately ½" from the left margin and single-spaced. No quotation marks are necessary for long quotes. If the quote is shorter than 4 lines, quotation marks are required. A short quote is not emphasized by indentation. As in other reports, any footnote occurs at the end.

The first page of a report is not numbered; numbering starts on the second page 1" down from the top of the page and right-aligned. Double-space after the page number and continue typing the body.

When dividing a paragraph over two pages, leave at least 2 lines of a

A. Unbound Report

- **Top Margin - 1½"-2"**
- **Side Margins - 1"**
- **Bottom Margin - 1"-1½"**

1. **Title** is centered and all caps.
2. **Subtitle**, if present, is double-spaced below the Title and followed by a quadruple space.
3. **Body of Report** is double-spaced.
4. **Paragraphs** are indented ½".
5. **Top Margin** of second and subsequent pages is 1".
6. **Page Number** is in upper right corner as a digit, right aligned and followed by a double space, on Page 2 and subsequent pages.

1½" Left

1½" - 2" Top

1" Right

LEFT-BOUND REPORT

4 (QS)

A left-bound report has a wider left margin than an unbound report. Generally, a left-bound report is bound on the left side.

The title is centered and typed 1½" to 2" down from the top of the page. The left margin is placed at 1½" and the right margin at 1".

The bottom margin should rest at 1" to 1½". Also, guidelines for long quotes and second page placement are the same in left-bound reports as in unbound reports.

Side Headings

Side headings are aligned at the left margin and underlined.

Paragraph text starts double-spaced below a side heading.

Paragraph Headings. A paragraph heading is indented approximately ½". It should be underlined and in upper/lowercase letters. The paragraph heading is followed by a period and the paragraph text continues on the same line.

B. Left-bound Report

- **Top Margin - 1½"-2"**
- **Left Margin - 1½"**
- **Right Margin - 1"**
- **Bottom Margin - 1"-1½"**

1. **Title** is centered and in all caps.
2. **Subtitle**, if present, is double-spaced below the Title and followed by a quadruple space.
3. **Body of Report** is double-spaced.
4. **Paragraphs** are indented ½".
5. **Top Margin** of second and subsequent pages is 1".
6. **Page Number** is in upper right corner as a digit, right aligned and followed by a double space, on Page 2 and subsequent pages.

1" Left

1½" Top

1" Right

BUSINESS REPORT

4 (QS)

In a business report, center the title in all caps 1½" from the top edge of the paper. If there is a subtitle, double-space between it and the title. Quadruple- space after the title(s) before typing the Body.

Do not number the first page of the report. The page number should appear 1" down from the top of Page 2 and subsequent pages, and it should be right-aligned. Double-space after the page number and continue typing the Body.

When dividing a paragraph over two pages, leave at least two lines of a paragraph on the first page and carry at least two onto the second page.

Side Headings

Side headings are aligned at the left margin and underlined. Double-space before and after a side heading.

Paragraph Headings. These headings are blocked on the left margin, underlined, and shown in upper/lowercase letters. A Paragraph Heading is part of the paragraph and, consequently, followed by a period. The paragraph continues immediately thereafter.

C. Business Report

- **Top Margin - 1½"**
- **Side Margins - 1"**
- **Bottom Margin - 1" - 1½"**
- **Body of the Report is blocked on the left margin and single-spaced with double-spacing between paragraphs.**

1. **Title** is centered and in all caps.
2. **Subtitle**, if present, is double-spaced below the Title and followed by a quadruple space.
3. **Top Margin** on the second and subsequent pages is 1".
4. **Page Number** is in upper right corner as a digit, right-aligned and followed by a double space, on Page 2 and subsequent pages.

D. Optional Report Elements

1. **Quotations**
 - a. Short Quotations are enclosed in quotation marks.
 - b. Long Quotations of 4 or more lines are single-spaced, indented ½" and do not contain quotation marks. A blank line precedes and follows a Long Quotation.
2. **Side Headings**
 - a. Block on the left margin.
 - b. Underline.
 - c. Double-space before and after.
 - d. They may be bold or keyed in a larger font.
3. **Paragraph Headings**
 - a. Use Paragraph Headings to introduce a paragraph.
 - b. Underline.
 - c. For indented paragraphs, indent ½".
 - d. For blocked paragraphs, block on the left margin.
 - e. Format in upper/lowercase usually.
 - f. Follow with a period as a Paragraph Heading is actually part of a paragraph.
 - g. Data in the paragraph begins after the Paragraph Heading on the same line.
4. **Footnotes**
 - a. Use superscripted number or symbol following text to indicate a footnote is associated.
 - b. Format the footnote at the bottom of the page on which the text is found that required citation.
 - (a) Use a horizontal line blocked on the left that is 1½"-2" long as the first line of the footnote.
 - (b) Double-space before and after the horizontal line.
 - (c) Indent the footnote and precede with superscripted number or symbol.
 - (d) Single-space within a footnote, and double-space between footnotes.

XI. Memorandum Formats

| <i>1" Left</i> | <i>1½" Top</i> | <i>1" Right</i> |
|--|-----------------------------------|-----------------|
| TO: | Computer Applications Contestants | |
| FROM: | Mrs. Hauser | 2 (DS) |
| DATE: | September 25, 20- - | 2 (DS) |
| SUBJECT: | Standard Memorandum | 2 (DS) |
| <p>In a Standard Memorandum, Guide Words are keyed beginning 1½" from the top of the paper in all caps and double-spaced between them. Set a tab at 1" from the left margin for the information following the guide words. Double-space before beginning the Body of the Memo.</p> | | |
| <p>Type the reference initials double-spaced below the last line in the Body. Other optional components, the Enclosure Notation and Copy Notation, would also be keyed with double spacing between.</p> | | |
| uil | | 2 (DS) |
| | | 2 (DS) |

A. Standard Memorandum

- Top Margin - 1½"
- Side Margins - 1"
- Everything blocks on the left margin
- Guide Words or preprinted forms with Guide Words use data vertically aligned about 1" from left margin
- Salutation omitted
- Complimentary Close omitted

| <i>1" Left</i> | <i>1½" or 2" Top</i> | <i>1" Right</i> |
|---|----------------------|-----------------|
| September 25, 20- | | |
| | | <i>4 (QS)</i> |
| Department Heads | | <i>2 (DS)</i> |
| SIMPLIFIED MEMORANDUM | | <i>2 (DS)</i> |
| This is a visual sample of a simplified memorandum. | | <i>2 (DS)</i> |
| <p>The date appears 1½" or 2" below the top edge with the addressee's name a quadruple space below. The subject line is printed in all caps or in upper/lowercase. The body is left-aligned and not indented. Quadruple-space after the body before typing the author's name and title, which should be on one line with a comma between.</p> | | |
| | | <i>4(QS)</i> |
| Megan Rios, Executive Director | | <i>2 (DS)</i> |
| uil | | |

B. Simplified Memorandum Format

- **Top Margin - 1½" or 2"**
- **Side Margins - 1"**
- **Everything blocks on the left margin**
- **Guide Words omitted**
- **Salutation omitted**
- **Complimentary Close omitted**
- **Address Line is only one line and references a group**
- **Subject Line may be all caps or upper/lowercase**

XII. Letter Formats

| 1" Left | 2" Top | 1" Right |
|---|--------|----------|
| September 25, 20-- | | |
| | | 4 (QS) |
| Mr. Travis Trent Wetstone Construction 1775 Wentwood Drive Westover, NY 14311-1133 | | |
| | | 2 (DS) |
| Dear Mr. Trent | | |
| | | 2 (DS) |
| BLOCK LETTER | | |
| | | 2 (DS) |
| This is a visual sample of a block letter. All elements of a block letter are aligned on the left margin. | | |
| | | 2 (DS) |
| The top margin is at 2", while the side margins rest at 1". If the letter contains a second page, its top margin is 1", and it contains a heading with the first and second lines of the inside address, the page number, and the date. | | |
| | | 2 (DS) |
| Sincerely yours | | |
| | | 4 (QS) |
| Ms. Art Tillery Systems Analyst | | |
| | | 2 (DS) |
| uil | | |

A. Block Letter

- Top Margin - 2" unless otherwise specified
- Side Margins - 1"
- Everything blocks on the left margin
- Open or Mixed Punctuation

1" Left

2" Top

1" Right

September 25, 20- -

4 (QS)

Dr. Doris Davis
Eldar Enterprises
1223 Willowmere Avenue
Westchesters, OH 41150-2342

2 (DS)

Dear Dr. Davis:

2 (DS)

MODIFIED BLOCK LETTER

2 (DS)

This is an example of a modified block letter. Key date and complimentary close lines at the center of the page. Paragraphs may be optionally indented.

2 (DS)

The top margin is at 2", and the side margins rest at 1". The punctuation shown after the Salutation and Complimentary Close is known as Mixed Punctuation.

