



Keyboarding Assessment

Developed by:

**Illinois Business Education Association
Keyboarding Task Force**

November 2006

INTRODUCTION

The IBEA Keyboarding Assessment was designed by Illinois business educators with a combined keyboarding teaching experience of over 300 years. It was also created with the help and support of the Illinois State Board of Education for use in a variety of ways by educators at various grade levels throughout the state of Illinois.

The assessment was purposely constructed using non-specific text or software directives. There are numerous acceptable formats being utilized for the various types of documents that are currently in use. Directions, documents, rubrics, and answer keys provided may need to be adapted to fit the specific formats that individuals teach and need to assess.

The creators of this, as well as thousands of other business educators, continually and emphatically stress the importance of teaching correct keyboarding techniques and skills at appropriate age levels by trained individuals. Anything less is doing students a great disservice. In today's global economy, keyboarding is an essential building block that provides a firm foundation for students' success.

Students who have developed proper keyboarding skills are:

- More at ease with technology
- Less likely to suffer from repetitive stress injuries (carpal tunnel and tendonitis)
- Able to produce documents more efficiently
- Better time managers
- Better able to use resources productively
- Able to earn higher grades
- Less frustrated with technological change
- Able to demonstrate improved communication skills
- Able to apply these skills across the curriculum
- More successful in writing intensive initiatives

Special thanks to the members of the Keyboarding Task Force:

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Also, thanks to the IBEA Board and IBEA members who offered input through the year-long process.

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SUGGESTIONS FOR USE

To account for differences in publishers' keyboarding document formats and in individual teacher's preferences, the authors of this assessment encourage you to make the test your own. These are suggested guidelines for use:

1. This assessment can be used in parts or as a whole.
 - a. The technique sheet and timing could be used to assess keyboarding skills.
 - b. The memo, table, letter, and report assessments could be used to assess formatting skills.
2. This assessment can be used as a:
 - a. Pretest for a keyboarding or computer applications class.
 - b. Placement test for incoming students.
 - c. Final assessment or posttest for a keyboarding class.
 - d. Proficiency test for students who want to demonstrate mastery.
3. Grading
 - a. Teachers should review the rubric instruments with the students prior to testing.
 - b. Students must successfully demonstrate a minimum of 70% of the skills on each part to pass.

KEYBOARDING TECHNIQUE CHECK SHEET

Students must successfully demonstrate a minimum of 70% of the skills to demonstrate competency.

Technique Check Sheet for Keyboarding Placement			
<i>Acceptable = 2, Needs Improvement = 1, Unacceptable = 0</i>			
	2	1	0
Position at Keyboard			
• Sits up straight directly in front of keyboard.			
• Keeps feet on floor for proper body balance.			
• Keeps elbows relaxed at sides of body to provide correct hand position.			
• Keeps wrists low and relaxed, but off of frame of keyboard.			
• Keeps fingers well curved, upright, and in keying position.			
Keying Response Patterns			
• Keeps eyes on copy—concentrates on copy to be keyed.			
• Uses correct finger reaches for each key.			
• Uses a smooth, fluent rhythm pattern.			
• Space Bar--Uses correct thumb to space.			
• Enter Key--Strikes enter key quickly with right little finger.			
• Shift Keys--Keeps other fingers in keying position; shifts each key with proper finger.			
• Tab Key--Reaches quickly with left little finger; keeps other fingers in keying position.			
Total points earned (a minimum of 17 points is passing)			

KEYBOARDING TIMED WRITING INSTRUCTIONS

The recommended minimum for passing the timed writing would be a 3-minute timing at 30 words a minute with no more than 5 uncorrected errors. The student should be allowed to correct errors.

The numbers in the right margin and bottom of page are for one minute, which allows you to use this timing for variable time lengths. To determine words a minute for a timing length of three minutes, find the number closest to where the student ended and divide by three. If the student finished in the middle of a line, use the scale at the bottom of the page, add to the last whole line keyed, and divide by three.

