

Teaching Word 2013 Using JAWS Instructor's Guide

***TrainingWare*® for Assistive Technology Instructors:
Consistent Training Right Out of the Box!**

**For the Exclusive Use of:
XXX**

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Acknowledgments

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NOTES:

This *TrainingWare*® guide is designed to assist you, as a professional instructor, to provide consistent and educationally sound training to your blind or low vision students while teaching Word 2013 in conjunction with JAWS. In the first section of this guide, we describe the key elements of this *TrainingWare*® and present suggestions for how to use it effectively while maintaining your personal creativity and style.

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Getting the Most from Your *TrainingWare*®

The mission of *TrainingWare*® is to provide assistive technology professionals and teachers with the tools necessary to provide high quality instruction that is both structured and flexible. The structured part is that the materials are written for you, the instructor, at your level with all of the teaching components you need. The flexible part is that, whether you're teaching someone who is 4 to 104; in K-12, college, participating in a vocational rehabilitation program, or a senior citizen; using your experience, training, and creativity, you can shape the instruction with the use of *TrainingWare* to meet their unique learning needs.

Note: We refer to all learners, regardless into which of the above categories they fit, to be "Students." So, as you use these materials and see the word "Student," please think of that title as an all-inclusive definition of learner rather than the more narrow definition of K-12 kids.

This guide focuses upon providing instruction to students in the use of Microsoft Word 2013 while using JAWS. We assume that JAWS is being used with its default settings for the application being taught. For best results when speaking combination keystrokes such as CTRL + HOME or INSERT + T, it is important to have the screen reader set to speak at least some punctuation and/or math symbols. Keyboard shortcuts presented in this guide assume that a desktop keyboard with a Number pad is in use.

JAWS has two keys which can be used for the Insert Key layout: the INSERT Key and the Caps Lock Key. The INSERT Key can be found on the Keyboard's Six Pack or by pressing Zero on the Numpad (with the NumLock Key turned off). INSERT will work with JAWS Keyboard Mode set to Desktop or Laptop. The Caps Lock Key will only work with JAWS Keyboard Mode set to Laptop. See Appendix C for the Laptop Keyboard Commands.

In addition to this Instructor's guide, we make available a corresponding Student Study Guide at a nominal price. The Student Study Guide parallels each lesson in this Instructor's Guide. Thus, the study guide is a tool for your use in assigning directed and structured practice via the included practice exercises. Feedback from across the country tells us that students don't practice between sessions; they don't practice because they don't know what to do; and this issue is one of the biggest problems related to student/client success in assistive technology programs. Therefore, we recommend the study guide be provided to each student, as your student will learn faster and retain information better when they have this resource to which to refer and which provides them with guided practice between instruction sessions. It also acts as an accountability tool. Finally, the study guide serves as a permanent reference for

your student to keep and use after completing the structured training. The “Get Ready” section of each lesson assumes your student has the study guide.

All *TrainingWare* guides are divided into a series of six logically progressive sections:

1. Concepts Covered.
2. Coaching Tips.
3. Vocabulary.
4. Keystrokes Introduced.
5. Game Plan.
6. Learning Measurement Tools.

Concepts Covered

This section highlights the concepts that will be introduced in the upcoming lesson, giving you a concise overview of what to teach. By concentrating on only a few skills at a time, your student will master the basics and confidently move on to more complex tasks.

Coaching Tips

Each coaching tip gives you a brief summary of the upcoming lesson with reminders of what to review before moving on to new material. Coaching Tips also provide helpful suggestions as well as any special notes or information about the lesson. Reviewing each lesson prior to beginning training is well worth the few minutes it takes.

Vocabulary

The Vocabulary List defines the terms that appear in the lesson. Familiarize yourself with each term, thinking about examples and analogies you can use to make your explanations more memorable. Discuss the vocabulary with your student prior to the hands-on portion of the lesson. At the conclusion of the lesson, use the Learning Measurement Tools to verify that your student understands the new vocabulary in the context of the material introduced.

Keystrokes Introduced

This section presents a list of all of the Windows shortcut keys and the assistive technology keyboard commands that will be introduced during the lesson. Your student should master these commands in order to complete the lesson. We recommend that

you ensure your student understands which keys are Windows keys and which are assistive technology product commands, that way, they will know they can use the Windows commands anywhere and with any assistive technology product, making them a better computer user. You can reinforce these keystrokes using explanations and hands-on practice. If a keystroke has already been introduced in a previous lesson, it will usually not appear in the Keystrokes Introduced Section of the newer lesson.