2 (DS)

Sincerely,

4 (QS)

Mr. Ike Slugg
Secretary to Mrs. Whitaker

2 (DS)

uil

2 (DS)

B. Modified Block Letter

- Top Margin - 2"
- Side Margins - 1"
- Date & Complimentary Close are keyed beginning at the center of the page
- Paragraphs are optionally indented
- Subject indented if paragraphs are indented
- Punctuation is Open or Mixed

1" Left

2" Top

1" Right

5687 Jefferson Road
Buffalo, NY 14426-9204
September 25, 20- -

4 (QS)

Ms. Rehka Raut
Traut, Inc.
578 Inwood Drive
Stephenville, TX 75712-1342

2 (DS)

Dear Ms. Raut:

2 (DS)

PERSONAL-BUSINESS LETTER-BLOCKED

2 (DS)

This letter is prepared in block format. A personal business letter is in either block or modified block format. Usually, this type of letter is prepared when an individual, not a company, writes to a person or organization.

2 (DS)

The top margin is at 2", while the side margins rest at 1". Key the Sender's Return address at the top, immediately preceding the date, on the left margin.

2 (DS)

Sincerely,

4 (QS)

Edward Alpin

2 (DS)

C. Personal-Business Letter - Blocked

- **Top margin - 2"**
- **Side margins - 1"**
- **Everything blocks on the left margin**
- **Sender's address (not name) keyed at top of letter**
- **Date immediately under sender's address**
- **Punctuation is Open or Mixed**

1" Left

2" Top

1" Right

5857 Jeffers Road
Austin, TX 78726-2433
September 25, 20- -

4 (QS)

Mr. Edward Mason
Textech, Inc.
781 Techno Drive
Austin, TX 78756-5324

2 (DS)

Dear Ms. Mason:

2 (DS)

PERSONAL-BUSINESS LETTER-MODIFIED BLOCK

2 (DS)

This is a visual example of a personal-business letter in the modified block format. A personal-business letter is in either block or modified block format. Prepare this type of letter when you, not your company, write to a person or organization.

2 (DS)

The top margin is at 2", while the side margins rest at 1". Key the Sender's Return address at the top, immediately preceding the date, on the left margin.

2 (DS)

Cordially,

4 (QS)

Wilson Succotash

2 (DS)

Enclosure

D. Personal-Business Letter - Modified Block

- Top Margin - 2"
- Side Margins - 1"
- Sender's Address (not name) & Complimentary Close are keyed beginning at the center of the page
- Date immediately under sender's address
- Paragraphs are optionally indented
- Punctuation is usually Mixed
- Usually without Reference Initials

| <i>1" Left</i> | <i>1¾ or 2" Top</i> | <i>1" Right</i> |
|--|---------------------|-----------------|
| September 25, 20-- | | |
| | | <i>4 (QS)</i> |
| MR TRAVIS TWITT TWITT DESIGN 1321 WESTWARD DR DALLAS TX 75204-0144 | | <i>2 (DS)</i> |
| SIMPLIFIED LETTER- BLOCKED | | <i>2 (DS)</i> |
| This is a visual example of a simplified block letter. All elements are blocked on the left margin. | | |
| The top margin is 1¾" for window envelopes, and the Inside Address is keyed in all caps with no punctuation, as preferred by the USPS. The top margin can be 2" for regular envelopes, and the Inside Address may be all caps or upper/lower case. | | |
| | | <i>2 (DS)</i> |
| The subject line in all caps replaces the Salutation. The Complimentary Close and Company Name are omitted. | | |
| | | <i>4 (QS)</i> |
| JESSIE YARD, SECRETARY | | <i>2 (DS)</i> |
| uil | | <i>2 (DS)</i> |
| Enclosure | | |

E. Simplified Letter - Blocked

- **Top Margin - 1¾" for window envelope**
- **Top Margin - 2" for conventional envelope**
- **Side Margins - 1"**
- **Everything blocks on the left margin**
- **Subject Line replaces Salutation and is keyed in all caps**
- **Complimentary Close omitted**
- **Writer's/Sender's Name and Title may be on the same line, separated by a comma.**
- **Inside Address for window envelope**
 1. All caps
 2. No punctuation
- **Inside Address for conventional envelope**
 1. All caps or upper/lowercase
 2. Punctuation omitted if all caps is used
- **Writer's/Sender's Name and Title for window envelope**
 1. All caps
 2. Punctuation used to separate from Writer's/Sender's Name from Title
- **Writer's/Sender's Name and Title for conventional envelope**
 1. All caps or upper/lowercase
 2. Punctuation used to separate from Writer's/Sender's Name from Title

Mr. Travis Twitt
Twitt Design
Page 2
September 25, 20- -

1" Top

2 (DS)

Whenever a letter or memo goes beyond one page, all additional pages should be headed this way. Second and subsequent pages are typed on plain paper, not letterhead.....

XIII. Second Page of Letter or Memorandum

- **Top Margin - 1"**
- **Side Margins - Same as 1st Page of Document**
- **Heading components include the following:**
 1. First Line of Inside Address
 2. Second line of Inside Address if it is not the Street Address
 3. Page Number formatted as "Page 2"
 4. Date
- **Heading is blocked on the left margin, followed by double space**
- **Plain paper is used for second and subsequent pages**

XIV. Letter Parts

| 1" Left | 2" Top | 1" Right |
|--|---|----------|
| September 25, 20-- | <i>DATE</i> | 2 (DS) |
| REGISTERED | <i>MAILING NOTATION</i> | 2 (DS) |
| Attention Ms. Esther Roberts Trent, Inc. 7833 Trent Dr. La Joya, TX 76833 | } <i>ATTENTION LINE</i> <i>INSIDE ADDRESS</i> | 2 (DS) |
| Dear Ms. Roberts: | | 2 (DS) |
| Subject: Special Features | <i>SUBJECT LINE</i> | 2 (DS) |
| | <i>BODY OF LETTER</i> | 2 (DS) |
| Truly yours | <i>COMPLIMENTARY CLOSE</i> | 2 (DS) |
| COOPER INDUSTRIES | <i>COMPANY NAME</i> | 4 (QS) |
| Melvin Marco Software Developer | <i>WRITER'S/SENDER'S NAME</i> <i>WRITER'S/SENDER'S TITLE</i> | 2 (DS) |
| uul | <i>REFERENCE INITIALS</i> | 2 (DS) |
| Enclosure | <i>ENCLOSURE NOTATION</i> | 2 (DS) |
| c Wilson Succotash | <i>COPY NOTATION</i> | 2 (DS) |
| Wilson needs the copy for records. | <i>POSTSCRIPT</i> | |

A. Conventional Parts of a Letter

- Date**
 - Format as January 1, 2012
 - Blocked on left margin for Block formats.
 - Keyed at center of page for Modified Block formats.
 - Keyed at top of letter (except for Personal-Business Letter. It follows sender's address without double-spacing).
 - Quadruple space after the date.
- Inside Address**
 - Blocked on left margin.
 - Uses 2-character, uppercase state abbreviation.
 - Double-space after the Inside Address.
- Salutation**
 - Followed by a colon for Mixed Punctuation or by a comma if informal correspondence is specified.
 - Double-space after the Salutation.
 - Use personal title, such as Mr. Mrs., Ms., etc.
 - "Ladies and Gentlemen" is Salutation if none is noted.
 - Omitted in Simplified Letter and in Memos.
- Body of the Letter**
 - Blocked on left margin for Blocked or Simplified Formats.
 - Blocked on left margin or indented for Modified Block Formats.
 - Use single spacing in paragraphs.
 - Double-space between paragraphs.
- Complimentary Close or Complimentary Closing**
 - Double-spaced down from the body of the letter.
 - First word of Complimentary Close is capitalized.
 - Follow with a comma for Mixed Punctuation.
 - Quadruple-space after Complimentary Close (unless Company Name required in Close).
 - In Simplified Letters, omit the Complimentary Close and quadruple space down from the Body of the letter.
- Writer's Name or Sender's Name**
 - Blocked on left margin for Blocked Format or Simplified Format.
 - Keyed at center in the Modified Block Format.

B. Optional Letter Features

1. **Mailing Notations**
 - a. All caps.
 - b. Double-spaced below the date.
 - c. Blocked on the left margin.
 - d. Include indications, such as REGISTERED, CERTIFIED, INSURED, CONFIDENTIAL, etc.
 - e. Double-space after Mailing Notation.
2. **Attention Line**
 - a. May be keyed as the first line of the Inside Address with no colon after the word, "Attention"
 - b. May be double-spaced after the Inside Address in place of the Salutation, and contain a colon following Attention for Mixed Punctuation and no punctuation for Open Punctuation.
3. **Subject Line**
 - a. Blocked on left margin for block paragraphs.
 - b. Indented for indented paragraphs.
 - c. For Simplified Letters, all caps Subject Line replaces Salutation.
 - d. May be all caps or upper/lower case.
 - e. Placement is double-spaced down from the Salutation (or Inside Address for Simplified Letters), and the Body of the Letter is double-spaced below.
 - f. Optionally preceded by "Subject:"
4. **Company Name**
 - a. Double-spaced down from the Complimentary Close and aligned with it.
 - b. Printed in all caps.
 - c. Quadruple-space after Company Name.
 - d. Omitted in Personal Business Letter and Simplified Letter.
5. **Writer's Title or Sender's Title**
 - a. Keyed directly under Writer's Name in upper/lower case for most formats.
 - b. Separated from Writer's Name by a comma for Simplified Letter and keyed in all caps.
 - c. Separated from Writer's Name by a comma for Simplified Memorandum.
6. **Reference Initials**
 - a. Double-spaced down from preceding line.
 - b. Keyed in lower case.
 - c. Blocked on left margin.
7. **Enclosure Notation**
 - a. Double-spaced down from preceding line.
 - b. Follows Reference Initials if they are present.
 - c. Blocked on left margin
 - d. Formatted as Enclosure, Enclosures, or Enclosures (#).
8. **Copy Notation**
 - a. Double-spaced down from preceding line.
 - b. Follows Enclosure Notation if it is present.
 - c. Blocked on left margin.
9. **Postscript**
 - a. Blocked on the left margin for blocked paragraph formats.
 - b. Indented for indented paragraph formats.
 - c. Double-space before.
 - d. Follows Copy Notation, if present.
 - e. Always the last line of a letter, if present.
10. **Quotations** (not shown in sample)
 - a. Short quotes are enclosed in quotation marks.
 - b. Long quotes of 4 or more lines are single-spaced, and all lines of the quotation are indented ½" from the left margin. Double-space before and after a long quotation, and do not use quotation marks.

