

Illinois Certification Testing System

STUDY GUIDE

Business, Marketing, and
Computer Education
(171)



Illinois State Board of Education

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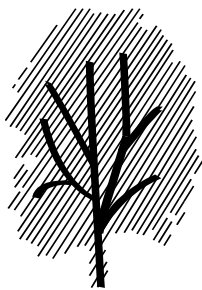
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

BUSINESS, MARKETING, AND COMPUTER EDUCATION TEST OBJECTIVES

- I. Accounting Principles and Practices
- II. Economics, Consumer Economics, and Career Development
- III. Marketing Principles and Applications
- IV. Entrepreneurship, Management, Law, and International Business
- V. Business Communications and Computations
- VI. Computer Education

SUBAREA I—ACCOUNTING PRINCIPLES AND PRACTICES

0001 Understand the accounting cycle.

For example:

- Define accounting and explain the steps of the accounting cycle.
- Demonstrate an understanding of the fundamental accounting equation.
- Recognize the functions of various accounting documents and analyze business transactions using source documents.
- Describe the purpose of a journal and its relationship to the ledger.
- Explain the purposes of the closing process, journalize and post closing entries, and prepare a postclosing trial balance.
- Recognize the uses of accounting software.

0002 Apply procedures for determining the value of assets, liabilities, and owner's equity according to generally accepted accounting principles.

For example:

- Recognize appropriate valuation principles (e.g., depreciation); classify items as assets, liabilities, or owner's equity; and define and identify current and long-term assets and liabilities.
- Explain the purposes of notes receivable and apply procedures for maintaining the accounts receivable subsidiary ledger.
- Explain the purposes of notes payable and apply procedures for maintaining the accounts payable subsidiary ledger.
- Explain the purpose of the capital and drawing accounts for a sole proprietorship and partnership and apply appropriate accounting techniques to account for investments and withdrawals by owners.
- Explain the purpose of the following corporate accounts: common stock, preferred stock, paid-in capital, retained earnings, and dividends.

0003 Prepare, interpret, and analyze financial statements and apply appropriate accounting principles to various forms of ownership, payroll, income taxation, and managerial systems.

For example:

- Compare the advantages and disadvantages of different forms of business ownership.
- Analyze the income statement and balance sheet of a business and explain the limitations of the historical cost accounting model when interpreting financial statements prepared during periods of inflation.
- Apply procedures for preparing statements of cash flows using the direct and indirect methods.
- Apply appropriate accounting techniques for the formation, allocation of earnings, and liquidation of a business.
- Apply appropriate accounting techniques for maintaining payroll records and determining personal and corporate income taxes.

0004 Apply planning and control principles to evaluate the performance of an organization.

For example:

- Recognize the role of managerial accounting in the management process.
- Explain and compare the behavior of fixed, variable, and mixed costs.
- Apply responsible accounting concepts to analyze cost, profit, and investment centers.
- Evaluate company performance by applying standard cost analysis.
- Apply differential analysis and present value concepts to make decisions with regard to manufacturing or buying a product, leasing or buying an asset, replacing or repairing equipment, discontinuing a product, offering discounted prices on special orders, or taking advantage of capital investment opportunities.

SUBAREA II—ECONOMICS, CONSUMER ECONOMICS, AND CAREER DEVELOPMENT

0005 Understand basic economic concepts and the operation of the U.S. economy.

For example:

- Define and apply basic economic concepts (e.g., scarcity, opportunity cost, supply and demand).
- Recognize major features of the U.S. economy (e.g., freedom of exchange, private property, economic incentives).
- Recognize the role of consumers, business, labor, and financial institutions in the U.S. economy.
- Explain the role of government in the U.S. economy (e.g., fiscal policy, monetary policy, deregulation).
- Demonstrate an understanding of the business cycle and identify methods for measuring domestic output, unemployment, and inflation.
- Describe factors related to the economics of the firm (e.g., law of diminishing returns, production costs, economies of scale).

0006 Understand different types of economic systems and the operation of the international economy.

For example:

- Explain why societies develop economic systems and recognize and compare basic features of different economic systems (e.g., market, traditional, command).
- Describe and compare different types of market structures (e.g., oligopoly, monopolistic competition, monopoly) and examine the role of competitive markets in the U.S. and other economies.
- Recognize the role of major international economic institutions in the global economy (e.g., World Bank, International Monetary Fund, World Trade Organization).
- Demonstrate an understanding of the laws of comparative and absolute advantage and describe the effect of global interdependence.
- Explain economic relationships among nations and examine the role of international trade, investment, and monetary relations in the global economy.