Game Plan

We often sketch out an informal lesson plan in our minds before we begin to teach. However, using a structured plan enables us to be even better teachers and instructors. The detailed Game Plans provided in *TrainingWare* guides you to focus on the teaching objectives for each lesson and how to accomplish them step by step.

Although this guide provides everything you will need to teach a lesson, you can and should build upon the Game Plans we have provided to customize your training to meet the individual needs and interests of your students. This will help make the material you present even more engaging and fulfilling for your student, and for you, as the instructor.

Game Plans are divided into three sections:

1. Get Ready.
2. Get Set.
3. Go!

Get Ready

The Get Ready Section lists what materials to prepare before you begin teaching and suggests what to do and say to start the lesson.

It is assumed that the appropriate mainstream application and assistive technology software have been properly installed on the computer to be used and that your student has been provided accessible copies of the lesson's Vocabulary and Keystrokes Introduced lists.

If other materials are needed for a particular lesson, they will be listed accordingly.

Get Set

Get Set delineates the concepts to emphasize during each session. As training materials increase in complexity, reinforce and practice these skills. When a student is learning complex tasks, don't be afraid to repeat concepts and consider varying your explanations if a student is struggling with a particular topic. The ultimate objective is full mastery of each concept.

Go!

This portion of the lesson contains the step-by-step directions for your student to perform hands-on during each training session. If warranted, the Go! Section may be divided into subsets of steps for better organization of the material such that no single section has too many steps to absorb at one sitting. We try to limit each Go! Section to ten Steps or less for easier learning. However, this is not always possible.

Learning Measurement Tools

Though no one likes pop quizzes and standardized tests, quizzes and exercises are an important part of the teaching and learning process. As an instructor, assessment, through measuring learning, helps you ascertain and document how much your student has retained, which concepts still need to be reviewed and when it is appropriate to move to the next level. *TrainingWare* provides four types of tools at the end of each Lesson for you to measure your student's learning and progress:

Progress Notes – This is the place where you keep notes related to the progress of your student from the beginning assessment through completion of training in the lesson material.

Competency Exercise – This is where your student demonstrates mastery through performing individual tasks.

Quiz – This is where your student demonstrates mastery through communicating their understanding through question/answer and description.

Summary – This is where you summarize all of the information into a single place.

Progress Notes

While the Competency Exercise and Quiz measurement tools, described below, are the objective learning measurement tools of *TrainingWare*, the Progress notes tool is more subjective. This is where you record impressions, opinions, ideas, reminders etc. about how your student is doing throughout your instruction sessions in each of the Go Sections of the Lesson. Thus, when used together with the exercise and quiz with discipline, you create a holistic view of your student's learning that is easily reported and

documented. Also, when used consistently, it provides the master key for consistent instruction and transition in times of teacher absence and caseload reassignment.

Competency Exercises

These are hands-on activities that verify your student's mastery of the Lesson's objectives, such as executing particular features or keystrokes of the application being taught. We recommend administering this Competency Exercise before and after instruction to measure progress and document learning and competency. Since it is possible to perform the keystrokes to complete a task by rote and without understanding the concepts behind the keystrokes, the Competency Exercise works along with the Quiz (see below). Thus, when the Competency Exercise and Quiz are used together, you obtain a more complete and accurate measure of your student's knowledge and understanding. The Competency Exercise is presented as a four-column table. The left-hand column contains the skill activity being assessed. The two middle columns, "Pre" and "Post", are blank so you can enter the appropriate score for each skill, based on the scoring metric provided. The right-hand column is also blank so you can take notes related to your student and that Lesson skill. Skill scoring is simple and the same key to scoring is used for all Lessons. Generally, an average score of 3 should be achieved before moving on to the next Lesson, (80% or 3.2 is optimal). Be sure that your student has mastered the skills of one Lesson before moving on to the next.

Numerical Skill Levels: The numbers entered indicate if your student:

- 1 = Has no knowledge of how to perform the task.
- 2 = Can perform the task with help.
- 3 = Can perform the task with limited help, or by referring to notes.
- 4 = Can perform the task independently.