For example, the student stopped at the word Baltimore in the second paragraph, fifth line:

$$\begin{array}{r} 111 \\ +11 \\ \hline 122 / 3 = 41 \text{ words a minute} \end{array}$$

The entire timing cannot have more than 5 uncorrected errors or the student failed the timing. A suggestion is to allow the student 3 attempts to pass the timing.

KEYBOARDING TIMED WRITING

Cortez Peters, Jr., an American world champion typist, set the typing world record on a one-minute timing by typing over two hundred net words a minute. His top gross words a minute speed was almost three hundred words a minute. How was he able to accomplish this speed?

To begin with his father was also a champion typist; he was able to type almost one hundred words a minute while wearing royal blue mittens and typing on a Royal manual typewriter. It was just amazing to watch and hear the rhythm that these old machines produced. The senior Peters established business schools in Washington, Baltimore, and Chicago. These schools trained thousands of students before closing approximately thirty years ago.

With the closing of these schools, the younger Peters began writing textbooks and holding seminars on the keyboarding methods he and his father developed. The Peters “world-championship keyboarding skills” emphasized in his books include: developing championship techniques, practicing rhythmic key stroking, diagnosing keyboarding weaknesses, repeating practices, and practicing the right thing in the right way.

Today, this skill building program is readily available in computer program formats so students are able to keep accurate records of their keyboarding development through charts that analyze speed and accuracy, stroking errors, and techniques. Keyboarding skill is developed through the keyboarding cycle of structured, planned repetition of activities, pretest, corrective practice, and posttest.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

STANDARD MEMORANDUM

Directions: Key a copy of the standard memorandum below in proper format. Insert memorandum parts with correct information where appropriate. Vertical lines mark the ends of lines. The ¶ is used to indicate ends of paragraphs.

To Janelle Smith | From Jeffrey Nourie, Vice President | Today's Date | The subject is Memorandum Formatting | Just as it is important to format the business letter properly, the standard memorandum must also be formatted flawlessly. The format of a memorandum should stay in the background and not draw attention away from the intended message. ¶ The primary difference between the memorandum and the business letter is that the memorandum is typically prepared for recipients within an organization while the business letter is typically prepared for recipients outside the organization. Some might consider the email to be a form of memorandum, and the same rules of care and courtesy should be exercised in that form of communication as well. ¶ I hope this explanation helps you understand the importance of exercising great care when preparing business memorandums.

STANDARD MEMORANDUM KEY

TO: Janelle Smith
FROM: Jeffrey Nourie, Vice President
DATE: Today's Date
SUBJECT: Memorandum Formatting

Just as it is important to format the business letter properly, the standard memorandum must also be formatted flawlessly. The format of a memorandum should stay in the background and not draw attention away from the intended message.

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I hope this explanation helps you understand the importance of exercising great care when preparing business memorandums.

xx

RUBRIC FOR GRADING MEMORANDUM

Students must successfully demonstrate a minimum of 70% of the skills to demonstrate competency.

Item	Yes	No
• Top margin two inches (or other acceptable)		
• Side margins one inch (or other acceptable)		
• TO: contains correct information/format		
• FROM: contains correct information/format		
• DATE: contains correct information/format		
• SUBJECT: contains correct information/format		
• Headings all caps followed by colon		
• Headings double spaced		
• Headings keyed without errors		
• Headings aligned properly		
• Body single spaced with DS between paragraphs		
• Paragraph one keyed without errors		
• Paragraph two keyed without errors		
• Paragraph three keyed without errors		
• Reference initials included and correctly formatted		
Total points earned (a minimum of 10 points is passing)		

BLOCK BUSINESS LETTER

Directions: Key a copy of the business letter below in block style with an appropriate punctuation style. Use proper formatting for the letter. Insert letter parts with correct information where appropriate. Vertical marks indicate the ends of lines. The ¶ is used to indicate ends of paragraphs. The letter is from Jeffrey Nourie, Vice President.

