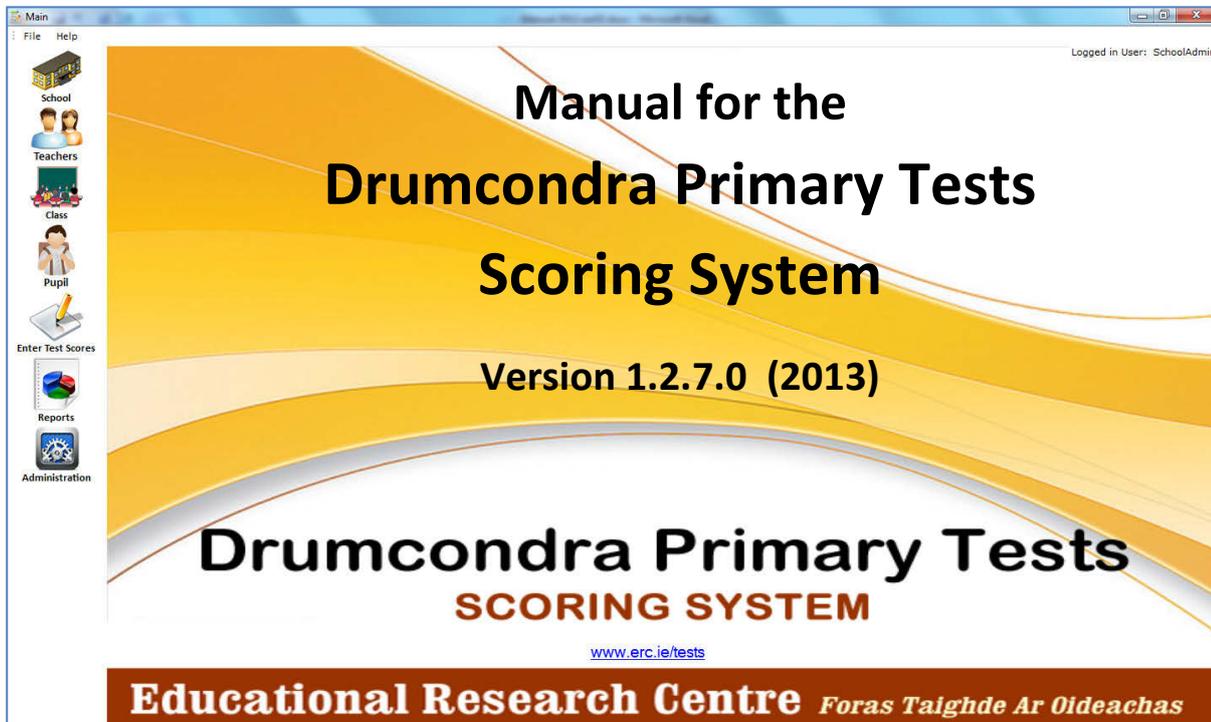


# Revised Manual 2013



For queries about the installation or use of the Scoring System, please e-mail [scoring@erc.ie](mailto:scoring@erc.ie)

Your email must include:

- (i) School Roll Number
- (ii) Contact Phone Number
- (iii) Details of query (including, if possible, screenshots).

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St Patrick's College, Dublin, 2013**



# Introduction

The Drumcondra Primary Tests Scoring System is designed to support schools and teachers in interpreting pupil performance on three tests published by the Educational Research Centre:

- Drumcondra Primary **Reading** Test (DPRT)
- Drumcondra Primary **Mathematics** Test (DPMT)
- Triail **Ghaeilge** Dhroim Conrach (TGD)

The Scoring System can be installed on a single computer/laptop, or it can be run on a school network. In all cases, varying levels of access (administrator, teacher) can be allocated within the System.

### **Minimum System Requirements**

To use the Scoring System, you **must** have at least a stand-alone desktop computer or laptop that:

- runs on Windows XP(SP3), VISTA or Windows 7 and has at least 1 GB of RAM, and
- has a screen resolution of at least 1024 X 768.

The Scoring System supports the requirement for schools to report performance on English reading and mathematics in Second, Fourth and Sixth classes, and, in the case of Irish-medium schools, performance in Gaeilge as well, to the Department of Education and Skills, as per Circulars 0056/2011 and 0018/2012.

This manual is divided into four main parts.

- Chapters 1 – 4 explain how to set up the system on your computer or school network. These are once-off activities for each computer.
- Chapters 5 – 9 explain how to add and update details of your school staff and pupils. Usually, these updates are done at initial setup and annually thereafter
- Chapters 10 – 15 deal with how to use the system to input test results and generate reports.
- Chapters 16 – 18 deal with administration of the Scoring System.

It should be noted that we have made significant changes to the 2012 versions of the Scoring System, taking feedback from users into account.

The ERC will support the current system for two more years – until the end of the 2013-14 school year.

## New Features in the Upgrade

The following are key features of the upgraded version of the Scoring System (now called Version 1.2.7.0), released in March 2013:

- Classes hold constant across the school years once scores have been recorded against them. Thus, if the classes in 2011-12 are Third Class A, Third Class B and so on, the same Third Classes are used in 2012-13, though they may have a different teacher, and different pupils. Classes are held constant to enable users to produce historical reports (e.g., Class reports from earlier school years).
- Pupils are now exempted against the specific tests they take, so exemption status can change from test to test, and from year to year.
- There is a new pupil template for importing pupil names into the Scoring System
- Two new windows can be accessed in the Pupil module (Pupil> Search) – a summary of all tests completed by a named pupil to date, and a Class History (a list of the classes in which the pupil has been enrolled).
- The Grade-level reports under School Report now includes the number of pupils absent, as well as the number present, the number exempted and the number enrolled, to better meet Department of Education and Skills' reporting guidelines.
- The upgraded System allows easier movement from year to year, and users can transfer pupils on to the next school year at any time.

Please note: A separate Upgrade Manual relating to installation of the upgrade is available at [www.erc.ie/tests](http://www.erc.ie/tests) Schools that purchased the Scoring System prior to March 2013 will have been sent a link to the upgrade.

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# 1. Installing the Scoring System on a Computer or School System for the First Time

The Drumcondra Primary Tests Scoring System can be installed as a stand-alone System on a single PC or laptop, or on multiple PCs that point towards the same database on a school server. The System needs to be installed on each computer on which it is to be used.

