

**ASSESSMENT CHECKLIST: CORRESPONDENCE, REPORTS, TABLES**

**INFCRT**

STUDENT: \_\_\_\_\_ MODULE: INF \_\_\_\_\_

<b>STANDARD Rating of 2</b>	Students working at <b>standard</b> must demonstrate preparation of mailable documents (no errors in text and well formatted), under time constraints appropriate for complexity of task, based on unformatted sources by the end of the learning period. The minimum expected keyboarding competence for time constraint purposes is 30 wpm (Keyboarding 2 standard). Keyboarding 3 is recommended as a corequisite to these modules. The <b>at standard</b> level of competency for these intermediate level modules is 2. The scale at the bottom defines the different levels of competencies.
-----------------------------	--

<i>Correspondence (INF2090)</i>	<i>Reports (INF2100)</i>	<i>Tables/Forms (INF2110)</i>
<p><b>Formatting of Correspondence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> designs and creates templates/macros/autotext for a variety of correspondence (e.g., letterhead, closing letter/punctuation styles, form letters, memorandums)</li> <li><input type="checkbox"/> produces letters in a variety of styles from unformatted sources including use of all basic letter parts plus:                             <ul style="list-style-type: none"> <li>• mailing and special notations</li> <li>• attention lines/subject lines</li> <li>• displayed information (enumerations, quotes, tables)</li> <li>• enclosure/copy notations</li> <li>• second page headings</li> </ul> </li> <li><input type="checkbox"/> merges form letters with multiple records</li> <li><input type="checkbox"/> produces memorandums from unformatted sources</li> <li><input type="checkbox"/> edits/reformats existing documents</li> <li><input type="checkbox"/> produces and prints sets of labels</li> <li><input type="checkbox"/> produces and prints envelopes according to current Canada Post Corporation guidelines, include mailing/special notations and attention lines</li> <li>* in lieu of printing, send documents to teacher through electronic mail as an attachment</li> </ul>	<p><b>Formatting of Reports:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> designs and creates templates/macros/autotext for a variety of reports (e.g., bound, unbound, multicolumn, formal, informal, APA, MLA)</li> <li><input type="checkbox"/> produces reports from unformatted sources including the following features:                             <ul style="list-style-type: none"> <li>• title pages</li> <li>• titles/headings/subheading/sideheadings</li> <li>• table of contents</li> <li>• outlines</li> <li>• display paragraphs/quotes</li> <li>• multicolumns</li> <li>• charts and/or tables</li> <li>• headers/footers</li> <li>• page numbering</li> <li>• citations (footnotes, endnotes, within body)</li> <li>• reference lists and/or bibliographies</li> <li>• appendices (i.e., enumerated summary, charts, tables)</li> <li>• index</li> </ul> </li> <li><input type="checkbox"/> edits/reformats existing documents</li> <li>* in lieu of printing, send documents to teacher through electronic mail as an attachment</li> </ul>	<p><b>Formatting of Tables:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> designs and creates templates/macros/autotext for a variety of multicolumn tables</li> <li><input type="checkbox"/> produces tables from unformatted sources including the following features:                             <ul style="list-style-type: none"> <li>• headings/subheadings (multiline)</li> <li>• borders/shading</li> <li>• cell attributes (e.g., fonts, alignments)</li> <li>• math calculations</li> <li>• table sorts</li> <li>• supplemental data (e.g., footnotes)</li> <li>• special options/features (e.g., sort, split/join cells)</li> <li>• decimal alignment</li> <li>• dot leaders</li> </ul> </li> <li><input type="checkbox"/> edits/reformats existing documents</li> <li><input type="checkbox"/> designs and creates templates for a variety of business forms such as:                             <ul style="list-style-type: none"> <li>• invoices/credit memos</li> <li>• purchase requisition/orders</li> <li>• statements of account</li> <li>• employee applications</li> <li>• FAX cover sheets</li> </ul> </li> <li><input type="checkbox"/> uses templates to fill out a variety of business forms</li> </ul>
<p><b>Document Editing</b> - enhances the quality of documents and insures all documents are mailable (no errors in text) and well formatted through the use of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> spell check and/or grammar check</li> <li><input type="checkbox"/> thesaurus</li> <li><input type="checkbox"/> proofreading skills</li> <li><input type="checkbox"/> appropriate document format and aesthetically pleasing</li> </ul>	<p><b>Document Editing</b> - enhances the quality of documents and insures all documents are mailable (no errors in text) and well formatted through the use of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> spell check and/or grammar check</li> <li><input type="checkbox"/> thesaurus</li> <li><input type="checkbox"/> proofreading skills</li> <li><input type="checkbox"/> appropriate document format and aesthetically pleasing</li> </ul>	<p><b>Document Editing</b> - enhances the quality of documents and insures all documents are mailable (no errors in text) and well formatted through the use of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> spell check and/or grammar check</li> <li><input type="checkbox"/> thesaurus</li> <li><input type="checkbox"/> proofreading skills</li> <li><input type="checkbox"/> appropriate document format and aesthetically pleasing</li> </ul>

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: DATABASES**

**INFDB**

STUDENT: \_\_\_\_\_

MODULE: INF \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate problem-solving techniques through the use of software functions noted in the checklists below and in the preparation of well-designed and accurate records and reports. The columns to the left of the checklists indicate the minimum competency level for **at standard** performance for the introductory and intermediate level modules. The scale at the bottom defines the different levels of competencies. Note: The list of software functions indicated by an asterisk {\*} may need to be adjusted to reflect software that is available.

At Standard	<i>Introductory Level (INF1050)</i>	At Standard	<i>Intermediate Level (INF2070)</i>	
<b>1</b>	<p><b>Solves Problems with Databases</b></p> <input type="checkbox"/> define problem <input type="checkbox"/> plan, design and create databases to solve problems and make decisions <input type="checkbox"/> present data visually through the creation of reports <input type="checkbox"/> analyze data to draw conclusions and make recommendations <input type="checkbox"/> cite references where appropriate	<b>2</b>	<p><b>Solves Problems with Databases</b></p> <input type="checkbox"/> define problem <input type="checkbox"/> plan, design and create databases to solve problems and make decisions <input type="checkbox"/> present data visually through the creation of reports <input type="checkbox"/> analyze data to draw conclusions and make recommendations <input type="checkbox"/> cite references where appropriate	
<b>1</b>	<p><b>Format Functions for Creating Records/Forms:</b></p> <input type="checkbox"/> create fields and records using form/list view <input type="checkbox"/> specify size of fields <input type="checkbox"/> enter information into fields: <ul style="list-style-type: none"> <li>- labels (text)</li> <li>- numbers, dates, time</li> <li>- formulas</li> </ul> <input type="checkbox"/> create calculated field <input type="checkbox"/> use tab to move around a record <input type="checkbox"/> work with multiple records in different views <input type="checkbox"/> align fields: left, right, centre	<input type="checkbox"/> text styles: bold, underscore, italics, <input type="checkbox"/> font types/sizes <input type="checkbox"/> format numbers: %, \$, commas, decimals <input type="checkbox"/> highlight fields/forms/cells <input type="checkbox"/> page and margin settings <input type="checkbox"/> footers/headers/page numbering <input type="checkbox"/> help function <input type="checkbox"/> preview/print records in form and list view <input type="checkbox"/> preview/print records in portrait and landscape	<b>2</b>	<p><b>Format Functions for Creating Records/Forms:</b></p> <input type="checkbox"/> continue use of all software functions in introductory level <input type="checkbox"/> view several part of database at same time in list view <input type="checkbox"/> insert/move/remove a split <input type="checkbox"/> page break in form and list view <input type="checkbox"/> protect a database: unlock and lock fields/form design <input type="checkbox"/> use template function <input type="checkbox"/> merge and or link with two or more databases
<b>1</b>	<p><b>File/Edit/Proofread/Manipulate Functions</b></p> <input type="checkbox"/> move around database (cursors, go to, select, home, end, page up/down, *scroll bar/arrows) <input type="checkbox"/> create/update/recall/rename files <input type="checkbox"/> locate specific records in a file <input type="checkbox"/> modify records: insert/delete/adjust <ul style="list-style-type: none"> <li>- fields (e.g., name, size)</li> <li>- field entries (text, numbers, dates)</li> <li>- font types/sizes</li> <li>- text styles and field alignments</li> </ul>	<input type="checkbox"/> copy/move/paste within a database <input type="checkbox"/> sort alphabetically, numerically and chronologically <input type="checkbox"/> search/query a database to find <ul style="list-style-type: none"> <li>- selected records that match</li> <li>- selected records that are above or below values</li> <li>- selected records with a specific alphabetic or numeric range</li> </ul>	<b>2</b>	<p><b>File/Edit/Proofread/Manipulate Functions</b></p> <input type="checkbox"/> continue use of all software functions from introductory level <input type="checkbox"/> insert/delete manual page breaks <input type="checkbox"/> change headers/footers/page numbers <input type="checkbox"/> search databases to find: <ul style="list-style-type: none"> <li>- selected records that meet several conditions (and/or)</li> <li>- selected records that do not match a specific condition</li> <li>- use mathematical operators/functions to query</li> <li>- use wildcards in a query</li> <li>- use dates in a query</li> </ul>
<b>1</b>	<p><b>Format Functions for Creating Reports</b></p> <input type="checkbox"/> title reports <input type="checkbox"/> select fields for a report <input type="checkbox"/> calculate statistics in rows, columns, for entire report <input type="checkbox"/> sort reports in alphabetic, numeric and chronological order <input type="checkbox"/> search for selected records for a report <input type="checkbox"/> modify reports: add/delete/adjust	<ul style="list-style-type: none"> <li>- fields and records</li> <li>- titles, headings,</li> <li>- text, numbers, dates</li> <li>- column width</li> <li>- font types and sizes, text and numbers (\$,%, .)</li> <li>- text styles and field alignments</li> <li><input type="checkbox"/> save/delete/preview/print reports</li> </ul>	<b>2</b>	<p><b>Format Functions for Creating Reports</b></p> <input type="checkbox"/> continue use of all software functions at the introductory level <input type="checkbox"/> create and use macros <input type="checkbox"/> merge databases with other documents

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: ELECTRONIC PUBLISHING DOCUMENT PRODUCTION**

**INFEPDOC**

STUDENT: \_\_\_\_\_

MODULE: INF \_\_\_\_\_

**STANDARD** Students working at **standard** must demonstrate preparation of well-designed publications with no errors in text and including all features noted below based on reproductions and original creations. The column to the left of the checklists indicates the **at standard** level of competencies at the introductory, intermediate and advanced levels. The rating scale at the bottom defines the different levels of competencies.