Today's Date | Ms. Janelle Smith | 13486 Broadway | Ottawa, IL 61350 | Thank you for requesting information about formatting business letters. Few people realize the importance of formatting business documents correctly. ¶ When the format of a business document is executed correctly, errors in placement do not distract the reader. Popular reference manuals and keyboarding/document formatting textbooks contain many samples of business letters. You may also use the enclosed sample letter as a guide for formatting a business letter in block style. ¶ Janelle, I hope this information is helpful to you. If you would like more information on this topic, please let me know. | Sincerely |

BLOCK LETTER KEY

Today's Date

Ms. Janelle Smith
13486 Broadway
Ottawa, IL 61350

Dear Ms. Smith

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When the format of a business document is executed correctly, errors in placement do not distract the reader. Popular reference manuals and keyboarding/document formatting textbooks contain many samples of business letters. You may also use the enclosed sample letter as a guide for formatting a business letter in block style.

Janelle, I hope this information is helpful to you. If you would like more information on this topic, please let me know.

Sincerely

Jeffrey Nourie
Vice President

xx

Enclosure

GRADING RUBRIC FOR BLOCK BUSINESS LETTER

Students must successfully demonstrate a minimum of 70% of the skills to demonstrate competency.

Item	Yes	No
• Top margin two inches (or other acceptable)		
• Side margins default (or other acceptable)		
• Date placement correct		
• Block letter placement followed		
• Letter address format/placement correct		
• Salutation format/placement correct		
• Preliminary parts keyed without errors		
• Body single spaced with DS between paragraphs		
• Paragraph one keyed in block style without errors		
• Paragraph two keyed in block style without errors		
• Paragraph three keyed in block style without errors		
• Complimentary close format/placement correct		
• Signature format/placement correct		
• Reference initials included and correctly formatted		
• Enclosure format/placement correct		
• Closing lines keyed without errors		
Total points earned (a minimum of 11 points is passing)		

UNBOUND REPORT DIRECTIONS

1. Open the data file “Report.” Rearrange the copy so it is in **Standard Report Format, Unbound**. Include a list of **References**.
2. Double space the body and number the pages.

Managing Your Finances

As a high school student, you may already know that managing money is a difficult, but necessary, task. As a part-time worker, you are possibly responsible for some personal expenses such as clothing, car payments and insurance, food, and entertainment.

Budgeting your money will help you live within your means. Spending only what we can afford to spend is something we all need to learn to do. (Adams 26)

Start by outlining your expenses, needs, and goals and how you expect to meet them. Plan for short-range and long-range spending. Learn to use credit wisely and be wary of applying for the many unsolicited credit cards that are sent to you. (Roarke 138)

As a student, you may need financial assistance with your postsecondary educational expenses. Work with your school counselor or advisor to become familiar with scholarships, grants, and loans that may be available to you. Consider work-study programs on campus. Your financial plan should include educational goals, and making yourself aware of various financial assistance opportunities will help you meet those goals.

Your plan should also include savings: “Saving on a regular basis may not be an easy habit to follow, especially when you have so many other expenses. Saving even a small amount from each paycheck can result in your being able to handle unexpected emergencies, make a major purchase, or make investments that will benefit you in the future. Savings can help you meet the educational and professional goals you have set for yourself.” (Lock, Rodriguez, and Thomas 201)

After you complete your education and begin working full time in your chosen career, you will be faced with new expenses. Moving to a new location, getting married, buying your first house, and starting a family are all experiences that you may encounter in the years ahead. The budgeting and good spending habits that you developed in high school can be applied in your adult life.

Managing your finances requires good planning, self-discipline, and a realistic view of your goals. (Ling and Lee 142)

References

- Adams, Tiffany. “Spending Money.” *Money*, June 2004, 17-32.
- Ling, Su Yen and Marcia Lee. “Realizing your Financial Goals.” *Good Housekeeping*, December 2005, 142-146.
- Lock, Rasheed, Sylvia Rodriguez, and Renee Thomas. *Managing Your Money*. Chicago: Greenwich Press 2005.
- Roarke, Ashton. “Using Credit Wisely.” *Consumer*, April 2005, 130-145.