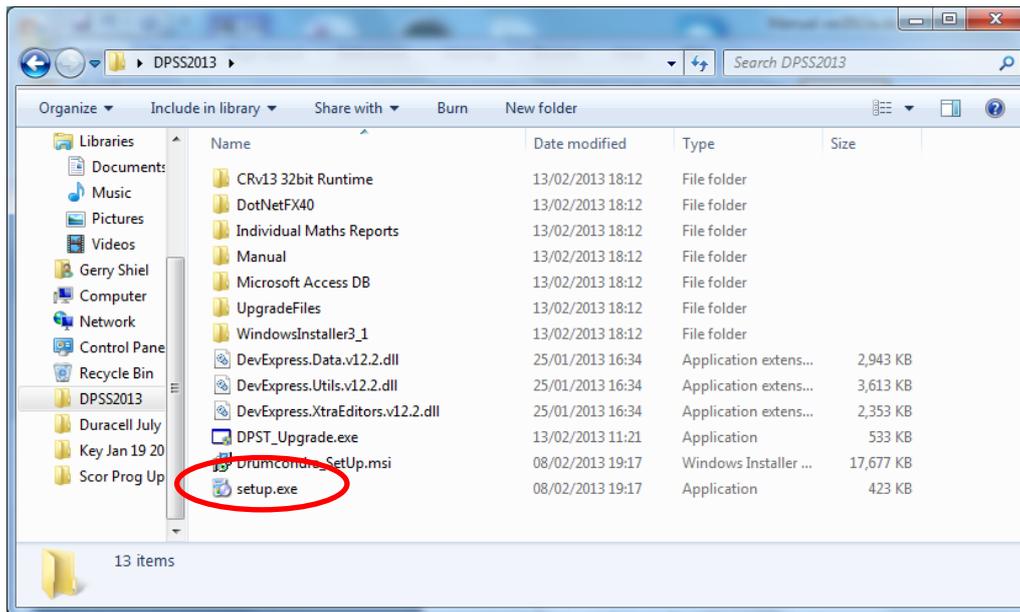
1. Insert the Scoring System Memory Key provided by the ERC. The AutoPlay dialog box opens (Figure 1.1).

**Figure 1.1: AutoPlay**



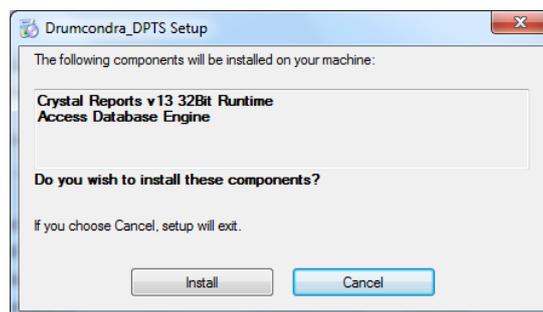
2. Create a folder on your desktop or network share – e.g., DPSS or DPSS2013
3. Click '**Open folder to view files**'.  
Alternatively, open 'My Computer' to locate the Scoring System, which is generally on the removable disk drive.
4. Transfer the files on the memory stick to the directory that you have created in Step 2 (DPSS2013). This can be done by selecting all files on the memory stick, copying them, and then pasting them into the folder you have created.
5. Open the folder on your desktop or network share (called DPSS2013) and double click setup.exe (Figure 1.2, last row).

**Figure 1.2: setup.exe on the Scoring System**



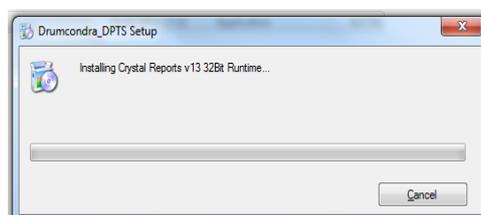
6. Setup asks you if you wish to install Crystal Reports v 13 32Bit Runtime and Access Database Engine (Figure 1.3). Select **Install**.

**Figure 1.3: Installing Crystal Reports**



You will see this pop-up window (Figure 1.4).

**Figure 1.4: Installing Crystal Reports Runtime**

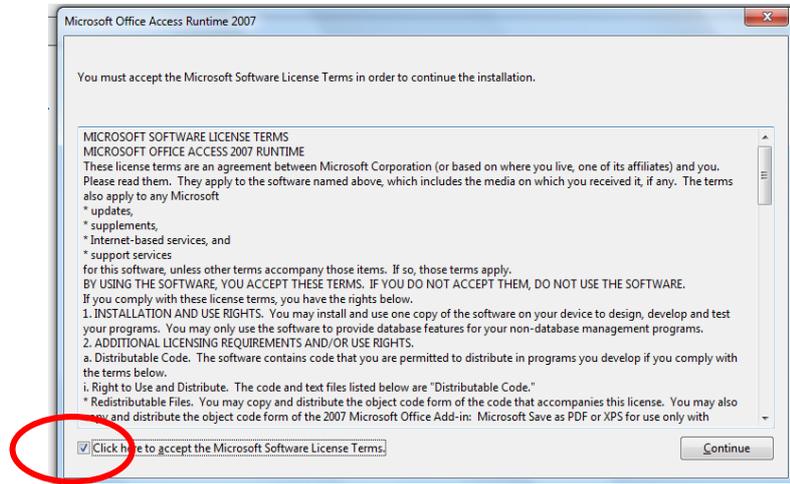


In some cases, installation does **not** start automatically because your computer's security system wants to verify the software. A pop-up window called User Account Control may open and ask "Do you want to allow the following program to make changes to the computer? Windows(R)Installer". Click **Yes** and another pop-up may ask the same question about AccessRuntime.exe. Click **Yes** again.

**Note:** If installation does not begin automatically, flick between applications (ALT + Tab) until you see the pop-up window.

7. On the Software Licence Terms window, first click to indicate that you **accept** the Microsoft License Terms for Access Runtime 2007; then click **Continue** (Figure 1.5).

**Figure 1.5: Software Licence Terms**



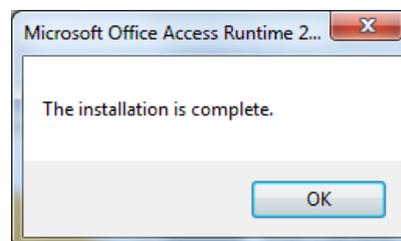
The installation will begin and you will see the following progress indicator (Figure 1.6).

**Figure 1.6: Progress Indicator for Access Runtime**



8. A popup (Figure 1.7) tells you that Runtime has been installed. Click **OK**.

**Figure 1.7: Popup Indicating that Access Runtime has been installed.**



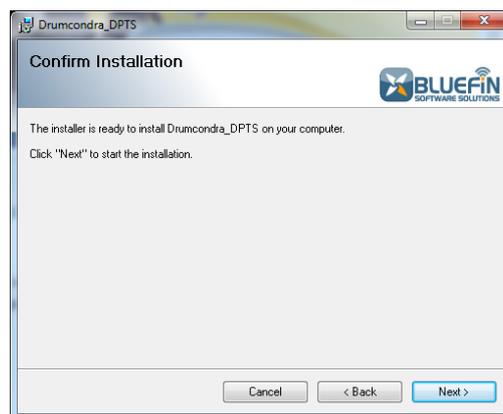
After this, the Drumcondra Tests Scoring System will be installed. The screen shown in Figure 1.8 should appear.

**Figure 1.8: Screen Prior to Installation of Scoring System**



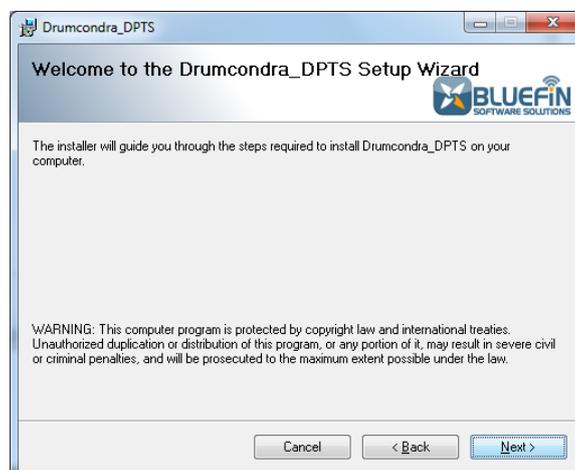
9. Click **Next**. You will now see a screen asking you to confirm installation (Figure 1.9). Click **Next** again.