11. Enumerations & Bullets (not shown in sample)

- a. Single-spaced within the body.
- b. Double-space before, between, and after Enumerations and Bullets.
- c. Block format used with blocked paragraphs.
 - (a) Block Enumerations and Bullets on the left margin.
 - (b) Numbers are followed by a period and two spaces or a tab.
 - (c) Second and succeeding lines are blocked on the left margin.
- d. Indented format used with blocked paragraphs.
 - (a) Block Enumerations and Bullets on the left margin.
 - (b) Numbers are followed by a period and two spaces or a tab.
 - (c) Second and succeeding lines are always indented to align under the data of the first line.
- e. Indented format used with indented paragraphs.
 - (a) Indent before beginning the Enumeration or Bullets.
 - (b) Numbers are followed by a period and two spaces or a tab.
 - (c) Second and succeeding lines are always indented to align under the data of the first line.

C. Punctuation Conventions

1. Open Punctuation

- a. No punctuation after the Salutation.
- b. No punctuation after the Complimentary Close.

2. Mixed Punctuation

- a. Colon after the Salutation (or comma for very informal letters).
- b. Comma after the Complimentary Close.

D. Proofreaders Marks

| <u>Mark</u> | <u>Function</u> | <u>Example</u> |
|-------------|-------------------|-----------------------------------|
| | Capitalize | texas |
| | Close up | Tex as |
| | Delete | Texxas |
| | Insert | Teas |
| <i>or</i> | Insert a space | withinTexas <i>or</i> withinTexas |
| | Insert a comma | Dallas Texas |
| | Insert a period | Mr Jones |
| <i>or</i> | Make lowercase | stay Inside <i>or</i> stay Inside |
| | New paragraph | ...we stopped. Two days later... |
| <i>or</i> | Transpose | Teaxs <i>or</i> Teaxs |
| | Ignore correction | Do not leave Texas. |
| | Move right | Do not leave Texas. |
| | Move left | Do not leave Texas. |
| | Center | Farewell to Texas |
| <i>or</i> | Spell out | NY <i>or</i> NY |
| | Align | 9. Texas |
| | | 10. Utah |
| | Move down | Do not leave Texas. |
| | Move up | Do not leave Texas . |
| | Insert apostrophe | Tests |
| | Insert quotes | "Remember the Alamo, he shouted. |
| | Underline | A Wrinkle in Time |
| | Italicize | Hamlet |

E. Letter Placement

1. **Standard Placement** is used in all letters unless a test otherwise states.
 - a. Top margin 2".
 - b. Side margins 1".
2. **Variable Placement** is generally a little more attractive than Standard Placement.
 - a. Top margin 2¾".
 - b. Side margins 2".
3. **Special notations** in a letter require raising the date line approximately one line for every two features. For 12-point type, this is approximately 0.2" (Notations would include Subject Line, Enclosure Notation, Copy Notation, or Postscript.)

F. Justification

1. **Left justification.**
 - a. Documents or Date may be left justified leaving a ragged right margin.
 - b. Table headings may be left justified so that the heading and the data in the column below begin at the same place.
2. **Full justification.**
 - a. Documents or data may use full justification leaving an even left and right margin.
 - b. Full justification is done by most word processors by inserting added spaces between words or letters to fill lines.
3. **Center justification.**
 - a. Titles or information may be produced with center justification which centers data between existing margins.
 - b. Headings and columnar data in a spreadsheet or database table may use center justification which centers the data in the column.
4. **Right justification.**
 - a. Information or addresses in a document may be right justified which lines up the right margin, leaving the left margin uneven. This is usable for creating a letterhead with a customized appearance.
 - b. Headings and columnar data in a spreadsheet or database table may be right justified which aligns the rightmost position of the data and heading within the column. This is most used for columns with numeric data.

XV. Functions

A. Functions for Which Students Are Responsible

1. See Appendix B for a complete list of functions from Excel that can appear on any Computer Applications test.
2. The equivalent functions may have slightly different names in Access, so be certain that you are familiar with these difference.

B. Excel and Access both use functions, and a few are not acceptable to Access.

Appendix A. Contest Instructions and Scoring

I. Preparation

A. Setup

1. Contestants should set up their equipment during the 30 to 45 minutes prior to the scheduled time for the contest, and test to be sure all hardware and software components are working, and leave all applications open at the start of the contest.
2. Students from the same school may not sit adjacent to each other.
3. Roll is taken, and adjustments are made for alternates 10 minutes before the scheduled contest time.
4. Coaches are asked to leave 5 minutes before the scheduled time for the contest, and they are given a copy of the test to take while students are taking the test.
 - a. Coaches take tests individually or in groups at a different location than students.
 - b. Coaches gain insight of areas that will be complicated to grade by taking the test.
5. Be certain all students' work spaces are cleared of everything except computer, printer, optional keyboard, keypad, and mouse, and writing instruments (i.e. no *Handbooks* or printed materials).

B. Equipment

1. Each student must have a laptop/notebook computer, printer, and saving device, such as a floppy drive, a thumb/flash drive, or a CD.
2. Competitor may have external mouse, keyboard, and keypad, but not an external hard drive.
3. **No equipment may be shared by students during a contest.**

C. Software

1. Microsoft Office 2007, 2010 or 2013 must be used, and no other version.
2. Spreadsheet elements must be done in Excel; database elements, in Access; and documents, in Word.
3. Graders may check students' saving device to verify that the appropriate application package was used for a given printout, and if the correct application was not used, that printout is not graded.

II. Contest

A. 5-minute Tiebreaker

1. Tiebreakers are distributed to all students face down. (Manila envelopes are passed out, if you want all tests to be collected into an envelope to be turned in at contest end as is done at State Meet.)
2. To start the tiebreaker, the director should ask all competitors to turn over their tiebreaker and type until time is called at the 5 minute test without printing during the tiebreaker time period.
3. If a student finishes a tiebreaker, he/she starts again at the beginning to type as much as possible.
4. At the end of 5 minutes, the director should ask all students to stop typing and raise their hands.
5. If it is a large group, ask half of the competitors to print their files, and when these are complete, ask the other half to print their files.
6. Director should ask all competitors to put their Contestant Number in the upper right corner of every page of their printed tiebreaker and on the manila envelope, if this is used.
7. Director should ask all competitors to pass their tiebreaker in to the officials (or ask them to put the document into their manila folder, as we do at State).

B. 30-minute Test

1. Pass out tests with cover sheets so students may not see tests and monitor that this doesn't occur.
2. Preview time is 3 minutes.
3. Director should ask all students to open their test and preview it for 3 minutes.
4. Test is 30 minutes.
 - a. Test should start immediately after the 3-minute preview period.
 - b. Encourage students to save frequently.
 - c. Give a 10-minute warning when there are 10 minutes left in the contest.
 - d. Give a 2-minute warning where there are 2 minutes left in the contest.
 - e. At the end of 30 minutes, the director should stop the contest and ask all students to raise their hands until all printing has ceased.
 - f. Printouts initiated during the actual 30-minute contest will be graded. Printing may continue into the post-test period, but they may not be initiated after time is called.

