

4 INTRODUCTION TO THE *EXCEL* SPREADSHEET

Preparing a Grade book

LEARNING OUTCOMES

This tutorial will help you understand what a spreadsheet is and where a spreadsheet might come in useful for classroom management. Specifically you will learn about the following topics.

- Helpful hints for understanding the basic concepts of a spreadsheet, including:
 - cells, rows and columns
 - cell coordinates
 - entering data into a spreadsheet cell
- Setting up labels, including:
 - setting column widths
 - aligning data in cells
 - entering column and row labels
- Creating and copying formulas
- Making changes in a spreadsheet
 - inserting rows and columns
 - deleting rows and columns
- Producing a printed copy of the contents of a spreadsheet document
- Saving a backup copy of your work

- Appreciating the power of spreadsheet templates

A caveat before you begin: You'll find it easiest to use the tutorial if you follow the directions carefully. On computers there are always other ways of doing things, but if you wander off on your own be sure you know your way back!

4.1 GETTING STARTED

Before we begin

For this lesson it will be good to have a separate folder inside your Data Files folder for the spreadsheets you're going to create.

Go to **Start > My Computer > Your USB drive > Office 2007 Work Files folder > Data Files folder**, and create a new folder called **Spreadsheet Documents**

Some background about spreadsheets

Fig. 4.1 illustrates a typical spreadsheet for keeping track of student grades.

GRADE REPORT											LookUp Range	LookUp Grade
											0%	F
											60%	D
Class: Grade 4											70%	C
Semester: 1											80%	B
Year: 2007											90%	A
											100%	A
			A1	A2	A3	A4	A5	TOTAL	PCNT	GRADE		
		MAX	20	20	30	100	20	190				
LAST NAME	FIRST NAME											
Urchick	Pamela		12	14	28	97	3	154	81%	B		
Gasdick	Barbara		10	15	23	65	16	129	68%	D		
Giorgio	Marilyn		13	18	25	74	17	147	77%	C		
Mitnick	Teresa		16	15	20	32	15	98	52%	F		
Bond	Patrick		14	13	20	78	18	143	75%	C		
Dane	Stephanie		18	19	19	65	19	140	74%	C		
Bond	Andrew		15	16	21	85	16	153	81%	B		
Fraher	Brigid		18	17	26	95	20	176	93%	A		
Brown	Lyn		20	15	19	73	15	142	75%	C		
Potochar	Charlene		16	20	20	91	13	160	84%	B		
	Average		15.2	16.2	22.1	75.5	15.2	144.2	76%			
	Highest		20	20	28	97	20	176	93%			
	Lowest		10	13	19	32	3	98	52%			

Fig. 4.1 Typical spreadsheet (Grade book) for a 4th Grade class

As illustrated in Fig. 4.1, a spreadsheet is a grid divided into rows that run across the spreadsheet from left to right, and columns that run from top to bottom of the spreadsheet. The leftmost column (Column A in Fig. 4.1) is often used for *descriptive labels* that identify the name of the information that is stored in each of the cells in any particular row in the spreadsheet. The rightmost column of data (Column J thru N in Fig. 4.1), and the lower rows of a set of figures (Rows 25 thru 27 in Fig. 4.1) are often set aside for row and column *totals and summaries* respectively.

Historically, spreadsheets were maintained in accounting journals or ledgers. They date back to the 14th and 15th centuries and were famously first documented by a Franciscan monk named Brother Luca Pacioli (Fig. 4.2), who published, in 1494, the first known book about accounting practices.



Fig. 4.2 Fra Luca Pacioli

Nearly 500 years later, in 1978, Dan Bricklin, a young graduate student at the Harvard School of Business, came up with the idea for an interactive spreadsheet and, together with Robert Frankston, developed a program for an early PC—the Apple II.

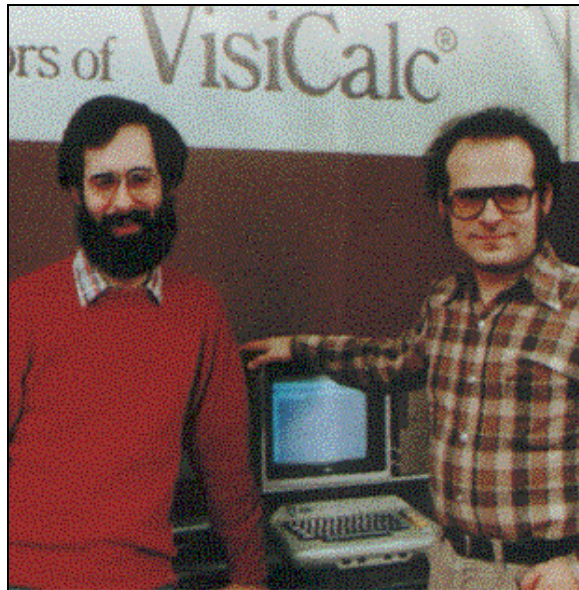


Fig. 4.3 Dan Brickling and Robert Frankston, c. 1980

They called their program *Visicalc*. It simulated a traditional accounting worksheet, though they saw its potential for use outside the accounting field. It was, in fact, the very first electronic spreadsheet, a prototype of the many varieties of spreadsheets available today.

The *Excel* spreadsheet which you are about to learn to use is considerably more powerful than *Visicalc*, if only because the computers of today are many times faster than anything available in 1978. *Excel* is able to handle much larger sets of numerical data at much greater speeds and has a richer set of functions and general calculating and data visualization tools. Like *Visicalc*, however, it goes beyond the hand-written worksheet used in traditional accounting in that it is *programmable*—you can program it to do the math for you! And this was Dan Bricklin's genius!

We have a multitude of challenges in our everyday lives, so why do math if we can design a machine to do it for us? This doesn't mean we shouldn't teach math in schools, of course. What it means is that we should teach math in schools so that our students can understand what the computers can do for them.

You can build instructions into an electronic spreadsheet to do relatively complex mathematical calculation and analysis. You also can build instructions into the spreadsheet to carry out humdrum, repetitive calculations—the kind of calculations which could take hours, even days, to complete manually but which, when done electronically, take a matter of seconds.

The *Excel* screen is a window onto a large grid of rows and columns (Fig. 4.1) into each cell of which data are entered, usually from the keyboard. You can build formulas into selected cells which automatically carry out calculations on designated sets of data. You'll learn how in this lesson and the next.

The spreadsheet is most used for business accounting and data analysis. In K-12 schools, however, the spreadsheet comes in handy as a tool for keeping grades. It also is useful for creating charts and graphs of all kinds, as well as for data analysis related to class projects where numbers need to be organized, managed, and analyzed. It also is an excellent tool for helping students learn math concepts and has many other applications with students across the curriculum. The Skills Consolidation section at the end of the chapter will give you the opportunity to brainstorm with your classmates in order to come up with a list of such applications.

But first you need to learn more about spreadsheets and how they work.

Practice makes perfect

As with the word processor, the best way to learn about the spreadsheet is to build a spreadsheet document and work with it. So here goes.

Go to **Start > All Programs** and open **Microsoft Office Excel 2007**

You should now see on your screen a new *Excel* spreadsheet document titled **Book1**.

Templates

A template is an outline or form which can be used over and over when carrying out other projects that require the same basic document format. Here you are going to build a spreadsheet template to simulate an empty Grade book. Once you have created the template, you will keep it as on your disk for future use. You will be able to use this template from semester to semester to build the electronic Grade books for all your future classes.

The default *Office* name for documents (such as *Book1*) is always nondescript. So it always is a good idea to immediately name any new document with a recognizable name of your choice. After all, you want to be able to tell what each document contains when you look at a list of the many documents names on your disk.

Shakespeare asked: “What’s in a name?” Well, when it comes to file names on a computer disk, names matter a great deal! You are about to create a template for a Grade book. So a good name for the document might be something like “Gradebook Template.”

Put your USB drive containing the **Office 2007 Work Files** in the disk drive

From the **Office button** menu select **Save As** and navigate to **Office 2007 Work Files > Data Files > Spreadsheet Documents**

Type **Gradebook Template** as the document name for the new spreadsheet and click on the **Save** button

You should now be looking at a screen with the name of your document (*Gradebook Template.xlsx*) at the top of a blank worksheet ready for you to insert your data.

4.2 HELPFUL HINTS WHILE USING THE SPREADSHEET

A spreadsheet is a grid divided into rows and columns

The intersection of a column and row is referred to as a cell (Fig. 4.4).

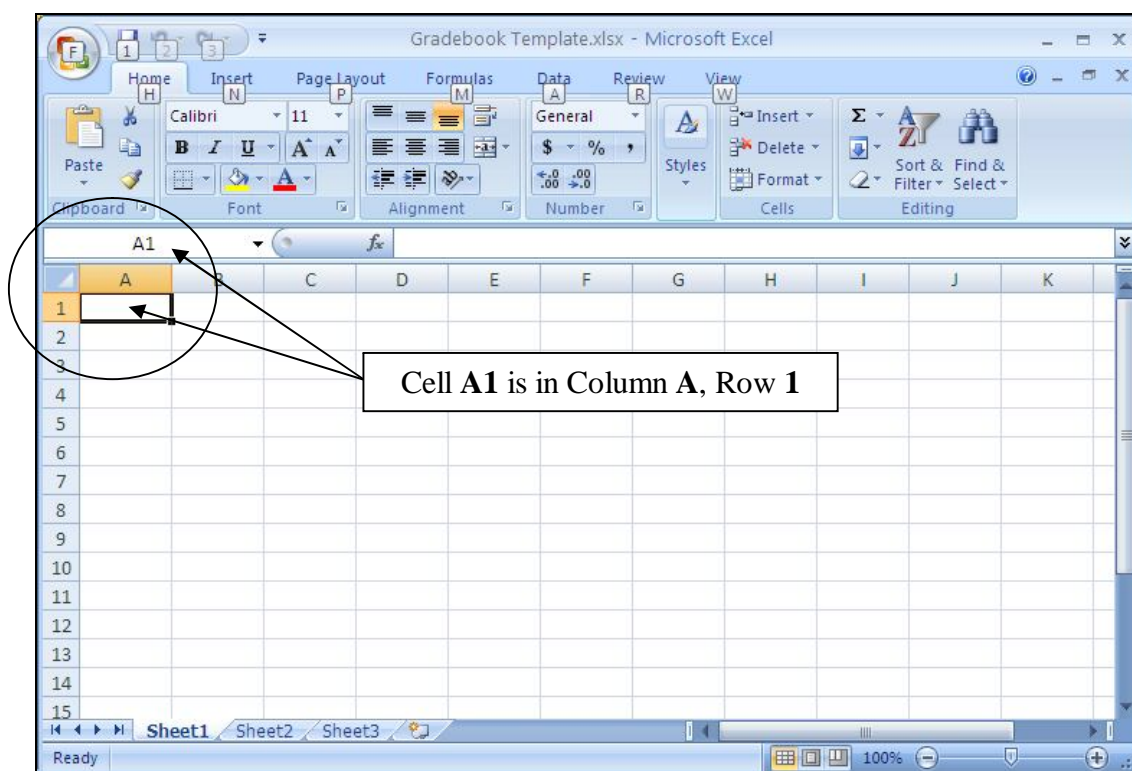


Fig. 4.4 Think of the spreadsheet as a grid divided into rows and columns

Right now, cell A1 is selected in the top left-hand corner of the spreadsheet.

With **cell A1** selected, type the number **2007** in cell **A1** and hit Enter so you have some data in the spreadsheet for what follows

A cell is where information, in the form of either a label, or a number, or a formula for calculation, will be entered.

- *Labels* are where you use text to describe the data in the columns and rows.
- *Numbers* are just that—numbers, as in mathematics. Numbers are what spreadsheets are all about.
- *Formulas* (or *Functions*) are mathematical expressions built into certain cells that instruct the spreadsheet to carry out calculations on specified sets of numbers in the rows and columns.

As you go on with the tutorial, these concepts will become clearer to you.

