

COMPUTER APPS



High School Practice Packet

Spring 2021



UIL Computer Applications Practice Packet S21

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~ President Hexco Inc., Linda Tarrant

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COMPUTER APPS PRACTICE PACKET



Computer Apps Practice Packet Contents - 6 Tests
Each test in this packet should include the following

STUDENT MATERIALS	INSTRUCTOR MATERIALS
Tiebreaker Instructions	Scoring Sheet(s)
Tiebreaker Test	Sample Printout(s)
Test	Tiebreaker Score Sheet
2021 Starter Files (as needed)	Tiebreaker WPM key

Practice Packet S21

Test A	Test B
Excel Spreadsheet Printout	Import Spreadsheet to Access with Report
Simplified Letter Blocked for Window Envelope with Chart	Simplified Letter Blocked for Conventional Envelope with Merge Fields and Merge Codes
Tiebreaker – Unbound Report	Tiebreaker – Left-bound Report

Test C	Test D
Excel Spreadsheet Printout with Chart	Block Letter with Embedded Chart and Formulas
Database with Labels	Import Excel Spreadsheet to Access Report
Tiebreaker – Business Report	Tiebreaker – Unbound Report

Test E	Test F
Starter Files Exported to Access with Report	Starter Files Exported to Excel and Import to Database with Report
Simplified Memo with Embedded Formulas	Simplified Memo with Embedded Chart and Formulas
Tiebreaker – Left-bound Report	Tiebreaker – Left-bound Report

Note: Test E and F use the 2021 Starter Files on the enclosed CD.

These are also available for purchase on the complete S21 Solutions Disc!

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 3-minute preview or 30-minute test. A student may not continue to try to make his equipment work during the preview as no one may use computers at that time.
 - a. If a student does not create a tiebreaker, but his equipment is repaired, he/she may continue with the actual 3-minute preview and 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, 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 a printer malfunctions, 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 students' saving device in to officials (or place them in manila envelopes).
5. If you use manila envelopes, warn that no printouts will be graded that are not in their 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.
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 and gets credit for completing all paragraphs even if one or more are incomplete or missing altogether. In these cases, 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.

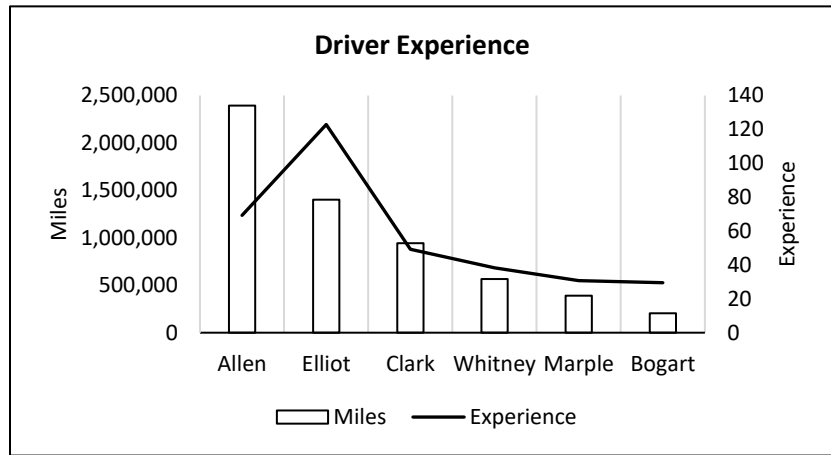
II. EXCEL CHART

A. Use the existing worksheet to create a chart to be used in **Part III**.

1. Sort the data by **Miles** in descending order.
2. Select Cells B1 thru C7 and Cells G1 thru G7 to create 2D clustered column - line chart.
3. Use the following title in boldface type:

Driver Experience

4. Use **Miles** values for columns with y-axis scale intervals as shown.
5. Add the following y-axis title as shown on the chart above: Miles
6. The **Experience** values should be a plotted line with no markers.
7. Click on Change Chart Type in the Chart Design ribbon and specify to add a secondary axis for the **Experience** series using the scale as shown in the chart above.
8. Add the following y-axis title for secondary y-axis as shown above: Experience
9. Make the x-axis line black and use a black border around the chart.
10. Format the columns for **Miles** series as white fill with a black border.
11. Show a legend below the chart with no border.
12. Use **Last** values as labels below each column.
13. The chart should have the appearance as shown above.
14. Everything in the chart should be plain type except the title which is bold.



B. Copy the chart to be used in the document in **Part III**.

C. If you do not have time to complete **Part III**, you may get some credit for printing the chart.

III. DOCUMENT WITH CHART

MAXIMUM 150

- A. Create a simplified letter blocked for window envelope in Calibri 12-point font with the following:
 1. Use today's date.
 2. Insert the following header 1" from the top edge of the page and right justified on the right margin, replacing 99999 with your contestant number: (99999)-S21A-2
 3. Use the following inside address with appropriate capitalization and punctuation:
Sam Ent, Trans Trucking, Inc., 1224 N. East St., Houston, TX 77011
 4. Use the following subject in all caps: SENIORITY RANK
- B. Use the following paragraphs for the body of the document.

Driver seniority is based on the number of miles driven per year and years of experience. There are other considerations, such as performance, safety record, customer service record, and dependability, that factor into seniority.

**[Insert the chart from Part II between paragraphs 1 & 2.
Center and indent at least at least ½" from left and right margins.
Leave one blank line above and below the chart.]**

Most of the time, the driver with the most experience is the one with the most miles; however, that is not always the case, as shown in the chart above.

- C. Use the following sender's name and title in appropriate capitalization on one line:
Bill Oney, Human Resources
- D. Use the following reference initials: uil
- E. Save the document as a file named **S21A-2** and print it in portrait orientation on one page.