**Figure 1.9: Screen Seeking Confirmation of Installation**



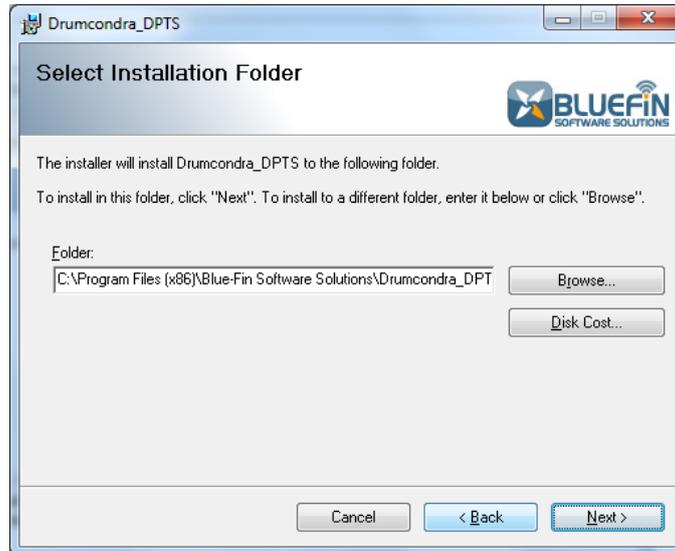
10. You should reach the Welcome screen (Figure 1.10).

**Figure 1.10: Welcome Screen**



11. Click **Next**. This will take you to the Select Installation Folder (Figure 1.11).

**Figure 1.11: Selection of Installation Folder and Single or Multiple User**



12. To specify the folder, choose one of the following options:
- a. Leave the default location unchanged (recommended).
  - or
  - b. Click **Browse** and specify a different location.

**Note:** If you change location, the new location should be on the hard drive of your computer (not on the server) because the Scoring System needs to be installed on each computer that will use the system. It is the underlying database that can be stored on the server (see below).

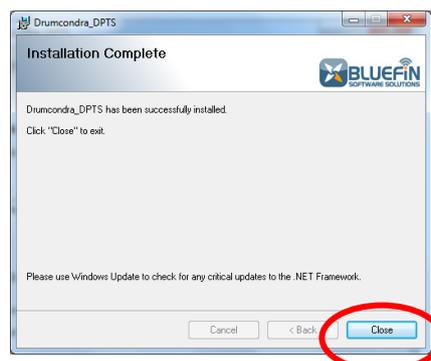
13. Click **Next**.

You will then see the Installation Complete window (Figure 1.12).

14. Click **Close** to complete the installation process

**Note:** Depending on your computer setup, another User Account Control pop-up window may appear. As before, if installation does not begin automatically, switch to the pop-up window (e.g., flick between applications using ALT + Tab) and click Yes.

**Figure 1.12: Installation Complete Screen**



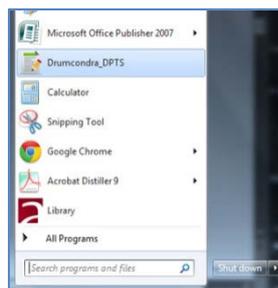
## 2. Specifying Where Your Datafile Is Stored

The first time you use the Scoring System, you need to specify whether you will be using a database on your school network or storing the information on your own computer only. You will only be asked this question the **first** time you login to the Scoring System.

Click the Windows Start icon (usually located on a corner of your screen) and select **Drumcondra\_DPTS** (Figure 2.1).



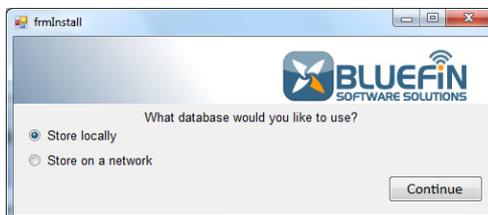
**Figure 2.1: Locating Drumcondra\_DPTS on Your Computer**



**NOTE:** If the icon is not on your Start menu or desktop, go to **All Programs** (or **Programs** in older versions of Windows). Find Blue-Fin Software Solutions, and select **Drumcondra\_DPTS** or double-Click the **Drumcondra\_DPTS** Desktop Shortcut Icon.

A screen asking ‘What database would you like to use?’ will appear (Figure 2.2).

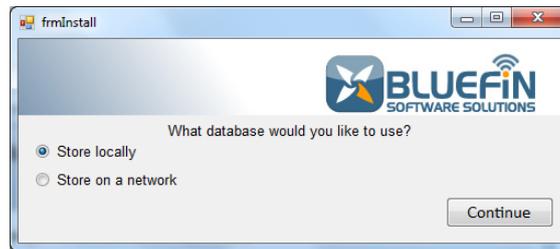
**Figure 2.2: Identifying the Database for Pupils and Their Test Scores**



- If you select **Store locally**, a new database will be stored at a default location (i.e., you cannot specify where you want to save the database). **Only** use this option if you have a standalone computer and want to save the database to the default location.
- If you select **Store on a network**, you can
  - specify where you want to create your database. You can create a **NEW** database on a networked system or standalone computer where you want to specify the location of the database.
  - an link to an existing database. If a database for the school has already been created and stored on a networked server or computer, ask the person responsible in your school for the address/ location of the database. **YOU SHOULD SAVE YOUR DATABASE TO A NEW FOLDER FOLDER ON YOUR COMPUTER OR NETWORKR (NOT THE ONE WHERE YOU HAVE SAVED THE FOLDERS FROM YOUR MEMORY STICK).**

The next section explains how to select a storage method.

### OPTION 1: Storing the database locally



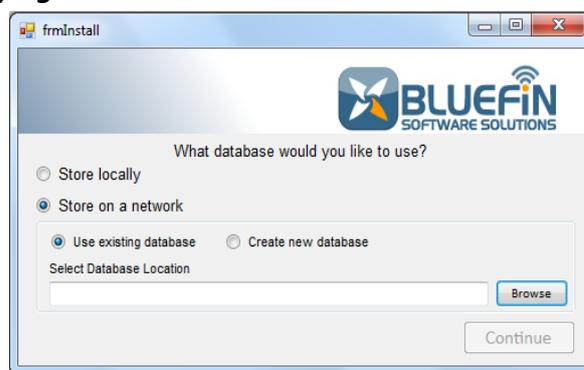
If you do **not** want a networked database, or do not wish to specify a database location, select **Store Locally**, and click **Continue**. You can now log onto the system (see Chapter 3).

### OPTION 2: Storing on a Network

If you want to store on the school network or if you want to specify the location of the database on your own computer (e.g., desktop), you will need to choose between using an existing database, or creating a new one (perhaps saving it on a server or on your own computer, whether or not it functions as the school server).

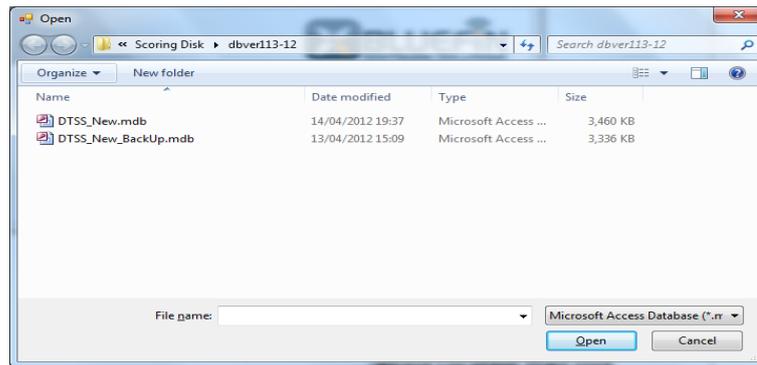
1. Select **Store on a network**. The screen content changes to allow you to choose from a new or existing database (Figure 2.3).