At Standard	<i>Introductory Level-GT 1</i>	At Standard	<i>Intermediate Level - EP 1</i>	At Standard	<i>Advanced Level - EP 2</i>
<b>1</b>	<p><b>Plans Drawings:</b></p> <input type="checkbox"/> gathers information regarding: <ul style="list-style-type: none"> <li>• audience</li> <li>• image to project</li> <li>• purpose</li> </ul> <input type="checkbox"/> prepares a thumbnail sketch <input type="checkbox"/> makes decisions regarding types of text, graphics and artwork	<b>2</b>	<p><b>Plans Publications:</b></p> <input type="checkbox"/> gathers information regarding: <ul style="list-style-type: none"> <li>• audience</li> <li>• image to project</li> <li>• purpose</li> </ul> <input type="checkbox"/> prepares a thumbnail sketch <input type="checkbox"/> makes decisions regarding types of text, graphics and artwork	<b>3</b>	<p><b>Plans Publications:</b></p> <input type="checkbox"/> gathers information regarding: <ul style="list-style-type: none"> <li>• audience</li> <li>• image to project</li> <li>• purpose</li> </ul> <input type="checkbox"/> prepares a thumbnail sketch <input type="checkbox"/> makes decisions regarding types of text, graphics and artwork
<b>1</b>	<p><b>Reproduces a minimum of three one-page drawings containing:</b></p> <input type="checkbox"/> basic page layout principles (e.g., optical centre, balance, white space) <input type="checkbox"/> text <input type="checkbox"/> basic text enhancements <input type="checkbox"/> graphic images (e.g., paint, draw and import clipart) <input type="checkbox"/> foreground/background <input type="checkbox"/> filled/colour graphic images <input type="checkbox"/> preview and print drawings	<b>2</b>	<p><b>Page Layout and Design of Publications:</b></p> <input type="checkbox"/> reproduces a minimum of three one- and two-page publications containing: <ul style="list-style-type: none"> <li>• text (display and body)</li> <li>• graphics and/or artwork (use of scanning and clip art files)</li> <li>• basic text and graphic enhancement (e.g., typefaces, styles, kerning, leading, cropping, fills, rotating text and images)</li> <li>• preview, print and if required reproduce publications</li> </ul> <input type="checkbox"/> creates a minimum of three one- and two-page original publications containing: <ul style="list-style-type: none"> <li>• text (display and body)</li> <li>• graphics and/or artwork</li> <li>• text and graphic enhancements (e.g. typefaces, styles, kerning, leading, cropping, fills, rotating text and images)</li> <li>• preview and print publications</li> </ul> <input type="checkbox"/> follows copyright laws	<b>3</b>	<p><b>Page Layout and Design of Publications:</b></p> <input type="checkbox"/> creates a minimum of three multipage original publications containing: <ul style="list-style-type: none"> <li>• style sheets or templates</li> <li>• trim size, bleed</li> <li>• text (display and body)</li> <li>• graphics and artwork (graphic tools, scanning and clip art files)</li> <li>• a variety of advanced publication enhancements such as:                             <ul style="list-style-type: none"> <li>- pull quotes, sidebars/footnotes</li> <li>- vertical column division lines,</li> <li>- two-page spread graphic</li> <li>- mastheads and banners</li> </ul> </li> <li>• preview, print and if necessary reproduce publication</li> </ul> <input type="checkbox"/> follows copyright laws
<b>1</b>	<p><b>Creates a minimum of three original one-page drawings containing:</b></p> <input type="checkbox"/> basic page layout principles (e.g., optical centre, balance, white space) <input type="checkbox"/> text <input type="checkbox"/> basic text enhancements <input type="checkbox"/> graphic images (e.g., paint, draw and import clip art) <input type="checkbox"/> foreground/background <input type="checkbox"/> filled/colour graphic images <input type="checkbox"/> preview and print drawings	<b>2</b>	<p><b>Proofreads and Edits Publications:</b></p> <input type="checkbox"/> spelling, grammar, facts, graphics <input type="checkbox"/> hyphenation, punctuation <input type="checkbox"/> page layout and alignment <input type="checkbox"/> consistency	<b>3</b>	<p><b>Proofreads and Edits Publications:</b></p> <input type="checkbox"/> spelling, grammar, facts, graphics <input type="checkbox"/> hyphenation, punctuation <input type="checkbox"/> page layout and alignment <input type="checkbox"/> consistency

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: ELECTRONIC PUBLISHING SOFTWARE FUNCTIONS**

**INFEPSE**

STUDENT: \_\_\_\_\_ MODULE: INF \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate appropriate use of the software functions as noted in the checklists below. The columns to the left of the checklists indicate the minimum rating for **at standard** performance for the introductory, intermediate and advanced level modules. The rating scale at the bottom defines the different levels of competencies. Note: The list of software functions indicated by an asterisk { \* } may need to be adjusted to reflect software that is available.

At Standard	<i>Introductory Level - Graphic Tools</i>	At Standard	<i>Intermediate Level - EP 1</i>	At Standard	<i>Advanced Level - EP 2</i>
<b>1</b>	<p><b>Format Functions for Creating Drawings:</b></p> <input type="checkbox"/> determines the size of draw area <input type="checkbox"/> moves around in a draw area: <ul style="list-style-type: none"> <li>• page up/down</li> <li>• cursor</li> <li>• scroll bars</li> <li>• mouse</li> </ul> <input type="checkbox"/> enlarge the draw area <input type="checkbox"/> enter text <input type="checkbox"/> type styles (e.g., bold, underscore, italics, shadow, outline) <input type="checkbox"/> font styles/sizes <input type="checkbox"/> scan graphic images <input type="checkbox"/> import graphics <input type="checkbox"/> help function <input type="checkbox"/> preview/print drawing	<b>2</b>	<p><b>Format Functions for Creating Publications:</b></p> <input type="checkbox"/> page layout grid: multicolumns, margins <input type="checkbox"/> page numbering, headers, footers <input type="checkbox"/> enter display and body text within a DTP program <input type="checkbox"/> import text <input type="checkbox"/> text alignment: left, right, centre, full justified <input type="checkbox"/> text wrap <input type="checkbox"/> indent/block paragraphs <input type="checkbox"/> tabs: left, right, decimal, centre <input type="checkbox"/> timesteps: bold, underscore, italics, reverse type <input type="checkbox"/> typefaces and font sizes <input type="checkbox"/> kerning/leading <input type="checkbox"/> rotate text and images <input type="checkbox"/> text block (create and manipulate) <input type="checkbox"/> preview/print publications (landscape, portrait) <input type="checkbox"/> import clipart/scale and crop image <input type="checkbox"/> scan/insert images <input type="checkbox"/> create captions/dropped or raised capitals	<b>3</b>	<p><b>Format Functions for Creating Publications:</b></p> <input type="checkbox"/> continue to use all format functions from intermediate level <input type="checkbox"/> create style sheets and/or master pages <input type="checkbox"/> create templates <input type="checkbox"/> use styles palette (e.g., captions, headlines, body, text) <input type="checkbox"/> use story editor <input type="checkbox"/> enhance a publication's format using: <ul style="list-style-type: none"> <li>• pull quotes</li> <li>• sidebars and footnotes</li> <li>• vertical column division lines</li> <li>• two-page spread graphic</li> <li>• create mastheads and banners</li> </ul> <input type="checkbox"/> print composite and colour separations
<b>1</b>	<p><b>Paint and Draw Tools</b> - makes use of:</p> <input type="checkbox"/> application tools (e.g., select, text) <input type="checkbox"/> draw tools (e.g., line, box, circle) <input type="checkbox"/> paint tools <input type="checkbox"/> fill palettes <input type="checkbox"/> line palettes	<b>2</b>	<p><b>Tools</b> - makes use of:</p> <input type="checkbox"/> line tools (e.g., square and circle tools) <input type="checkbox"/> fill shades, patterns and drop shadowing <input type="checkbox"/> layering graphic objects <input type="checkbox"/> line draw thickness and other attributes <input type="checkbox"/> view function	<b>3</b>	<p><b>Tools</b></p> <input type="checkbox"/> continues to use all tools from intermediate level
<b>1</b>	<p><b>Proofread/Edit Functions</b></p> <input type="checkbox"/> create/update/open/ <input type="checkbox"/> rename files <input type="checkbox"/> backspace/undo <input type="checkbox"/> select/define a cutout <input type="checkbox"/> cut, paste, move <input type="checkbox"/> cropping <input type="checkbox"/> zoom in/out <input type="checkbox"/> edit using erasers <input type="checkbox"/> edit colours <input type="checkbox"/> delete/insert text <input type="checkbox"/> resizing <input type="checkbox"/> repositioning	<b>2</b>	<p><b>Proofread/Edit Functions</b></p> <input type="checkbox"/> spell/grammar checks <input type="checkbox"/> change typefaces and timesteps <input type="checkbox"/> select/insert/delete text and graphics <input type="checkbox"/> copy and paste text <input type="checkbox"/> edit line draw/graphic shapes (e.g., stretch, change thickness, reposition, copy to another location, delete/erase a line draw)	<b>3</b>	<p><b>Proofread/Edit Functions</b></p> <input type="checkbox"/> spell/grammar checks <input type="checkbox"/> change typefaces and timesteps <input type="checkbox"/> select/insert/delete text and graphics <input type="checkbox"/> copy and paste text <input type="checkbox"/> edit line draw/graphic shapes (e.g., stretch, change thickness, reposition, copy to another location, delete/erase a line draw)