Moving around in the spreadsheet

There are 1,048,576 rows and 16,384 columns in the *Excel 2007* spreadsheet! That means there are well over 17 billion cells in which you can store data! If you printed out a full spreadsheet on paper and laid it out on the ground, you'd need an area the size of close to 350 football fields. That should be enough for any spreadsheet applications you might have in mind.

Usually you will use the mouse to select the cell you want to work in by clicking on the cell. Once you have entered data into a particular cell, you can use the commands in Table 4.1 to proceed to other related cells.

Key Pressed	Effect
Tab	Moves selection to the right, to the next cell in the same row
Shift-Tab	Moves selection to the left, to the previous cell in the same row
Arrow keys	Move selection one cell in any direction
Shift-Enter	Moves selection up to the previous cell in the same column
Enter	Moves selection down to the next cell in the same column
Scroll bars	Scroll vertically and horizontally through the spreadsheet
Accept button (✓)	Accepts data in cell but does not move to another cell
Cancel button (✗)	Cancels entry in cell

Table 4.1 Cell selection commands

Try out each option now before proceeding—this will help you follow later directions

Practice by moving around the spreadsheet—after you have visited several cells, end up by clicking on cell **A1** to make it the current or active cell.

Identifying the active cell's coordinates

Look in the top left hand corner of the *Excel* screen (Fig. 4.4) to see which cell (the active cell) you are in at any point in time.

Click on any cell now and look at the **cell's coordinates** in the **top left corner** of the spreadsheet window

Each cell (a location in the spreadsheet) has an *address* which begins with a *letter* to indicate the column, followed by a *number* to indicate the row. For example, G6 identifies the cell at the intersection of column G, row 6.

Click on **cell G6** now and look at the **cell's coordinates** in the **top left corner** of the spreadsheet window

Selecting a range (group) of cells

Table 4.2 lists the methods for selecting a group or range of cells.

Task	Method
To select a block of cells	Drag from the first cell to the last cell in the block
To select an entire row of cells (horizontally from left to right)	Click on the number (the row label) on the left edge of the spreadsheet
To select an entire column of cells (vertically, from top to bottom)	Click in the letter(s) of the alphabet (the column label) at the top of the column
To select several rows	Drag down the row numbers on the left edge of the spreadsheet
To select several columns	Drag across the column labels at the top of the columns

Table 4.2 Selecting a range (group) of cells

Once again, take a moment now to try each of these methods for selecting groups of cells

Location of the active (selected) cell after entering data into a cell

When you type the data for a cell, the data appear both in the *cell* you have selected AND in the *Entry bar* at the top of the spreadsheet (Fig. 4.5).

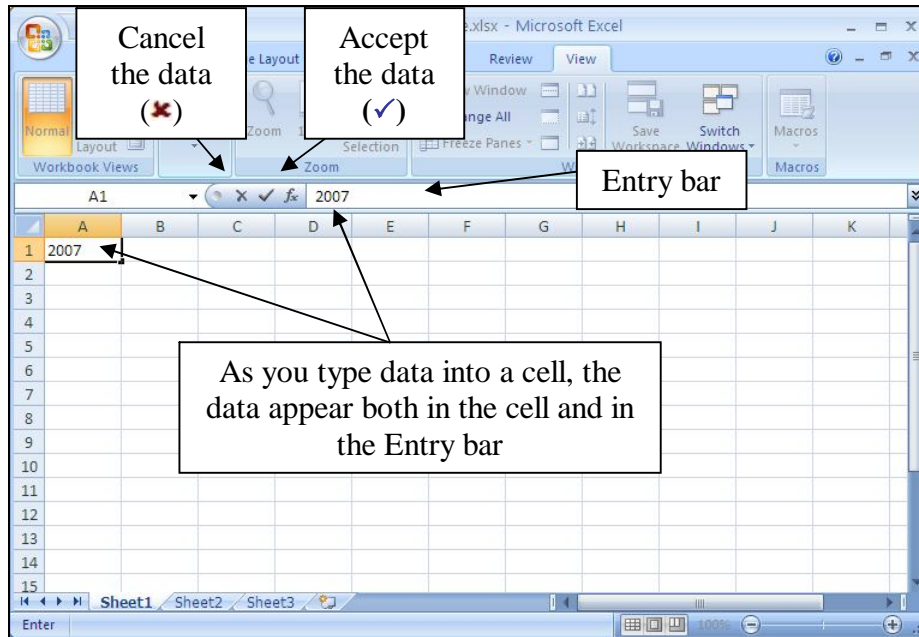


Fig. 4.5 The spreadsheet Entry bar

See how this works for yourself now.

Click on **cell B1** and type the number **2008**, then look at the **Entry bar** above the spreadsheet cells

The data are in both places at once, but they are not yet *permanently* accepted into the cell. The number *2008* awaits your acceptance of it into the spreadsheet.

The data are displayed in the cell while you:

1. check that they are correct before accepting them into the active (selected) cell;
2. make up your mind whether they should be entered into the spreadsheet at all;
3. decide which cell you would like to be the active cell next after the data have been copied to the currently active cell.

You accept the data by either:

- moving to another cell in the spreadsheet;

or,

- clicking on the Accept (✓) icon to the left of the Entry bar.

You may decide *not* to enter the data into the spreadsheet. In this case you would click on the *Cancel* box (✖) in the Entry bar (Fig. 4.5) and start over. If, on the other hand, the data are correct, you would click the Accept button (✓), which also keeps the cell you are working in as the active cell.

Click the **Accept** button (✓) now

Notice that the number 2008 in cell B1, as with the number 2007 in cell A1, is immediately *right justified*, aligned on the right edge of the cell, which is the correct justification for numbers in mathematics.

Alternatively, you may want to proceed to the cell immediately to the right of the active cell into which the number you just typed will go. Or you may want to proceed to the cell just below the active cell, or the cell just above the active cell, and so on.

A short while back you practiced moving around the spreadsheet using the commands listed in Table 4.1. This table also lists the key(s) to press to tell *Excel* which cell to go to after you accept the data you have typed into the Entry bar. Here's that table again.

Key Pressed	Effect
Tab	Moves selection to the right, to the next cell in the same row
Shift-Tab	Moves selection to the left, to the previous cell in the same row
Arrow keys	Move selection one cell in any direction
Shift-Enter	Moves selection up to the previous cell in the same column
Enter	Moves selection down to the next cell in the same column
Scroll bars	Scroll vertically and horizontally through the spreadsheet
Accept button (✓)	Accepts data in cell but does <u>not</u> move to another cell
Cancel button (✖)	Cancels entry in cell

Table 4.1 Cell selection commands

Practice now by making the cell in which you just typed **2008** the active cell (by clicking on it)

Then press each of the keys or key combinations in Table 4.1 and verify the result of the action in the spreadsheet each time

Blanking out a cell or cells in the spreadsheet

The quickest way to blank out a selected cell or cells is to hit the Del(ete) key on the keyboard. Let's try this now.

Click on the cell holding the data **2007 (cell A1)** and hit the **Del(ete)** key

Now cell A1 is empty. The Delete key saves you having to use the mouse and menus.

Undo what you just did by pressing **Ctrl-z** (to put back **2007** in cell **A1**)

To delete the data in a group of cells you would drag across the cells to select them—they will become highlighted. Then you'd select Clear from the Edit menu or hit the Del(ete) key as before.

Practice this now by dragging across Cells **A1** and **B1** and hitting the **Del(ete)** key

Bingo. Remember that you can undo the *Delete* operation (or any other Edit operation) by immediately pressing *Ctrl-z* on the keyboard.

Editing the data in the Entry bar

While you are typing in data in the Entry bar you can edit them as if you are using *Word*. So everything you learned in Lessons 1 and 2 will apply.

Editing data after they have been entered into a cell

If you are past the cell where you have an error and want to make a correction or change, move back to the cell in question by selecting (clicking on) it. The data in that cell will be displayed in the Entry bar at the top of the spreadsheet. Click in the Entry bar (the cursor will show where you clicked on the text) and then just go ahead and make any changes you want. Replace the old entry by clicking the Accept button (✓) or by selecting another cell in the spreadsheet.

4.3 SETTING UP LABELS FOR YOUR GRADE BOOK TEMPLATE

When you have completed this section and the following section (Sections 4.3 and 4.4) your Grade book should look like Fig. 4.6.

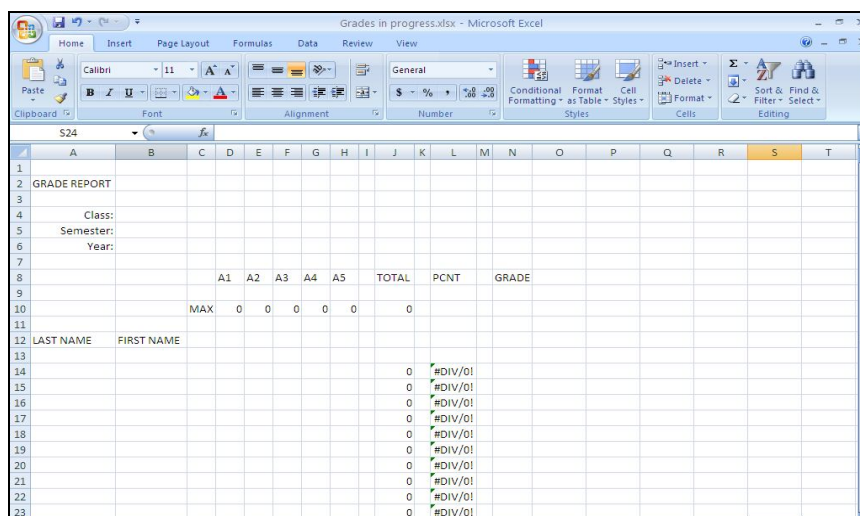


Fig. 4.6 Gradebook Template

The steps that follow will help you achieve this goal. Follow them carefully.

Select cell **A2** and type **GRADE REPORT**

Check the data in the **Entry bar** to make sure you typed the label correctly; correct any errors

Click the **Accept** button (✓) when you are sure all is well (or press one of the other keys—arrow keys, Enter/Enter key, Tab key—which accept data into the spreadsheet)

This is an example of a label—which is any text you use to describe the data that are in a spreadsheet. All the column and row headings are labels also.

You need to widen the A column to allow for longer student last names.

From the **Home Ribbon** select the **Cells Group > Format > Column Width**

Type the number **15** in the dialog box, then click on **OK**

While you're at it, click anywhere in **column B** (first name) and, in the **Home Ribbon** again select the **Cells Group > Format > Column Width** and adjust the width to **15**, too

Later in this section you'll again practice adjusting other column widths.

Select cell **A4**

Type the label **Class:** (note the colon) and press **Enter** to move the cell pointer to cell **A5**

Type the label **Semester:** and press **Enter** to move the cell pointer to cell **A6**

Finally type the label **Year:** and click on the **Accept** button (✓) in the **Entry bar**

At this point you should be thinking about saving the work you have completed to this point! Since you have already named the document (*Gradebook Template*), you can use a quick keyboard shortcut.

Press **Ctrl-s** to save your work to this point

Aligning data in spreadsheet cells

The grade book will look best if the three labels you just entered into cells A4, A5, and A6 of the spreadsheet are *right aligned* in their respective cells. Right aligned means that the label is aligned to the right side of the cell. Unless you tell *Excel* otherwise, the system will *left align* any data that are regular text (letters of the alphabet, for example). Likewise, the system will *right align* any data that are made up of numbers. This makes sense if you look at Fig. 4.7.