**Figure 2.3: Specifying Where to Store Your Data**



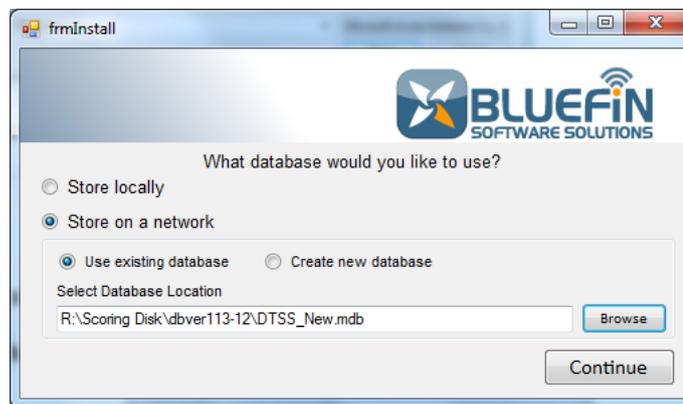
2. Your next step depends on whether or not you are the first person in the school to install the Scoring System.
  - If you are the first person to install, and you want to save the database on a server, select **Create new database**. Click **Browse** and choose an address at which to locate the database.
  - If not, select **Use existing database**, and point to its location (Figure 2.4).

**Figure 2.4: Location of Database**



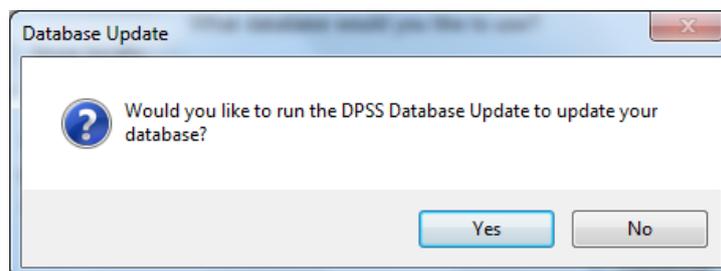
3. Ensure the chosen location is shown in **Select Database Location**, then click **Continue** (Figure 2.5).

**Figure 2.5: Specifying Location of Database**



A Database Update message (Figure 2.6) should appear.

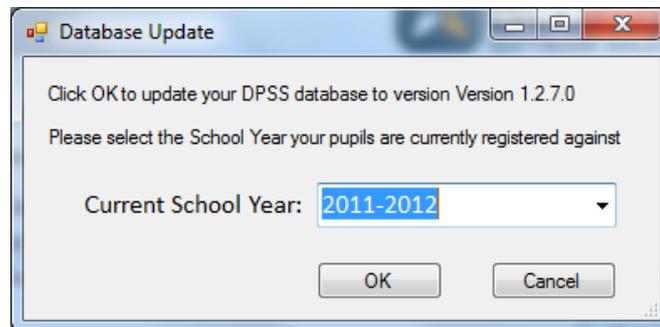
**Figure 2.6: Database Update Message**



4. Select **Yes** if an earlier version of the database has been used, then click **OK** on the subsequent popup to allow the update (Figure 2.7). If you have a version of the database against which pupils are registered in 2011-12 but not 2012-13, select 2011-12 year as the Current School Year. If all pupils have already been moved on to their classes for 2012-13, select the 2012-13 school year.

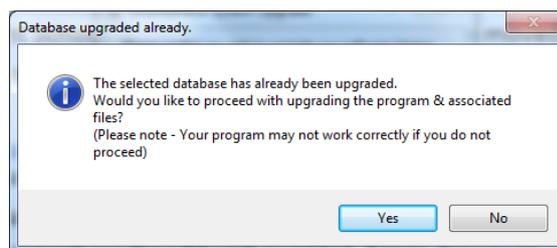
**Note:** If you are unsure whether your database has already been updated, you should select 'Yes'. Otherwise, select 'No',

**Figure 2.7: Database Update Window**



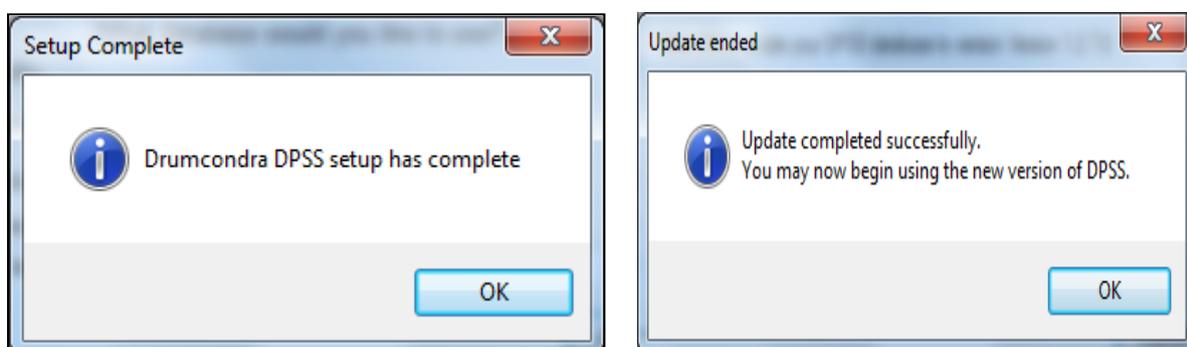
5. If you selected 'OK' to update the database, and it has already been updated, you will get the message in Figure 2.8. Select 'Yes'.

**Figure 2.8: Database Upgraded Already Message**



Depending on whether or not your database has already been updated, you will see one of the messages in Figure 2.9. Click **OK** to exit setup mode. You are now ready to login (see Chapter 3).

**Figure 2.9: Notification of Completion of Setup**



### 3. Logging onto the Scoring System for the First Time

If the database has already been installed on a central server by you or another staff member, you need to use the username and password for that database. The default values are [schooladmin, school] but these may have been changed by the person who first installed the System in your school.

#### Procedure for Logging In

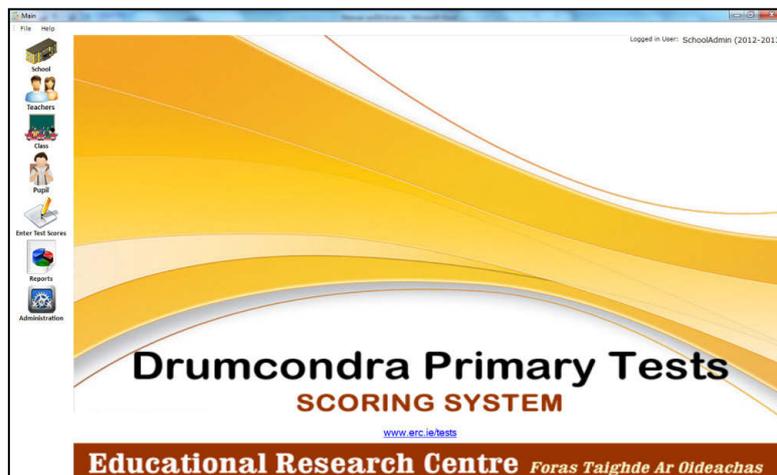
1. Open the Scoring System, and enter your Username and Password (the default values are schooladmin and school, respectively) (Figure 3.1).
2. Enter the School Year you wish to work on (e.g., 2012-13).