0007 Understand basic principles of consumer economics.

For example:

- Apply consumer skills in various situations (e.g., purchasing autos, health and life insurance, food, clothing, housing).
- Recognize checking and savings options offered by banks, credit unions, and other financial institutions and demonstrate an understanding of the uses and misuses of credit.
- Demonstrate an understanding of financial decision making in areas of budgeting, taxes, and investing (e.g., stock market, precious metals, collectibles).
- Examine legal and practical issues related to consumerism and identify the appropriate consumer agency to address a specific issue or concern.

0008 Demonstrate the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the content area of business, marketing, and computer education.

For example:

- Demonstrate an understanding of the history, organization, and future of work and recognize how work relates to the needs and functions of the economy and society.
- Apply career development concepts, examine the relationship between work and learning, and demonstrate an understanding of the career development process.
- Use information about patterns of business development, changing labor and career opportunities, postsecondary admission standards, and relevant Illinois Occupational Skill Standards to design curriculum and assessment.
- Apply techniques for integrating student organizations' activities into the curriculum and demonstrate how to develop collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
- Identify and use educational research findings to create learning environments and classroom activities that develop life/workplace skills and design appropriate assessment plans for students.

SUBAREA III—MARKETING PRINCIPLES AND APPLICATIONS

0009 Understand the principles of marketing and factors affecting business marketing decisions.

For example:

- Demonstrate an understanding of the role of marketing in business and its impact on individuals, businesses, and society.
- Explain the impact of external factors on marketing decisions (e.g., market demographics, government regulation, economic environment, technological advances).
- Examine the role of pricing in the marketing process and apply various pricing strategies.
- Recognize the stages of product development and their role in the marketing process.
- Demonstrate an understanding of distribution processes and methods to develop distribution plans.
- Identify the four general forms of promotion and examine how each contributes to successful marketing.

0010 Apply procedures for making marketing decisions.

For example:

- Apply procedures for collecting and interpreting market data.
- Apply procedures for developing and implementing a marketing plan.
- Use data to make marketing decisions in given situations.
- Apply forecasting principles to marketing data.

0011 Understand marketing principles and procedures related to personal selling and customer service.

For example:

- Recognize the importance of customer satisfaction and analyze factors that influence customer satisfaction.
- Demonstrate an understanding of steps involved in the selling process.
- Apply and evaluate various sales techniques.
- Apply procedures and policies related to customer relations.
- Apply procedures for dealing with the public, handling customer complaints, and evaluating customer service.

SUBAREA IV—ENTREPRENEURSHIP, MANAGEMENT, LAW, AND INTERNATIONAL BUSINESS

0012 Understand principles and procedures related to entrepreneurship.

For example:

- Recognize the characteristics and functions of entrepreneurs and assess the advantages and disadvantages of business ownership.
- Apply economic concepts and financial competencies used to make entrepreneurial decisions.
- Identify, establish, maintain, and analyze appropriate records to make business decisions.
- Apply procedures for developing business plans for entrepreneurial ventures.
- Recognize issues and procedures involved in buying and operating a franchise.

0013 Understand fundamental theories, functions, and procedures of business management.

For example:

- Identify the functions of management and recognize their importance in business.
- Recognize basic tenets of management theories (i.e., strategic management, operations management) and their importance in the successful operation of an organization.
- Recognize and apply principles and procedures related to planning, organizing, staffing, directing, and controlling, including general management skills such as time management, technology, networking, and entrepreneurial thinking.
- Analyze financial data to make long- and short-term financial decisions and apply management principles and procedures to meet specific organizational goals and solve business problems related to innovation and change.
- Apply procedures for using generally accepted operations management principles to develop an operations plan.
- Apply the concepts of quality management to improve organizational effectiveness.

0014 Understand organizational, group, and individual behaviors and their relationship to business management.

For example:

- Identify various organizational structures and evaluate their advantages and limitations.
- Demonstrate an understanding of social and behavioral theories related to the functioning of business organizations (e.g., corporate culture, change theory, formal and informal organization, project-based management).
- Apply procedures for using social and behavioral theories and principles to analyze group structures (e.g., team skills, group dynamics, motivation and leadership styles).
- Analyze issues related to organizational, group, and individual behaviors in management situations (e.g., conflict resolution strategies, factors influencing worker morale).