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: SOFTWARE INTEGRATION 1, 2 AND 3**

**INFINTEG**

STUDENT: \_\_\_\_\_

MODULE: INF \_\_\_\_\_

<b>STANDARD</b>	Students working <b>at standard</b> must demonstrate preparation of mailable documents (no errors in text or format) based on unformatted sources. Advanced level modules require students to demonstrate workplace competencies by working under time constraints appropriate for the level of complexity of task. The column to left of the checklists indicate the minimum competency level for <b>at standard</b> performance for the intermediate and advanced level modules. The scale at the bottom defines the different levels of competencies.
-----------------	--

<i>At Standard</i>	<i>Document Production 1 (INF2120)</i>	<i>At Standard</i>	<i>Document Production 2 (INF3120)</i>	<i>At Standard</i>	<i>Word Processing Applications (INF3090)</i>
<b>1</b>	<b><u>Integrated Project</u></b>  <input type="checkbox"/> <b>Creates documents</b> – produces two- to three-page document(s) from unedited, unformatted sources that integrate data, text and graphics. Documents should make use of two of the following types of software: <ul style="list-style-type: none"> <li>• word processing</li> <li>• database</li> <li>• spreadsheets including chart graphing</li> <li>• graphics (paint and draw, clipart files)</li> </ul>	<b>2</b>	<b><u>Integrated Project</u></b>  <input type="checkbox"/> <b>Creates documents</b> – produces four- to ten-page document(s) from unedited, unformatted sources that integrate and link; e.g., OLE subscribe/publish data, text and graphics. Documents should make use of at least three of the following types of software: <ul style="list-style-type: none"> <li>• word processing</li> <li>• database</li> <li>• spreadsheets including chart graphing</li> <li>• graphics (paint and draw, clipart files)</li> </ul>	<b>3</b>	<b><u>Integrated Project</u></b>  <input type="checkbox"/> <b>Creates documents</b> – produces a multi-page (more than 10 pages) document(s) from unedited, unformatted sources that integrate and link; e.g., OLE subscribe/publish word processing, spreadsheet, database and graphics
<b>1</b>	<input type="checkbox"/> <b>Document Editing</b> – enhances the quality of documents and insures all documents are mailable (no errors in text) and well-formatted through the use of: <ul style="list-style-type: none"> <li>• spell check and/or grammar check</li> <li>• thesaurus</li> <li>• proofreading skills</li> <li>• elements and principles of design</li> <li>• appropriate document formats</li> <li>• aesthetically pleasing</li> </ul>	<b>2</b>	<input type="checkbox"/> <b>Document Editing</b> – enhances the quality of documents and insures all documents are mailable (no errors in text) and well-formatted through the use of: <ul style="list-style-type: none"> <li>• spell check and/or grammar check</li> <li>• thesaurus</li> <li>• proofreading skills</li> <li>• elements and principles of design</li> <li>• appropriate document formats</li> <li>• aesthetically pleasing</li> </ul>	<b>3</b>	<input type="checkbox"/> <b>Document Editing</b> – enhances the quality of documents and insures all documents are mailable (no errors in text) and well-formatted through the use of: <ul style="list-style-type: none"> <li>• spell check and/or grammar check</li> <li>• thesaurus</li> <li>• proofreading skills</li> <li>• elements and principles of design</li> <li>• appropriate document formats</li> <li>• aesthetically pleasing</li> </ul>

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**REFERENCE CHART: KEYBOARDING AND NUMBERPAD RATES**

**INFKEYNB**

Module	Keyboarding Rate		Number Pad Rate	
	★WPM	Weighting	★★KPM	Weighting
<b>INF1020</b> Keyboarding 1 text - 1 min. *SI ≤ 1.2 numeric – 1 min. 1–3 digits max. 1 error	20	20/30	80–83	6/10
	21–22	22/30	84–87	7/10
	23–24	24/30	88–91	8/10
	25–26	26/30	92–95	9/10
	27	28/30	96–97	10/10
	28	29/30		
<b>INF2030</b> Keyboarding 2 text – 2 mins. *SI ≤ 1.25 numeric – 1 min. 1–3 digits max. 1 error	29	30/30		
	30	32/50	100–103	6/10
	31	34/50	104–107	7/10
	32	36/50	108/111	8/10
	33	38/50	112–115	9/10
	34	40/50	116–118	10/10
	35	42/50		
	36	44/50		
	37	46/50		
<b>INF2040</b> Keyboarding 3 text – 2 mins. *SI 1.2–1.35 numeric – 1 min. 1–4 digits max. 1 error	38	48/50		
	39	50/50		
	40	32/50	120–125	6/10
	41	34/50	126–131	7/10
	42	36/50	132–137	8/10
	43	38/50	138–143	9/10
	44	40/50	144–148	10/10
	45	42/50		
	46	44/50		
	47	46/50		
48	48/50			
49	50/50			

Module	Keyboarding Rate		Number Pad Rate	
	★WPM	Weighting	★★KPM	Weighting
<b>INF3030</b> Keyboarding 4 text – 3 mins. *SI 1.3-1.4 numeric – 1 min. 1–5 digits max. 1 error	50	32/50	150–155	6/10
	51	34/50	156–161	7/10
	52	36/50	162–167	8/10
	53	38/50	168–173	9/10
	54	40/50	174–178	10/10
	55	42/50		
	56	44/50		
	57	46/50		
	58	48/50		
	59	50/50		
<b>INF3040</b> Keyboarding 5 text – 3 mins. *SI ≥ 1.35 numeric – 1 min. 1–6 digits max. 1 error	60	32/50	180–183	12/20
	61	34/50	184–187	14/20
	62	36/50	188–191	16/20
	63	38/50	192–195	18/20
	64	40/50	196–198	20/20
	65	42/50		
	66	44/50		
	67	46/50		
	68	48/50		
	69	50/50		
<b>INF3050</b> Keyboarding 6 text – 3 mins. *SI ≥ 1.35 numeric – 1 min. 1–6 digits max. 1 error	70	32/50	200–203	12/20
	71	34/50	204–207	14/20
	72	36/50	208–211	16/20
	73	38/50	212–215	18/20
	74	40/50	216–219	20/20
	75	42/50		
	76	44/50		
	77	46/50		
	78	48/50		
	79	50/50		

\* Note that SI stands for syllabic intensity, which identifies the level of difficulty of a timing (e.g., SI 1.2 indicates the timing has words that average 1.2 syllables in length). The lower the SI the easier the timing. Reference to SI is normally listed at the bottom or top of a timing.

- ★ (WPM)Words per minute
- ★★(KPM)Keystrokes per minute

**ASSESSMENT CHECKLIST: MULTIMEDIA PRODUCTIONS AND PRESENTATIONS**

**INFMMDOC**

STUDENT: \_\_\_\_\_

MODULE: INF \_\_\_\_\_

<b>STANDARD</b>	Students working <b>at standard</b> must demonstrate preparation of well-designed productions/presentations including all features noted below based on edited and original creations. The column to the left of the checklists indicate the <b>at standard</b> level of competencies at the introductory, intermediate and advanced levels. The rating scale at the bottom defines the different levels of competencies.
-----------------	---

At Standard	<i><b>Introductory Level (INF1070)</b></i>	At Standard	<i><b>Intermediate Level (INF2130)</b></i>	At Standard	<i><b>Advanced Level (INF3130)</b></i>
<b>1</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepares a storyboard outlining the presentation</li> <li><input type="checkbox"/> makes decisions regarding text, sound, graphics and animation</li> <li><input type="checkbox"/> chooses and uses appropriate tools, commands and devises</li> </ul>	<b>2</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepares a storyboard that outlines a one-minute presentation that contains content and special effects</li> <li><input type="checkbox"/> makes decisions regarding text, sound, graphics video and animation</li> <li><input type="checkbox"/> chooses and uses appropriate tools, commands and devises</li> </ul>	<b>3</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> prepares a storyboard that contains content and special effects</li> <li><input type="checkbox"/> makes decisions regarding text, sound, graphics video and animation</li> <li><input type="checkbox"/> chooses and uses appropriate tools, commands and devises</li> </ul>
<b>1</b>	<p><b>Production of Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> collects required resources</li> <li><input type="checkbox"/> follows storyboard during production process</li> <li><input type="checkbox"/> produces presentation using appropriate tools</li> </ul>	<b>2</b>	<p><b>Production of Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produces a one-minute presentation that contains text, graphics, sound, video and animation.</li> <li><input type="checkbox"/> follows accepted principles of layout and design</li> <li><input type="checkbox"/> imports and modifies text material</li> <li><input type="checkbox"/> imports and modifies graphics</li> <li><input type="checkbox"/> imports and modifies video clips</li> <li><input type="checkbox"/> imports and modifies audio clips</li> <li><input type="checkbox"/> imports and modifies animation</li> <li><input type="checkbox"/> follows copyright laws</li> </ul>	<b>3</b>	<p><b>Production of Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produces an <b>original</b> presentation that contains text, graphic, sound, video and animation.</li> <li><input type="checkbox"/> follows accepted principles of layout and design</li> <li><input type="checkbox"/> imports original text</li> <li><input type="checkbox"/> imports original graphic</li> <li><input type="checkbox"/> imports original audio clips</li> <li><input type="checkbox"/> imports original video clips</li> <li><input type="checkbox"/> imports original animation</li> <li><input type="checkbox"/> follows copyright laws</li> </ul>
<b>1</b>	<p><b>Edit and Testing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> checks spelling, facts, graphics</li> <li><input type="checkbox"/> tests program links to make sure they work appropriately</li> <li><input type="checkbox"/> edits to enhance technical quality</li> </ul>	<b>2</b>	<p><b>Edit and Testing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> checks spelling, facts, graphics</li> <li><input type="checkbox"/> tests program links to make sure they work appropriately</li> <li><input type="checkbox"/> edits to enhance technical quality</li> </ul>	<b>3</b>	<p><b>Edit and Testing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> checks spelling, facts, graphics</li> <li><input type="checkbox"/> tests program links to make sure they work appropriately</li> <li><input type="checkbox"/> edits to enhance technical quality</li> </ul>