C. Equipment malfunction during a contest

1. If a problem occurs during the tiebreaker, every effort must be made to correct the problem or the student may not participate in the 30-minute test. Do not hold up the test.
 - a. If a student does not create a tiebreaker, but his equipment is repaired, he/she may continue with the actual 30-minute contest.
 - b. In case of a tie, the student without a tiebreaker paper automatically loses the tie.
2. Prior to a contest, every effort should be made to correct equipment problems by substituting equipment, keyboards, printers, etc. with a backup or borrowed equipment from another contestant or from the contest director, if possible.
3. The tiebreaker output should be proof that everything was working at the beginning of the contest.
4. **A contestant should raise his/her hand and advise the contest director during the contest** if any equipment problems occur.
5. One of the Director's assistants should be assigned to attempt to resolve the problem. **The assigned assistant must not be the student's coach or a related party.**
6. If a system is inoperative and the problem cannot be resolved, contestant can turn in only what he or she has completed before the equipment failed; and, after the contest, he or she can print anything that had been saved onto diskette/cd/flash drive on a different system or on the same system that has been made workable with the assistant overseeing. **No changes may be made to any printout.**
7. If the problem is a printer and it cannot be resolved within 5 minutes time, the student may continue working the test and saving to his/her save device. He/she will be allowed to print from the save device after the contest on the same system that has been made workable or on a different system with the assistant overseeing. **No additional changes may be made to any printout.**
8. **A contestant may not complete the contest at a later time.**
9. If a contestant has not attempted any printing before the two-minute warning and has a printer malfunction, the process is the same, but only one printout will be graded.
10. Printing may only be done after conclusion of a contest if both of the following have occurred.
 - a. **The contest director was apprised of a malfunction during the contest.**
 - b. **Time was expended during the contest by an assistant addressing the problem.**

D. Conclusion

1. Have all students select Printout 1 and Printout 2 and check that Contestant Number is on each page.
2. If a student printed a chart or graph separate from a document that he/she did not have time to embed in a document, the student should put his/her Contestant Number in the upper right corner and turn this in along with printout(s). Credit will be given for some chart elements that are correct, but all credit will be lost for margins, indenting a chart, spacing before and after a chart, etc. If a student's printout already has a chart or graph embedded in a printed document, the extra chart is not graded, even if the chart in the document was simply a placeholder from a template.
3. Have students label their saving device with their Contestant Number.
4. Turn all printouts and student's saving device in to officials (or place them in their manila envelope).
5. If you use manila envelopes, warn that no printouts will be graded that are not in the envelope.
6. Explain that if a student turns in more than one printout for one of their documents, the graders will arbitrarily grade the first one encountered, whichever that is. No attempt will be made by graders to determine which is the better printout.
7. Ask students to verify that their Contestant Number is on every page being turned in for grading, as well as on the manila envelope if you are using envelopes.
8. Ask students to pass in their tests and saving devices (or envelopes with these inside).
9. Ask students then to pass in their scratch paper to be put in the trash.
10. Have students remove all equipment or make arrangements to remove it after grading.

III. Grading

- A. **All coaches are required to grade.**
 - 1. If a coach cannot grade, it is the coach's responsibility to provide a substitute, preferably someone somewhat familiar with the contest, and advise the director that they are providing a substitute.
 - 2. If a coach does not grade, the director can disqualify his/her student(s).
- B. View all papers from each contestant.
 - 1. Verify that all pages have Contestant Numbers. If a printout does not have identification, the director can try to determine which contestant produced it and grade it.
 - 2. Verify that there are no "extra" printouts. If there are more than one of a given printout, simply take the first one you encounter as the one to grade, and mark an X on the "extra" printout.
 - 3. If there is an "extra" printout with a chart or graph, verify that the document with which it is associated does not have a chart or graph already printed. If it does, mark X on the stand-alone chart and grade the chart/graph embedded in the document, even if it is from a template.
 - 4. Paperclip all printouts to be graded together (and to the outside of the envelope if using these).
 - 5. Tiebreakers remain in a separate stack or are returned to the student's envelope.
- C. Sort tests into 1A, 2A, 3A, etc., and arrange coaches into like groups.
 - 1. Give 1A tests to 3A coaches, 2A tests to 4A coaches, 3A tests to 5A coaches, 4A tests to 1A coaches, and 5A tests to 2A coaches or something of this ilk.
 - 2. No coach should grade his/her own student's printouts.
- D. Follow these grading rules.
 - 1. Grading is all or nothing (i.e. each item on the score sheet is worth zero or the specified points).
 - 2. Zero is the lowest possible grade for a printout. There are no negative grades for either printout.
 - 3. Rulers, other than those in computer software, should not be used during the contest or during grading. Grading of centering, margins, etc. is a visual check. Do not attempt to be "ruler-exact." Do not fold papers to ascertain an exact center.
 - 4. If there is a significant error on the test, notify the UIL state office or contact the State Contest Director for clarification. Mistakes in the keys should be corrected, and all printouts should be graded on correctness, not on an incorrect answer. That is, if a word is obviously misspelled (like *alternations* instead of *alterations*), credit is given for either spelling.
 - 5. **Do not disqualify a printout on "mailability" standards.**
 - 6. Allow about ¼" differential between requested margins and printed margins.
 - 7. Right justified data in a printout may vary between alphabetic data and numeric data with numeric data leaving the rightmost character position in numbers presumably for a minus sign if one were present.
 - 8. Do not grade parts of a template that a contestant has not entered in a document. No credit is given for possible correct information in a document that was brought in as a template in the complimentary close, reference initials, or other parts of a document beyond where a contestant had entered information in the document.
 - 9. If a contestant skipped to alter information at the bottom of a template for a document, then he/she effectively completed the entire document. In this case, the entire document is graded for typos, and credit is given for correct data in the close, sender's name, etc.
 - 10. If a contestant completed most of a paragraph and omitted a sentence or line, the student gets credit for completing the paragraph if it appears that he or she inadvertently skipped over a portion and continued typing beyond that part. Deduct typos for the omitted portion.

- E. Typographical errors are graded with the following criteria.
 - 1. All of the following are considered typos.

| | | |
|---|---|-----------------------|
| misspelling | incorrect numbers | missed capitalization |
| missed punctuation | double words | incorrect formatting |
| words run together | incorrect row/line spacing, either extra or omitted | |
| incorrectly divided words | incorrect borders/lines, either extra or omitted | |
| omitted words or numbers missing or extra parts of a chart or graph | | |
 - 2. If an error is a global error as all Group Headings have the same misspelled word, it is one typo or if an entire column of numbers is formatted wrong, it is one typo.
 - 3. **Do not count off for differences between one and two spaces following some punctuation marks** as this often is difficult to differentiate.
 - 4. **Do not count off twice for an error.**
 - 5. If deductions are made directly on the score sheet, do not then count off for an error as a typo.
 - 6. If deductions are made on one printout, do not count off for the same error on another printout.
- F. Grade all Printout 1's together.
 - 1. As you encounter questions, be certain that all coaches understand how the element is to be graded so all papers will reflect the same grading.
 - 2. If there is an error on a test, call the State Contest Director for resolution (830.367.3825).
 - a. Have 3 coaches grade each paper, and then have a 4th coach verify all agree and transfer the final grade to the Final Score sheet.
 - b. If there is a discrepancy among the 3 grades, the 4th grader reviews the problem with the original graders for the test and resolves the problem or contacts the director to resolve it.
 - c. Grade all Printout 1 papers before starting Printout 2.
 - d. Ask all coaches to walk thru the grading of Printout 2 together.
 - e. Follow the same procedure as used in Printout 1.
 - f. Grade all Printout 2 papers together.
 - 3. Return all tests to the director (clipped to their envelope, if using these).
- G. Tiebreakers are only graded to break ties for first thru sixth place, and the director grades these.
- H. Director enters all grades into the official website.

IV. Verification

- A. Unofficial results may or may not be posted prior to verification at the discretion of the contest director.
- B. Graded tests along with score sheets, a copy of the test itself, and copies of the answer keys are examined by contestants and their coaches during verification.
- C. Only a contestant's coach may examine the test with him/her or a person that has been approved by the contest director.
- D. Contestants and coaches are not to compare papers or examine anyone's test but their own.
- E. Verification is not to exceed 15 minutes.
- F. Report questions or errors in grading or recording scores to the contest director.
 - 1. **The contest director will determine if the problem in question is an error.**
 - 2. **The contest director will recalculate the score and initial the change.**
- G. Those not present during verification period forfeit the opportunity to raise objections.
- H. Official results will be announced after all questions have been resolved and rankings have been corrected, if necessary.

V. Ties

- A. Ties from first through sixth place are to be broken using the five-minute tiebreaker document.
- B. If the scores on the tiebreaker document are the same, then a tie exists.
- C. Should there be a tie for first place, there is no second place. Should there be a tie for second place, then there is no third, and so on.
- D. Mailability is no longer relied on to determine ties.

Appendix B. Functions

This is a list from Office 2007, and students are responsible also for any new functions added with Office 2007.