0015 Understand human resource management and development.

For example:

- Recognize the functions of human resource managers and how they contribute to the successful operation of an organization.
- Identify sources of new employees and apply methods used to recruit and select employees.
- Examine the role of organized labor and its influence on business and government.
- Demonstrate an understanding of training and staff development methods (e.g., continuing education, diversity training).
- Recognize legal issues related to human resource management (e.g., Equal Employment Opportunity Commission regulations, Americans with Disabilities Act).
- Analyze the effects of business decisions on employees (e.g., corporate mergers, restructuring, relocations).

0016 Understand issues related to business ethics and the basic principles of business law.

For example:

- Recognize procedures for developing a code of ethics and apply the code to various issues confronted by business.
- Analyze factors influencing ethical decisions in business and apply ethical principles in specific business situations.
- Demonstrate knowledge of the sources of law, the structure of the court system, and the different classifications of procedural and substantive law.
- Analyze relationships among contract law, consumer law, and the law of sales.
- Identify and analyze the legal rules that apply to personal and real property and examine the role of agency law and employment law in specific business situations.

0017 Understand international business operations.

For example:

- Recognize major trends and developments in international business.
- Analyze social, cultural, political, legal, ethical, and economic factors affecting the international business environment.
- Demonstrate knowledge of import/export trade concepts.
- Examine the effect of international business developments and considerations on organizational structures and the management of human resources.
- Analyze factors that influence marketing decisions in international business situations.

SUBAREA V—BUSINESS COMMUNICATIONS AND COMPUTATIONS

0018 Understand business communications.

For example:

- Demonstrate an understanding of the principles of appropriate oral, written, and electronic communication.
- Recognize the effects of various forms of nonverbal communication.
- Demonstrate the ability to communicate in a clear, courteous, concise, and correct manner on personal and professional levels and apply basic social communication skills in personal and professional situations.
- Demonstrate proficiency in written and oral communication using manual and electronic methods and apply appropriate formats for preparing various types of business communications (e.g., interoffice memo, report, business letter).
- Apply procedures for using technology to enhance the effectiveness of communications (e.g., voice mail, e-mail, faxes).

0019 Apply reading and research skills in business contexts and demonstrate instructional abilities to teach reading in the content area of business, marketing, and computer education.

For example:

- Identify business and economic reference materials and other sources of business information and answer specific questions through the application of business research procedures and techniques.
- Demonstrate literal and inferential comprehension of written materials related to business and economics and use critical reasoning skills to evaluate written material in business or economic contexts.
- Apply techniques for planning and teaching units that require students to integrate the four language arts (i.e., reading, writing, listening, speaking) and carry out research or inquiry using multiple texts, including electronic resources.
- Analyze and evaluate the appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Recognize the role of subject-area vocabulary in developing reading comprehension and demonstrate how to provide opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- Apply techniques for planning and teaching lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.

0020 Apply basic techniques of quantitative analysis in business situations.

For example:

- Apply procedures for creating and interpreting charts and graphs containing economic and/or business information.
- Interpret consumer and business data using computational and algebraic operations and statistical analysis.
- Apply procedures for reporting and interpreting quantitative aspects of case studies.
- Apply mathematical procedures for analyzing and solving business problems in such areas as taxation, savings and investment, cash management, sales, inventory records, and depreciation.

SUBAREA VI—COMPUTER EDUCATION

0021 Understand basic computer technology principles, terminology, and keyboarding applications.

For example:

- Demonstrate an understanding of terminology related to computer technology.
- Identify basic keyboarding skills used to access, generate, and manipulate text and data and identify procedures for formatting business documents according to industry standards.
- Use technology in communicating, collaborating, conducting research, and solving problems.
- Recognize characteristics and functions of computer input devices, output devices, processing units, network systems, and storage units.
- Apply procedures for selecting, operating, and maintaining computer hardware, software, and peripherals.

0022 Understand principles and procedures related to information management, information systems, and electronic communications.