**Figure 3.1:** Screen Requesting Username and Password



3. Click on Login. If your system has already been validated or has been linked to an existing database, you will be brought to the base screen (Figure 3.2).

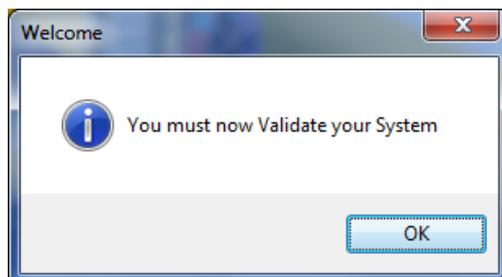
**Figure 3.2:** Screen Requesting Username and Password



## Validating the System

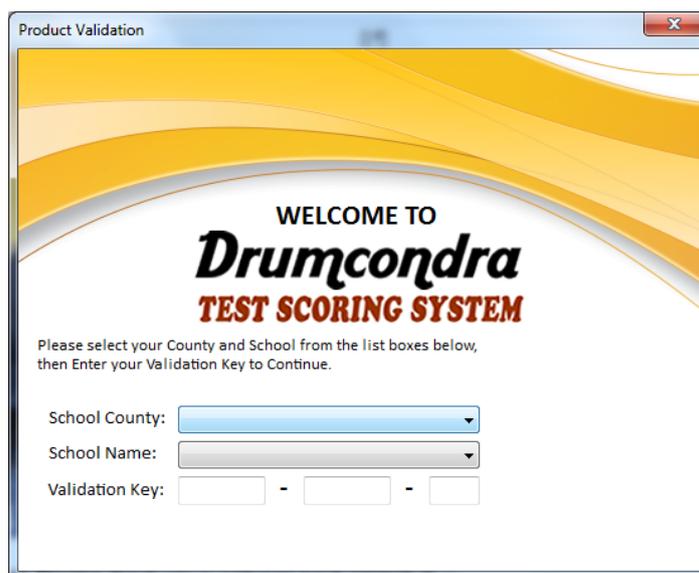
If you are the first person in your school to run the system, or if you install the system on your own computer only (i.e., there is no central server), you will be asked to validate the system (Figure 3.3).

**Figure 3.3: Validation Request Message**



1. Click **OK**. You will now see the Product Validation window (Figure 3.4).

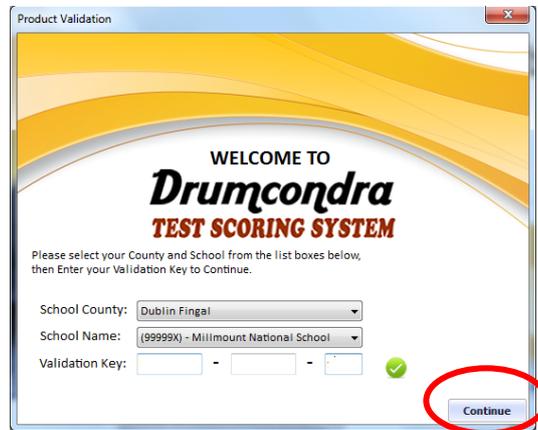
**Figure 3.4: Validation Screen**

A screenshot of the "Product Validation" window. The window has a yellow and white background with a curved top. The text reads "WELCOME TO Drumcondra TEST SCORING SYSTEM". Below this, it says "Please select your County and School from the list boxes below, then Enter your Validation Key to Continue." There are three input fields: "School County:" with a dropdown arrow, "School Name:" with a dropdown arrow, and "Validation Key:" with three separate text boxes separated by hyphens. The window has a standard Windows border with a close button in the top right corner.

2. Select the **County** in which your school is located.  
The **School Name** field is now restricted to a list of all schools in that county only.
3. In **School Name** find your school and select it.  
(The field shows roll number and name, alphabetised by name. As your school may have different names – St Mary's / Scoil Mhuire / Millmount NS – search for your school name *as sent to you* by the Educational Research Centre)
4. In **Validation Key** field, enter the code provided by the Educational Research Centre.  
NOTE: The validation key is case sensitive.

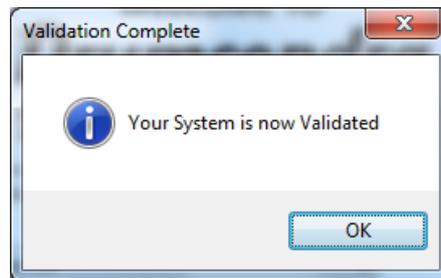
If the validation is successful, you will see a correct mark on the validation screen (Figure 3.5). If the validation is unsuccessful, see section below on 'Unsuccessful Validation' (above Figure 3.9).

**Figure 3.5: Successful Validation Screen**

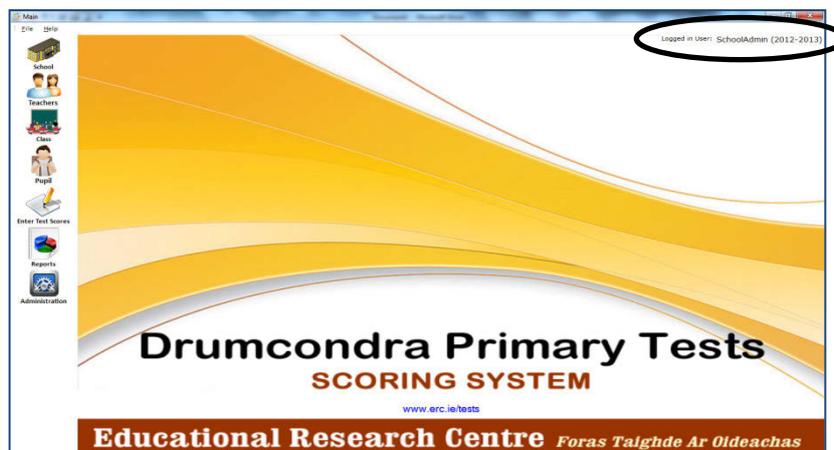


Click **Continue**. You should get a 'Validation Complete' message (Figure 3.6). The Scoring System Base Screen is then displayed (Figure 3.7).