UNBOUND REPORT KEY

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REFERENCES

Adams, Tiffany. "Spending Money." *Money*, June 2005, 17-32.

Ling, Su Yen and Marcia Lee. "Realizing your Financial Goals." *Good Housekeeping*, December 2005, 142-146.

Lock, Rasheed, Sylvia Rodriguez, and Renee Thomas. *Managing Your Money*. Chicago: Greenwich Press 2005.

Roarke, Ashton. "Using Credit Wisely." *Consumer*, April 2005, 130-145.

RUBRIC FOR UNBOUND REPORT

Students must successfully demonstrate a minimum of 70% of the skills to demonstrate competency.

Item	Yes	No
• Top margins: first page, approximately 2.0 inches (1.9”); succeeding pages, 1 inch		
• Bottom margins: not less than 1 inch; not more than 2 inches, except last		
• Side margins: 1 inch all pages		
• Double spacing throughout with .5 inch paragraph indentions		
• Page numbering in upper right; no number appears on first page		
• Main heading: Center, all caps, bold, use 14 point size		
• Double space (1 blank line) following main heading		
• Body: 12 point size		
• Internal citations: at end of reference; in parentheses, author’s last name, page number		
• Double space (1 blank line) after last line of text		
• REFERENCES, all caps, centered, bold, 14 point size		
• Double space after REFERENCES		
• Reference list: single spaced, hanging indent style; author (last name first), article title in quotes, name of publication underlined or italicized, publisher, date, each references ends with a period.		
• Double space between references in list		
Total points earned (a minimum of 10 points is passing)		

TABLE DIRECTIONS

Create a table by setting tabs and NOT by using the Table feature using the following settings:

1. Use the default margins
2. Table title: THE PLANETS OF OUR SOLAR SYSTEM
3. Set center tabs for the column headings: 1.63", 3.0", and 4.5"
4. First row of column headings: Planet, Diameter, Miles From
5. Second row of column heading: Name, (Miles), Sun (Millions)
6. Clear all tabs to reset for column data
7. For the table data, set a left tab at 1.25"
8. For the table data, set a right tab at 3.13"
9. For the table data, set a right tab at 4.63"
10. Key the following column data using double spacing:

Mercury	3,031	36.0
Venus	7,520	67.2
Earth	7,926	93.0
Mars	4,222	141.6
Jupiter	88,729	483.6
Saturn	74,600	886.7
Uranus	32,600	1,784.0
Neptune	30,200	2,794.4

11. Key the following source note information:
Source: www.enchantedlearning.com/subjects/astronomy/planets
12. Center the table vertically on the page.

TABLE KEY

THE PLANETS OF OUR SOLAR SYSTEM

<u>Planet Name</u>	<u>Diameter (Miles)</u>	<u>Miles From Sun (Millions)</u>
Mercury	3,031	36.0
Venus	7,520	67.2
Earth	7,926	93.0
Mars	4,222	141.6
Jupiter	88,729	483.6
Saturn	74,600	886.7
Uranus	32,600	1,784.0
Neptune	30,200	2,794.4

SOURCE: www.enchantedlearning.com/subjects/astronomy/plane

RUBRIC FOR TAB SET TABLE EXERCISE

Students must successfully demonstrate a minimum of 70% of the skills to demonstrate competency.