Quizzes

The Quiz checks your student's knowledge of the Lesson's conceptual material, such as vocabulary terms. It provides a column for scoring, both pre and post-instruction, and a column for your notes about your student's answer, need for review, etc. It also provides the answer to each question. Since it is possible to give a correct answer to the Quiz question without actually being able to perform the task, the Quiz works along with the Competency Exercise (see above). Thus, when the Quiz and Competency Exercise are used together, you obtain a more complete and accurate measure of your student's knowledge and understanding. Here too, we recommend administering this Quiz before and after instruction to measure progress and document learning and competency. Your student should achieve a score of 80% on the Quiz before moving to the next Lesson. You will find that some questions have double asterisks preceding it. These are questions we believe to relate to key concepts. If your student answers any of these

questions incorrectly, you should review that concept and ensure mastery before moving on.

Summary

The Summary is a place to compile all of the points you feel to be the most important from the above into one place. It can be used for documentation and/or an attachment to any report you need to submit.

Using the Tools

Being able to measure the learning of your student is critical to your student's success and that of your assistive technology training program. For this reason, we have provided tools to make doing so practicable and easy.

We provide the Learning Measurement Tools section of each Lesson as a separate template file contained within a folder titled, "Learning Measurement Tools." This folder of files was provided along with this book.

We recommend that you open the file corresponding to the Lesson you are about to teach, and save it with a name that identifies the student's name, the *TrainingWare* Title and Lesson number, (i.e. Word 2013 TrainingWare Lesson 10 for Joe student.docx). Since there will be a significant number of these files, we recommend placing them in a folder by the student's name and in a sub-folder by the name of the *TrainingWare* title, (i.e. C:\TrainingWare Student files\Joe student\Word 2013).

We also provide a final examination for the entire course in two forms.

1. A compilation of all of the Quiz questions. We recognize this is too long to be used as the exam. We provide this document so you have a compiled list of all of the questions from which you can easily pick and choose the most appropriate questions relative to your student's needs.
2. An examination of 100 questions drawn from the above. Use this examination as is, or feel free to customize it to your specific preferences and/or needs.

The Digital Apex editorial team hopes that the *TrainingWare* Instructional and Learning Measurement System will serve as an essential and effective set of tools that is both intuitive and enjoyable to use in your work as an assistive technology instructor.

We also provide consulting services to help you implement and/or structure the use of *TrainingWare* within your organization so as to get the most from its use and to help students achieve their highest potential and success.

The development of *TrainingWare* is significantly impacted by customer feedback! Thus, your feedback and suggestions are encouraged via E-mail to Mark@MyDigitalApex.com or by phone at 480-286-6537.

Lesson 10: Formatting Basics

Concepts Covered

Upon completion of this lesson, your student will master these five skills:

- Understand the importance of the Context Menu and shortcut keys for formatting text.
- Set formatting attributes before and after text is typed.
- Set a variety of font attributes such as size, style and color.
- Left, center and right align text.
- Create professional looking lists using bullets and numbering.

Coaching Tips

The goal for this lesson is to introduce some of the most frequently used Word formatting features. Encourage your student to master as much of this material as possible, since most or all of these techniques can be used in other Office 2013 applications.

How a document looks can greatly improve its readability and impact. Utilizing the information in the Vocabulary Section of this lesson, define each of the formatting techniques and discuss with your student how font style, color and size, and other formatting attributes such as alignment, bullets and numbering, can all be used to improve the presentation of documents. Explain how effective formatting enhances a document's contents by adding emphasis, organization and visual variety.

Word offers many ways to change the appearance of text in a document. This lesson will teach fast, efficient methods for accessing the most frequently used formatting functions.

Vocabulary

Alignment: Where the text is located on the page relative to the margins. Text is left aligned by default.

Bold: A visual formatting technique that makes the selected text appear thicker and darker than the rest of the text in the document.

Bullets: Symbols that are generally used to emphasize items in a list. A commonly used bullet style is a filled-in circle. Other styles or graphics may be used.

Bulleted List: A list with a bullet positioned at the beginning of each of the items in the list.

Bullets Library: A control on the Ribbon that provides access to the bulleting feature.

Center: Position text in the center of the line relative to the margins. Centering is often used for titles or headings.

Font Dialog Box: Allows you to adjust the appearance of text, including font name, size, style, color or effects.

Font Size: How large the print is. Font sizes are measured in points. Standard document fonts are usually between 10 and 14 points. Note that 72 points is equivalent to one inch.

Font Style: A choice of Regular, Bold, Italic, or Bold Italic text.