For example:

- Demonstrate an understanding of software applications (e.g., word processing, database management, simulations, spreadsheets, presentation software) and their uses in various business contexts.
- Apply procedures for accessing and manipulating data from databases.
- Recognize characteristics and uses of multimedia systems and desktop publishing applications.
- Apply knowledge of terms related to electronic communications (e.g., wide area network, Internet, uplink).
- Analyze business situations and problems to determine appropriate electronic communication solutions (e.g., teleconferencing, online services, telecommuting).

0023 Understand principles and procedures related to maintenance, security, ethics, and data integrity of technology systems.

For example:

- Apply basic troubleshooting strategies (e.g., virus checking) and evaluate the performance of hardware and software components of computer systems.
- Apply procedures for implementing security plans for information systems (e.g., passwords, voice imprinting, user rights).
- Recognize issues related to electronic privacy, the gathering and sharing of information, and generating, maintaining, and selling data files.
- Apply procedures for recovering data and ensuring the accuracy and integrity of electronic data.
- Recognize issues related to ownership of software and ideas (e.g., copyrights, software piracy).

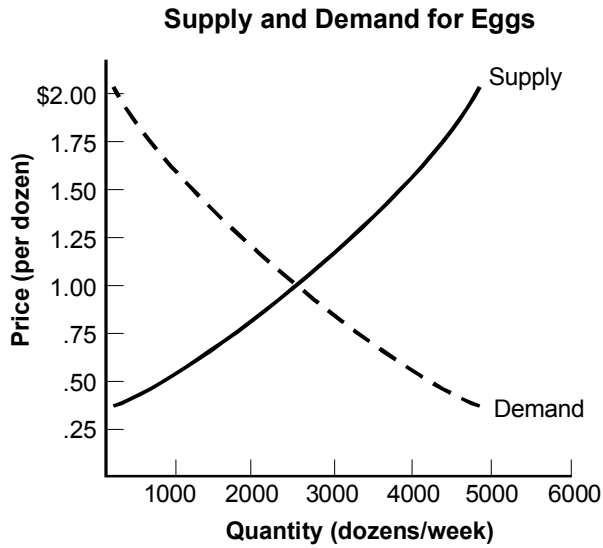
BUSINESS, MARKETING, AND COMPUTER EDUCATION PRACTICE TEST QUESTIONS

1. Zebra Oil company offers a one percent discount for all customers who pay their invoices within seven days. A company bought \$1,000 worth of oil from Zebra and paid within seven days. How should this transaction be posted in Zebra's cash receipts journal?
 - A. \$10 in the cash debit column
 - B. \$990 in the accounts receivable credit column
 - C. \$990 in the cash debit column
 - D. \$1,010 in the accounts receivable credit column

2. How should an accountant convert a previous sale on account to a note receivable?
 - A. Debit accounts receivable and credit owner's equity.
 - B. Debit accounts receivable and credit accounts payable.
 - C. Debit notes receivable and credit accounts receivable.
 - D. Debit notes receivable and credit notes payable.

3. A company has decided to buy an expensive piece of equipment. The company can either pay for it in full at the current time or with equal yearly payments over ten years. Which of the following factors is most important to consider in making the decision about how to pay for the equipment?
 - A. standard cost and compounding rate
 - B. amortization cost and annuity value
 - C. leasing cost and asset valuation
 - D. opportunity cost and interest rate

4. Use the graph below to answer the question that follows.



If the price of eggs is 75 cents per dozen, which of the following is most likely to occur?

- A. There will be a shortage of eggs with upward pressure on prices.
- B. There will be a shortage of eggs with downward pressure on prices.
- C. The demand for eggs will fall and there will be upward pressure on prices.
- D. The demand for eggs will fall and there will be downward pressure on prices.

5. Country A can produce a ton of wheat with 100 labor hours and a ton of bananas with 100 labor hours. Country B can produce a ton of wheat with 50 labor hours and a ton of bananas with 200 labor hours. Other inputs to production are the same for both countries. In which of the following situations will both countries benefit from trade?
- A. Country A sells wheat to and buys bananas from Country B.
 - B. Country A buys wheat from and sells bananas to Country B.
 - C. Country A buys both wheat and bananas from Country B.
 - D. Country B buys both wheat and bananas from Country A.
6. A married couple has two young children; both parents work outside the home. What would be an advantage to them of purchasing term life insurance instead of whole life insurance?
- A. They can also use the insurance as a saving instrument.
 - B. They can also receive benefits if they are disabled.
 - C. They will receive a lump sum payment when the policy expires.
 - D. They can obtain more coverage for a lower cost.
7. A large retailer is in the process of determining the pricing for a new line of children's clothing. Which of the following questions is most important to consider when making this decision?
- A. What are the fixed costs for the new line?
 - B. What is the new line's product quality compared to other products the company produces?
 - C. How much do competitors charge for similar clothing?
 - D. How will this new line affect the company's total product mix?