**Figure 3.6: Validation Complete Message**



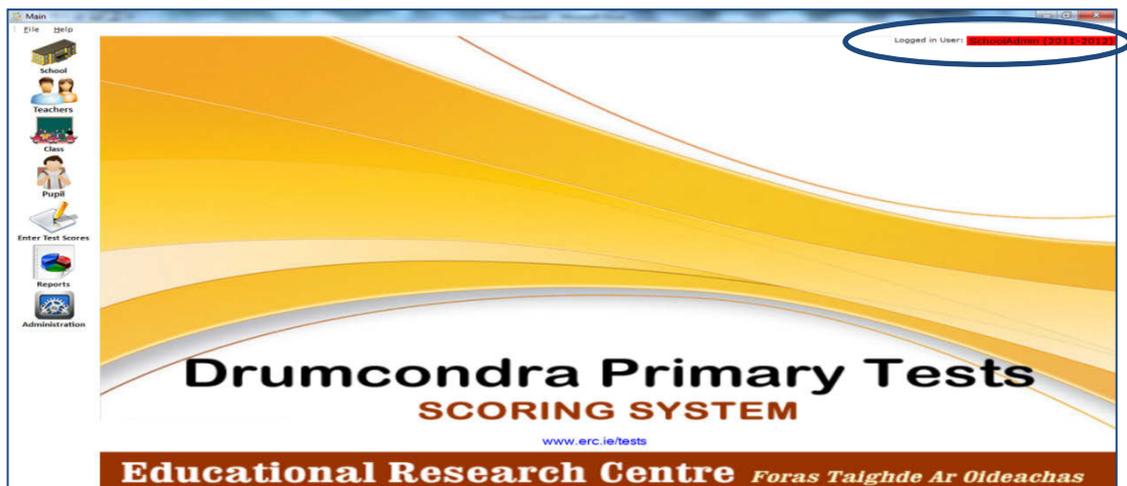
**Figure 3.7: Scoring System Base Screen (Current School Year)**



Now you are ready to start using the system in respect of the school year you have chosen, or you can log out by closing the Scoring System (Select File>Exit or click on X in top right corner).

If you open a Scoring System for a school year other than the current one, the base screen will show that school year in red (Figure 3.8). You may need to open the Scoring System on a different school year to download reports for that school year, or to make other modifications.

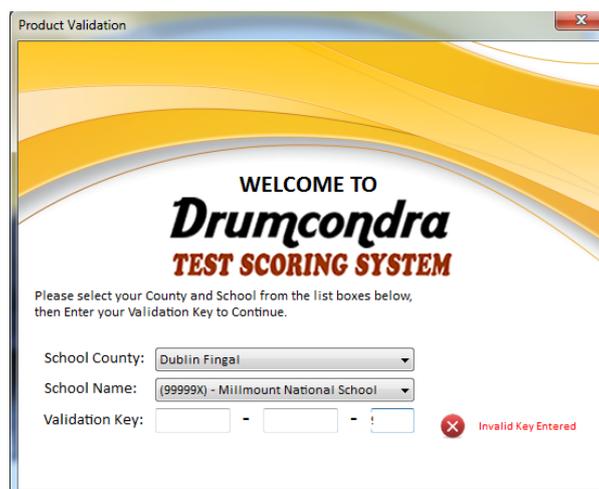
**Figure 3.8: Scoring System Base Screen (Non-current School Year)**



### Unsuccessful Validation

If the validation is unsuccessful a screen like Figure 3.9 will be displayed and you should contact [scoring@erc.ie](mailto:scoring@erc.ie) with a screenshot (Alt + Print Scrn) so that we can verify that you have the correct validation key.

**Figure 3.9: Unsuccessful Validation Screen**



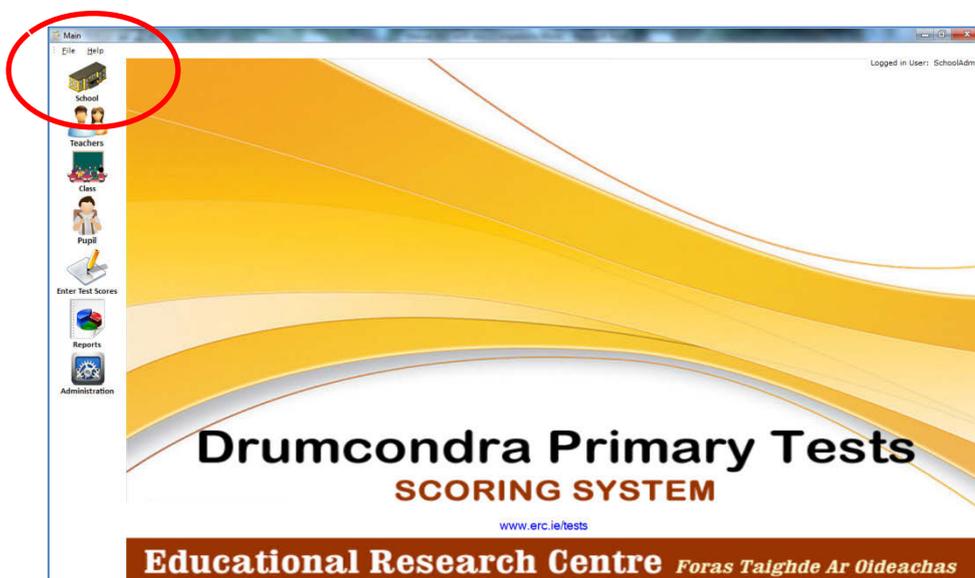
Once you have entered all validation data correctly, you will see a Validation Complete message displayed (Figure 3.6 above).

## 4. Modifying School Details

Only teachers/staff with *Administrator access* (Chapter 16) to the Scoring System can modify school details. For example, you might prefer your school name in Irish. The School Details screen contains the information that will appear on any reports generated.

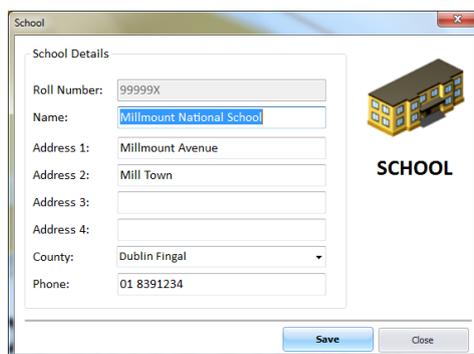
1. Launch the Scoring Programme using one of these options:
  - Click the Windows Start icon and select **Drumcondra\_DPTS**.
  - Click the Windows Start icon and **All Programs** (or **Programs** in older versions of Windows). Find Blue-Fin Software Solutions, and select **Drumcondra\_DPTS**.
  - Double-Click the **Drumcondra\_DPTS** Desktop Shortcut Icon.
2. Enter your username and password. The default values are [schooladmin, school].
3. Locate the menu bar to the left of the Base Screen (Figure 4.1). Click the **School** icon and select **School Info**.

**Figure 4.1: School Icon on Base Screen**



4. Make your changes in the School Details screen (Figure 4.2). **Save** the information and **Close**

**Figure 4.2: School Details Screen**

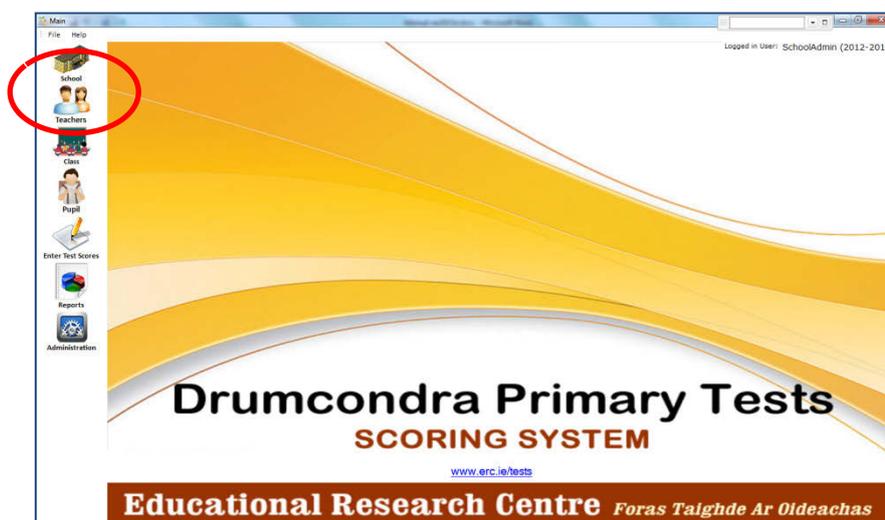
The image shows a 'School' window with a 'School Details' form. The form has the following fields: 'Roll Number' (99999X), 'Name' (Millmount National School), 'Address 1' (Millmount Avenue), 'Address 2' (Mill Town), 'Address 3' (empty), 'Address 4' (empty), 'County' (Dublin Fingal), and 'Phone' (01 8391234). There is a 'SCHOOL' icon on the right side of the form. At the bottom right, there are 'Save' and 'Close' buttons.