Indent: Place text farther in from the margin than surrounding text. The first line of a paragraph is usually indented ½ inch from the left margin.

Italicize: Cause text to appear slightly slanted to the right. Book and newspaper names are formatted in italics.

Left Align: Position text along the document's left margin. Also known as "Flush Left". Left alignment is usually a text's default position.

Line Spacing: The vertical distance between lines (single or double spacing, for example).

Numbering Library: A control used to create numbered lists. Word's Numbering Library provides numerous predefined numbered list styles or customized styles may be used. Numbered lists can utilize numbers, Roman numerals or capital or lowercase letters, for example.

Outline: A hierarchical arrangement of text used to summarize information.

Paragraph Dialog Box: Used to manipulate the alignment, indentation and line spacing of text.

Right Align: Position text along the document's right margin. Also known as "Flush Right".

Toggle Commands: Commands or icons which can be turned on and off with the same keystroke.

Underline: A line placed underneath selected text to provide emphasis. The color and style of the line can be changed.

11 Keystrokes Introduced

7 Windows Keys

- CTRL + B: A toggle key which will bold text that is about to be typed or existing selected text.
- CTRL + D (or CTRL + SHIFT + F): Opens the Font Dialog Box.
- CTRL + E: Centers text about to be typed or existing selected text.
- CTRL + I: A toggle key which italicizes text about to be typed or existing selected text.
- CTRL + L: Left aligns text about to be typed or existing selected text (also known as flush left).
- CTRL + R: Right aligns text about to be typed or existing selected text (also known as flush right).
- CTRL + U: A toggle key which will underline text that is about to be typed or existing selected text.

1 JAWS Key

- MODIFIER + F: Reads the formatting attributes of the selected text.

3 Word 2013 Keys

- ALT + H, then F, N: Opens the Font Dialog Box.

- ALT + H, then N: Opens the Numbering Library on the Ribbon.
- ALT + H, then U: Opens the Bullets Library on the Ribbon.

9 Additional Keystrokes Introduced

2 Windows Keys

- CTRL + [: Decreases the font size of text about to be typed or existing selected text.
- CTRL +]: Increases the font size of text about to be typed or existing selected text.

7 Word 2013 Keys

- CTRL + 1: Single-spaces lines in a document that are about to be typed or existing selected text.
- CTRL + 2: Double-spaces lines in a document that are about to be typed or existing selected text.
- CTRL + 5: Sets Line spacing to 1.5.
- CTRL + M: Indents the text in a paragraph about to be typed or in an existing selected paragraph. Continued presses of this keystroke combination indent the paragraph further based on the default tab stops pre-established for the document. CTRL + SHIFT + M will remove the indents.
- CTRL + SHIFT + A: A toggle key which formats text that is about to be typed, or existing selected text, in all caps. When this keystroke combination is pressed again, text changes to all lower case, regardless of its original case.
- CTRL + SHIFT + D: A toggle key which will double underline text that is about to be typed or existing selected text.
- CTRL + SHIFT + W: A toggle key which underlines words but not the spaces between them for text about to be typed or for existing selected text.

Game Plan 10: Formatting Basics

Get Ready

- Direct your student to the Vocabulary and Keystrokes Introduced Sections of their corresponding Student Study Guide for this lesson. Have them follow along and take notes.
- Have the files `Formatting.docx` and `Exercise in Formatting.docx` readily available for your student.

Get Set

Explain and discuss these items to prepare your student for the next hands-on section:

1. Text can be formatted in two different ways: a) by setting formatting attributes before typing, so that all subsequently typed text contains those attributes, or b) by formatting text after it has been typed.
1. Many formatting features can be accessed via Windows Shortcuts which will be taught in this lesson. Although these keys are the fastest way for you to implement formatting in a document, the Context Menu can also be used to accomplish all formatting with less memorization.
2. Many of the Windows Shortcuts used for formatting are toggle functions wherein formatting is implemented with one press of the key combination and undone with a second press of the same keys.
3. MODIFIER + F is an important keystroke combination for formatting. With this key combination, JAWS reads the formatting attributes of the text where the cursor has focus. The type of information read includes font name, style, size, color, effects, line spacing, indenting, and alignment.