8. Use the chart below to answer the question that follows.

Sales for Product Y in Units

Year 1	Q1 10,000	Year 4	Q1 11,900
	Q2 10,100		Q2 12,200
	Q3 10,300		Q3 12,300
	Q4 10,400		Q4 12,400
Year 2	Q1 10,500	Year 5	Q1 12,400
	Q2 10,400		Q2 12,700
	Q3 10,700		Q3 13,000
	Q4 10,800		Q4 13,300
Year 3	Q1 11,100		
	Q2 11,200		
	Q3 11,300		
	Q4 11,700		

A company has collected the above sales data for one of its products. Given this information, what type of forecasting method would be most appropriate for the company's quarterly forecasts?

- A. a quantitative method that uses a time series trend analysis
- B. a method that considers seasonal fluctuations in determining the forecast
- C. a quantitative method that associates sales with external variables
- D. the Delphi method that systematically surveys experts

9. A sales representative of a project management software and consulting firm has had an initial meeting with a potential business client. The sales representative is now in the process of arranging a follow-up meeting to further explain the company's products and services. For this meeting, it is most important for the sales representative to:
- A. provide technical details on the software's capabilities.
 - B. present an attractive audiovisual overview of the company's project management approach.
 - C. ensure that knowledgeable decision makers attend.
 - D. identify the most important steps in developing a project management plan.
10. Which of the following is the most important first step for an entrepreneur starting a new business?
- A. preparing an organizational mission statement that describes the purpose and goals of the business
 - B. developing a formal business plan that includes detailed operations, marketing, and financing components
 - C. identifying a location that will be convenient for customers, suppliers, and employees
 - D. determining whether the business should be operated as a sole proprietorship, partnership, or corporation
11. A firm is planning to manufacture 10,000 of the same electronic item each month. Assuming this is the company's only product, which of the following would be the best method of organizing the company's manufacturing facility?
- A. a product layout where machines perform specific, standardized tasks
 - B. a process layout where similar tasks can be performed at each station
 - C. a cellular layout where machines are grouped together to perform a number of tasks
 - D. a fixed position layout where the items produced remain stationary
12. When developing a corporate training program for employees, it is most important to:
- A. develop training materials that address each employee's needs.
 - B. formulate employee training objectives that meet company needs.
 - C. seek employee input on program structure and goals.
 - D. ensure that employees have equal access to training opportunities.

13. Workers' compensation laws were enacted primarily for which of the following purposes?
- A. to pay wages to workers who are laid off when a plant closes
 - B. to provide the difference between wages earned and the poverty limit
 - C. to provide safety training for all workers who operate machinery
 - D. to cover the costs of care and treatment for on-the-job injuries

14. Which of the following is a trend that has increased the potential for international trade?
- A. a better understanding of the environmental effects of industrial development
 - B. a greater willingness by banks to lend money to developing countries
 - C. a move toward market-based economies by formerly communist nations
 - D. an increased concern for working conditions in developing countries

15. Which of the following strategies for using visual aids in a business presentation is most appropriate?
- A. providing detailed visual aids to introduce unfamiliar concepts
 - B. using vertical and diagonal wording to focus the audience's attention
 - C. adding color and large lettering to emphasize key ideas
 - D. keeping the visual aids simple with a few words to highlight key ideas

16. **Use the passage below to answer the question that follows.**

Production scheduling relies on data accuracy. Without an accurate record of inventory on hand, it is impossible to develop accurate schedules. For example, if computerized records show five pieces of work-in-process inventory at a workstation, and in fact there are only three pieces, then the resulting production schedule will be flawed and customer orders may be late. Thus, if a company has a high degree of data accuracy, it will have a successful production scheduling system.

The most significant problem with the above passage is that it:

- A. requires the reader to draw inferential conclusions.
- B. contains a logical fallacy.
- C. makes excessive use of technical terminology.
- D. contains overly complex sentences.