## 5. Adding, Editing and Deleting Teachers in the Database

To add a teacher to the database, follow the steps below.

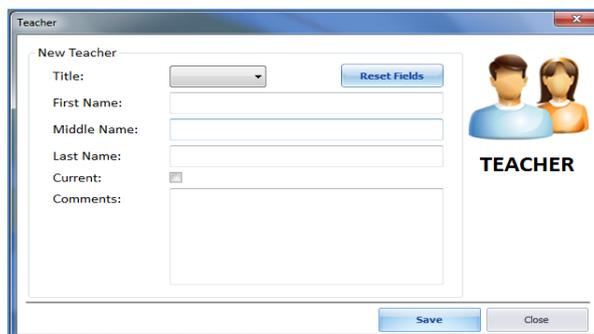
1. Click the **Teachers** icon on the Base Screen (Figure 5.1) and select **Add**.

**Figure 5.1: Teachers Icon on Base Screen**



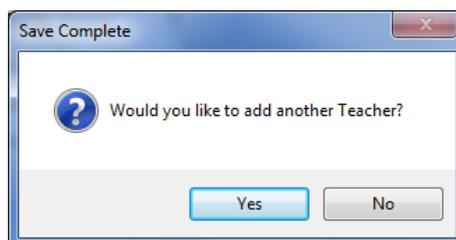
2. The **New Teacher** window appears (Figure 5.2). Add the details for the first teacher. Tick the 'Current' box if the teacher is currently in the school. Then **Save**.

**Figure 5.2: Screen for Entering Teacher Details**



3. You will see a status update saying "Teacher, \_\_\_\_\_, added successfully". Click **OK**. You will be asked if you wish to add another teacher (Figure 5.3).

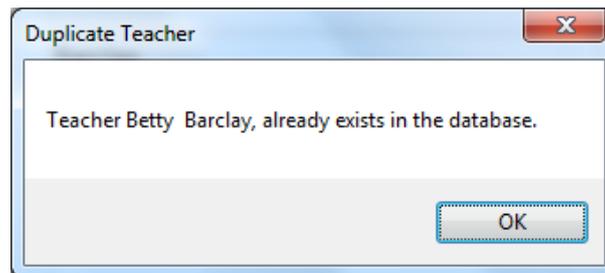
**Figure 5.3: Option to Add Another Teacher**



If you wish to add another teacher, click **Yes**. Otherwise, click **No**. If you click **No**, the Teacher Screen will close automatically.

**Note:** If you enter the same name twice, a message will appear warning you that the teacher is already in the database (Figure 5.4). If two teachers have the same first and last names, enter their middle names or initials to distinguish them.

**Figure 5.4: Warning Message: Teacher Already Exists in Database**

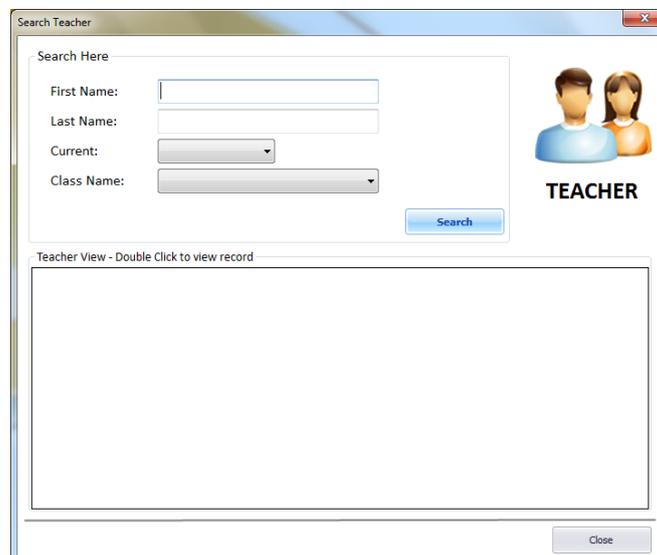


## Reviewing and Editing Teacher Details

To view or edit a list of teachers in your school, follow the steps below.

1. On the Base Screen, click the **Teachers** icon (top left) and select **Search**. A blank list appears (Figure 5.5).

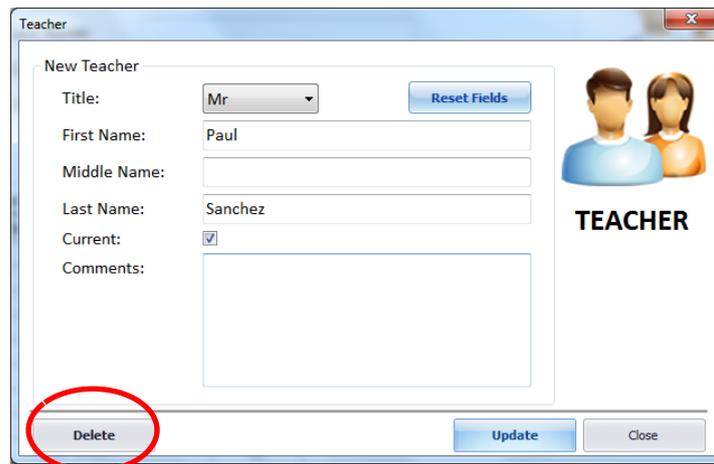
**Figure 5.5: The Search Teacher Window**



2. To see *all* teachers, just click **Search** and all teachers in the database are shown. To see a *subset* or a single teacher, use one or more of the filter options (enter a name / current status / class name) and click **Search**. Only those matching your search criteria are shown.
3. Double click a teacher's name to view their details, and make modifications such as changing a teacher's status from current to not current. Teachers who are not current cannot be assigned to classes (Chapter 6) or allocated passwords (Chapter 16).

4. If a teacher has been added in error, and is not linked to a particular class, you may wish to delete that teacher. On the Base Screen, click the **Teachers** icon (top left) and select **Search**. Identify the teacher whom you wish to delete (Figure 5.6). Click delete in the bottom left corner. Note that teachers who are linked to classes cannot be deleted. So a teacher must be unlinked from a class before s/he can be deleted (Chapter 6).

**Figure 5.6: The Search Teacher Window**



The screenshot shows a window titled "Teacher" with a "New Teacher" section. The form contains the following fields and controls:

- Title: A dropdown menu set to "Mr" with a "Reset Fields" button to its right.
- First Name: A text input field containing "Paul".
- Middle Name: An empty text input field.
- Last Name: A text input field containing "Sanchez".
- Current: A checked checkbox.
- Comments: A large empty text area.