| | | | | |
|------------------|-----------------------|-------------------------|-------------------------|-------------------------|
| Date & Time | RATE | RANDBETWEEN | AVEDEV | PEARSON |
| DATE | RECEIVED | ROMAN | AVERAGE | PERCENTILE.EXC |
| DATEVALUE | SLN | ROUND | AVERAGEA | PERCENTILE.INC |
| DAY | | ROUNDDOWN | AVERAGEIF | PERCENTRANK.EXC |
| DAY360 | Financial - continued | ROUNDUP | AVERAGEIFS | PERCENTRANK.INC |
| EDATE | SYD | SERIESSUM | BETA.DIST | PERMUT |
| EOMONTH | TBILLEQ | SIGN | BETA.INV | POISSON.DIST |
| HOUR | TBILLPRICE | Math & Trig - continued | BINOM.DIST | PROB |
| MINUTE | TBILLYIELD | SIN | BINOM.INV | QUARTILE.EXC |
| MONTH | VDB | SINH | CHISQ.DIST | QUARTILE.INC |
| NETWORKDAYS | XIRR | SQRT | CHISQ.DIST.RT | RANK.AVG |
| NETWORKDAYS.INTL | XNPV | SQRTPI | Statistical - continued | RANK.EQ |
| NOW) | YIELD | SUBTOTAL | CHISQ.INV | RSQ |
| SECOND | YIELDDISC | SUM | CHISQ.INV.RT | SKEW |
| TIME | YIELDMAT | SUMIF | CHISQ.TEST | |
| TIMEVALUE | | SUMIFS | CONFIDENCE.NORM | Statistical - continued |
| YEAR | Logical | SUMPRODUCT | CONFIDENCE.T | SLOPE |
| TODAY | AND | SUMSQ | CORREL | SMALL |
| WEEKDAY | FALSE) | SUMX2MY2 | COUNT | STANDARDIZE |
| WEEKNUM | IF | SUMX2PY2 | COUNTA | STDEV.P |
| WORKDAY | IFERROR | SUMXMY2 | COUNTBLANK | STDEV.S |
| WORKDAY.INTL | NOT | TAN | COUNTIF | STDEVA |
| YEAR | OR | TANH | COUNTIFS | STDEVPA |
| YEARFRAC | TRUE | TRUNC | COVARIANCE.P | STEYX |
| Financial | | Informational | COVARIANCE.S | TDIST |
| ACCRINT | Math & Trigonometric | CELL | DEVSQ | TDIST.2T |
| ACCRINTM | ABS | ERROR.TYPE | EXPON.DIST | TDIST.RT |
| AMORDEGRC | ACOS | INFO | F.DIST | T.INV |
| AMORLINC | ACOSH | ISBLANK | F.DIST.RT | T.INV.2T |
| COUPDAYBS | AGGREGATE | ISERR | F.INV | T.TEST |
| COUPDAYS | ASIN | ISERROR | F.INV.RT | TREND |
| COUPDAYSNC | ASINH | ISEVEN | F.TEST | TRIMMEAN |
| COUPNCD | ATAN | ISLOGICAL | FISHER | VAR.P |
| COUPNUM | ATAN2 | ISNA | FISHERINV | VAR.S |
| COUPPCD | ATANH | ISNONTEXT | FORECAST | VARA |
| CUMIPMT | CEILING | ISNUMBER | FREQUENCY | VARPA |
| CUMPRINC | CEILING.PRECISE | ISODD | GAMMA.DIST | WEIBULL.DIST |
| DB | COMBIN | ISREF | GAMMA.INV | Z.TEST |
| DDB | COS | ISTEXT | GAMMALN | |
| DISC | COSH | N | GAMMALN.PRECISE | Text |
| DOLLARDE | DEGREES | NA | GEOMEAN | BAHTEST |
| DOLLARFR | EVEN | TYPE | GROWTH | CHAR |
| DURATION | EXP | | HARMEAN | CLEAR |
| EFFECT | FACT | Lookup & Reference | HYPGEOM.DIST | CODE |
| FV | FACTDOUBLE | ADDRESS | INTERCEPT | CONCATENATE |
| FVSCHEDULE | FLOOR | AREAS | KURT | DOLLAR |
| INTRATE | FLOOR.PRECISE | CHOOSE | LARGE | EXACT |
| IPMT | GCD | COLUMN | LINEST | FIND |
| IRR | INT | COLUMNS | LOGEST | FIXED |
| ISPMT | LCM | GETPIVOTDATA | LOGNORM.DIST | LEFT |
| MDURATION | LN | HLOOKUP | LOG.INV | LEN |
| MIRR | LOG | HYPERLINK | LOGNORM.DIST | LOWER |
| NOMINAL | LOG10 | INDEX | LOGNORM.INV | MID |
| NPER | MDTERM | INDIRECT | MAX | PROPER |
| NPV | MINVERSE | LOOKUP | MAXA | REPLACE |
| ODDFPRICE | MMULT | MATCH | MEDIAN | REPT |
| ODDFYIELD | MOD | OFFSET | MIN | RIGHT |
| ODDLPRICE | MROUND | ROW | MINA | SEARCH |
| ODDLYIELD | MULTINOMIAL | ROWS | MODE.MULT | SUBSTITUTE |
| PMT | ODD | RTD | MODE.SNGL | T |
| PPMT | PI | TRANSPOSE | NEGBINOM.DIST | TEXT |
| PRICE | POWER | VLOOKUP | NORM.DIST | TRIM |
| PRICEDISC | PRODUCT | | NORM.INV | UPPER |
| PRICEMAT | RADIANS | Statistical | NORM.S.DIST | VALUE |
| PV | RAND | | NORM.S.INV | & a large number of |

Engineering functions

Appendix C. Glossary of Terms

absolute reference - is the indication of a column or row in a spreadsheet preceded by dollar (\$) marks so that the reference does not change as the reference to the cell is replicated. Both row and column can be absolute or either one alone.

alignment - refers to horizontal data or object position between left and right margins or within a column, cell, or other text area. Alignment can be to the right, left, or centered within a cell, text area, line, or column.

ampersand - the "and" sign (&) used in concatenation of string data.

area chart - type of multiline graph in a spreadsheet which fills the area between lines to clearly illustrate differences.

argument - parameter entered in a function and used in making calculations (i.e. in the function *SUM(A1:B1)*, the range described by *A1:B1* is the argument for the function.)

arithmetic operator - symbols used to indicate addition (+), subtraction (-), multiplication (*), division (/), and exponentiation (^) in formulas.

ascending order - sequence of arrangement with the smallest number or letter closest to the front of the alphabet coming first. (i.e. 1 to 99.. or A to Z)

ASCII - acronym for American Standard Code for Information Interchange. This is a standard format in which files may be written to storage devices and used by most other applications. The data output in this manner loses all its formatting information.

attribute - characteristic ascribed to something, a property.

bar chart - data graphically illustrated with a series of vertical bars. (Microsoft Excel calls this a *column chart*, and refers to a *bar chart* as the *horizontal version of this*.)

baseline - imaginary line on which a line of text is located. Descenders of the letters, *g, j, p, q*, and *y* pass through the baseline.

blank row - a blank line, empty line, or empty row in a spreadsheet or database. It is also called an *empty record* in a database.

blank line - an empty line in a document, spreadsheet, or database. This is also called a *blank row* in spreadsheets and databases, and it is also called an *empty record* in databases.

block - selected set of items, such as words, cells, columns, etc.

border - lines drawn around the perimeter of a cell, field, range of cells, block of data, a page, paragraph, drawing, or a box that emphasizes the selection. Each cell has four "borders" in a database and spreadsheet, left, right, top, and bottom, and these may be manipulated separately or in combination.

break point - a specified change in a report when a Summary Total Line is inserted. This is triggered by a change in a particular field. A Group in a report is terminated at a break point.

bullet - large round dot or square used to delineate or enumerate an important element.

calculated field - field having a mathematical expression as its source of data.

category label - label describing what the x-axis of a spreadsheet chart represents. This is printed along the x-axis under the related bar or data point.

cell - area formed by intersection of a column and row in a spreadsheet or individual item of data addressed by one column and one row.

cell address - pointer to a cell that notates the column and row intersection at which it is located.

cell reference - location of a cell in a spreadsheet that is identified by the column and row labels.

center tab - tab stop that centers data between margins, in a column, or in a particular area.

chart - visual representation of data in a graph or tabular format.

clip art - pre-prepared graphics available in most word processors that can be inserted into documents.

clipboard - area of computer memory where selected data or information is temporarily copied from an application. Contents from the clipboard can then be "pasted" into another application.

column chart - Microsoft's term for a bar chart which is a graph represented by vertical bars.

column designators - alphabetic character(s) that are displayed above each column of a spreadsheet.

column headings - also called column labels; data that appears at the top of a column in a spreadsheet.

column labels - also called column headings; data that appears at the top of a column in a spreadsheet.

compound IF - also called an embedded or complex IF; IF function embedded within another IF function

complex IF - also called an embedded or compound IF; IF function embedded within another IF function

concatenation - connection of two or more strings of data in a spreadsheet or database and placement into a separate cell or field using the ampersand (&) sign.

conditions - criteria; specifications or tests on which decisions or selections are made.

concatenation - process of placing two or more strings together to produce another string. The ampersand is often used as the concatenating character. (i.e. *concatenate fields LastName plus a comma and space and FirstName to produce a full name.*)

criteria - conditions; specifications or tests on which decisions or selections are made.

data - information in a form suitable for processing.

data series - selected range in a spreadsheet that is shown in a chart format.

data point - single piece of numeric data plotted on a chart.

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database - collection of data organized for a particular purpose.

datasheet - tabular view of that with columns representing fields and rows being records.

decimal tab - tab stop that aligns decimal point position or implied position at the tab stop.

default - value for a variable automatically assigned by a computer application.

descending order - sequence of arrangement with the largest number or letter closest to the front of the alphabet coming first. (*i.e.* 99.. to 1 or Z to A.)

design view - environment in which definitions can be made for data and what fields can store.

detail lines - rows of information that represent the detailed items or data lines on a report or form as opposed to summary lines or heading and title lines.

decision box - a diamond-shape block on a chart in which a decision is made using an IF function.

dot leaders - or leader characters; these are characters, like periods, dashes, underlines, etc., that appear when the tab is depressed leaving a string of such characters from the point at which the tab key was depress to the stopping point where a tab is set specifying dot leaders or leader characters.

dot leader tabs - preset stopping places in a word processor reached by depressing the tab key and leaving a string of dots or other characters from the original position of the cursor when the key was depressed to the data that is entered at the tab stop.

embedded IF - also called a complex or compound IF; an IF function embedded within another IF function

empty record - an empty line or blank line in a document, spreadsheet, or database. This is also called a *blank row* in spreadsheets and databases, and it is also called an *blank record* in databases.

exploding pie slice - special visual presentation of a pie chart in which one or more sections of the pie are separated as if "exploding" away from the center.

expression - operation or value stated using numbers and mathematical symbols.

field - element of a database that stores a single piece of information.

field name - name identifying a database field and the type of information contained in it.

field properties - field attributes associated with the data entered in a field, such as number of decimals, font size, etc.

file - collection of records or a table in database, a document or collection of documents in word processing, or a sheet or collection of sheets in spreadsheet. Anything written out to an output medium.

filter - process to select data that meets certain criteria. This is also called a query.