17. A marketing manager notices that the age distribution curve for his company's customers is positively skewed. This means that:
- A. there is a greater age range for older customers than younger ones.
 - B. the average age of customers is near 25.
 - C. there are more younger customers than older ones.
 - D. most of the company's new customers are older.
18. A small business has a computer that performs adequately when only one or two software applications are running but that slows significantly as additional programs are opened. Which of the following actions is most likely to improve the performance of the computer?
- A. installing an external storage device
 - B. removing any unnecessary peripherals
 - C. increasing the computer's RAM
 - D. using a utility program to clean up the hard drive
19. A word-processing document contains a graph that was created from data in a spreadsheet. The document and the spreadsheet containing the graph are linked so that as the data in the spreadsheet is changed, the graph in the document is automatically updated. When linking the document and spreadsheet in this manner it is important to be aware that:
- A. some of the formatting features of the word processor will be disabled when both of the files are open simultaneously.
 - B. the graph will not be visible in the report until the computer's settings are changed to permit the linking of an object.
 - C. if the report is moved to a different computer, the spreadsheet file will need to be moved to the new computer as well.
 - D. a significantly greater amount of disk space will be required to store the files than if the file were not linked.
20. A small hardware company has an inventory database that can be accessed by all of its employees. Which of the following steps will best help the company ensure that only authorized personnel are able to make changes to the database?
- A. having employees change their passwords each month
 - B. making the database file read-only
 - C. changing the database permissions to assign user rights
 - D. installing a firewall on the server

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand the accounting cycle.
2.	C	Apply procedures for determining the value of assets, liabilities, and owner's equity according to generally accepted accounting principles.
3.	D	Apply planning and control principles to evaluate the performance of an organization.
4.	A	Understand basic economic concepts and the operation of the U.S. economy.
5.	B	Understand different types of economic systems and the operation of the international economy.
6.	D	Understand basic principles of consumer economics.
7.	C	Understand the principles of marketing and factors affecting business marketing decisions.
8.	A	Apply procedures for making marketing decisions.
9.	C	Understand marketing principles and procedures related to personal selling and customer service.
10.	B	Understand principles and procedures related to entrepreneurship.
11.	A	Understand fundamental theories, functions, and procedures of business management.
12.	B	Understand human resource management and development.
13.	D	Understand issues related to business ethics and the basic principles of business law.
14.	C	Understand international business operations.
15.	D	Understand business communications.
16.	B	Apply reading and research skills in business contexts and demonstrate instructional abilities to teach reading in the content area of business, marketing, and computer education.
17.	A	Apply basic techniques of quantitative analysis in business situations.
18.	C	Understand basic computer technology principles, terminology, and keyboarding applications.
19.	C	Understand principles and procedures related to information management, information systems, and electronic communications.
20.	C	Understand principles and procedures related to maintenance, security, ethics, and data integrity of technology systems.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

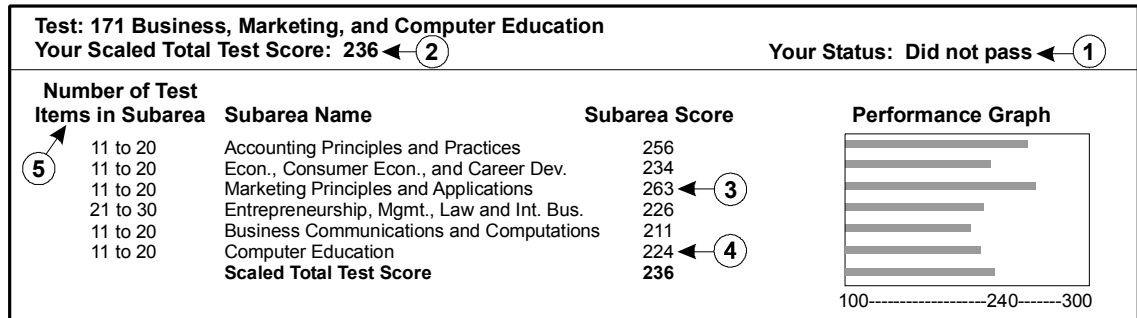
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Business, Marketing, and Computer Education test score report is provided below.



According to the above sample, the examinee did not pass the Business, Marketing, and Computer Education test ①, because the examinee's total test score of 236 ② is below the passing score of 240.

The examinee did better on the Marketing Principles and Applications section ③ of the test than on the Computer Education section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.