Item	Yes	No
• Title formatted appropriately (e.g., bold, uppercase, 14 pt. font)		
• Title entered without errors		
• Row 1 column headings entered appropriately (e.g., initial caps, 12 pt. font)		
• Row 2 column headings entered appropriately (e.g., initial caps, underlined, 12 pt. font)		
• Row 1 column 1 heading: Tab set at correct location		
• Row 1 column 2 heading: Tab set at correct location		
• Row 1 column 3 heading: Tab set at correct location		
• Row 2 column 1 heading: Tab set at correct location		
• Row 2 column 2 heading: Tab set at correct location		
• Row 2 column 3 heading: Tab set at correct location		
• Row 1 column 1 heading keyed without errors		
• Row 2 column 1 heading keyed without errors		
• Row 1 column 2 heading keyed without errors		
• Row 2 column 2 heading keyed without errors		
• Row 1 column 3 heading keyed without errors		
• Row 2 column 3 heading keyed without errors		
• Column 1 data: Tab set at correct location		
• Column 1 data: Left tab		
• Column 1 data keyed without errors		
• Column 2 data: Tab set at correct location		
• Column 2 data: Right tab		
• Column 2 data keyed without errors		
• Column 3 data: Tab set at correct location		
• Column 3 data: Decimal tab		
• Column 3 data keyed without errors		
• Source note entered correctly		
• Table data double spaced		
• Table centered vertically on page		
Total points earned (a minimum of 19 points is passing)		

BUSINESS EDUCATION RESOURCES AND LINKS

A. RESOURCES

1. IBEA Keyboarding Brochure - provides a recommended keyboarding curriculum sequence and suggestions for teacher preparation.
2. Instructions for joining the IBEA listserv
3. Illinois Business Education Association membership application
4. National Business Education Association membership application

B. LINKS

1. Illinois Business Education Association (IBEA), www.ibea.org
2. North Central Business Education Association (NCBEA), www.ncbea.net
3. National Business Education Association, (NBEA), www.nbea.org
4. Illinois State Board of Education (ISBE) Business Education webpage, with links to many business education/CTE resources,
http://www.isbe.net/career/html/cte_bus_ed.htm
5. Illinois Association for Career and Technical Education (IACTE), www.iacte.org
6. Association for Career and Technical Education (ACTE), <http://www.acteonline.org/>
7. Illinois Curriculum Revitalization Initiative,
<http://www.ioes.org/ctecurriculum-illinois.cfm>

NOTABLE QUOTES

“For 21st century jobs, computers have become an integral communications and data-sharing tool for business. As a result, more than ever before, accurate keyboarding skills are an important part of every job.”

**Loretta Thirtyacre, Director
Public Affairs Communications
State Farm Insurance**

“Eighty percent of my work is conducted on a computer.”

Bank of America Vice-President

“It makes no difference if a person is pursuing a profession through college, starting his or her own business, or training to be an administrative assistant, keyboarding skills are an integral part of these jobs.”

**Kenneth J. Wieduwilt, Accountant
Metro East’s largest Healthcare
Delivery System**

“Untrained keyboard users cost companies both time and money.”

**Sherwood Ross, “Workplace” column,
St. Louis Post-Dispatch**

“Fifty words per minute is barely a marketable skill when any kind of production is required.”

Shirley Megli, Attorney’s Office

“Proficiency at the keyboard is becoming a basic requirement for almost any job today; in our plant, production workers, supervisors, quality inspectors, engineers, and management at all levels are required to use the keyboard.”

**Diana Woodland, Human Resources
Clerk, Dana Corporation**

CONTACT INFORMATION:



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ISBE

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Business Education Consultant
Illinois State Board of Education
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KEYBOARDING

OPENS THE DOORS TO SUCCESS

Are you providing *your*
students with the right keys?



HELP is at your FINGERTIPS!

WHAT IS KEYBOARDING?

Keyboarding is the manipulation of a computer keyboard by touch, which is striking the keys without looking at the fingers in order to determine the key locations. The psychomotor skill of keyboarding must be developed, refined, and reinforced through appropriate instruction and learning activities.

Since children are often introduced to computers at an early age, they must learn the correct fingering and mouse methods in order to use the computer productively. Research shows that students with keyboarding skills are able to compose faster, are prouder of their work, are more motivated, can produce documents with a neater appearance, and demonstrate improved language arts and problem-solving skills. Keyboarding is a tool and a resource that will aid students throughout their school years, their careers, and their lives.