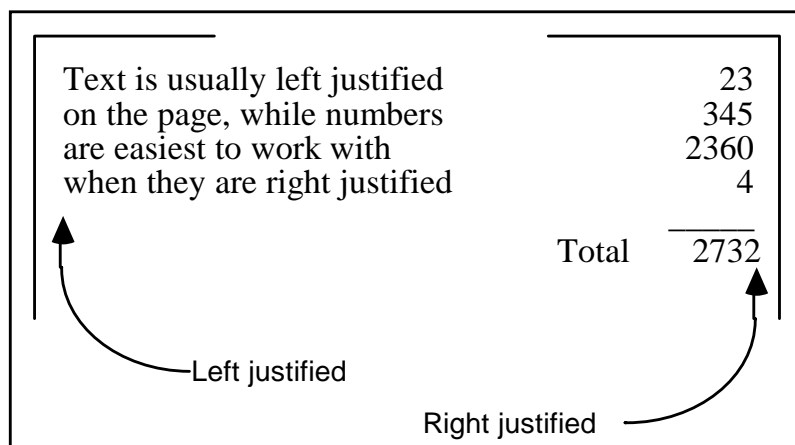


Fig. 4.7 Text is left aligned; numbers are right aligned

However, text sometimes looks best when it is right aligned in the cell. This is the case with the labels you just entered into cells A4, A5, and A6. Here is how you right align the text in these cells.

Position the spreadsheet cursor on cell **A4**

Hold down the mouse button and drag down to cell **A6**, so that **all three cells** are selected (cell **A4** will still be selected even though it is not highlighted—it has the heavier border which also indicates selection in the spreadsheet)

In the **Home Ribbon > Paragraph Group** click on the **Right Alignment** button

This will right align the cells that you have selected (A4 through A6). Check this on the screen before you go on.

Press **Ctrl-s** to save your work so far (this is a good habit to get into!)

Entering the column and row labels

Now you will enter the labels for each of the columns that eventually will contain the scores for assignments you might give your students during the course of a school session.

Select cell **D8** and enter the grade label **A1** (short for **Assignment 1**)

Check that you have typed the label correctly, then press the **Tab** key to move to the next cell across and enter the assignment label **A2**

Do the same thing three more times, using the labels **A3**, **A4**, and **A5** (your last entry should be in cell **H8**)

Click the **Accept** button (✓) next to the entry bar at the top of the screen

These labels might represent homework or quizzes for a unit or for a whole semester, depending on how many assignments you might assess for grading purposes. When you use this Gradebook Template document for an actual grade book, you will edit these column labels so that they contain appropriate titles relating to the actual assignments that will be stored in the respective columns. There is, of course, room in the grade book for you to include as many assignments as you want.

Once you have entered all five of the assignment labels, press the **right arrow** key twice; this should bring you to cell **J8**

Type **TOTAL**, then press the **Tab** key **2** times to move to cell **L8**

Type **PCNT**, then press the **Tab** key **2** times to move to cell **N8**, then type **GRADE**, and click the **Accept** button (✓)

Now you will enter the row label for the Maximum Scores.

Select cell **C10**, type **MAX** (this row will be used in due course to keep a record of the maximum score for each assignment, test, and so forth), then click the **Accept** button (✓)

Finally, you need to enter the column labels for the First and Last names.

Select cell **A12**, type **LAST NAME**, then click the **Tab** key to go to cell **B12**

Type **FIRST NAME**, then click the **Accept** button (✓) and press **Ctrl-s** again to save your work so far

Entering "dummy" scores

For the Gradebook Template you will enter a set of "dummy" maximum scores (zeros). Later in the tutorial you will edit these Maximum Scores to reflect maximum scores for *actual* assignments.

Move to cell **D10** and enter the number **0 (zero)**

Enter a **0 (zero)** for the **MAXimum Score** into each of the remaining assignment columns (**E10** through **H10**)

Adjusting the width of columns

You will notice that the numbers are not quite lined up under the labels in the assignment columns. You'll recall that in *Excel* the labels (text in general) are aligned on the left of the column, while numbers are always aligned on the right (check Fig. 4.7 above if you're still confused about this).

To improve the appearance of your Grade book you probably want your column labels to be more in line with your entries. You already practiced one way of doing this: namely, to right align the labels. Another way is to reduce the width of the columns containing scores. They need be no wider than the width of the column labels. By default *Excel* makes all the columns about an inch wide (8.43 pt is the *Excel* default value for the column width). Let's practice changing column widths in general before we change specific column widths in the Gradebook Template.

You can simultaneously change the widths of several *adjacent* columns, provided you want them all to be the same width. There are a couple of ways to do this. Let's try both ways and you decide which is easiest for you.

First use the mouse pointer to drag across the **column headers** from **column A** to **column N** (Fig. 4.8)

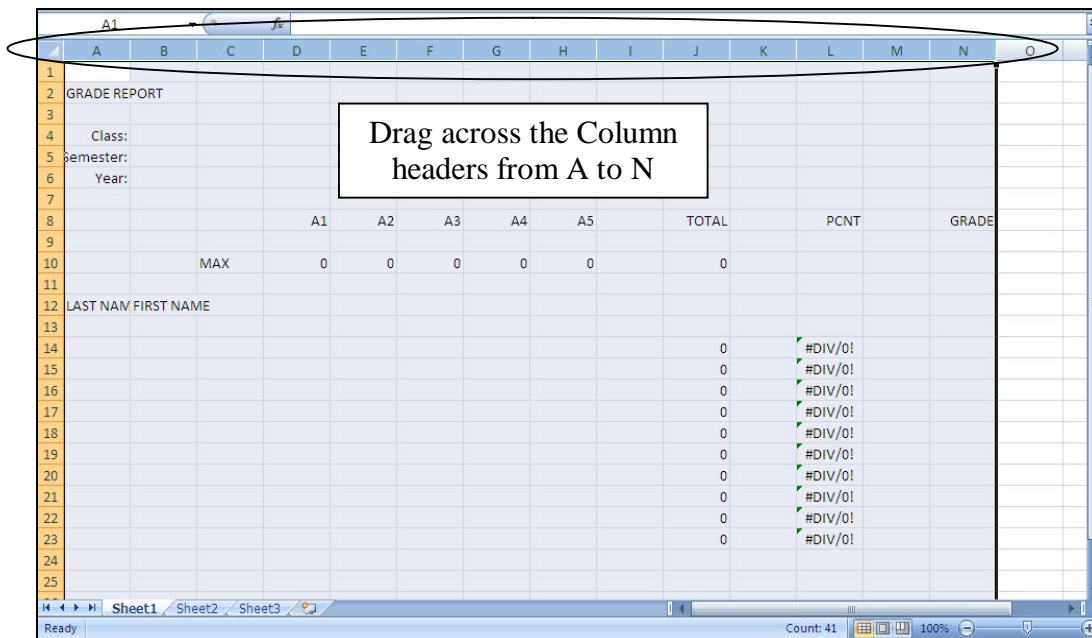


Fig. 4.8 Selecting a set of columns

From the **Home Ribbon > Cells Group** select **Format > Column Width...** (or simply **right click** on the **column header** and, in the **context menu** select **Column Width...**)

This will bring up the Column Width dialog box (Fig. 4.9).



Fig. 4.9 Column Width dialog box

Type **3** in the Column width: entry box and click on **OK**, then click anywhere to de-select the columns

All the columns are now a column width of 3. Simple.

Another way to adjust the width of an adjacent set of columns is by first selecting (highlighting) the set of columns, as you did for columns A thru N just now, and then, with the cursor positioned between any two column headers, drag to the left or the right, as illustrated in Fig. 4.10.

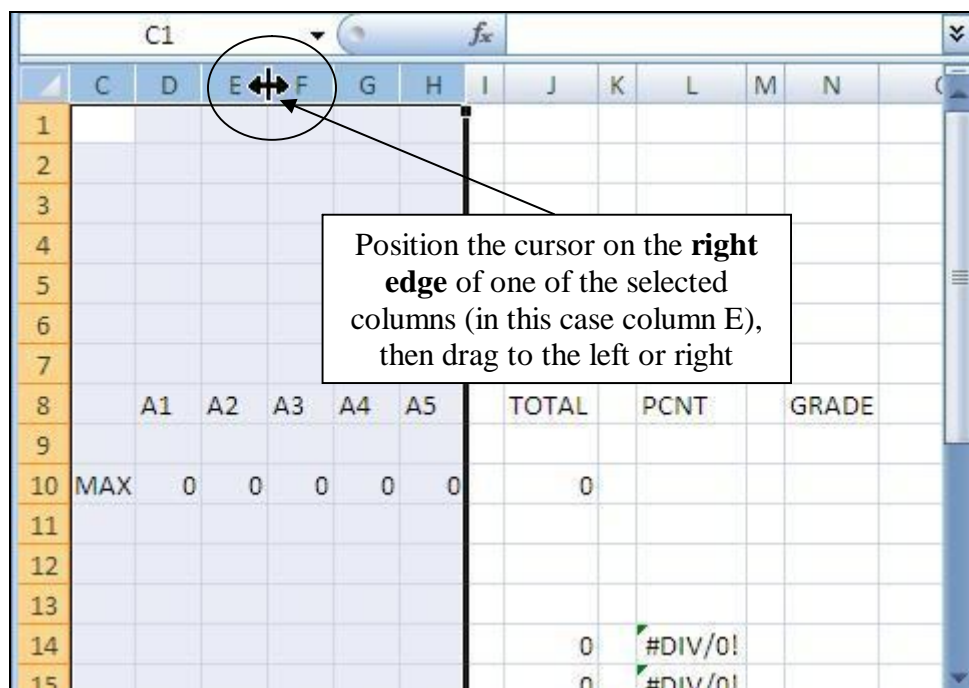


Fig. 4.10 Adjusting column width by dragging

Try this for yourself now by selecting **all 6** of the columns from **Column C to Column H**, and widening or narrowing them as much or as little as you want

Do this a couple more times, widening or narrowing the column width of a few **adjacent** columns (columns next to each other), each time hitting **Ctrl-z** afterwards to restore the columns to their previous width

You also can simultaneously change the width of several, *non-adjacent* columns, again provided you want them all to be the same width. You do this by holding down the *Ctrl* key while clicking on the Column Header of the columns you want to adjust and then, with the mouse pointer between any two of the selected columns so the pointer becomes a crosshair (Fig. 4.10 above), dragging one of the selected columns to the left or the right. Try this for yourself now.

Hold down the **Ctrl** key while you click on any **three** column headers (C, H, K for example) to select them, and then position the mouse pointer on the **right edge** of any selected column and widening or narrowing them as much or as little as you want

Click anywhere to **de-select** the columns

Do this a couple more times, widening or narrowing the column width of a few **non-adjacent** columns (columns that are **NOT** next to each other)

Let's now change specific column widths so that the Gradebook Template ends up looking like the example illustrated in Fig. 4.6 on page 121. You're going to start by changing the width of columns C through N so they are only as wide as necessary.