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: MULTIMEDIA SOFTWARE FUNCTIONS**

**INFMMSF**

STUDENT: \_\_\_\_\_ MODULE: INF \_\_\_\_\_

<b>STANDARD</b>	Students working <b>at standard</b> must demonstrate appropriate use of the software functions as noted in the checklists below. The columns to the left of the checklists indicate the minimum rating for <b>at standard</b> performance for the introductory, intermediate and advanced level modules. The rating scale at the bottom defines the different levels of competencies. Note: the list of software functions indicated by an asterisk {*} may need to be adjusted to reflect software that is available.
-----------------	--

At Standard	<i><b>Introductory Level (INF1070)</b></i>	At Standard	<i><b>Intermediate Level (INF2130)</b></i>	At Standard	<i><b>Advanced Level (INF3130)</b></i>
<b>1</b>	<b>Text:</b> uses appropriate software functions to: <input type="checkbox"/> create text <input type="checkbox"/> enhance text (e.g., alignments/fonts/styles)/ <input type="checkbox"/> manipulate and place text (e.g., copy, move, paste)	<b>2</b>	<b>Text:</b> uses appropriate software functions to: <input type="checkbox"/> import/create text <input type="checkbox"/> position text <input type="checkbox"/> size text <input type="checkbox"/> use font styles and colour <input type="checkbox"/> use effects (e.g., fading)	<b>3</b>	<b>Text:</b> uses appropriate software functions to: <input type="checkbox"/> continue to use the software functions from the intermediate level <input type="checkbox"/> capture/import text from external sources <input type="checkbox"/> save text
<b>1</b>	<b>Graphics:</b> uses appropriate software functions to: <input type="checkbox"/> create graphics <input type="checkbox"/> select graphics <input type="checkbox"/> manipulate graphics	<b>2</b>	<b>Graphics:</b> uses appropriate software functions to: <input type="checkbox"/> create background <input type="checkbox"/> import/create graphics (use of scanner, clipart, etc.) <input type="checkbox"/> resize <input type="checkbox"/> use colour palettes <input type="checkbox"/> position graphics	<b>3</b>	<b>Graphics:</b> uses appropriate software functions to: <input type="checkbox"/> continue to use software functions from the intermediate level <input type="checkbox"/> capture/import graphics from external sources <input type="checkbox"/> save
<b>1</b>	<b>Sound:</b> uses appropriate software functions to: <input type="checkbox"/> create sound <input type="checkbox"/> select sounds <input type="checkbox"/> manipulate sounds	<b>2</b>	<b>Sound:</b> uses appropriate software functions to: <input type="checkbox"/> import/create sound <input type="checkbox"/> edit sound file <input type="checkbox"/> save sound file	<b>3</b>	<b>Sound:</b> uses appropriate software functions to: <input type="checkbox"/> continue to use software functions from the intermediate level <input type="checkbox"/> capture/import sounds from peripheral devices <input type="checkbox"/> save digitally
	<b>Video:</b> uses appropriate software functions to: <input type="checkbox"/> insert a pre-made video clip	<b>2</b>	<b>Video:</b> uses appropriate software functions to: <input type="checkbox"/> import existing video clip <input type="checkbox"/> view existing video clip <input type="checkbox"/> edit existing video clip <input type="checkbox"/> merge two or more existing video clips <input type="checkbox"/> save edited video clip	<b>3</b>	<b>Video:</b> uses appropriate software functions to: <input type="checkbox"/> continue to use software functions from the intermediate level <input type="checkbox"/> capture/import video clips from external sources <input type="checkbox"/> save
<b>1</b>	<b>Animation:</b> uses appropriate software functions to: <input type="checkbox"/> create a frame, object or cell based presentation	<b>2</b>	<b>Animation:</b> uses appropriate software functions to: <input type="checkbox"/> import existing animation clip <input type="checkbox"/> view an existing animated clip <input type="checkbox"/> edit an existing animated clip <input type="checkbox"/> create an animated clip	<b>3</b>	<b>Animation:</b> uses appropriate software functions to: <input type="checkbox"/> continue to use software functions from the intermediate level <input type="checkbox"/> create/import animations from external sources <input type="checkbox"/> save

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: INTRODUCTORY AND INTERMEDIATE PROGRAMMING**

**INFPRGM1**

STUDENT: \_\_\_\_\_

MODULE: INF \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate use of problem-solving techniques when producing a program using criteria as noted in the checklists below. The columns to the left of the checklists indicate the minimum rating for **at standard** performance for the introductory and intermediate level modules. The rating scale at the bottom defines the different levels of competencies.

At Standard	<i>Introductory Level</i>	At Standard	<i>Intermediate Level</i>		
<b>1</b>	<p><b>Problem-solving Phase:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines the nature of the problem and outlines what the program must do</li> <li><input type="checkbox"/> creates a simple algorithm that identifies the input, processes, and output of programs</li> <li><input type="checkbox"/> identifies the appropriate constants, variables, etc., in the program</li> <li><input type="checkbox"/> codes the algorithm using a programming language</li> <li><input type="checkbox"/> documents comments to programmers</li> <li><input type="checkbox"/> debugs and tests sample data</li> <li><input type="checkbox"/> codes and formats program properly</li> <li><input type="checkbox"/> evaluates final product to insure proper implementation (see below)</li> </ul>	<b>2</b>	<p><b>Problem-solving Phase:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines the nature of the problem and outlines what the program must do</li> <li><input type="checkbox"/> creates a simple algorithm that identifies the input, processes and output of programs</li> <li><input type="checkbox"/> identifies the appropriate constants, variables, etc., in the program</li> <li><input type="checkbox"/> codes the algorithm using a programming language</li> <li><input type="checkbox"/> documents comments to programmers</li> <li><input type="checkbox"/> debugs and tests sample data</li> <li><input type="checkbox"/> codes and formats program properly</li> <li><input type="checkbox"/> evaluates final product to insure proper implementation (see below)</li> </ul>		
<b>1</b>	<i>Programming 1</i>	<b>2</b>	<i>Programming 2</i>	<i>Programming 3</i>	
	<p><b>Implementation Phase:</b> Creates a minimum of three programs containing the following (see sample assignment 1A)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - use of:                             <ul style="list-style-type: none"> <li>• stringed variables</li> <li>• integer variables</li> <li>• real variables</li> <li>• numeric and string constants</li> <li>• data entered through assignment statements and keyboard entry</li> </ul> </li> <li><input type="checkbox"/> <b>Processes</b> - use of:                             <ul style="list-style-type: none"> <li>• addition, subtraction, multiplication, division</li> </ul> </li> <li><input type="checkbox"/> <b>Output</b> - formatting required:                             <ul style="list-style-type: none"> <li>• rounds to a prescribed number of decimal places</li> <li>• lines up decimal points</li> <li>• inserts dollar signs where appropriate</li> <li>• column formatting occurs</li> </ul> </li> <li><input type="checkbox"/> <b>Documentation and Presentation</b> <ul style="list-style-type: none"> <li>• includes statement of problem</li> <li>• presents flowchart to show how program was created</li> <li>• presents user's guide with clear and concise instructions</li> <li>• describes problems encountered during production and testing</li> <li>• aesthetic presentation: follows acceptable design principles</li> </ul> </li> </ul>		<p><b>Implementation Phase:</b> Creates a minimum of three programs containing the following (see sample assignment 2A)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - same as introductory level</li> <li><input type="checkbox"/> <b>Processes</b> - same as introductory level plus use of:                             <ul style="list-style-type: none"> <li>• predetermine, pre-check and post-check looping constructs</li> <li>• decision-making constructs</li> </ul> </li> <li><input type="checkbox"/> <b>Output</b> <ul style="list-style-type: none"> <li>• same as introductory level</li> </ul> </li> <li><input type="checkbox"/> <b>Documentation and Presentation</b> <ul style="list-style-type: none"> <li>• same as introductory level</li> </ul> </li> </ul>	<p><b>Implementation Phase:</b> Restructures a minimum of three programs to include the following (see sample assignment 3A)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - same as introductory level plus use of:                             <ul style="list-style-type: none"> <li>• appropriate local and global variables</li> </ul> </li> <li><input type="checkbox"/> <b>Processes</b> - same as introductory level plus use of:                             <ul style="list-style-type: none"> <li>• predetermine, pre-check and post-check looping constructs</li> <li>• decision-making constructs</li> <li>• appropriate subprograms structures</li> <li>• proper one- &amp; two-way parameter passing</li> </ul> </li> <li><input type="checkbox"/> <b>Output</b> <ul style="list-style-type: none"> <li>• same as introductory level</li> </ul> </li> <li><input type="checkbox"/> <b>Documentation and Presentation</b> <ul style="list-style-type: none"> <li>• same as introductory level</li> </ul> </li> </ul>	
<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill

**ASSESSMENT CHECKLIST: INTERMEDIATE PROGRAMMING**

**INFPRGM2**

STUDENT: \_\_\_\_\_ MODULE: INF \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate use of problem-solving techniques when producing programs using criteria as noted in the checklists below. The columns to the left of the checklists indicate the minimum rating for **at standard** performance for the intermediate level modules. The rating scale at the bottom defines the different levels of competencies.