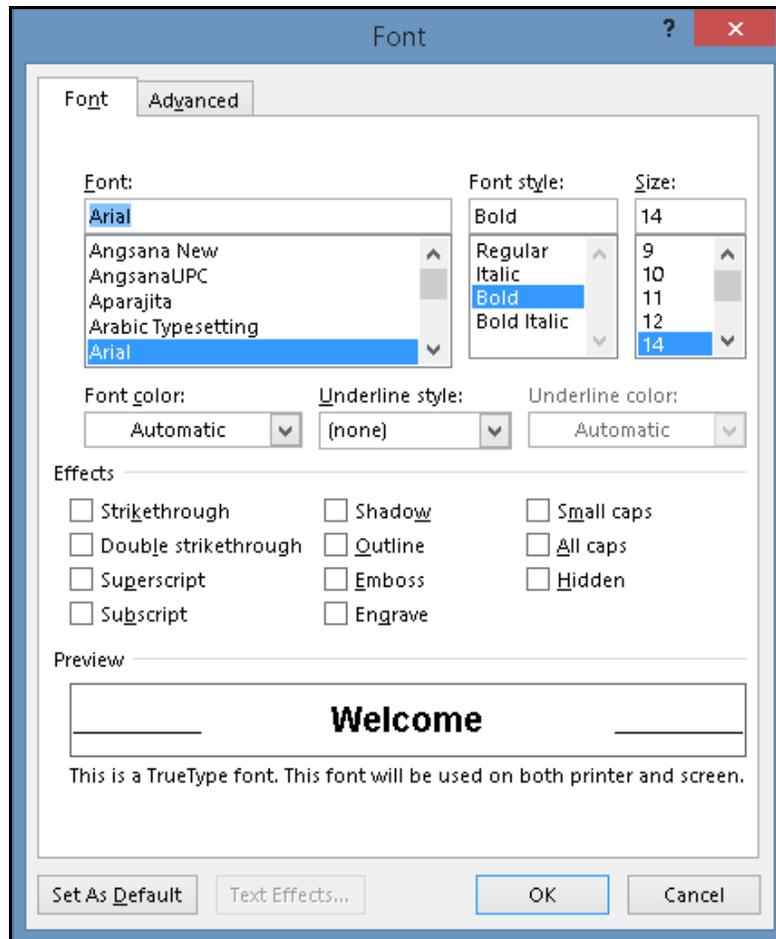
Go! Section 1: Change Formatting with the Font Dialog Box

Please do the following:

1. Open Word 2013 and the file, `Formatting.docx`.
2. Read the document, and, when finished, press CTRL + HOME to return to the top of the document.
3. Find and select the word, "Welcome".
 1. Press MODIFIER + F to hear the formatting attributes of the selected text
 2. Verify that "Welcome" is still highlighted by pressing MODIFIER + SHIFT + DOWN ARROW KEY.
3. Open the Context Menu. Use the DOWN ARROW Key to locate the Font Ellipsis and press ENTER. The Font Dialog Box will open, with focus on the Font Page Tab

and Font Combo Box. The Font Dialog Box can also be opened directly by pressing CTRL + D or CTRL + SHIFT + F.

4. Use TAB to move between the individual controls on the dialog box. The choices made should match the attributes of the selected text, as announced by MODIFIER + F. This dialog box will allow you to change the font name, font style, font size, font color, underline style and effects. The ARROW Keys will cycle through the options in the first five combo boxes and SPACEBAR can be used to check any of the eleven check boxes.



Font Dialog Box

5. Make the following formatting changes to the selected word:
 - a. Change the font size to 16 points.
 - b. Add a double underline.
6. TAB to the OK Button and press SPACEBAR to accept the changes. Review the changes to “Welcome” with MODIFIER + F.
7. Save the document and exit Word.

QUICK TIP!

There may be times that you do not want to copy and paste text but only the copy the formats applied to a piece of text. In this case, select the text with the formats you wish to use elsewhere and press CTRL + SHIFT + C. Select the text to which you would like to apply the selected formatting and press CTRL + SHIFT + V.

Go! Section 2: Change Formatting with the Paragraph Dialog Box

Please do the following:

1. Open Word 2013 and the file, `Formatting.docx`.
2. Read the document, and, when finished, press CTRL + HOME to return to the top of the document.
3. Select the paragraph that contains the word “Congratulations” using SHIFT + CTRL + DOWN ARROW Key and press MODIFIER + F to hear the paragraph’s formatting attributes
4. Open the Context Menu. Use the DOWN ARROW Key to locate the Paragraph Option.
5. Press ENTER. The Paragraph Dialog Box will open, with focus on the Indents and Spacing Tab Page. **NOTE:** The dialog box will open to whatever tab page was used last during the current session. The first time the box is opened, the Indent and Spacing Tab Page is the default.