Approximately 30 hours of instruction, supplied daily in 30-minute segments, is required to learn the keyboard and build speed and accuracy. Through fourth grade, students should receive a satisfactory or unsatisfactory grade in keyboarding. After initial instruction, keyboarding must be reinforced throughout the curriculum in order to produce a usable skill.

Keyboarding instruction requires a teacher with documented training in keyboarding methodology. Software is best suited to drill, remediation, and practice—not to initial instruction. No software can take the place of the teacher/coach with regard to instruction, practice, correction, and motivation.

KEYBOARDING OBJECTIVES

Grades K-3

- ⇒ Identify computer, monitor, keyboard, and printer
- ⇒ Exercise proper care and use of equipment and disks
- ⇒ Start up and shut down the computer system properly
- ⇒ Visually locate the home-row keys
- ⇒ Use correct fingering for enter, tab, Y (yes), N (no), and space bar
- ⇒ Visually locate the alphabetic keys
- ⇒ Sit up straight with feet flat on the floor (emphasize ergonomics)
- ⇒ Make sure hands are clean
- ⇒ Demonstrate proper hand placement and wrist position

Grades 4-5

Reinforce objectives of Grades K-3

- ⇒ Learn and perform touch keyboarding accurately
- ⇒ Use good techniques (sit up straight, feet flat on the floor, fingers curved, and wrists slightly raised off the keyboard frame—emphasize ergonomics)
- ⇒ Key, save, and print word lists, sentences, paragraphs, and stories
- ⇒ Check for errors
- ⇒ Begin keyboard composition by responding to questions

Grades 6-8

Reinforce objectives of Grades K-5

- ⇒ Develop speed with accuracy by touch
- ⇒ Perform touch numeric/symbol keying on the keyboard
- ⇒ Use keyboarding skills in other classes
- ⇒ Compose, save, and print stories at the keyboard
- ⇒ Use the Internet to locate information
- ⇒ Create and format letters and reports
- ⇒ Check for spelling and grammar errors and correct all work

Grades 9-12

Reinforce objectives of Grades K-8

- ⇒ Further develop speed with accuracy by touch
- ⇒ Perform touch numeric keying on the keypad accurately
- ⇒ Integrate keyboarding skills across the curriculum
- ⇒ Use the Internet to communicate with others, locate information, and prepare oral and written reports
- ⇒ Format, edit, and enhance letters, reports, resumes, and other documents
- ⇒ Run spell check, grammar check, and proofread all work before printing



In-service training should acquaint elementary and middle school teachers with proper technique and keyboarding instructional methodology. This will enable *all teachers* to reinforce the principles of touch keyboarding technique and correct posture whenever students are involved in computer-based, subject-matter appropriate instructional activities, whether they are directly involved with teaching keyboarding or not. Team teaching can be utilized to team the subject matter classroom teacher with the keyboarding teacher to enhance student learning through engaged learning activities.

Throughout the instructional cycles and at each grade level, students must constantly be involved in activities designed to reinforce the proper touch technique. Students who have learned to use the touch technique prior to entry into high school should be required to pass a keyboarding proficiency test. This test should be used to move students who already know how to use the touch technique past the beginning instructional units and into advanced skill development. Keyboarding skill must become a prerequisite for all computer courses offered. Officially recognized as such by the State Board of Education in Illinois, keyboarding is an essential form of communication and a prerequisite for all career and technical education programs. It is hoped, therefore, that the percentage of schools acknowledging the need for keyboarding instruction by incorporating it into graduation requirements will continue to increase.

Helpful Resources:

- ⇒ Teacher-training workshops
- ⇒ Resource materials
- ⇒ www.ibea.org
- ⇒ IBEA listserv
- ⇒ IBEA Fall Conference

PROCEDURES FOR JOINING THE IBEA LISTSERV

The IBEA listserv is a great source of information! Connect with your colleagues by following these steps to subscribe:

1. Go to <http://lists.eiu.edu/mailman/listinfo/ibealist>
- 2) Read the directions and complete the requested information.
- 3) Click on **Subscribe**.
- 4) You will receive an e-mail to let you know you have subscribed.