Use the horizontal scroll bar at the bottom of the spreadsheet window to scroll the Grade book to the left until **Column C** is at the **left edge** of the spreadsheet

Position the mouse pointer on the column header "**C**" at the top of the column, hold down the mouse button, *and keep it down*, while you drag across the screen to the right as far as **Column H** (Fig. 4.11)

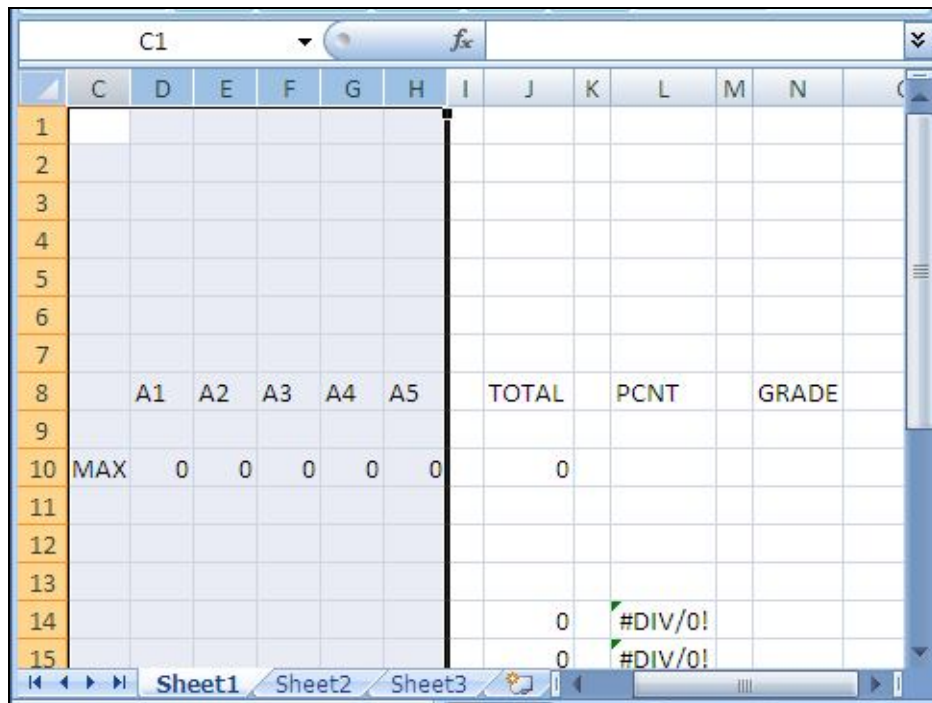


Fig. 4.11 Selecting a set of columns in the spreadsheet

When you have columns **C through H** selected, let go of the mouse button

All six columns (C through H) should now be highlighted.

From the **Home Ribbon > Cells Group** select **Format > Column Width...** (or simply **right click** on the **column header** and, in the **context menu** select **Column Width...**)

This will bring up the Column Width dialog box (Fig. 4.9 above).

Type **4**, and click on **OK**, then click anywhere to **de-select** the columns

Now use the **horizontal scroll bar** if necessary to scroll the spreadsheet to **the left** until you can see column **A** again

Another way to change Column Widths is to drag with the mouse. Let's try this.

Position the mouse pointer in the column headers **between column B and column C** so the pointer becomes a **crosshair**

Now drag left or right and notice the **small box** that tells you the exact column width (Fig. 4.12)—end up with the width of **Column B** at **13**

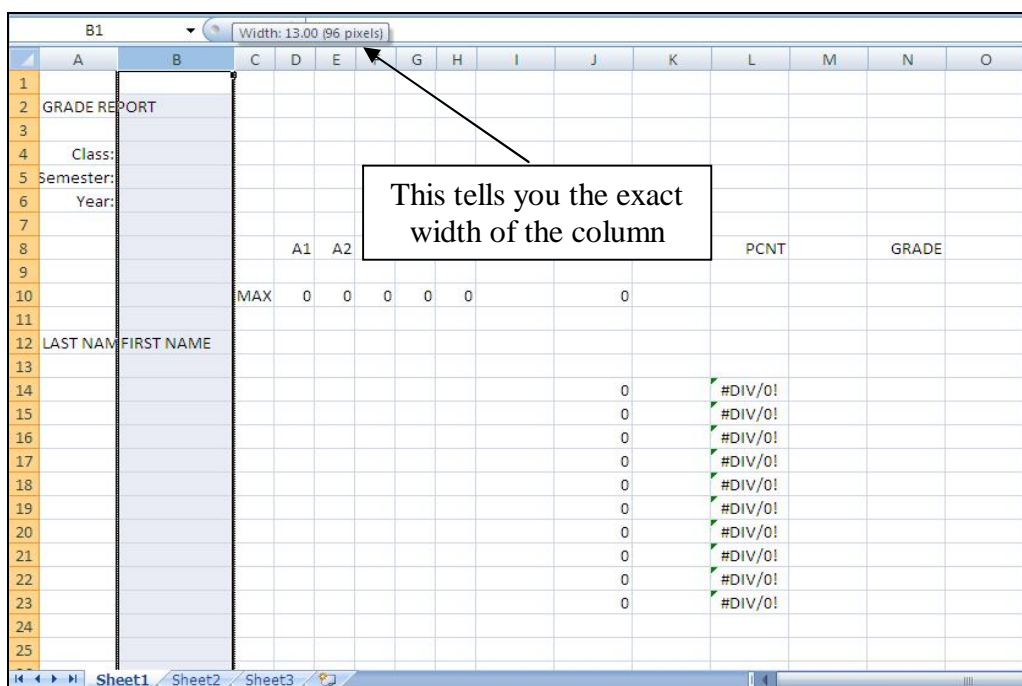


Fig. 4.12 Adjusting column width using the mouse

Changing the alignment of the column labels

It would also be a good idea at this point to change the alignment of the column labels in cells D8 thru H8 so that they are all *center* aligned.

Position the mouse over cell **D8**, hold down the mouse button, and drag across to cell **H8** before letting go of the mouse button

All the column labels for the 5 assignments should now be highlighted.

In the **Home Ribbon > Paragraph Group** click on the **Center Alignment** icon

Other columns in the spreadsheet also need adjustment. Here's what you need to do:

Reduce the width of the **columns** listed in **Table 4.3** to the **width** indicated

Column	Width
A	14
I, K, & M	1
J and N	8
L	10

Table 4.3

Change the alignment of the labels for columns **J**, **L**, and **N** to **Center Aligned**

Press **Ctrl-s** again to save your work (**Gradebook Template**) when you have completed this exercise

4.4 CREATING AND COPYING FORMULAS

Functions and Formulas are powerful tools in spreadsheets which can save you hours of work.

Functions are routines that are built into the *Excel* spreadsheet—in other words, there's not much you need to do to set them up and make the work.

Formulas, on the other hand, are defined by the user—in other words, you have to know what you're doing and set everything up yourself.

Formulas will often include the built-in functions as part of the formula.

Both functions and formulas accomplish the same task: they tell *Excel* to do some kind of more or less complex calculation for you.

For example, at the end of a semester you will want to calculate a total point value, and probably a percentage, for each student. To do this, you can program the spreadsheet to carry out a formula on the values in the cells that contain the students' scores (*column J* in our spreadsheet). You can have the spreadsheet add up the numbers in a set of cells. Or you can have the spreadsheet tell you the average score in a range of cells, and so on. You can also have the system copy a formula into other cells.

Let's try a few things along these lines now.

Creating the formula

Let's enter a formula and see what it does.

Select cell **J10**, type **=SUM(D10:H10)**, then click the **Accept** button (✓)

The "=" symbol at the beginning is a clue to the system that what follows is a *function* or *formula*. So remember this:

<p>ALL SPREADSHEET FUNCTIONS OR FORMULAS BEGIN WITH THE EQUALS (=) SIGN</p>
--

The formula **=SUM(D10:H10)** tells *Excel* to sum (add together) the scores entered in cells **D10** through **H10** and store the result in cell **J10**, J10 being the selected cell in which you want the

formula to do its job. **SUM** is one of many *Excel* built-in functions. It automatically carries out the series of additions to produce the required result.

We'll look at the built-in functions in a moment.

Notice the 0 (zero) that now appears in cell J10. This number is the sum of the zeroes you typed in cells D10 through H10.

In a short while you will have an opportunity to test whether the formula is correct. You will be entering into the spreadsheet a maximum score for real assignments along with a set of scores for a roster of students. When you do this, you will see how the spreadsheet automatically adds up the numbers for you as you go along

For now, if you typed in the formula correctly and clicked the Accept button (✓) you should see that J10 contains the sum of all the maximum scores (which for the time being is 0 (zero), of course).

Press **Ctrl-s** again to save your work

Copying and pasting formulas

Soon you will be entering a set of data for 10 students. But first you must complete the Gradebook Template by creating formulas that will produce a total or sum of the eventual scores for each student, as well as a percentage for each student in the class.

Before you carry out the exercise, here is a description of what is involved. Fig. 4.13 illustrates the process.

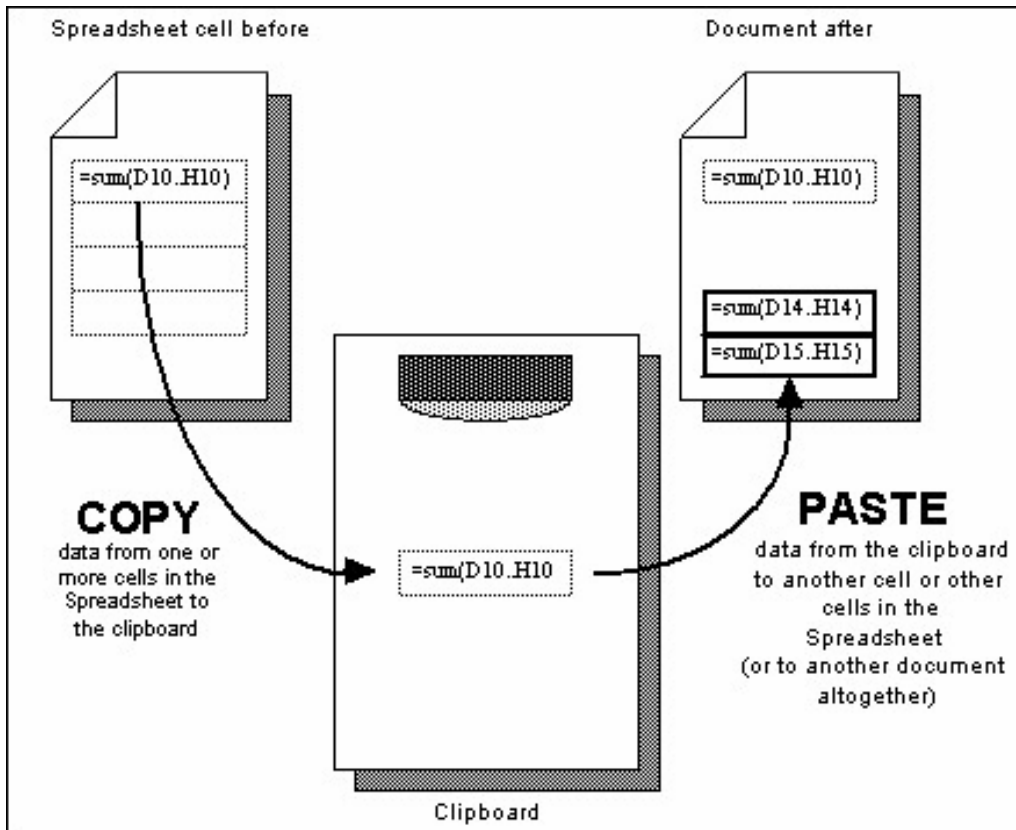


Fig. 4.13 Copying and Pasting

You are going to copy the formula from cell **J10** to the relevant cells in the same **TOTAL** column (cells J14 thru J23). You will start by copying the formula to the clipboard. Then you will paste it

Check this out—click on cell **J10** again

Notice that the range of cells is **D10 through H10**.

Now click on cell **J14** again

The range of cells is **D14 through H14**. So *Excel* automatically adjusted the range so that it would make sense in row 14 (where the first student's scores will be). This is called *Relative referencing*—let's think about that.

Relative references

You might find this a trifle tricky to follow, so put on your thinking cap! The system is copying the formula in cell J10 to cell J14 in relation to ("relative to") cell J10. In other words, just as the formula in J10 sums the values stored in cells D10 through H10, so the formula copied to cell J14 will sum the values relative to cells D14 through H14.

Does that make sense? If so, give yourself a pat on the back! If not, don't despair. Read it over a couple of times. The alternative to a Relative Reference, by the way, is an Absolute Reference. You will need to use an Absolute Reference shortly, at which time you will more easily understand what it means in the context of the exercise. Bet you can't wait to check it out!

Press **Ctrl-s** again to save your work so far (are you getting into the habit of doing this?)

Filling down (copying the formula into the rest of the TOTAL column)

Excel provides a neat tool to duplicate the contents of cells into a set of adjacent cells. For the sake of this exercise we will assume you will have just ten students in your class. You are going to duplicate the formula that is in cell J14 into the other nine cells below it. As before, *Excel* will automatically adjust the cell addresses so that they are appropriate (relative) to each student's record.