At Standard	<i>Intermediate Level</i>	At Standard	<i>Intermediate Level</i>		
<b>2</b>	<p><b>Problem-solving Phase:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines the nature of the problem and outlines what the program must do</li> <li><input type="checkbox"/> creates an algorithm that identifies the input, processes and output of programs</li> <li><input type="checkbox"/> identifies the appropriate constants, variables, etc., in the program</li> <li><input type="checkbox"/> codes the algorithm using a programming language</li> <li><input type="checkbox"/> documents comments to programmers</li> <li><input type="checkbox"/> debugs and tests sample data</li> <li><input type="checkbox"/> codes and formats program properly</li> <li><input type="checkbox"/> evaluates final product to insure proper implementation (see below)</li> </ul>	<b>2</b>	<p><b>Problem-solving Phase:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines the nature of the problem and outlines what the program must do</li> <li><input type="checkbox"/> creates a simple algorithm that identifies the input, processes and output of programs</li> <li><input type="checkbox"/> identifies the appropriate constants, variables, etc., in the program</li> <li><input type="checkbox"/> codes the algorithm using a programming language</li> <li><input type="checkbox"/> documents comments to programmers</li> <li><input type="checkbox"/> debugs and tests sample data</li> <li><input type="checkbox"/> codes and formats program properly</li> <li><input type="checkbox"/> evaluates final product to insure proper implementation (see below)</li> </ul>		
<b>2</b>	<p><b>Programming 4</b></p> <p><b>Implementation Phase:</b> creates a minimum of three programs containing the following (see sample assignment 4A/B for procedure-oriented [P/O] or object-oriented [O/O])</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - use of: <ul style="list-style-type: none"> <li>• stringed, integer and real variables</li> <li>• numeric and string constants</li> <li>• data entered through assignment statements and keyboard entry</li> <li>• appropriate local and global variables</li> <li>• data is stored in appropriate derived data types</li> <li>• error trapping occurs using appropriate derived data types</li> <li>• data components of a class are identified (O/O only)</li> </ul> </li> <li><input type="checkbox"/> <b>Processes</b> - use of: <ul style="list-style-type: none"> <li>• addition, subtraction, multiplication, division</li> <li>• predetermine, pre-check and post-check looping constructs</li> <li>• decision-making constructs</li> <li>• appropriate subprogram structures</li> <li>• proper one- and two-way parameter passing</li> <li>• summation of data stored in arrays</li> <li>• predefined string functions and procedures</li> <li>• methods to be used in classes are identified (O/O only)</li> <li>• objects are constructed employing user-defined classes (O/O only)</li> <li>• data is transferred to objects (O/O only)</li> </ul> </li> <li><input type="checkbox"/> <b>Output</b> - formatting required <ul style="list-style-type: none"> <li>• rounds to a prescribed number of decimal places</li> <li>• lines up decimal points and inserts dollar signs where appropriate</li> <li>• column formatting occurs</li> </ul> </li> <li><input type="checkbox"/> <b>Documentation and Presentation</b> <ul style="list-style-type: none"> <li>• presents statement of problem and algorithm to show how program was created</li> <li>• presents user's guide with clear and concise instructions</li> <li>• describes problems encountered during production and testing</li> <li>• aesthetic presentation: uses acceptable design principles</li> </ul> </li> </ul>	<b>2</b>	<p><b>Programming 5</b></p> <p><b>Implementation Phase:</b> Creates a minimum of three programs containing the following (see sample assignment 5A/B for procedure-oriented [P/O] or object-oriented [O/O])</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - same criteria as in Programming 4 plus: <ul style="list-style-type: none"> <li>• modifications to existing classes are identified (O/O only)</li> <li>• characteristics to be inherited by new classes are identified (O/O only)</li> </ul> </li> <li><input type="checkbox"/> <b>Processes</b> - same criteria as in Programming 4 plus use of: <ul style="list-style-type: none"> <li>• sorting based on differing criteria (P/O)</li> <li>• search routines (P/O)</li> <li>• merge routines (P/O)</li> </ul> </li> <li><input type="checkbox"/> <b>Output</b> - same criteria as in Programming 4</li> <li><input type="checkbox"/> <b>Documentation and Presentation</b> - same criteria as in Programming 4</li> </ul>		
<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill

**ASSESSMENT CHECKLIST: ADVANCED PROGRAMMING APPLICATIONS**

**INFPRGM3**

STUDENT: \_\_\_\_\_ MODULE: INF \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate use of problem solving techniques when producing a program using criteria as noted in the checklists below. The columns to the left of the checklists indicate the minimum rating for **at standard** performance for the advanced level modules. The rating scale at the bottom defines the different levels of competencies.

At Standard	<i>Advanced Level - PA1</i>	<i>Advanced Level - PA2</i>	<i>Advanced Level - PA3</i>
<b>3</b>	<p><b><u>Problem-solving Phase:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines the nature of the problem and outlines what the program must do</li> <li><input type="checkbox"/> creates an algorithm that identifies the input, processes and output of programs</li> <li><input type="checkbox"/> identifies the appropriate constants, variables, etc., in the program</li> <li><input type="checkbox"/> codes the algorithm using a programming language</li> <li><input type="checkbox"/> documents comments to programmers</li> <li><input type="checkbox"/> debugs and tests sample data</li> <li><input type="checkbox"/> codes and formats program properly</li> <li><input type="checkbox"/> evaluates final product to insure proper implementation</li> </ul>	<p><b><u>Problem-solving Phase:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines the nature of the problem and outlines what the program must do</li> <li><input type="checkbox"/> creates an algorithm that identifies the input, processes and output of programs</li> <li><input type="checkbox"/> identifies the appropriate constants, variables, etc., in the program</li> <li><input type="checkbox"/> codes the algorithm using a programming language</li> <li><input type="checkbox"/> documents comments to programmers</li> <li><input type="checkbox"/> debugs and tests sample data</li> <li><input type="checkbox"/> codes and formats program properly</li> <li><input type="checkbox"/> evaluates final product to insure proper implementation</li> </ul>	<p><b><u>Problem-solving Phase:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines the nature of the problem and outlines what the program must do</li> <li><input type="checkbox"/> creates an algorithm that identifies the input, processes and output of programs</li> <li><input type="checkbox"/> identifies the appropriate constants, variables, etc., in the program</li> <li><input type="checkbox"/> codes the algorithm using a programming language</li> <li><input type="checkbox"/> documents comments to programmers</li> <li><input type="checkbox"/> debugs and tests sample data</li> <li><input type="checkbox"/> codes and formats program properly</li> <li><input type="checkbox"/> evaluates final product to insure proper implementation</li> </ul>
<b>3</b>	<p><b><u>Implementation Phase:</u></b> Creates programs containing the following (see sample assignment PA1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - use of:                             <ul style="list-style-type: none"> <li>• stringed, integer and real variables</li> <li>• numeric and string constants</li> <li>• data entered through assignment statements and keyboard entry</li> <li>• appropriate local and global variables</li> </ul> </li> <li><input type="checkbox"/> <b>Processes</b> - use of                             <ul style="list-style-type: none"> <li>• addition, subtraction, multiplication, division</li> <li>• predetermine, precheck and post-check looping constructs</li> <li>• decision-making constructs</li> <li>• appropriate subprograms are structures are selected</li> <li>• proper one- and two-way parameter passing</li> </ul> </li> <li><input type="checkbox"/> <b>Output</b> - formatting required                             <ul style="list-style-type: none"> <li>• rounds to a prescribed number of decimal places</li> <li>• lines up decimal points</li> <li>• inserts dollar signs where appropriate</li> <li>• column formatting occurs</li> </ul> </li> <li><input type="checkbox"/> <b>Documentation and Presentation</b> <ul style="list-style-type: none"> <li>• presents statement of problem and algorithm to show how program was created</li> <li>• presents user's guide with clear and concise instructions</li> <li>• describes problems encountered during production and testing</li> <li>• aesthetic presentation: uses acceptable design principles</li> </ul> </li> </ul>	<p><b><u>Implementation Phase:</u></b> In a second language creates programs containing the following (see sample assignment PA2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - same as PA1</li>   <li><input type="checkbox"/> <b>Processes</b> - same as PA1</li>   <li><input type="checkbox"/> <b>Output</b> - same as PA1</li>   <li><input type="checkbox"/> <b>Documentation and Presentation</b> - same as PA1</li> </ul>	<p><b><u>Implementation Phase:</u></b> In a second language creates or expands on programs to contain the following (see sample assignment PA3)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Input</b> - same as PA2 plus:                             <ul style="list-style-type: none"> <li>• data is stored in arrays</li> <li>• external data files (text and nontext) are created</li> <li>• data is retrieved from external files</li> </ul> </li> <li><input type="checkbox"/> <b>Processes</b> - same as PA2 plus:                             <ul style="list-style-type: none"> <li>• files (text and nontext) are created</li> <li>• files are accessed (sequentially and randomly)</li> <li>• the contents of files are modified</li> <li>• data is appended to a file</li> </ul> </li> <li><input type="checkbox"/> <b>Output</b> - same as PA2</li>   <li><input type="checkbox"/> <b>Documentation and Presentation</b> - same as PA2</li> </ul>

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**SAMPLE ASSIGNMENT: 1A**

Your school employs you to run the Xerox machine. They pay you \$5.00 per hour. They are obligated to withhold 30% of your gross pay for income tax purposes.