To post a message to the listserv, send an e-mail to ibealist@lists.eiu.edu

Remember that the reply button sends the message to all members of the listserve!

IBEA MEMBERSHIP APPLICATION (WEB)

For Membership from July 1, 2006, to June 30, 2007

The Illinois Business Education Association encourages you to become a member of your professional organizations for the 2006-2007 membership year. Once your membership is processed, you will receive all the mailings and benefits that come with membership in either IBEA, IACTE or ACTE. Becoming a member is as easy as 1, 2, 3.

1) Circle below the type of membership you desire; 2) complete the information section below; 3) return this form along with your check **payable to IBEA** to **John A. Majernik, 8712 Sheffield Dr.,**

Belvidere, IL 61008. (Note: IBEA=Illinois Business Education Association; IACTE=Illinois Association for Career and Technical Education (formerly IVA); ACTE=Association for Career and Technical Education (formerly AVA).)

<u>REGULAR</u>	<u>STUDENT</u> (Not Yet Teacher Certified)	<u>RETIRED</u>
IBEA \$45.00	IBEA \$5.00	IBEA \$10.00
IBEA, IACTE \$95.00	IBEA, IACTE \$22.00	IBEA, IACTE \$35.00
IBEA, ACTE \$105.00	IBEA, ACTE \$15.00	IBEA, ACTE \$41.00
IBEA, IACTE, ACTE \$155.00	IBEA, IACTE, ACTE \$32.00	IBEA, IACTE, ACTE \$66.00
*Note: Only active members of IACTE may participate in the House of Delegates meeting or hold IACTE leadership positions.		*IBEA, IACTE (active) \$60.00
		*IBEA, IACTE (active), ACTE \$91.00

Please print or type the following information.

Note: IBEA is no longer issuing membership cards. A dues payment receipt will be emailed or sent by postal service.

First Name: _____ **Middle:** _____ **Last:** _____ **Member No.** _____

Home Street: _____ **Home City:** _____ **Home St.** _____

Home ZIP: _____ **County:** _____ **Home Phone:** () _____

School: _____ **School Phone:** () _____

Email address: _____

Position: (please circle) 1=Administration, 2=Consultant, 3=Coordinator, 4=Student, 5=Supervisor, 6=Teacher, 7=Teacher Educator, 8=Retired, 9=Other

IBEA Affiliate: (please circle) CA=Chicago Area, C=Chicago, NI=Northern IL, WI=Western IL, PA=Peoria Area, MI=Mid IL, CI=Central IL, EI=Eastern IL, SW=Southwestern Area, SI=Southern IL

IACTE Annual Conference, Peoria, June 20-22, 2006
IBEA Fall Conference, Springfield, November 2-3, 2006
IACTE Annual Conference, Springfield, June 18-21, 2007



NATIONAL BUSINESS EDUCATION ASSOCIATION MEMBERSHIP APPLICATION

Join Today and Increase Your Professional Expertise!

MEMBER SERVICES

Publications

- *Business Education Forum*, NBEA's Journal
- *Keying In*, NBEA's Newsletter
- *NBEA Yearbook*
- Special Publications and Promotional Items
- Curriculum Standards and Resources

\$250,000 Professional Liability Insurance

Annual National Convention

Regional Association Membership

Regional Conventions

Legislative Advocacy

Business-Industry Link

Professional Awards Program

International Society for Business Education (ISBE)

MasterCard Program

IMPORTANT... Please list both home and business addresses and telephone numbers

Indicate mailing preference: Home

Business

Name _____

Title _____

Organization _____

Business Address _____

City _____

State _____

Zip _____

Business Phone (Include Area Code) _____

E-Mail _____

Home Address _____

Home Phone (Include Area Code) _____

City _____

State _____

Zip _____

RETURN THIS FORM WITH PAYMENT TO:

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