Select cell **J14**, if it is not already selected

Use the mouse pointer to grab hold of the **small black Fill handle** (Fig. 4.15) in the **lower right corner** of cell **J14**

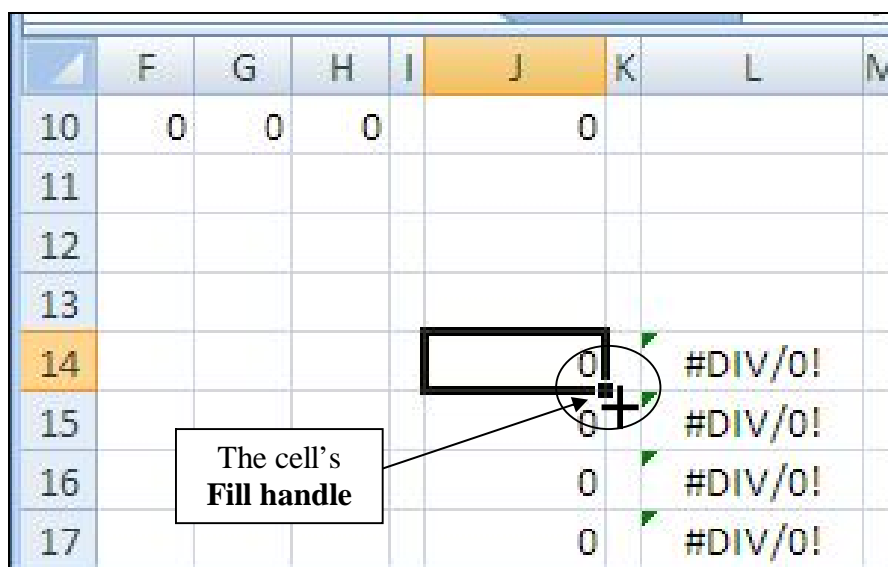



Fig. 4.15 The Fill handle

Notice that the mouse cursor changes from  to + .

Drag the **small black Fill handle** *down* to highlight all the cells from cell **J14** to cell **J23**

Notice that the set of cells from J14 through J23 are now selected as a block on the screen, and a zero appears in each cell of the TOTAL column (Column J). This is because you have not yet entered any assignment or other scores. Later, when you *do* enter the students' scores, the current total for each student will appear in the TOTAL column.

Press **Ctrl-s** again

Setting up the Percentage formula

The next formula you need will go in the PCNT column (column L) and will calculate the percentage for each student. The formula will tell *Excel* to divide the Total Points earned by a particular student by the Total of all the Maximum Scores for each assignment.

Select cell **L14**, since this is the cell in the **PCNT** column for the first student

The formula you want will divide the value in cell **J14** (which is the **Total** points for the first student) by the value in cell **J10** (which is the **Total** maximum score possible).

Type the formula **=J14/J10** (don't forget the **"="** sign which tells *Excel* that you are about to type a **formula**) and press **Enter**

Error messages are OK as long as they make sense

Hmmm... The entry **#DIV/0!** is displayed in cell L14. You're maybe wondering: "What on earth is that?"

Well, it is an error message warning you that the formula in cell L14 is asking *Excel* to divide the student's total score by *zero* (the value currently in J10)—which is an illegal operation because it is undefined in math.

In one sense, you don't need to worry about this error message for now. You will eventually have a value other than zero in cell J10 when you put actual Maximum scores into the Grade book and this will take care of the **#DIV/0!** message.

But the error message does not actually include the word "error", so that might be confusing to someone who does not understand what is going on—maybe even you! This might be the case if, for example, you shared the Gradebook Template with a colleague at your own or another school.

Fortunately, *Excel* provides a way around such strange messages.

Using Logical functions

Excel has a useful built-in function for dealing with errors such as this. It's called the *logical IF* function. The whole function looks like this: **=IF(Logic expression, Value if True, Value if False)**.

Actually, for the record, *Excel* has over 300 functions divided into 10 categories. Let's look at the built-in functions now so that you can know how to find them when you need them.

In the **Formulas Ribbon > Function Library** click on **Financial** and, in the drop down menu, check out the functions available to you there

Do the same with the **Logical, Text, Date & Time, Lookup & Reference, Math & Trig**, and under **More Functions** the **Statistical, Engineering, Cube**, and **Information** sets of *Excel 2007* built-in Functions

For this next exercise we want to use a Logical function.

In the **Formulas Ribbon > Function Library** click on **Logical** to bring down the menu of Logical functions

The list of Logical Functions is displayed (Fig. 4.16).

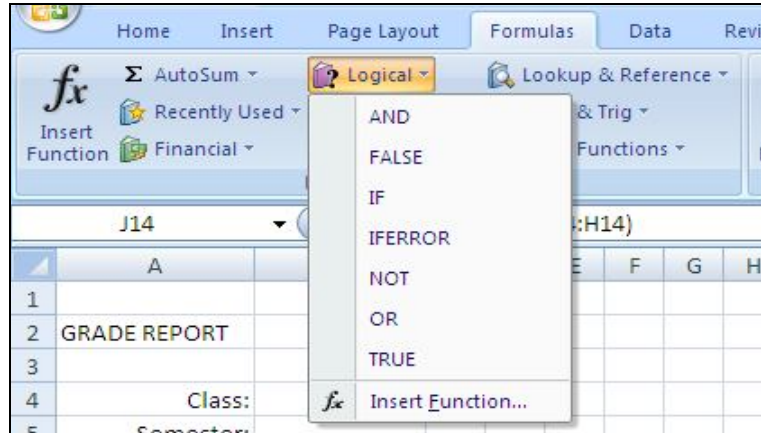


Fig. 4.16 *Excel* 2007's Logical Functions

Look at the set of 7 **Logical** functions

Notice the IF logical function—the third one listed.

Slide down the list of **Logical Functions** and select the **IF** function now

Notice that the data entry boxes for the required **components** of the **IF** function (called the **Function Arguments**) are displayed in the **Function Arguments** dialog box (Fig. 4.17)

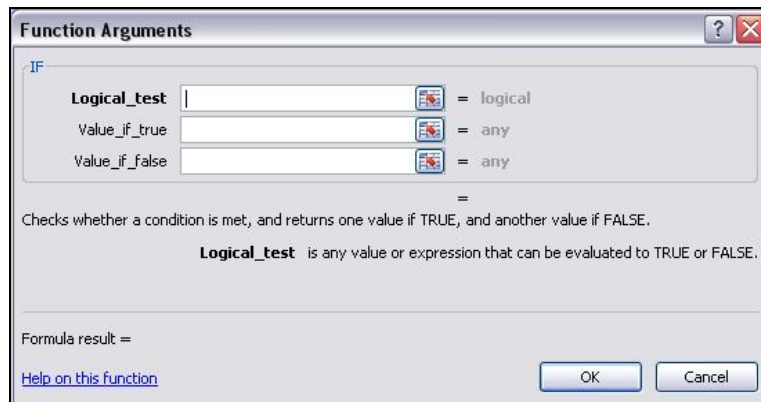


Fig. 4.17 The Function Arguments dialog box

- The *Logical_test* data entry box must have a statement which the spreadsheet will evaluate as *either true or false*. For example $2+2=5$ will be evaluated as *false*; $2+2=4$ will be evaluated as *true*.
- The *Value_if_true* data entry box is what you want the spreadsheet to put in the cell if the Logical expression is *true*.
- The *Value_if_false* data entry box is what you want the spreadsheet to put in the cell if the Logical expression is *false*.

Try the following example for practice.

Click in cell **A30**

In the **Formulas Ribbon > Function Library Group** select **Logical > IF** and in the **Function Arguments > Logical Test** entry area type **2+2=5** (Fig. 4.18)

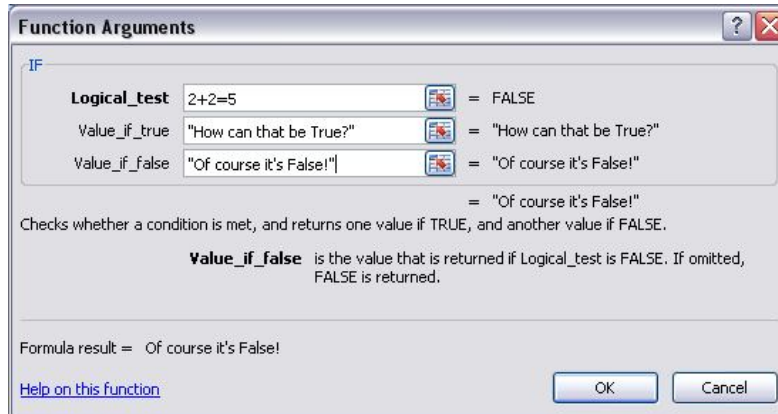


Fig. 4.18 Filled out Function Arguments dialog box

In the **Function Arguments > Value_if_true** entry area type **How can that be True?**

In the **Function Arguments > Value_if_false** entry area type **Of course it's False!**

Click on **OK**

We know that $2+2=5$ is False, so the result displayed in cell **A30** will be "Of course it's False!".

Check the contents of cell **A30**—it should read **Of course it's False!**

Notice, by the way, that the result of a function can be text; it doesn't have to be a number.

Hit **Del(ete)** to remove the formula from cell **A30**

Now let's do the same thing without using the built-in function tool.

Make sure you still have cell **A30** selected, then hit the **Del(ete)** key to clear the cell

Now, type the following Formula:

=IF(2+2=5,"How can that be True?","Of course it's False!")

As you can see, it's a little trickier doing it this way because you have to be VERY precise about where you put parentheses, commas, and so forth—you have to know what you're doing! Using the Function Arguments dialog box (Fig. 4.15) helps you step through the function without making mistakes, though you do still have to know what you want the spreadsheet to do for you.

Hit **Del(ete)** once again to remove the formula from cell **A30**

Back to the Division by zero problem

OK, in cell L14 you want to tell *Excel* that, if the value in cell J10 is zero (0), it should display a phrase such as "*Division by 0 error*" as an error message in cell L14 and in the rest of the cells in Column L.

This error message will perhaps make it easier for users to understand what the error is all about (provided they already know that you can't divide by zero). It will also remind users (who may well be you) that those Maximum Scores, all of which are zero (0) in the Gradebook Template, will need to be updated before the spreadsheet will work with an actual class of students.

The formula that you want to enter in cell L14 must also tell *Excel* what to do *if the value in cell J10 is other than zero (0)*—which it will be if there are scores other than zero. In this case, you will tell *Excel* to *go ahead and calculate the percentage for the student*.

Now, how would you write that as a formula so that you get the correct result in this particular cell (cell L14)? If you think you can figure it out for yourself (and you'll impress your instructor no end if you can!), write down the correct formula on the line below:

.....

The answer is.... (drum roll...)¹

Check the footnote to see if you got it right, then go ahead and type this formula into **cell L14** now

Absolute references

You need to make one small change to the formula in cell L14 before you copy it to each of the cells from L15 through L23. This is because part of the formula needs to be an *Absolute Reference*. This is hard to understand if you're not into mathematics and logic, so hang in there and let's see if we can make it clear.

Look at the formula again: **=IF(J10=0,"Div by 0 error",J14/J10)**

Cell J10, used twice in this formula, contains the total of the maximum scores for all assignments (what a student would get if she/he got everything right). The percentage for *each* student is calculated by dividing a student's total score-to-date (or at the end of the unit) by the value in this *specific maximum score* location. So the reference to this cell *must not change* when the formula is copied to the other cells in column J. This is why cell J10 is called an *Absolute Reference*—it *must not* change; any reference to cell J10 must find the exact same value every time.

The value in J14, on the other hand (the other cell referenced in the formula above), is *relative* to (or related to) the student whose data is entered in Row 14. This reference (to cell J14) must change *relative to* the scores for each student in the other rows (Row 15 - Row 23). Does that make sense? Read the previous two paragraphs over again if you need to. The fact is that you must tell *Excel* that, in the formula specified for cells L14 thru L23, you want any references to J10 to be *Absolute*. Any other cell references must adjust *relative* to each student's scores.