Write a program that allows for the entry of the school name, employee name, number, and the total number of hours worked for the week. The program should produce an output similar to the one below.

```
Henry Wisewood Senior High School
Employee #1  Name:      Harry Smith
              Hours Worked: 40
              Gross Pay:   $200.00
              Deductions:   66.67
              Net Pay:     133.33
```

**For standard, conditions and criteria see assessment checklist: Introductory and Intermediate Programming (INFPGM1), Introductory level.**

**SAMPLE ASSIGNMENT: 2A**

Your school employs a number of students to run the Xerox machine. The employees are paid \$5.00 per hour. The tax rate varies according to the amount earned (more than \$200.00 per week is calculated at 42%, greater than \$100.00 and less than \$200.00 is calculated at 30%, and less than or equal to \$100.00 pays no tax). Overtime is paid to employees (time and a half to those working over 40 hours per week).

Write a program that allows for the entry of the school, the employee name and number, and the total number of hours worked for the week for an unknown number of employees. The program should produce the following output:

```
Henry Wisewood Senior High School
Employee #1  Name:      Harry Smith
              Hours Worked: 40
              Gross Pay:   $200.00
              Deductions:   66.67
              Net Pay:     133.33

Employee #2  Name:      Gordon Elliot
              Hours Worked: 50
              Gross Pay:   $275.00
              Deductions:   115.50
              Net Pay:     160.50
```

Employee #3	Name:	Ken East
	Hours Worked:	10
	Gross Pay:	\$90.00
	Deductions:	0.00
	Net Pay:	90.00

**For standard, conditions and criteria see assessment checklist: Introductory and Intermediate Programming (INFPGM1), Intermediate level.**

### SAMPLE ASSIGNMENT: 3A

Your school employs a number of students to run the Xerox machine. The employees are paid \$5.00 per hour. The tax rate varies according to the amount earned (more than \$200.00 per week is calculated at 42%, greater than \$100.00 and less than \$200.00 is calculated at 30%, and less than or equal to \$100.00 pays no tax). Overtime is paid to employees (time and a half to those working over 40 hours per week).

Restructure the program in assignment 2A by creating a sub-program to accept the school name, employee number and name, and prints the heading for the pay stub. Write another sub-program that accepts the number of hours worked, calculates the gross pay, calculates the deductions and returns both to the main program. Next, pass these values to a third sub-program, which prints the hours worked, the gross pay, deductions and the net pay. The program should produce the following output:

Henry Wisewood Senior High School		
Employee #1	Name:	Harry Smith
	Hours Worked:	40
	Gross Pay:	\$200.00
	Deductions:	66.67
	Net Pay:	133.33
Employee #2	Name:	Gordon Elliot
	Hours Worked:	50
	Gross Pay:	\$275.00
	Deductions:	115.50
	Net Pay:	160.50
Employee #3	Name:	Ken East
	Hours Worked:	10
	Gross Pay:	\$90.00
	Deductions:	0.00
	Net Pay:	90.00

**For standard, conditions and criteria see assessment checklist: Introductory and Intermediate Programming (INFPGM1), Intermediate level.**

**SAMPLE ASSIGNMENT: 4A/B Procedure-oriented or Object-oriented**

Your school employs a number of students to run the Xerox machine. The employees are paid \$5.00 per hour. The tax rate varies according to the amount earned (more than \$200.00 per week is calculated at 42%, greater than \$100.00 and less than \$200.00 is calculated at 30%, and less than or equal to \$100.00 pays no tax). Overtime is paid to employees (time and a half to those working over 40 hours per week).

Write a program that uses an array structure to store the data on three employees for one month. The data stored on each employee should include surname, first name, hours worked per week, employee number, number of years worked, and calculates the gross pay and the deductions and returns both to the main program. Next, pass these value to a third sub-program, which prints the hours worked, the gross pay, deductions and the net pay. The program should include appropriate derived data types for error trapping on data entry. The program should produce the following output:

Your school name		<b>Summaries for the data for each employee for the month:</b>				
Employee #1	Name: Harry Smith	<b>Name</b>	<b>Hours Worked</b>	<b>Total Gross</b>	<b>Total Deductions</b>	<b>Net Pay</b>
	Hours Worked: 40	Harry Smith	160	\$ 800.00	\$266.68	\$533.32
	Gross Pay: \$200.00	Gordon Elliott	200	1100.00	462.00	638.00
	Deductions: 66.67	Ken East	72	360.00	0.00	360.00
	Net Pay: 133.33					
Employee #2 Name: Gordon Elliot		<b>Surname first for the data for each employee for the month:</b>				
	Hours Worked: 50	<b>Name</b>	<b>Hours Worked</b>	<b>Total Gross</b>	<b>Total Deductions</b>	<b>Net Pay</b>
	Gross Pay: \$275.00	Smith, Harry	160	\$ 800.00	\$266.68	\$533.32
	Deductions: 115.50	Elliott, Gordon	200	1100.00	462.00	638.00
	Net Pay: 160.50	East, Ken	72	360.00	0.00	360.00
Employee #3 Name: Ken East		<b>Summary for the firm:</b>				
	Hours Worked: 10					
	Gross Pay: \$90.00	<b>Total Gross</b>		<b>Total Deductions</b>		<b>Total Net</b>
	Deductions: 0.00	\$2260.00		\$728.68		\$1531.32
	Net Pay: 90.00					

**For standard, conditions and criteria see Assessment Checklist: Intermediate Programming (INFPGM2)**

**SAMPLE ASSIGNMENT: 5A Procedure-Oriented Programming Project**

Your school employs a number of students to run the Xerox machine. The employees are paid \$5.00 per hour. The tax rate varies according to the amount earned (more than \$200.00 per week is calculated at 42%, greater than \$100.00 and less than \$200.00 is calculated at 30%, and less than or equal to \$100.00 pays no tax). Overtime is paid to employees (time and a half to those working over 40 hours per week).

Write a program that uses an array structure to store the data on three employees for one month. The data stored on each employee should include surname, first name, hours worked per week, employee number, number of years worked, and calculates the gross pay and the deductions and returns both to the main program. Next, pass these value to a third sub-program, which prints the hours worked, the gross pay, deductions and the net pay. The program should include appropriate derived data types for error trapping on data entry. The program should produce the following:

- data sorted by employee number
- data sorted by employee name
- data sorted by net pay
- a routine to add new employees and merge with existing staff
- a routine to search data for a given employee by name and number

**For standard, conditions and criteria see Assessment Checklist: Intermediate Programming (INFPGM2)**

**SAMPLE ASSIGNMENT: 5B Object-Oriented Programming Project**

Your school employs a number of students to run the Xerox machine. The employees are paid \$5.00 per hour. The tax rate varies according to the amount earned (more than \$200.00 per week is calculated at 42%, greater than \$100.00 and less than \$200.00 is calculated at 30%, and less than or equal to \$100.00 pays no tax). Overtime is paid to employees (time and a half to those working over 40 hours per week).

Modify the employee benefits to include health benefits and insurance benefits, whether the employee is single, married or not taking any benefits. Premiums for health benefits are deducted at the following rates:

Class	Health Premium	Insurance Premium
Single	\$ 5.00	2% of gross
Family	10.00	3% of gross
No Benefits	0.00	0%

Create a new class for management. This management team will include the President, the Vice President, the Controller and the Secretary. This new class shall inherit the health and insurance premiums from the employee class and include the salary rate for the position; these salaries are correspondingly, \$50,000.00, 45,000.00, \$40,000.00, \$30,000.00 paid monthly.

Write a program that will prompt the operator to enter the number or hours worked per month for each employee. Have it calculate the total gross paid per month to employees and management. Have it print out the total gross expenses to the company per month.

**For standard, conditions and criteria see Assessment Checklist: Intermediate Programming (INFPGM2)**

**SAMPLE ASSIGNMENT: PA1**

Your school employs a number of students to run the Xerox machine. The employees are paid \$5.00 per hour. The tax rate varies according to the amount earned (more than \$200.00 per week is calculated at 42%, greater than \$100.00 and less than \$200.00 is calculated at 30%, and less than or equal to \$100.00 pays no tax). Overtime is paid to employees (time and a half to those working over 40 hours per week).

Write a program that will create an external file of employee records. Have the program retrieve and print the contents of the files. Have the program append new employees to the file, and allow for the modification of any employee record in that data file. Have the program create a text file containing the month end summary.

**For standard, conditions and criteria see Assessment Checklist: Advanced Programming (INFPGM3)**

**SAMPLE ASSIGNMENT: PA2**

Recode the latest development of your employee program using a second language.

**For standard, conditions and criteria see Assessment Checklist: Advanced Programming (INFPGM3)**

**SAMPLE ASSIGNMENT: PA3**

In a second language expand your payroll program to include monthly data on multiple employees. Output should match criteria set in Programming 5 and Programming Applications I.