Final Total Line - the last Total Line on a report that contains a sum, average, maximum, minimum of a column of values. This represents a Grand Total for the entire report.

font - character set with specific design and similar appearance. Each font has a unique name.

font effects - or font style; physical appearance of characters in a font, such as bold, underlined, italic, superscript, subscript, strikeout, etc.

font size - size of characters in a font that is based on 72 points per inch.

font style - or font effects; physical appearance of characters in a font, such as bold, underlined, italic, superscript, subscript, strikeout, etc.

footer - one or more lines of data that appear at the bottom of every specified page until it is turned off. (*i.e.* *this can be for all pages, odd pages, or even pages.*)

footnote - a note placed at the bottom of a page of a document that cites a reference for a selected part of the text.

format - properties associated with data, such as alignment, data, decimals, font, font size, color of text, borders, shading, patterns, etc.

formula - entry in a spreadsheet cell or database field that performs a calculation by references other fields and using mathematical operators.

database - collection of data organized for a particular purpose.

form wizard - feature in Access that walks the user through the creation of a form.

freeze title - or freeze pane; keep titles, column headings, or row headings locked in place while scrolling through the detail information in a spreadsheet.

function - predefined formula for a specific purpose. This usually requires arguments.

gridlines - framework of vertical and horizontal bars in a spreadsheet, database, or chart that enables easier reading.

group or grouping break point - a selection of a sorted report that has the same value in a particular specified field or cell. When the value changes it causes a break point and usually a Summary Total Line.

hanging indent - indentation of the second and subsequent lines of data in a paragraph over to a tab stop.

hard page - page break; activation of ending a page and starting on the next page with data.

header - information that prints at the top of selected document pages. Selection usually includes all pages, even pages, or odd pages.

headings - or column and row labels; names identifying a column or row of a report, table, database, or spreadsheet. This is a form of a title or subtitle.

import - pull data in from another database or other collection of data.

indent - cause a line of data or a paragraph to be moved over one ½".

input - data entered into a computer application or program or to enter such data.

interest - also called interest rate or rate; percentage of a total amount of a loan that is used to satisfy the interest owed on the loan.

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interest rate - also called interest or rate; percentage of a total amount of a loan that is used to satisfy the interest owed on the loan.

label - text-type information that may be either alphabetic or alphanumeric which is not intended to be used in calculations. Column and row headings and are also labels.

landscape - printing of a document in a sideways orientation with top of the document being on the long edge of the paper. The opposite orientation to portrait.

leader characters - or dot leaders; these are characters, like periods, dashes, underlines, etc., that appear when the tab is depressed leaving a string of such characters from the point at which the tab key was depressed to the stopping point where a tab is set specifying dot leaders or leader characters.

left tab - tab stop that aligns leftmost position of data.

legend - key that identifies information represented by patterns or colors in a chart.

line chart - graph with data points connected by a line.

line spacing - spacing in a document from the bottom of one line of text to the bottom of the next. Line spacing of one is considered single spacing; line spacing of two, double spacing; etc.

lock title - also called freeze title or freeze pane; keep titles, column headings, or row headings locked in place while scrolling through the detail information in a spreadsheet.

lookup value - value used to search the first row or column of a Lookup Table to find the largest value that is less than or equal to its own value in order to pick up a related value or data from the Lookup Table.

mail merge - also called print merge; feature that allows combining multiple sources of text into a single document, as a form letter, a label, or an envelope.

null character - represented by "", a null character means that no data is present in a field or cell.

operation box - a rectangular block in a chart which defines an operation that takes place in a particular sequence.

orientation - position of a document on a page. This can either be conventional portrait orientation or sideways landscape orientation.

output - end result produced by a computer program or application, such as a document or file.

page break - action that causes the print on a page to end and skip to the next page before recommencing.

page footer - one or more lines of data that appears at the bottom of every specified page until it is turned off. (*i.e. for all pages, odd pages, or even pages.*)

page header - one or more lines of data that appears at the top of every specified page until it is turned off. (*i.e. this can be for all pages, odd pages, or even pages.*)

payment - also called periodic payment; amount paid on a regularly scheduled basis to satisfy a loan.

periodic payment - also called payment; amount paid on a regularly scheduled basis to satisfy a loan.

peripheral - Auxiliary device, as a printer, keyboard, keypad, or storage

system, that works in conjunction with a computer.

pie chart - graphical representation of a single series of numbers that looks like a sliced pie where the size of each "slice" is relative to the size of the number the slice represents versus the sum of all the numbers. An "exploding pie chart" is this type of chart with one or more pieces separated.

point size - size of characters using the convention of 72 points per inch.

portrait - printing of a document in a conventional orientation with top of the document being on the short edge of the paper. The opposite orientation to landscape.

principal - amount borrowed that is unpaid on a loan.

print merge - also called mail merge; feature that allows combining of multiple sources of text into a single document, such as a form letter, a label, or an envelope.

properties - series of information that describe an object or field.

query - filter technique whereby records of a database are selected depending on meeting prescribed criteria or conditions.

range - set of adjacent cells. This can be only a single cell.

range of cells - also called range reference; location of a block of adjacent cells in a spreadsheet. This is identified by the addresses of the first and last cell in the block separated by a colon.

range reference - also called range of cells; location of a block of adjacent cells in a spreadsheet. This is identified by the addresses of the first and last cell in the block separated by a colon.

rate - also called interest or interest rate; percentage of a total amount of a loan that is used to satisfy the interest owed on the loan.

record - collection of related, organized fields of information, such as contained in a row of data from a data base. Multiple records make up a table.

relative cell reference - address of a cell in a formula that changes as the formula is copied from one cell to another. This is used in the "fill" commands to replicate calculated data.

replicate - To duplicate, repeat, or copy, as a formula or function. Usually done by filling down from one cell to others in a spreadsheet.

report - presentation of a collection of data or information usually in a printed form. This can be output of a database or spreadsheet and have a columnar appearance, or it can be from a word processor and have either a columnar appearance or that of a manuscript.

right tab - tab stop that aligns rightmost position of data.

row headings - data that appears in the right cell of a row in a spreadsheet to identify contents of cells in that row.

row labels - also called row headings; data that appears in the right cell of a row in a spreadsheet to identify contents of cells in that row.

row numbers - number appearing at the beginning of each row of a spreadsheet.

Computer Applications Handbook - continued

scale - set of numbered marks indicating minimum, maximum, and intervals between, such as the numbers on the x- or y-axis.

series - range providing scale values for plotting or x-axis labels.

scenario - model of a supposed set of events.

shading - small differences in color

sort - arrange data in sequence, either in ascending or descending order.

string data - also called strings or text; text-type information that is alphanumeric and not used in calculations.

string - also called string data or text; text-type information that is alphanumeric and not used in calculations.

subheading - secondary heading placed beneath the main heading of a report, spreadsheet, or document.

subtitle - secondary title usually placed beneath the main title of a report, spreadsheet, or document.

summary lines - lines on a spreadsheet, database, or report that summarize data or detail lines, such as totals, minimums, maximums, averages, sums, etc.

Summary Total Line - any one of the intermediate Total Lines on a report that occurs at a specified break point of grouping. It contains a sum, average, maximum, minimum of a column of values for a particular group.

tab stops - preset stopping places in a word processor reached by depressing the tab key. These can be either left, right, decimal, or centered, and dot leaders may be used with any of these.

table - orderly arrangement of data, usually in columns and rows. In a database, a table is also the collection of related records.

table lookup - use of a chart or table with related values or data on a given row or in a given column so that a lookup value can be used to search the first row or column for a value that is less than or equal to its own value and pick up a related value or data on the same row or column of the table.

template - special document that provides layout, formatting, and other particulars for a given type of document.

term - total extent of the life of a loan.

text - also called strings or string data; text-type information that is alphanumeric and not used in calculations.

text color - color of the characters as opposed to any background color.

tick marks - marks placed along the x- and y-axes and grid lines of a chart to indicate values.

title - main descriptive name at the top of a report, spreadsheet, or document.