Paragraph Dialog Box

6. This dialog box will allow you to change the alignment, indentation and line spacing for the selected text or the whole document. The attributes currently selected in the various combo boxes should match what was announced by MODIFIER + F. Use TAB to move between the individual controls in the dialog box. The ARROW Keys will step through the options in the combo boxes and SPACEBAR can be used to toggle the check boxes on and off.
7. Set the Left and Right Indentation to 0.2 and Line Spacing to “Double”.
8. TAB to the OK Button and press ENTER to accept the changes. The Paragraph Dialog Box will close.
9. Review the changes with MODIFIER + F.
10. Save the document and exit Word.

Go! Section 3: Change Formatting with Windows Shortcuts

Please do the following:

1. Open Word 2013 and the file, `Formatting.docx`.
2. Read the document, and, when finished, press CTRL + HOME to return to the top of the document.
3. Another way to apply formatting is by using Windows Shortcuts for the most popular formatting techniques.
4. Highlight the word “Congratulations” and press CTRL + B to apply the bold attribute. JAWS will announce “Bold On”.
5. Toggle bold off by pressing CTRL + B a second time. JAWS will announce “Bold Off”. The text will revert to normal. Practice toggling bold off and on, leaving it toggled on when finished.
6. Use CTRL + U and CTRL + I to practice toggling underlining and italics, respectively, on and off and listening for the JAWS feedback. Leave both formatting attributes on when done. Review changes with MODIFIER + F.
7. Select the entire second paragraph by positioning the cursor at the beginning of the paragraph and pressing CTRL + SHIFT + DOWN ARROW Key. Verify that it is selected using MODIFIER + SHIFT + DOWN ARROW Key. Center this paragraph with CTRL + E. JAWS will announce “Centered”.
8. Use CTRL + R to change the alignment of the centered paragraph. It should now be flush with the right margin of the document. JAWS will announce “Aligned Right”.
9. Now, use CTRL + L to return the paragraph to a left aligned (flush left) format. JAWS will announce “Aligned Left”.
10. Save the document and exit Word.

Go! Section 4: Add Bullets and Numbers

Please do the following:

1. Open Word 2013 and the file, `Formatting.docx`.
2. Go to the bottom of the document with CTRL + END and type three brief sentences, pressing ENTER after each sentence. Your cursor will be positioned at the end of the last sentence.
3. Select those three sentences by pressing CTRL + SHIFT + UP ARROW Key repeatedly until all three sentences are highlighted.
4. Press ALT + H, then U. Focus moves to the Ribbon and the Bullets Library.
5. Use the ARROW Keys to select a bullet type. Press ENTER.
6. A bulleted list should appear, with each sentence preceded by a bullet. Review the list with MODIFIER + F.
7. Select the sentences again. Press ALT + H, then N. Focus moves to the Ribbon and the Numbering Library.
8. Use the ARROW Keys to locate the first alphabetical format (A, B, C) and press ENTER to choose it. Review the three sentences with MODIFIER + F.
9. Close the document without saving and exit Word.

QUICK TIP!

There is another method for creating a numbered list. Place the cursor where you wish to start the list. Type the Number “1” followed by a period and a space. Then type your text and press ENTER. Focus will move down a line, the Number “2” will appear, followed by a period and a space. Each time you type text and press ENTER, you will be placed on a new line with the next consecutive number. Press ENTER again to turn off the numbering mode.

Learning Measurement Tools

Note: This Learning Measurement Tools Section is provided for display and review purposes. We have also provided it as a separate file in the Learning Measurement Tools folder of your *TrainingWare* package. Please use that document as your tool for tracking progress and scoring student knowledge.

Lesson 10: Progress Notes 10: Formatting Basics

The following table is to be used to record your thoughts on your student's progress related to each piece of the Lesson. Please include your impressions/opinions, reminders, documentation, etc., in the designated column.