**For standard, conditions and criteria see Assessment Checklist: Advanced Programming (INFPGM3)**

**STUDENT:** \_\_\_\_\_

**MODULE: INF** \_\_\_\_\_

<b>STANDARD Rating of 3</b>	Students working <b>at standard</b> must demonstrate preparation of mailable documents (no errors in text) and well formatted, based on rough draft, unformatted sources. The <b>at standard</b> level of competency for these advanced level modules is 3. The scale at the bottom defines the different levels of competencies.
---------------------------------	---

<i>Specialization 1 (INF3100)</i>	<i>Specialization 2 (INF3110)</i>
<p><b>Simulation I</b></p> <p>Area of Specialization _____</p> <p><input type="checkbox"/> <b>Uses terminology</b> - demonstrates use of appropriate terminology in both written and oral forms for chosen specialization</p> <p><input type="checkbox"/> <b>Manages time and makes decisions</b> -</p> <ul style="list-style-type: none"> <li>• establishes purpose/use of activities</li> <li>• establishes timelines/prioritize tasks</li> <li>• selects and uses required resources (e.g., appropriate software to use)</li> <li>• adheres to applicable office routines/practices</li> </ul> <p><input type="checkbox"/> <b>Creates documents</b> - produces documents from rough draft, unformatted sources that simulate work in a specialized office environment including a variety of the following:</p> <ul style="list-style-type: none"> <li>• letters, memos, reports</li> <li>• newsletters, tables, enumerations</li> <li>• specialized forms, charts, displays</li> <li>• itineraries, calendars, agendas, minutes</li> <li>• make and use specialized templates, macros or autotext</li> </ul> <p><input type="checkbox"/> <b>Edits exiting documents</b> - retrieve and edit documents related to area of specialization</p>	<p><b>Simulation - II</b> - produces documents under time constraints appropriate for the complexity of the task (note: expected keyboarding skill at Keyboarding 2 standard, 30 wpm)</p> <p><input type="checkbox"/> <b>Uses terminology</b> - demonstrates improvement in the use of appropriate terminology in both written and oral forms for chosen specialization.</p> <p><input type="checkbox"/> <b>Manages time and makes decisions</b> -</p> <ul style="list-style-type: none"> <li>• establishes purpose/use of activities</li> <li>• establishes timelines/prioritize tasks</li> <li>• selects and uses required resources (e.g., appropriate software to use)</li> <li>• adheres to applicable office routines/practices</li> </ul> <p><input type="checkbox"/> <b>Creates documents</b> - continues, now under time constraints, the production of documents from rough draft, unformatted sources that simulate work in a specialized environment including a variety of the following:</p> <ul style="list-style-type: none"> <li>• letters, memos, reports</li> <li>• newsletters, tables, enumerations</li> <li>• specialized forms, charts, displays</li> <li>• itineraries, calendars, agendas, minutes</li> <li>• make and use specialized templates, macros or autotext</li> </ul> <p><input type="checkbox"/> <b>Edits exiting documents</b> - continues, now under time constraints, to retrieve and edit documents related to area of specialization</p>
<p><input type="checkbox"/> <b>Document Editing</b> - enhances the quality of documents and insures all documents are mailable (no errors in text) and well-formatted through the use of</p> <ul style="list-style-type: none"> <li>• spell check and/or grammar check</li> <li>• thesaurus</li> <li>• proofreading skills</li> <li>• principles of design</li> <li>• appropriate document formats</li> <li>• aesthetically pleasing look</li> </ul>	<p><input type="checkbox"/> <b>Document Editing</b> - enhances the quality of documents and insures all documents are mailable (no errors in text) and well-formatted through the use of</p> <ul style="list-style-type: none"> <li>• spell check and/or grammar check</li> <li>• thesaurus</li> <li>• proofreading skills</li> <li>• principles of design</li> <li>• appropriate document formats</li> <li>• aesthetically pleasing look</li> </ul>

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: SPREADSHEETS**

**INFSS**

STUDENT: \_\_\_\_\_

MODULE: INF \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate problem-solving techniques through the use of software functions noted in the checklists below and in the preparation of well-designed and accurate documents. The columns to the left of the checklists indicate the minimum competency level for **at standard** performance for the introductory and intermediate level modules. The scale at the bottom defines the different levels of competencies. Note: The list of software functions indicated by an asterisk [\*] may need to be adjusted to reflect software that is available.

At Standard	<i>Introductory Level (INF1060)</i>	At Standard	<i>Intermediate Level (INF2080)</i>	
<b>1</b>	<p><b>Solves Problems with Spreadsheets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines problems</li> <li><input type="checkbox"/> plans, designs and creates spreadsheets to solve problems and make decisions</li> <li><input type="checkbox"/> presents data visually through appropriate selection and use of chart graphing</li> <li><input type="checkbox"/> analyzes data to draw conclusions and make recommendations</li> <li><input type="checkbox"/> cites references where appropriate</li> </ul>	<b>2</b>	<p><b>Solves Problems with Spreadsheets</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> defines problems</li> <li><input type="checkbox"/> plans, designs and creates spreadsheets to solve problems and make decisions</li> <li><input type="checkbox"/> presents data visually through appropriate selection and use of chart graphing</li> <li><input type="checkbox"/> analyzes data to draw conclusions and make recommendations</li> <li><input type="checkbox"/> cites references where appropriate</li> </ul>	
<b>1</b>	<p><b>Formatting Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enters text: headings/labels</li> <li><input type="checkbox"/> enters values: numbers, *dates, *time</li> <li><input type="checkbox"/> aligns cells: left, right, centre</li> <li><input type="checkbox"/> uses text styles: bold, underscore, italics, borders, shading</li> <li><input type="checkbox"/> uses font styles/sizes</li> <li><input type="checkbox"/> formats numbers: %, \$, commas, decimals</li> <li><input type="checkbox"/> enters formulas using:                             <ul style="list-style-type: none"> <li>- operators (e.g., +, - x, /)</li> <li>- numbers, constant values (e.g., 1, 10, 12.5, -16)</li> <li>- cell and range references (e.g., A10 and A1: A8)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- functions (sum, avg, min/max)</li> <li><input type="checkbox"/> fills/copies down and right</li> <li><input type="checkbox"/> highlights cells, rows, columns and range</li> <li><input type="checkbox"/> shows/hides gridlines</li> <li><input type="checkbox"/> creates footers/headers</li> <li><input type="checkbox"/> pages number text</li> <li><input type="checkbox"/> uses split/freeze frame</li> <li><input type="checkbox"/> uses help function</li> <li><input type="checkbox"/> previews/prints text (*landscape and portrait)</li> </ul>	<b>2</b>	<p><b>Formatting Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continues to demonstrate use of basic software functions at introductory level</li> <li><input type="checkbox"/> enters a series of numbers or dates</li> <li><input type="checkbox"/> uses advanced formula functions such as:                             <ul style="list-style-type: none"> <li>• look up</li> <li>• if/then</li> <li>• calculate/recalculate “what if” scenarios</li> </ul> </li> <li><input type="checkbox"/> hides columns</li> <li><input type="checkbox"/> incorporates macros</li> <li><input type="checkbox"/> uses template function</li> <li><input type="checkbox"/> merges with another document</li> </ul>
<b>1</b>	<p><b>File/Edit/Proofread/Manipulate Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> creates new files (save as)</li> <li><input type="checkbox"/> opens/closes/updates files (save)</li> <li><input type="checkbox"/> navigates around spreadsheet (cursors, go to, select, home, end, page up/down, *scroll bar/arrows)</li> <li><input type="checkbox"/> changes appearance:                             <ul style="list-style-type: none"> <li>- cell height/width/alignment</li> <li>- add/delete borders and shading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- setup page (landscape vs. portrait)</li> <li>- margins (top, bottom, right, left)</li> <li><input type="checkbox"/> inserts/deletes rows and columns</li> <li><input type="checkbox"/> edits/copies/moves/pastes cells and cell groups</li> <li><input type="checkbox"/> sorts alphabetically and numerical</li> <li><input type="checkbox"/> displays/prints showing formulas and values</li> </ul>	<b>2</b>	<p><b>File/Edit/Proofread/Manipulate Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continues to demonstrate use of basic software functions at intro level</li> <li><input type="checkbox"/> inserts/deletes manual page breaks</li> <li><input type="checkbox"/> changes headers/footers/page numbering</li> </ul>
<b>1</b>	<p><b>Chart Formatting Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> converts spreadsheet to chart graphs (bar, line, pie, XY, combination)</li> <li><input type="checkbox"/> names charts/updates/opens/renames</li> <li><input type="checkbox"/> creates/edits charts:                             <ul style="list-style-type: none"> <li>- add and delete axes</li> <li>- change scale of axes</li> <li>- add or remove right vertical axis</li> <li>- add or change category labels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- add or delete data labels change colours and patterns</li> <li>- add, change or delete a legend/title/subtitle</li> <li>- change fronts, font sizes and styles</li> <li>- add gridlines and borders</li> <li>- change page and margin settings</li> <li><input type="checkbox"/> deletes a chart</li> <li><input type="checkbox"/> previews/prints charts in landscape and portrait</li> </ul>	<b>2</b>	<p><b>Chart Formatting Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continues to demonstrate use of basic software functions at introductory level</li> <li><input type="checkbox"/> changes marker shapes in line graphs</li> <li><input type="checkbox"/> explodes a pie chart</li> <li><input type="checkbox"/> mixes lines and bars in a graph</li> <li><input type="checkbox"/> duplicates a chart</li> <li><input type="checkbox"/> merges with another document</li> </ul>

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: TEXT – DATA ENTRY**

**INFTDENT**

STUDENT : \_\_\_\_\_ MODULE: INF\_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate the technique requirements outlined in the checklists below. The columns to the left of the checklists indicate the minimum rating for **at standard** performance for introductory, intermediate and advanced level modules. The rating scale on the right-hand side defines the levels of competencies and should be applied when assessing student performance.