Total Line - a line on a report that contains a sum, average, maximum, minimum of a column of values.

values - numbers, formulas, or functions that may participate in calculations.

vertical alignment - alignment of data that is positioned within a cell. This is often used with "wrapped" text in a cell. This can be aligned to the top, bottom, or center of a cell.

wildcard - part of the criteria used in selection processes that substitute for any group of characters.

wizard - feature that walks a user through a task, such as creating tables, form, queries, etc..

word wrap - automatic placement of a word on a succeeding line when the current line reaches the right margin.

x-axis - horizontal line of a spreadsheet chart that identifies the categories being referenced.

x-axis label - also called x-axis title; a label describing what the x-axis of a spreadsheet chart represents. This is printed along the x-axis.

x-axis series - range providing scale values or labels printed on the x-axis.

x-axis title - also called x-axis label; a label describing what the x-axis of a spreadsheet chart represents. This is usually printed along the x-axis.

y-axis - vertical line of a spreadsheet chart that identifies the units in which categories are measured on the chart.

y-axis label - also called y-axis title; a label describing what the y-axis of a spreadsheet chart represents. This is printed vertically along the y-axis.

y-axis series - range providing vertical scale values for plotted data points.

y-axis title - also called y-axis label; a label describing what the y-axis of a spreadsheet chart represents. This is usually printed vertically along the y-axis.

z-axis - one of three axes in a three-dimensional spreadsheet chart

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- b. Center the title between margins and make the font size 14 point. Make the title box shorter and collapse the entire header area so that printout will fit on one page.
 - c. Right click on a grey crossbar in report; scroll down to select sorting and grouping.
 - (1) Click on the Add a group box and scroll down to select the **Office** field.
 - (2) Click on the *More* for more options and click on the down arrow by "with no totals" and for Total On entry, select the **Total Depr** field and select type to be Sum and click the radio button to Show Grand Total.
 - d. Add the following label in the report footer left aligned with **Last Name** column and top aligned and the same height as the summary value: **Grand Total**
 - e. Insert a text box in the Office Header.
 - (1) Delete the label portion of the box.
 - (2) Add a concatenation formula so that the unbound box shows the label, Office, followed by an colon, 2 spaces and the **Office** field, and left align with the **Last Name** column heading. Example: **Office: Atlanta**
 - f. Delete the **Office** column heading and detail data.
 - g. Rearrange spacing so that nothing is truncated or wrapped and there is room on the right to add a field.
 - h. Add a text field in the detail line to the right of **Total Depreciation** with the following specifications.
 - (1) Cut the label portion of the field and paste into the page header and move to the right of the **Total Depreciation** column heading and make it that same height and top align with headings and enter the following: **Percent of Total**
 - (2) In the unbound box on the detail line add a calculation to divide the **Total Depr** by **AccessTotalsTotal Depr** field from the report, making it the same height and top aligned with other detail fields. *(If the name of the generated field is not called **Access TotalsTotal Depr**, find the field name from the Other tab of the Property Sheet of the unbound field created in the Grand Total line.)*
 - (3) Format the value in the detail line as a percent with no decimals.
 - i. Add a black line above summary value that spans from the left to the right margin.
 - j. Make everything black type; make everything except detail and page footer bold.
 - k. Show **Total Depreciation** values as Standard with 2 decimals.
 - l. Left justify everything in **Last Name**, **First Name** and **City** columns.
 - m. Center all other column headings, detail data and summary value in their respective columns. *(Note that all entries in a column will have to be the same width in order to center.)*
 - n. Save your report and print it on 1 page.
7. Your report should have approximately the following appearance. *(Note: shading and borders are ignored in grading; colons represent missing data; and values shown may be incorrect.)*

| Depreciation Comparison | | | (99999)-State-2 | |
|-------------------------|------------|---------|--------------------|------------------|
| Last Name | First Name | City | Total Depreciation | Percent of Total |
| Office: Atlanta | | | | |
| Gunn | Tommy | Atlanta | 65,565.19 | 18% |
| : | : | : | : | : |
| Grand Total | | | 455,355.95 | |

UNIVERSITY INTERSCHOLASTIC LEAGUE



Computer Applications

STATE

2015

***DO NOT OPEN YOUR TEST UNTIL YOU ARE TOLD TO BEGIN.
DO NOT LEAVE THE ROOM UNTIL TIME IS CALLED.***

2015 UIL Computer Applications State Test - Tiebreaker

GENERAL TIEBREAKER TEST INSTRUCTIONS: The tiebreaker is a five-minute timed typing test. At the end of that time, the contestants will be instructed to send their output to their printers. Scores will be calculated based on gross words per minute typed less one point per word, space, punctuation mark, or capitalization error plus "bonus points" for following directions or for correct format for a given type of document.

I. COPYING A DOCUMENT AND PRINTING

- A. Enter the document on the next page in a left-bound report format.
 - 1. Use 1½" top margin and conventional side and bottom margins.
 - 2. Center the following title in boldface type using all caps: **JOHOR**
- B. Save document as TB-State.
- C. Write your contestant number and TB-State in the upper right hand corner of your printout.

II. STOP when time is called and print your document when instructed to do so.

Johor is an independent Malayan state at the southern end of the Malay peninsula and including all the small islands adjacent to the coast. The province of Mūar was placed under the administration of Johor by the British government as a temporary measure in 1877 and was still a portion of the sultan's dominions in 1910. The coast-line measures about 250 miles. The principal rivers are the Mūar, the most important waterway in the south of the peninsula which marks the boundary with Pahang and the Bātu Pāhat and Sēdēli. Johor is less mountainous than any other state in the peninsula. The highest peak is Gunong Lēdang, called Mount Ophir by Europeans. Like the rest of the peninsula, Johor is covered from end to end by one vast spread of forest, only broken here and there by clearings and settlements of insignificant area. The capital is Johor Bharu, which is situated at the nearest point of the mainland to the island of Singapore.

The fine palace built by the sultan Abubakar was originally the principal feature of the town. It was a kind of Oriental Monte Carlo, and was once much resorted to from Singapore. The capital of the province of Mūar is Bandar Maharani, named after the wife of the sultan before he had assumed his final title. The climate of Johor is healthy and equable for a country situated so near to the equator; it is cooler than that of Singapore. The shade temperature varies from 98.5° F. to 68.2° F. In the early 1900s, this was a curious spectacle of a country under Malay rule in which the Chinese outnumbered the people of the land by more than four to one. At that time, the revenue was chiefly derived from the revenue farms for opium, spirits, gambling, etc., and from duty on pepper and gambier exported by the Chinese. The cultivation of these products then formed the principal industry. Areca nuts and copra were also exported in some quantities. There is little mineral wealth of proved value.

Historically, it was claimed that the Mohammedan empire of Johor was founded by the sultan of Malacca after his expulsion from his kingdom by the Portuguese in 1511. It is certain that Johor took an active part in the protracted war between the Portuguese and the Dutch for the possession of Malacca. Later, Johor ruled by an officer of the sultan of Riau.

UIL Computer Applications Tests

Instructions and Scoring - 2014-2015

I. Preparation

A. Setup

1. Contestants should set up their equipment during the 30 to 45 minutes prior to the scheduled time for the contest, and test to be sure all hardware and software components are working, and leave all applications open at the start of the contest.
2. Students from the same school may not sit adjacent to each other.
3. Roll is taken, and adjustments are made for alternates 10 minutes before the scheduled contest time.
4. Coaches are asked to leave 5 minutes before the scheduled time for the contest, and they are given a copy of the test to take while students are taking the test.
 - a. Coaches take tests individually or in groups at a different location than students.
 - b. Coaches gain insight of areas that will be complicated to grade by taking the test.
5. Be certain all students' work spaces are cleared of everything except computer, printer, optional keyboard, keypad and mouse, and writing instruments (i.e. no *Handbooks* or printed materials).
6. **If the contest uses downloaded Starter Files, be sure all students have the files or allow them to copy the files prior to starting the contest from a flash drive.**

B. Equipment

1. Each student must have a laptop/notebook computer, printer, and saving device, such as a floppy drive, a thumb/flash drive, or a CD.
2. Competitors may have an external mouse, keyboard, and keypad, but not an external hard drive.
3. **No equipment may be shared by students during contests, and networked systems may not be used.**

C. Software

1. Microsoft Office 2007, 2010 or 2013 or a more current version, but no older version.
2. Spreadsheet elements must be done in Excel; database elements, in Access; and documents, in Word.
3. Graders may check students' saving device to verify that the appropriate application package was used for a given printout, and if the correct application was not used, that printout is not graded.

II. Contest

A. 5-minute Tiebreaker

1. Tiebreakers are distributed to all students face down. (Manila envelopes are passed out, if you want all tests to be collected into an envelope to be turned in at contest end as is done at the State Meet.)
2. To start the tiebreaker, the director should ask all competitors to turn over their tiebreaker and type until time is called for the 5 minute test without printing during the tiebreaker time period.
3. If a student finishes a tiebreaker, he/she starts again at the beginning to type as much as possible.
4. At the end of 5 minutes, the director should ask all students to stop typing and raise their hands.
5. If it is a large group, ask half of the competitors to print their files, and when these are complete, ask the other half to print their files.
6. Director should ask all competitors to put their contestant number in the upper right corner of every page of their printed tiebreaker and on the manila envelope, if this is used.
7. Director should ask all competitors to pass their tiebreaker in to the officials (or ask them to put the document into their manila folder, as we do at State).