Select cell **L14**

¹ =IF(J10=0,"Div by 0 error",J14/J10)

In the Entry bar above the spreadsheet you should see the formula: =IF(J10=0,"Div by 0 error",J14/J10)

Position the cursor **between the first parenthesis** and the entry **J10**

Type a **dollar sign (\$)** before the letter **J**, and another **dollar sign (\$)** before the number **10**

The formula will now be: =IF(\$J\$10=0,"Div by 0 error",J14/J10)

The \$ signs tell *Excel* to treat the reference to column J, row 10 as *Absolute* when copying the formula to other cells. The reference to J14, on the other hand, will be *Relative* and will therefore change relative to whichever cell it is copied to, so there's no need for dollar signs there.

Remember:

A dollar sign (\$) before each part of a spreadsheet cell address tells *Excel* to treat the reference to the cell as an *absolute* (unchanging) reference.

Look at the formula again, in particular the second reference to cell J10 at the far end of the formula (J14/**J10**). You're going to need \$ signs there, too, because, you'll recall, J10 is an *Absolute* reference in our Gradebook Template spreadsheet.

Go ahead and type the **\$ signs** around J10 (J14/**\$J\$10**) just as you did at the beginning of the formula

So, the final version of the formula is this: =IF(\$J\$10=0,"Div by 0 error",J14/**\$J\$10**).

Phew! That's the tough part over with.

In the **Entry bar**, click on **Accept** (✓) to accept the formula, then press **Ctrl-s** to save the change

Now that you have edited the *Logical IF* formula in cell L14, you need to copy it to the other cells in the PCNT column. To do this, you'll use the *Fill handle* in the lower right corner of cell L14, just as you did earlier when you copied the Total formula from cell J14 to J23. You can do this whenever you copy the contents of a cell to other cells above or below or to the right or to the left (Fig. 4.19).

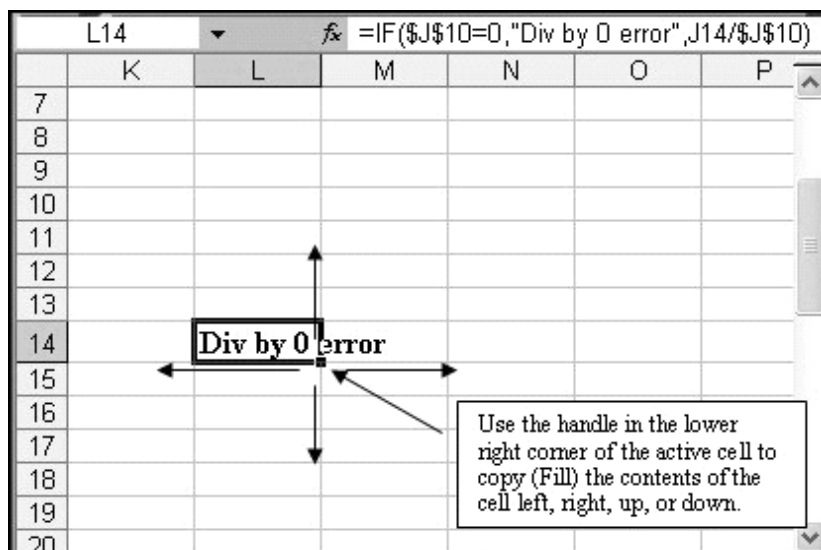


Fig. 4.19 Using the active cell's handle to copy the contents of one cell to other cells

Voilà! All the appropriate cells have been set to calculate the percentage for every student once you have entered a set of scores for each student. Right now, remember, you have the "Div by 0 error" message in each cell because you are telling *Excel* to divide by zero. As you know, this problem will be overcome when you enter an actual set of maximum scores into row 10.

Press **Ctrl-s** again to save your work so far

Notice that you are doing all the hard work up front. Once you have built the template, using it as a Grade book will be easy. You have a few more tasks to complete before the template is ready.

Setting the Cell Attribute for the PCNT column

When you divide one number by another the result is usually a fraction. Thus the eventual percentage for each student won't look like percentages at all. Instead of, say, 85%, the computer will display 0.85. It would be best to display the percentages as whole numbers (no fractions) with a % sign after them. So you need to add this feature to the Gradebook Template file.

Follow these steps to format (select attributes for) the values in the PCNT column so they will eventually look like recognizable percentages.

If necessary, drag the mouse from cell **L14** to cell **L23** and, in the **Home Ribbon > Number Group**, click on the % symbol

That's it. Nothing changes right now because you still have the "Div by 0 error" message. But when you add students and their scores to your roster you will see all the percentages displayed with the % sign. You are now ready to save your template for the last time.

Hit **Ctrl-s**

Checking out the formulas

It is useful to check out the formulas in the spreadsheet. Sometimes you may be getting the wrong results and you may need to examine a formula to see if there is an error. Or you may simply want to know how a particular value is computed. Like everything else, this is easy enough to do when you know how.

In the **Formulas Ribbon > Formula Auditing Group** select **Show Formulas**

This will display any formulas in your spreadsheet (Fig. 4.20).

	TOTAL	PCNT
	=SUM(D10:H10)	
	=SUM(D14:H14)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D15:H15)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D16:H16)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D17:H17)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D18:H18)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D19:H19)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D20:H20)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D21:H21)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D22:H22)	=IF(\$J\$10=0, "Div by 0 error")
	=SUM(D23:H23)	=IF(\$J\$10=0, "Div by 0 error")

Fig. 4.20 Showing formulas

Scroll over if necessary to check out the formulas displayed in **column J** and **column L**

After you have verified that the formulas are stored correctly relative to each of the appropriate cells, you should reset the display so you can see the values in the cells.

In the **Formulas Ribbon > Formula Auditing Group** click on **Show Formulas** again to toggle back to showing the data in the cells

Notice that the formulas are hidden once again.

The last summary column in the spreadsheet (column N) is for the final letter grade. For the purposes of this tutorial, you will enter the grade yourself based on the totals, averages, and other factors that you consider significant in assessing the quality of your students' work. Thus, no formula will be supplied for this column at this time. Later, in Lesson 5, you will learn how to create a Lookup table so that *Excel* can calculate each student's letter grade and automatically enter it into the spreadsheet. This will simplify your work still more.

4.5 ENTERING NAMES AND SCORES FOR EACH STUDENT

Changing the name of the template document

The Gradebook Template is safely saved on your disk. Now you can start to use it to build specific Grade books for particular classes.

As you can see, the template is still on the computer screen after you have saved a copy of it on your disk. Next you are going to fill it out with actual student names and scores. Thus, the template will no longer be a template; it will become the grade roster for a real class. Therefore, the first thing you must do is Save it with a different file name, so that you will not lose the template you have just created. It is always a good idea to do this straight away because you might forget to do it later.

Up until now you have been working with the document that you originally called "Gradebook Template." Let's say you are a 4th Grade teacher, and the year is 2007. A good document name for this grade book would be *Grade 4 2007*.

From the **Office button** menu select **Save As...**, type the file name **Grade 4 2007**, navigate to the **Office 2007 Work files folder > Data Files folder > Spreadsheets folder**, then click on **Save**

The new document name will appear at the top of the *Excel* spreadsheet window.

You should start by filling in the specific class and semester details for the new Grade book.

In cell **B4** type **Grade 4**, hit the **Enter** key, type **1** for the semester, hit **Enter** again, then type **2007** for the year and click on **Accept** (✓)

Entering the student names

Now select cell **A14** (this is where the first student's last name will go)

Type a student's **Last Name** (make up the data if you don't have a specific class in mind) and hit the **Tab** key to move to cell **B14**

Type the **student's First Name**

Hit **Enter**, then the **left arrow** key, to move to cell **A15**, and do the same for the next student

Repeat these steps until you have a roster of **10** students. Notice how the names are all lined up on the left of the column (text is normally left aligned). It doesn't matter if your names are not in alphabetical order at this time since *Excel* lets you sort them any time you like, as you will learn later in Lesson 4.

Entering the scores for each student

Your next step will be to enter scores for these students. But before you do this you will need to decide what kind of scores they will be—Homeworks, Tests, Quizzes, and so forth.

Select cell **D8**, and type a brief label in the **Entry bar**, such as **HW1**, or **Test1**, and press the **Tab** key

Do the same for each of the four other labels for the *scores* columns. Next you must decide what maximum scores you want for each assignment.

Select cell **D10**

Type a **maximum score** for the assignment or test recorded in this column (column **D**)—a maximum score is the highest possible score that can be achieved for the assignment or test (such as 20 out of 20, or 100 out of a possible 100, and so on)

Move to each of the four other **maximum score** cells (**E10** through **H10**) and enter appropriate maximum scores

Now look across to column **L**

Notice that those warning messages in column **L** have gone. This is because you are no longer telling *Excel* to divide by zero (0).

Take a look at cell **J10** and notice that it now has a value other than 0 (zero)

Next, select **D14**

This is the first cell in the first column of scores for your students. Type a score for each student (press **Enter** after each score because you want to go down to cell **D23**). Remember that the score should be within the Maximum Score range for that HW, Test, Worksheet, or whatever.

Now enter scores for each student in each of the remaining four Assignment categories. If you move across to columns **J** and **L**, you should notice how the Totals and Percentages are all kept up to date as you enter each score and the percentages *look like* percentages! If the columns are filled with ##### signs, this is because the column is not wide enough to show the data. Go ahead and make the column wider if you need to.

<p>Remember if you ever see those ##### signs in a cell, they're not a problem. They're just an alert to you that you need to make the column wider to fit the size of the data.</p>

The formulas are the most powerful aspect of spreadsheets. When the spreadsheet does the math for you, you begin to appreciate the power of those formulas that you have built into the Gradebook Template. You don't need a calculator any more. The spreadsheet *is* your calculator and it will save you a significant amount of time.

Once again, when you're done entering the data for each student, don't forget to save your work (**Ctrl-s**)

Everything will be saved under the new name (**Grade 4 2007**) in the Spreadsheet Documents folder in the Data Files folder on your Data Disk.

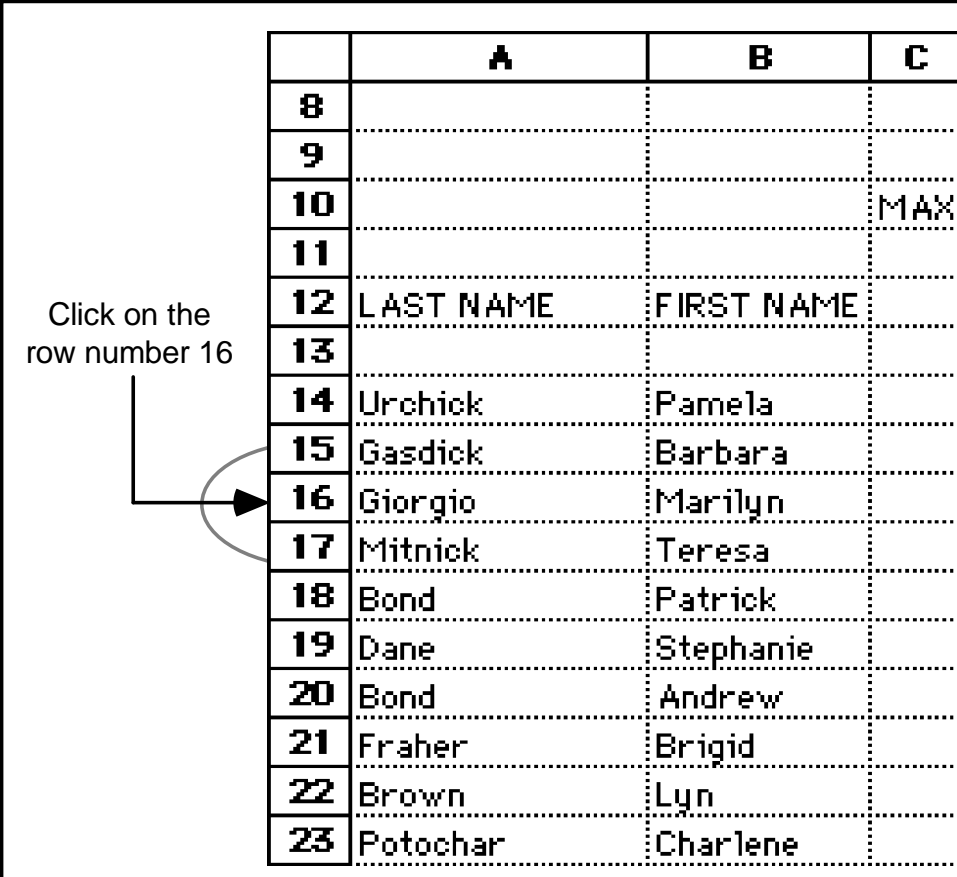
4.6 MAKING CHANGES TO YOUR GRADE BOOK

Now that your Grade book is complete and saved on your disk, you can still make changes to it. Perhaps a new student needs to be entered onto your roster, or you have accidentally overlooked an assignment and want to enter it into your Grade book, or you decide to add an extra assignment or test to your normal schedule. This can all be done with little effort on your part.