Observation of Student	Minimum Standard (Intro Level)	Minimum Standard (Inter Level)	Minimum Standard (Adv. Level)	<b>TECHNIQUE REQUIREMENTS</b> <i>The student:</i>
—	<b>3</b>	<b>3</b>	<b>3</b>	<b>Eye Focus:</b> keeps eyes on copy when doing basic text/data entry (observations should occur during timings or drills on straight copy materials, using the syllabic intensity [SI] defined within the module)
—	<b>2</b>	<b>3</b>	<b>3</b>	<b>Keystroking:</b> <input type="checkbox"/> uses correct fingering for alphabetic, punctuation, numeric and symbol keys as specified in the module <input type="checkbox"/> begins and ends all keystrokes at home-row position <input type="checkbox"/> anchors the appropriate fingers when entering text (returns to home row without pause) <input type="checkbox"/> uses the thumb for the spacebar <input type="checkbox"/> uses enter, shift and tab keys with correct fingers
—	<b>1</b>	<b>2</b>	<b>3</b>	<b>Service Keys:</b> Uses appropriate fingers/hand movements to: <input type="checkbox"/> edits (e.g., insert, delete, backspace) <input type="checkbox"/> moves within document (home, end, page up, page down, arrows) <input type="checkbox"/> activates function keys
—	<b>2</b>	<b>3</b>	<b>3</b>	<b>Body Position:</b> Maintains proper, relaxed body position: <input type="checkbox"/> comfortable distance from keyboard (e.g., hand-span away) <input type="checkbox"/> centered in front of keyboard <input type="checkbox"/> back erect, lower back against back of chair <input type="checkbox"/> feet flat on floor <input type="checkbox"/> fingers curved, wrists level, not resting on keyboard <input type="checkbox"/> arms appropriately positioned

**Rating Scale**

<b>4</b>	Demonstrates initiative that exceeds required techniques/skills
<b>3</b>	Consistently demonstrates all designated techniques/skills, rarely needs prompting
<b>2</b>	Demonstrates all designated techniques/skills, occasionally needs prompting
<b>1</b>	Demonstrates most designated techniques/skills, frequently needs prompting
<b>0</b>	Does not demonstrate designated technique/skill

**REFLECTIONS/COMMENTS**

**ASSESSMENT CHECKLIST: WORD PROCESSING**

**INFWP**

STUDENT: \_\_\_\_\_

MODULE: INF \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate appropriate use of the software functions as noted in the checklists below and during the preparation of mailable documents (no errors in text and format). The columns to the left of the checklists indicate the minimum competency for **at standard** performance for the introductory, intermediate and advanced level modules. The scale at the bottom defines the different levels of competencies. Note: The list of software functions indicated by an asterisk {\*} may need to be adjusted to reflect software that is available.

At Standard	<i>Introductory Level (INF1030)</i>	At Standard	<i>Intermediate Level (INF2050)</i>	At Standard	<i>Advanced Level (INF3060)</i>
<b>1</b>	<p><b>Document Production</b> - a collection of mailable documents focusing on personal applications consisting of basic:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> letters (e.g., personal, personal business letters, memos)</li> <li><input type="checkbox"/> reports (e.g., essays, poems, journals, position papers, research papers)</li> <li><input type="checkbox"/> tables (e.g., calendars, recipes, lists)</li> </ul> <p>that demonstrate the use of the following entry level software functions.</p>	<b>2</b>	<p><b>Document Production</b> - continues to add to collection of mailable documents focusing on both personal and business applications through the production of detailed:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> letters</li> <li><input type="checkbox"/> reports</li> <li><input type="checkbox"/> memos</li> <li><input type="checkbox"/> tables</li> </ul> <p>that demonstrate the use of the following software functions.</p>	<b>3</b>	<p><b>Document Production</b> - continues to add to collection of mailable documents focusing on business applications through the production of complex:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> letters</li> <li><input type="checkbox"/> tables</li> <li><input type="checkbox"/> memos</li> <li><input type="checkbox"/> reports</li> </ul> <p>that demonstrate the use of the following software functions.</p>
<b>1</b>	<p><b>Formatting Functions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rulers/margins/line spacing</li> <li><input type="checkbox"/> text alignment: left, centre, right, full justified</li> <li><input type="checkbox"/> tabs/indents</li> <li><input type="checkbox"/> text styles (e.g., bold, underscore, italics, subscript, superscript)</li> <li><input type="checkbox"/> font types/sizes</li> <li><input type="checkbox"/> *basic table functions</li> <li><input type="checkbox"/> subscripts/superscripts</li> <li><input type="checkbox"/> bulleted and numbered lists</li> <li><input type="checkbox"/> borders/shading</li> <li><input type="checkbox"/> footers/headers</li> <li><input type="checkbox"/> page numbering</li> <li><input type="checkbox"/> page breaks (e.g., hard breaks, widows/orphans)</li> <li><input type="checkbox"/> *insert graphics (size and scale)</li> <li><input type="checkbox"/> help function</li> <li><input type="checkbox"/> *preview/print text</li> </ul>	<b>2</b>	<p><b>Formatting Functions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continues to use functions from introductory level</li> <li><input type="checkbox"/> columns/tables</li> <li><input type="checkbox"/> footnotes/endnotes</li> <li><input type="checkbox"/> inserting graphics in boxes/ frames (crop)</li> <li><input type="checkbox"/> preset macros</li> <li><input type="checkbox"/> create simple macros</li> <li><input type="checkbox"/> templates</li> <li><input type="checkbox"/> autotext</li> <li><input type="checkbox"/> mail merges</li> <li><input type="checkbox"/> envelopes and labels features</li> <li><input type="checkbox"/> math calculations</li> <li><input type="checkbox"/> additional auto functions (e.g., style gallery, auto format, auto table format)</li> <li><input type="checkbox"/> additional insert functions (e.g., index, table of contents, figures and authorities, outlines)</li> </ul>	<b>3</b>	<p><b>Formatting Functions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continues to use functions from introductory and intermediate levels</li> <li><input type="checkbox"/> customizing features (e.g., toolbars and menus)</li> <li><input type="checkbox"/> desktop publishing features consisting of:                             <ul style="list-style-type: none"> <li>• brochure layouts with multiple panels</li> <li>• character and paragraph spacing</li> <li>• wrapping text around boxes/frames</li> </ul> </li> <li><input type="checkbox"/> create more detailed macros</li> <li><input type="checkbox"/> *draw features</li> <li><input type="checkbox"/> math calculations</li> <li><input type="checkbox"/> table sorts</li> <li><input type="checkbox"/> establish and use libraries and macros</li> </ul>
<b>1</b>	<p><b>File/Edit/Proofread/ Manipulate Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create files</li> <li><input type="checkbox"/> open/close/update files</li> <li><input type="checkbox"/> move around documents (cursors, go to, scroll)</li> <li><input type="checkbox"/> select text, *format painter</li> <li><input type="checkbox"/> cut, copy, paste</li> <li><input type="checkbox"/> move and delete</li> <li><input type="checkbox"/> zoom</li> <li><input type="checkbox"/> spell check</li> <li><input type="checkbox"/> *grammar check</li> <li><input type="checkbox"/> thesaurus</li> <li><input type="checkbox"/> search/find/replace</li> </ul>	<b>2</b>	<p><b>File/Edit/Proofread/Manipulate Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continues to use all functions from introductory level</li> <li><input type="checkbox"/> *show/hide nonprint characters</li> <li><input type="checkbox"/> *revision marks</li> <li><input type="checkbox"/> switching/copying/pasting between documents</li> </ul>	<b>3</b>	<p><b>File/Edit/Proofread/Manipulate Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continues to use all functions from introductory and intermediate levels</li> <li><input type="checkbox"/> bookmark</li> <li><input type="checkbox"/> edit macros</li> <li><input type="checkbox"/> *protect document</li> </ul>

<b>Rating Scale</b>	<b>4</b> - Demonstrates initiative that exceeds required techniques/skills	<b>3</b> - Consistently demonstrates all designated techniques/skills, rarely needs prompting	<b>2</b> - Demonstrates all designated techniques/skills, occasionally needs prompting	<b>1</b> - Demonstrates most designated techniques/skills, frequently needs prompting	<b>0</b> - Does not demonstrate designated technique/skill
---------------------	--	---	--	---	--

**ASSESSMENT CHECKLIST: WORKSTATION ROUTINES AND MANAGEMENT**

**INFWRKSTN**

STUDENT : \_\_\_\_\_ MODULE: MAM \_\_\_\_\_

**STANDARD** Students working **at standard** must demonstrate the technique requirements outlined in the checklists below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance for introductory, intermediate and advanced level modules. The rating scale on the right-hand side defines the levels of competencies and should be applied when assessing student performance.

Observation of Student	Minimum Standard (Intro Level)	Minimum Standard (Inter Level)	Minimum Standard (Adv. Level)	<b>TECHNIQUE REQUIREMENTS</b> <i>The student:</i>
—	<b>1</b>	<b>2</b>	<b>3</b>	<b><i>Work Station Routines</i></b> <input type="checkbox"/> appropriately adjusts monitor, keyboard, desk, chair and other equipment to ensure workstation is ergonomically appropriate (comfortable, healthy, safe and efficient) <input type="checkbox"/> maintains good body position <input type="checkbox"/> observes ethical, legal and security measures in handling software and hardware (copyright, privacy, confidentiality) <input type="checkbox"/> maintains an organized, neat workstation
—	<b>2</b>	<b>3</b>	<b>3</b>	<b><i>File Management</i></b> <input type="checkbox"/> labels, stores, accesses, backs-up, and uses files and disks appropriately <input type="checkbox"/> creates and uses appropriate filenames and directories to organize information in a logical way <input type="checkbox"/> saves, retrieves, moves, copies, deletes, renames files and directories as required
—	<b>1</b>	<b>2</b>	<b>3</b>	<b><i>Time Management/Organization</i></b> <input type="checkbox"/> locates/uses multiple resources when needing assistance (e.g., print, on-line, teacher, peers) <input type="checkbox"/> allows adequate time for set-up and close-down procedures <input type="checkbox"/> manages time effectively
—	<b>2</b>	<b>3</b>	<b>3</b>	<b><i>Professionalism</i></b> <input type="checkbox"/> takes initiative in evaluating and adjusting work processes and products to ensure they meet or exceed the standard <input type="checkbox"/> responds to problems and accepts challenges by thinking critically and creatively <input type="checkbox"/> uses related terminology appropriately

**Rating Scale**

<b>4</b>	Demonstrates initiative that exceeds required techniques/skills
<b>3</b>	Consistently demonstrates all designated techniques/skills, rarely needs prompting
<b>2</b>	Demonstrates all designated techniques/skills, occasionally needs prompting
<b>1</b>	Demonstrates most designated techniques/skills, frequently needs prompting
<b>0</b>	Does not demonstrate designated technique/skill

**REFLECTIONS/COMMENTS**