B. 30-minute Test

1. Pass out tests with cover sheets showing so students may not view the test, and ask assistants to watch that students do not view the test.
2. Preview time is 3 minutes beginning when the director asks students to open tests and begin. During this time, pens, pencils or highlighters may be used, but not the computer.
3. Test is 30 minutes.
 - a. Test should start immediately after the 3-minute preview period.
 - b. Encourage students to save frequently.
 - c. Give a 10-minute warning when there are 10 minutes left in the contest.
 - d. Give a 2-minute warning when there are 2 minutes left in the contest.
 - e. At the end of 30 minutes, the director should stop the contest and ask all students to raise their hands until all printing has ceased.
 - f. Printouts initiated during the actual 30-minute contest will be graded. Printing may continue into the post-test period, but may not be initiated after time is called.

C. Equipment malfunction during a contest

1. If a problem occurs during the tiebreaker, every effort must be made to correct the problem or the student may not participate in the 30-minute test.
 - a. If a student does not create a tiebreaker, but his equipment is repaired, he/she may continue with the actual 30-minute contest.
 - b. In case of a tie, the student without a tiebreaker paper automatically loses the tie.
2. Prior to a contest, every effort should be made to correct equipment problems by substituting equipment, keyboards, printers, etc. with a backup or borrowed equipment from another contestant or from the contest director, if possible.
3. The tiebreaker output serves as proof that everything was working at the beginning of the contest.
4. **A contestant should raise his/her hand and advise the contest director during the contest** if any equipment problems occur.
5. One of the director's assistants should be assigned to attempt to resolve the problem. **The assigned assistant must not be the student's coach or a related party.**
6. If a system is inoperative and the problem cannot be resolved, the contestant can turn in only what he or she has completed before the equipment failed; and, after the contest, he or she can print anything that had been saved onto diskette/cd/flash drive on a different system or on the same system that has been made workable **with the assistant overseeing. No changes may be made to any printout.**
7. If the problem is a printer and it cannot be resolved within 5 minutes time, the student may continue working the test and saving to his/her saving device. He/she will be allowed to print from the saving device after the contest on the same system that has been made workable or on a different system **with the assistant overseeing. No additional changes may be made to any printout.**
8. **A contestant may not complete the contest at a later time.**
9. If a contestant has not attempted any printing before the two-minute warning and has a printer malfunction, the process is the same, but only one printout will be graded.
10. Printing may only be done after conclusion of a contest if both of the following have occurred.
 - a. **The contest director was apprised of a malfunction during the contest.**
 - b. **Time was expended during the contest by an assistant addressing the problem.**

D. Conclusion

1. Have all students select their Printout 1 and 2 and be sure their contestant number is on each page.
2. If a student printed a chart or graph separate from a document that he/she did not have time to embed in a document, the student should put his/her contestant number in the upper right corner and turn this in along with printout(s). Credit will be given for some chart elements that are correct, but all credit will be lost for margins, indenting a chart, spacing before and after a chart, etc. If a student's printout already has a chart or graph embedded in a printed document, the extra chart is not graded, even if the chart in the document was simply a placeholder from a template.
3. Have students label their saving device with their contestant number.
4. Turn all printouts and student's saving device in to officials (or place them in their manila envelope).
5. If you use manila envelopes, warn that no printouts will be graded that are not in the envelope.
6. Explain that if a student turns in more than one printout for one of their documents, the graders will arbitrarily grade the first one encountered, whichever that is. No attempt will be made by graders to determine which is the better printout.
7. Ask students to verify that their contestant number is on every page being turned in for grading, as well as on the manila envelope if you are using envelopes.
8. Ask students to pass in their tests and saving devices (or envelopes with these inside).
9. Ask students then to pass in their scratch paper to be put in the trash.
10. Have students remove all equipment or make arrangements to remove it after grading.

III. Grading

A. All coaches are required to grade.

1. If a coach cannot grade, it is the coach's responsibility to provide a substitute, preferably someone somewhat familiar with the contest, and advise the director that they are providing a substitute.
2. If a coach does not grade, the director can disqualify his/her student(s).

B. View all papers from each contestant.

1. Consider covering ALL contestant numbers with post-it notes.
2. Verify that all pages have contestant numbers. If a printout does not have identification, the director can try to determine which contestant produced it and grade it.
3. Verify that there are no "extra" printouts. If there are more than one of a given printout, simply take the first one you encounter as the one to grade, and mark an X on the "extra" printout.
4. If there is an "extra" printout with a chart or graph, verify that the document with which it is associated does not have a chart or graph already printed. If it does, mark X on the stand-alone chart and grade the chart/graph embedded in the document, even if it is from a template.
5. Paperclip all printouts to be graded together (and to the outside of the envelope if using these).
6. Tiebreakers remain in a separate stack or are returned to the student's envelope.

C. Sort tests into 1A, 2A, 3A, etc., and arrange coaches into like groups.

1. Give 1A tests to 3A coaches, 2A tests to 4A coaches, 3A tests to 5A coaches, 4A tests to 1A coaches, and 5A tests to 2A coaches or something of this ilk.
2. No coach should grade his/her own student's printouts.

D. Follow these grading rules.

1. Grading is all or nothing (i.e. each item on the score sheet is worth zero or the specified points).
2. Zero is the lowest possible grade for a printout. There are no negative grades for either printout.
3. Rulers, other than those in computer software, should not be used during the contest or during grading. Grading of centering, margins, etc. is a visual check. Do not attempt to be "ruler-exact." Do not fold papers to ascertain an exact center.
4. If there is a significant error on the test, notify the UIL state office or contact the State Contest Director for clarification. Mistakes in the keys should be corrected, and all printouts should be graded on correctness, not on an incorrect answer. That is, if a word is obviously misspelled (like *alternations* instead of *alterations*), credit is given for either spelling.
5. **Do not disqualify a printout on "mailability" standards.**
6. Allow about ¼" differential between requested margins and printed margins.
7. Right-justified data in a printout may vary between alphabetic data and numeric data with numeric data leaving the rightmost character position in numbers presumably for a minus sign if one were present. Currency values in a printout are more offset for text than other numbers.
8. Do not grade parts of a template that a contestant has not entered in a document. No credit is given for possible correct information in a document that was brought in as a template in the complimentary close, reference initials, or other parts of a document beyond where a contestant had entered information in the document.
9. If a contestant skipped to alter information at the bottom of a template for a document, such as a sender's name, then he/she effectively completed the entire document. In this case, the entire document is graded for typos, and credit is given for correct data in the close, sender's name, etc.
10. If a contestant completed most of a paragraph and omitted a sentence or line, the student gets credit for completing the paragraph if it appears that he or she inadvertently skipped over a portion and continued typing beyond that part. Deduct typos for the omitted portion.

E. Typographical errors are graded with the following criteria.

1. All of the following are considered typos.

| | | |
|---------------------------|---|-----------------------|
| misspelling | incorrect numbers | missed capitalization |
| missed punctuation | double words | incorrect formatting |
| words run together | incorrect row/line spacing, either extra or omitted | |
| incorrectly divided words | incorrect borders/lines, either extra or omitted | |
| omitted words or numbers | missing or extra parts of a chart or graph | |
2. If an error is a global error as all Group Headers have the same misspelled word, it is one typo or if an entire column of numbers is formatted wrong, it is one typo.
3. **Do not count off for differences between one and two spaces following some punctuation marks** as this often is difficult to differentiate.
4. **Do not count off twice for an error.**
5. If deductions are made directly on the score sheet, do not then count off for an error as a typo.
6. If deductions are made on one printout, do not count off for the same error on another printout.

F. Grade all Printout 1's together.

1. As you encounter questions, be certain that all coaches understand how the element is to be graded so all papers will reflect the same grading.
 2. If there is an error on a test, call the State Contest Director for resolution (830.367.3825).
 3. Have 3 coaches grade each paper, and then have a 4th coach verify all agree and transfer the final grade to the Final Score sheet.
 4. If there is a discrepancy among the 3 grades, the 4th grader reviews the problem with the original graders for the test and resolves the problem or contacts the director to resolve it.
 5. When all Printout 1 papers are completed start grading Printout 2.
 - a. Ask all coaches to walk thru the grading of Printout 2 together.
 - b. Follow the same procedure as used in Printout 1.
 - c. Grade all Printout 2 papers together.
 6. Return all tests to the director (clipped to their envelope, if using these).
- G. Tiebreakers are only graded to break ties for first thru sixth places, and the director grades these.
- H. Director enters all grades into the official website, if this is a UIL contest.

IV. Verification

- A. Unofficial results may or may not be posted prior to verification at the discretion of the contest director.
- B. Graded tests along with score sheets, a copy of the test itself, and copies of the answer keys are examined by contestants and their coaches during verification.
- C. Only a contestant's coach may examine the test with him/her or a person that has been approved by the contest director.
- D. Contestants and coaches are not to compare papers or examine anyone's test but their own.
- E. Verification is not to exceed 15 minutes.
- F. Report questions or errors in grading or recording scores to the contest director.
 1. The contest director will determine if the problem in question is an error.
 2. The contest director will recalculate the score and initial the change.
- G. Those not present during verification period forfeit the opportunity to raise objections.
- H. Official results will be announced after all questions have been resolved and rankings have been corrected, if necessary.

V. Ties

- A. Ties from first through sixth place are to be broken using the five-minute tiebreaker document.
- B. If the scores on the tiebreaker document are the same, then a tie exists.
- C. Should there be a tie for first place, there is no second place. Should there be a tie for second place, then there is no third, and so on.
- D. Mailability is no longer relied on to determine ties.