Adding a student to the roster (Inserting rows)

A new student can be added by inserting a row. To insert a **row** you would select the location ahead of which you want to place the new row or rows (say before **Row 16**). *Excel* inserts a new row immediately ahead of the row you have selected. Follow these steps to try this now.

Select **row 16** by clicking in the **row label** (the number **16** at the left edge of the spreadsheet—Fig. 4.21)



	A	B	C
8			
9			
10			MAX
11			
12	LAST NAME	FIRST NAME	
13			
14	Urchick	Pamela	
15	Gasdick	Barbara	
16	Giorgio	Marilyn	
17	Mitnick	Teresa	
18	Bond	Patrick	
19	Dane	Stephanie	
20	Bond	Andrew	
21	Fraher	Brigid	
22	Brown	Lyn	
23	Potochar	Charlene	

Fig. 4.21 Selecting a row

Now, with the cursor position on the **number** of the row (**16**), **right click** and, in the context menu, select **Insert**

You should now see a new empty row. If you inserted the row in the wrong place, remember that you can undo what you just did by hitting Ctrl-z.

Now you must fill the new row with data as in the rest of the spreadsheet.

Make cell **A16** the active cell now and, across the row, fill out a name and a set of scores

You will also need to copy the math formulas from cells J10 and L14 to the respective cells in the TOTAL and PCNT columns.

Move, first, to cell **J10** and press **Ctrl-c** (the shortcut for the **Copy** command)

Move to cell **J16** and press **Ctrl-v** (the shortcut for the **Paste** command)

Now follow the same procedure to copy the formula from cell **L14** to cell **L16**. After you have copied the formulas you should check to see that the results in the various cells make sense. Mistakes are always possible.

<p>NEVER ASSUME THAT THE COMPUTER IS GIVING YOU THE CORRECT DATA. THE DATA ARE ONLY AS GOOD AS THE PERSON WHO ENTERED THEM—AND THAT PERSON IS HUMAN!</p>

Inserting columns

To insert a new column, you will select where you want to insert the column—say between columns F and G. *Excel* will insert the new column(s) to the *left* of the column you select.

Highlight **column G** by clicking in the **column header** (the letter "**G**" at the top of column G in the spreadsheet), then right click on the **Column Header** (the letter G) and, in the context menu, select **Insert**

Excel inserts an empty column between column F and G to allow you to enter a new set of data. The column width is set to be the same as the column next to which it is inserted.

Again you will need to fill in a column label in cell G8, a maximum score for that assignment (in cell G10), and a set of actual scores for the rest of column G, one for each student in the class.

Notice that the column label you enter in cell G8 is right aligned since you set this attribute across the cells from D8 to H8.

Notice, also, that all your totals and percentages are automatically updated to reflect the new set of scores.

Once again, when you're done entering the data for each student, don't forget to save your work (**Ctrl-s**)

Deleting (cutting) rows and columns

If you need to delete rows or columns from a spreadsheet, you would select a row or column, or a set of rows or columns then hit the *Del(ete)* key to delete them. No need to practice this now. Just remember where to find this section if you ever need to delete rows or columns from a spreadsheet.

The beauty of an electronic spreadsheet such as *Excel* is that, even when you add or delete rows or columns, the system automatically updates the formulas where appropriate to match the

new state of the data. If you make changes like this that you want to keep, you must save your work once again. Do this now.

Save your Grade 4 2007 document one last time

4.7 PRINTING YOUR GRADE BOOK

You are now going to print a "hard copy" of the Grade book. Unless you decide otherwise, *Excel* will print the page in the Portrait orientation (Fig. 4.22).

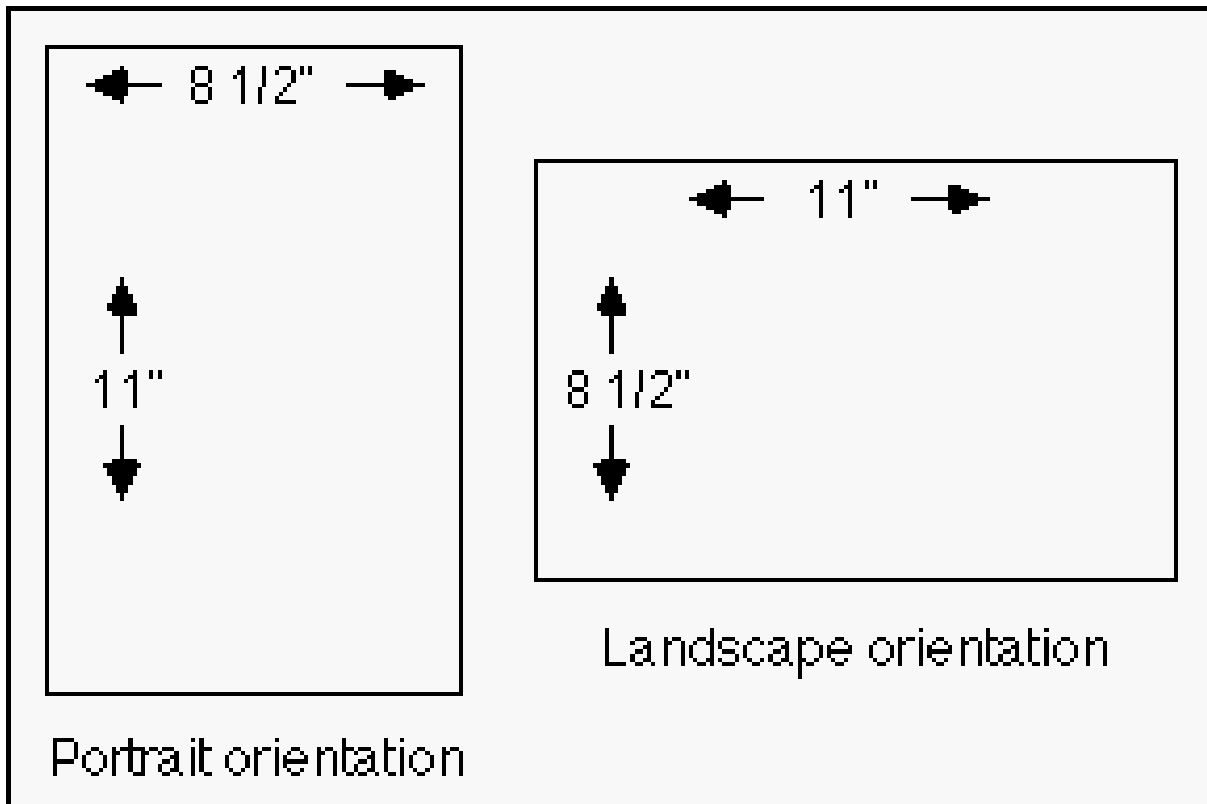


Fig. 4.22 Portrait and Landscape page orientation

If your Grade book is too wide to fit on the 8.5 inch width of standard paper, you can print the Grade book sideways (Landscape orientation). In fact, this is often the best orientation for a spreadsheet because of the "shape" of the data which is often set up in quite a few columns across the screen.

In the **Page Layout Ribbon > Page Setup Group**, select **Orientation**, and click on **Landscape**

In the Page Setup dialog box you can also tell *Excel* to print or not to print gridlines, row and column headings and so forth. You can thus still make changes to the appearance of your spreadsheet on the printed page. Let's try this now.

In the **View Ribbon > Show/Hide Group**, click to remove the **check mark** in the boxes next to **Headings** (if it's not already removed) and **Gridlines** (again, if it's not already removed)

This is to tell *Excel* you do *not* want those headings and gridlines in the first printout.

Now, in the **Office button** select **Print** to bring up the **Print** dialog box (Fig. 4.23)

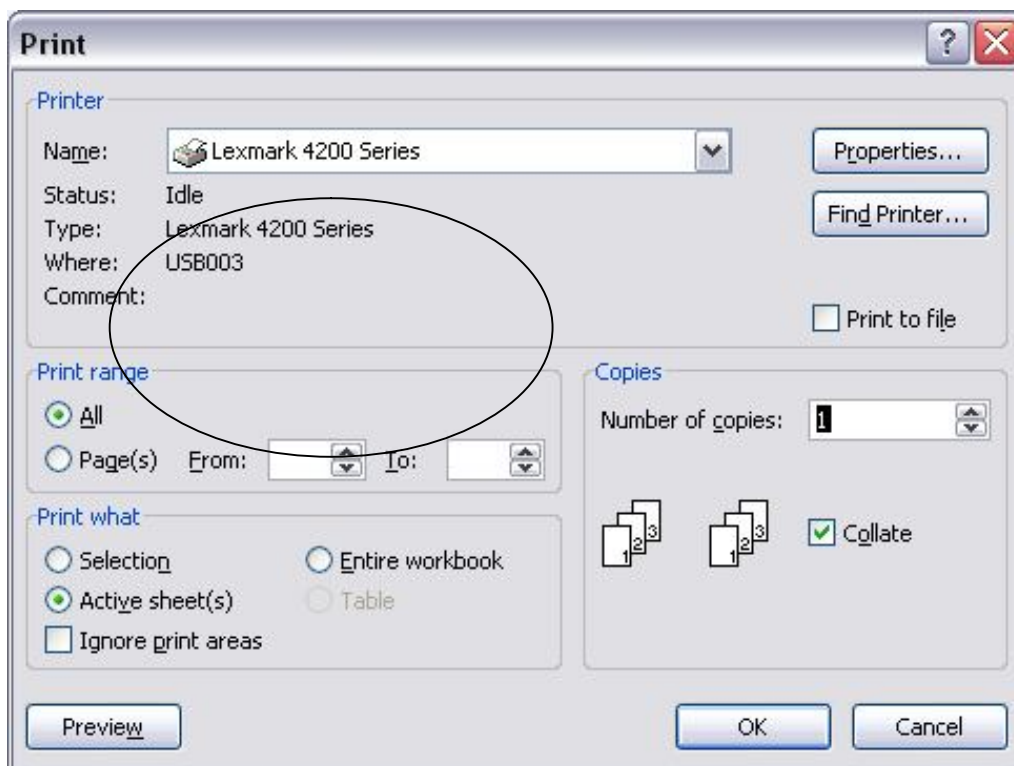


Fig. 4.23 The Print dialog box

In the print dialog box, you can choose the number of copies you would like. As a rule, it is best to have the computer print only one copy (the default number of copies) unless you have a high speed printer, since it is easier (and cheaper) to make multiple copies using a photocopier.

Also, if you have a dot matrix, daisy wheel, or ink jet printer, select *draft quality* or *quick print* the first time or two, so you don't waste ink (this is not an option with laser printers since laser printers always print best quality).