LESSON SECTION	INSTRUCTOR NOTES
Go! Section 1: Change Formatting with the Font Dialog Box	
Go! Section 2: Change Formatting with the Paragraph Dialog Box	
Go! Section 3: Change Formatting with Windows Shortcuts	
Go! Section 4: Add Bullets and Numbers	

Lesson 10: Competency Exercise 10: Formatting Basics

This Exercise is a summary of all the tasks taught in this Lesson. For each task, fill in the numerical skill value in the respective Score Column, “Pre” for pre-instruction and “Post” for post-instruction. The average skill score must be equal to or higher than 3 for the student to be considered as having mastered the Lesson’s skills. Include any notes you wish, as impressions, reminders, documentation, etc., in the designated column.

Numerical Skill Levels: Remember, the numbers entered indicate if your student:

- 1 = Has no knowledge of how to perform the task.
- 2 = Can perform the task with help.
- 3 = Can perform the task with limited help, or by referring to notes.
- 4 = Can perform the task independently.

SKILL	SCORE		INSTRUCTOR NOTES
	PRE	POST	
Open Word 2013 and the file, Exercise in Formatting.docx.			
Bold the phrase “John Q. Student” and remove the underline.			
For the following four words, change the font to “Courier New” and change the font size to 16 points: Objectives, Education, Experience, Skills.			
Right align the title of the document.			

SKILL	SCORE		INSTRUCTOR NOTES
	PRE	POST	
Located under the heading "Experience", reformat the three sentences with bullets.			
Under "Skills", create a new numbered list with three "Skill" items.			
Exit Word without saving the document.			

Lesson 10: Quiz 10: Formatting Basics

This is a concept quiz. Answers may be given either orally or in writing. Your student should be able to answer 8 of the 10 questions post-instruction before you proceed to the next Lesson. Asterisks will indicate which questions are essential when measuring a student's readiness to proceed to the next Lesson. If your student answers the starred questions incorrectly, we recommend reviewing the Lesson before proceeding.

QUESTION	ANSWER	ENTER "X" FOR A CORRECT ANSWER		INSTRUCTOR NOTES
		PRE	POST	
Which feature can you use to help with formatting – the Context Menu or Windows Shortcuts?	Both.			
**What JAWS keystroke should you employ to confirm font and paragraph attributes?	MODIFIER + F.			
**What type of formatting information will the MODIFIER + F keystroke announce?	The type of information read includes font name, style, size, color, effects, line spacing, indenting, and alignment.			
What is a Toggle Command?	A set of keystrokes or an icon that turns an attribute on if pressed once and off if pressed again.			
What does alignment mean in the context of formatting?	Where text is positioned relative to the margins, for example, left aligned, centered or right aligned.			

QUESTION	ANSWER	ENTER "X" FOR A CORRECT ANSWER		INSTRUCTOR NOTES
		PRE	POST	
What does bulleted mean in the context of formatting?	Having a repeated, graphical symbol in front of items in a list, giving the list a more organized and polished appearance.			
If you are about to create a new document and would like the text to be blue, what should you do?	Use the Context Menu and Font Dialog Box to set the font color to blue. If you do this before typing any text, all of the text typed in the document will appear in the desired color, unless changed manually.			
If a document has already been created, how would you change text formatting attributes?	Once the text is created, you need to select the desired text and apply the formatting attribute to that text directly.			
**On the Context Menu, what dialog box allows you to change the style of the print?	The Font Dialog Box.			
**How are the formatting attributes of paragraphs changed?	With the Paragraph Option on the Context Menu.			
TOTAL SCORE (out of a possible 10 correct answers)				

Lesson 10: Summary 10: Formatting Basics

The following table is to be used as a summary of your student's success at completing the tasks and mastering the concepts of this Lesson. This table can be used for your own notes or as final documentation for record keeping.

SKILL	INSTRUCTOR NOTES
The student is able to describe the numerous formatting possibilities that Word offers	
The student is able to describe the two options for when formatting can be applied	
The student is able to describe how to use the JAWS Keystroke, MODIFIER + F	
The student is able to describe which formatting characteristics are announced by the JAWS Keystroke, MODIFIER + F	
The student can use the JAWS Keystroke, MODIFIER + F, to announce formatting	
The student is able to describe the concept of a toggle command	

SKILL	INSTRUCTOR NOTES
The student can apply and remove bold, italics and underline	
The student can change font name and size	
The student is able to describe the concept of alignment	
The student can center, right or left align text	
The student can create a bulleted list	
The student can create a numbered list	
The student is able to describe when to use the Font Dialog Box	

SKILL	INSTRUCTOR NOTES
The student is able to describe when to use the Paragraph Dialog Box	