Another tip, if you have control over your own printer, is to recycle once used paper (clean on one side) for draft copies. You might even start collecting this, instead of throwing it away. Help save the planet!

For **Print Range** in the Print dialog box, the radio button for **All** is selected by default. If you look a little lower in the dialog box (in the **Print what** section) you'll see that the radio button for **Active sheet(s)** is also selected by default (see again Fig. 4.23 on the previous page).

These are the appropriate settings for our Grade book spreadsheet. We'll check out other options in Lesson 5.

Click on **OK** to print your **Grade 4 2007** Grade book (it should print in **Landscape orientation *without* gridlines or row and column headings**)

The printer will print the Grade book so you can send it to your instructor. For further reinforcement of the options for printing a spreadsheet, let's print the Grade book again, but this time we'll include the row and column headers and the gridlines using a slightly different method.

Select **Office button** > **Print** > **Print Preview**, and click on the **Page Setup** button to bring up the Page Setup dialog box (Fig. 4.24)

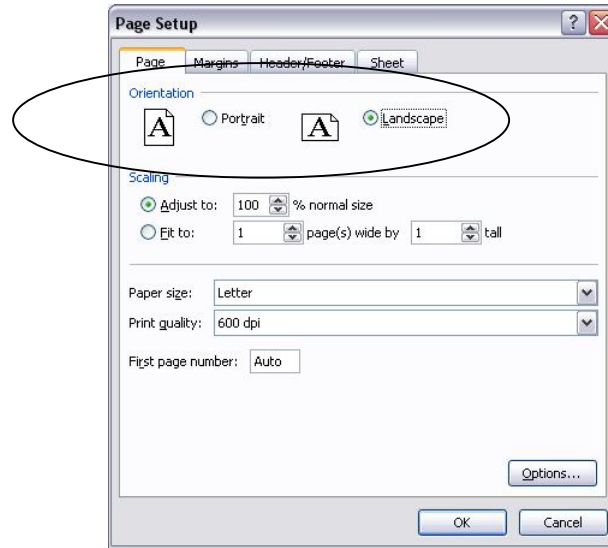


Fig. 4.24 The Page Setup dialog box

As you see, you can set the Page Orientation in this Page Setup dialog box.

Make sure the **page orientation** is still **Landscape** for the **Grade 4 2007** printout

Now, in the Page Setup dialog box, click on the **Sheet tab** (Fig. 4.25)

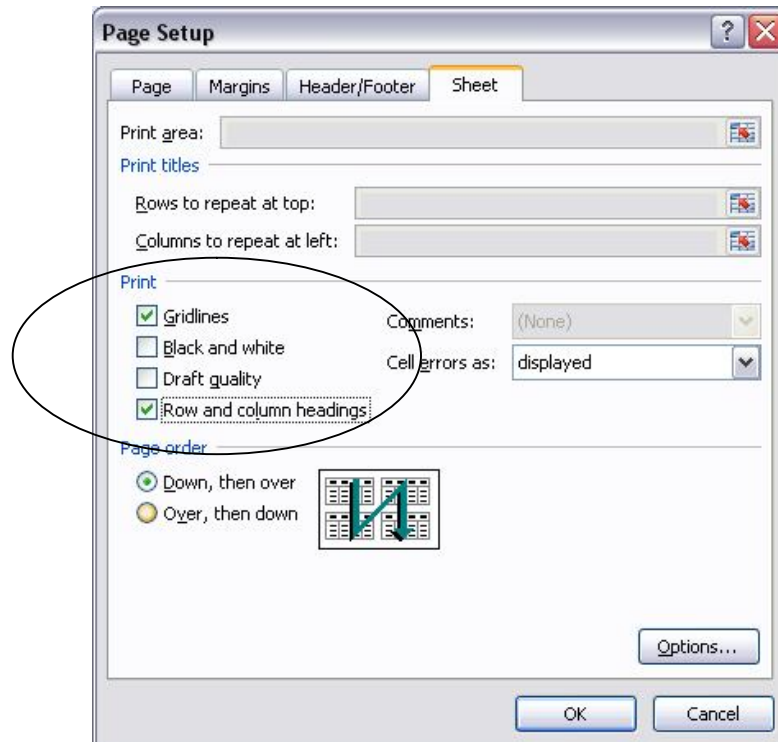


Fig. 4.24 The Page Setup dialog box

Put a **check mark** next to **Gridlines** and next to **Row and column headings**, click on **OK**, click on the **Print...** button, and wait while the printer does its job

Hand in both copies of the **Grade 4 2007** Grade book to your instructor

4.8 SAVING A BACKUP COPY OF YOUR WORK

Your last task before completing this session at the computer is to make a backup of your document on the backup disk. The Grade 4 2007 Grade book is still open in *Excel*. It is also saved in your *Office 2007 Work Files folder*, which is in the disk drive.

From the **File** menu select **Save As...** and in the **Save As... dialog box** change the file name to **Grade 4 2007 Backup**

This will save a backup copy of the Grade 4 2007 Grades in the *Data Files folder > Spreadsheet Documents folder*.

Click on the **Save** button, and wait while the spreadsheet is saved, then close **Excel 2007**

4.9 A WORD ABOUT TEMPLATES AND STATIONERY DOCUMENTS

In the first two lessons, and in this lesson, you have been introduced to the concept and importance of templates. So much of a professional's work is based on standard forms of one kind or another. There are simply dozens of such forms that you either generate yourself or that are generated for you by administrators. They may be ditto masters, grade sheets, attendance registers, sign-up sheets, course schedules, syllabi, correspondence, you name it.

You should think "Template" whenever you use Microsoft *Office*. "How can I leverage the effort I'm putting into creating this document? Are there parts of it that are common to other documents I have to produce? Is there a template here that I should be saving as a separate document for future use?"

Office uses the term "Stationery" to describe documents that act as templates for word processing, database, spreadsheet, or Presentation applications. A selection of some two dozen "starter" documents are supplied with the software. Over the course of your career you will undoubtedly develop your own set of stationery documents or templates.

The rationale behind templates is personal productivity, where time and ideas are at a premium. Templates are a powerful way of capturing the free flow of ideas in the form of electronic documents which enhance the quality and efficiency of our work.

LOOKING BACK

As you must be aware, there is still a great deal to learn about the *Excel* spreadsheet, but you are on your way.

This should be enough to give you ideas about using the *Excel* spreadsheet to keep records of numerical data. Apart from finding out what a spreadsheet is, you have learned how to build a spreadsheet template, including labels and formulas. This included basic layout operations such as

expanding the width of selected columns and aligning cells. You also learned how to copy formulas to other cells in the spreadsheet.

You then learned how to change the name of the spreadsheet so that the template could be kept unaltered for later use.

After you filled out the Grade book and saved the set of data for a class, you practiced making changes such as adding or deleting rows and columns, and changing the value format for certain cells to percentages.

Finally, you learned how to print out the entire spreadsheet. This latter function is not something you would do as a matter of course. You might well, however, print out charts based on a spreadsheet in order to include them in a report that you have developed using the word processor. You'll learn how to do this in Lesson 6.

LOOKING FORWARD

The next spreadsheet tutorial will help you learn other important aspects of working with spreadsheets, such as using the Lookup function and creating charts of various kinds.

You are probably becoming familiar by now with the environment called Microsoft *Office*. As you have no doubt noticed, skills learned using the word processor carry over into the use of the spreadsheet or the database. This is the most important advantage of an integrated software package such as *Office*. It means that the learning curve is less steep.

You will find that completing the remainder of these tutorials will not be nearly as tough. If you found the first three lessons easy, so much the better.

SKILL CONSOLIDATION

Complete as many of these exercises as you can to reinforce what you have learned in Lesson 4.

1. Update Grade 4 2007 by adding an extra column for another assignment, quiz, project, or test score and hand in your printout of the new spreadsheet.
2. Add two students, along with their scores for all assignment categories, to the Grade book that you created using this tutorial. Copy the formulas where necessary.
3. Add an extra column for another assignment (HW, Test, etc.), add a student, and update the summary (totals, percentage) columns where appropriate. Update the calendar data in the top left corner of the spreadsheet for a class taking place in the Fall semester, session 1, 2007.
4. Design and create a spreadsheet to handle an **income statement** for your personal checking account. The income statement will span **one full year**, from January to December. The leftmost column will contain a list of **at least six items** that you typically purchase during the course of a month (Gas, phone bill, etc.). Then the column headers across the spreadsheet will refer to months in the year. The numbers in the cells will be the financial amounts (with **\$ signs** and **2 decimal places**) that you spent on each item per month. You will include columns for the **total** for each item at the end of **each quarter** (Quarter 1 is Jan., Feb., and March, for example) and a column for the **total** at the end of the year. Then, at the **bottom** of each column you will have a breakpoint **total** for each of the **months** (with a row of its own as illustrated below), a **total** for each of the **Quarters** (with a row of its own as illustrated below), and a **grand total** for the **whole year** (in the **rightmost cell** and with a row of its own as illustrated below). As you may have figured out, there will be 18 columns in the spreadsheet, and at least 10 rows.

Send the exercise to your instructor as an attachment in email when you are done. This could become an ambitious group project if you were to add extra features such as weekly data with break points (sub totals) and so forth—very useful, too. Here is an illustration of what your final Income Statement might look like:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
4	Item	January	February	March	Q1	April	May	June	Q2	July	August	September	Q3	October	November	December	Q4	Total
6	Gasoline	\$ 100.00	\$ 85.00	\$ 80.00	\$ 265.00	\$ 120.00	\$ 85.00	\$ 85.00	\$ 290.00	\$ 80.00	\$ 95.00	\$ 100.00	\$ 275.00	\$ 85.00	\$ 130.00	\$ 90.00	\$ 305.00	\$ 1,135.00
7	Phone Bill	\$ 65.00	\$ 60.00	\$ 63.00	\$ 188.00	\$ 65.00	\$ 65.00	\$ 65.00	\$ 195.00	\$ 62.00	\$ 60.00	\$ 60.00	\$ 182.00	\$ 63.00	\$ 62.00	\$ 62.00	\$ 125.00	\$ 690.00
8	Entertainment	\$ 50.00	\$ 35.00	\$ 45.00	\$ 130.00	\$ 75.00	\$ 35.00	\$ 40.00	\$ 150.00	\$ 55.00	\$ 65.00	\$ 35.00	\$ 155.00	\$ 45.00	\$ 50.00	\$ 55.00	\$ 150.00	\$ 585.00
9	Car Insurance	\$ 50.00	\$ 50.00	\$ 50.00	\$ 150.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 150.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 150.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 150.00	\$ 600.00
10	Food	\$ 100.00	\$ 85.00	\$ 90.00	\$ 275.00	\$ 100.00	\$ 120.00	\$ 85.00	\$ 305.00	\$ 110.00	\$ 80.00	\$ 95.00	\$ 285.00	\$ 100.00	\$ 80.00	\$ 90.00	\$ 270.00	\$ 1,135.00
11	Rent	\$ 175.00	\$ 175.00	\$ 175.00	\$ 525.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 525.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 525.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 525.00	\$ 2,100.00
12	Cable	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 540.00
13	Internet	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 45.00	\$ 45.00	\$ 45.00	\$ 135.00	\$ 540.00
15	Monthly Expenditures	\$ 630.00	\$ 580.00	\$ 593.00		\$ 675.00	\$ 620.00	\$ 590.00		\$ 622.00	\$ 615.00	\$ 605.00		\$ 608.00	\$ 575.00	\$ 612.00		
16	Quarterly Expenditures				\$ 1,803.00				\$ 1,885.00				\$ 1,842.00				\$ 1,795.00	
17	Annual Expenditure																	\$ 7,325.00

5. Get together with one other classmate and brainstorm for ideas about using the *Excel* spreadsheet with students K-12. List at least 10 suggestions and describe briefly (a sentence or two) how you would use each of them in a subject area and age group of your choice. Specify the subject area and age group for each idea.