On the right side of the form, there is an icon of a man and a woman, and the word "TEACHER" below it. At the bottom of the window, there are three buttons: "Delete" (circled in red), "Update", and "Close".

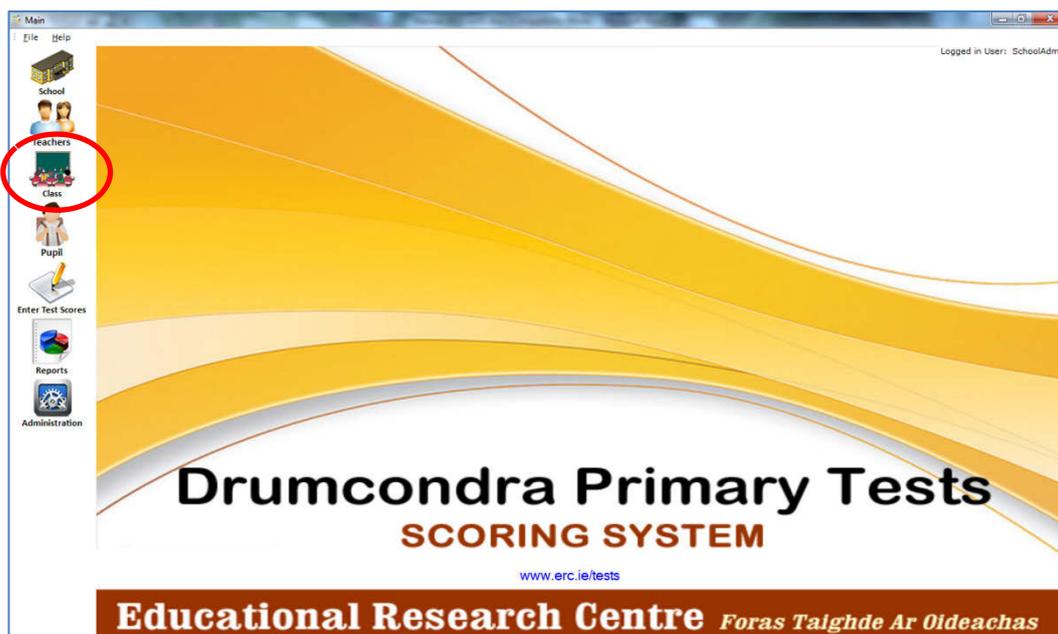
## 6. Adding, Editing and Deleting Classes in the Database

This section shows how to add a class to the database. When a class has been added, it cannot be deleted if there are pupils and their scores are attached to the class.<sup>1</sup>

To add a class to the database, follow the steps below.

1. Click the **Class** icon on the Base Screen (Figure 6.1) and select **Add**.

**Figure 6.1: Class Icon on Base Screen**



2. The **Add Class** window opens (Figure 6.2). In the **Class Name** slot, enter the name of the class (e.g., Third A, Elm 3rd or whatever system is used within the school). Bear in mind that if there is more than one class at a particular grade, you have to be able to distinguish between them (Third A, Third B etc.).

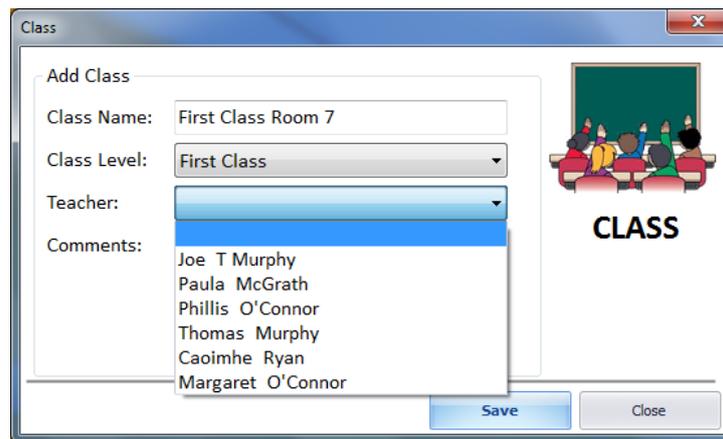
**Note:** It is advisable to use the same class names for each year (i.e., you would retain the names Third A, Third B for each school year). This facilitates transfer of pupils from year to year (see Chapter 9).

**Note:** If a teacher teaches a multi-grade class, make a separate class for each grade taught by the teacher (e.g., Third class, Room 7; Fourth class, Room 7).

---

<sup>1</sup> Note: If pupils are attached to a class, and you want to delete the class, you must first delete test scores linked to each pupil in that class, and also delete the class from each pupil's class history. The procedure to do this is given in Chapter 9 (Transferring Pupils).

**Figure 6.2: Edit Class Screen**



3. In the **Class Level** field, choose the class level from the drop-down list.

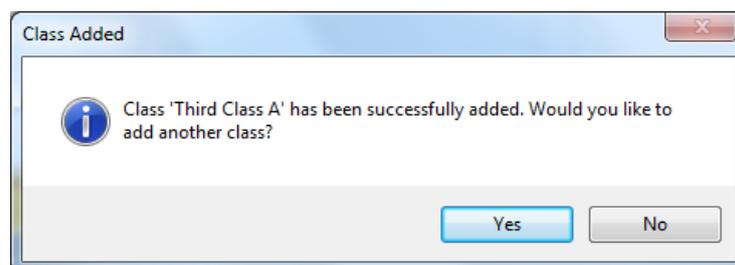
**Note:** Most schools only need to assign First to Sixth classes. Only Irish-medium schools planning to administer the Triail Ghaeilge in Senior Infants need to add Senior Infants class(es).

4. In the **Teacher** field, select the teacher from the drop-down list of all *current* teachers (Figure 6.2).

**Note:** Only teachers specified as current are shown. If you can't find the teacher you want, you must update an existing teacher to current or add a new teacher (see Chapter 5); then return to the screen above.

5. After you have added a teacher, click **Save**. You will be asked if you wish to add another class (Figure 6.3).

**Figure 6.3: Add Another Class Option**



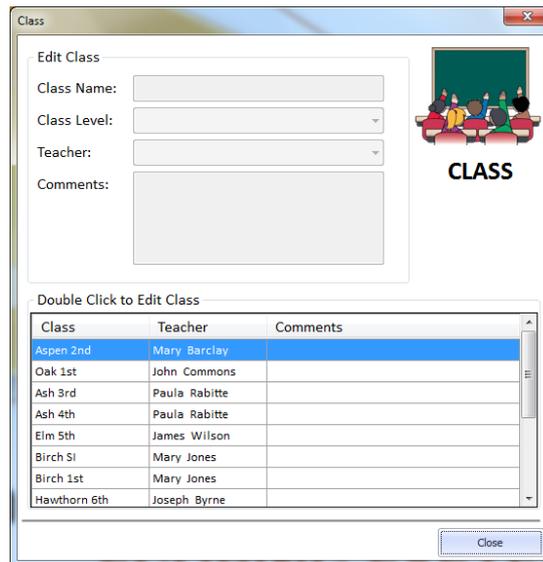
6. Select **Yes** if you wish to add another class. Continue until you have added all the teachers of First to Sixth classes. Then click **Close**.

## Editing Classes

To view and modify the list of classes, follow the steps below.

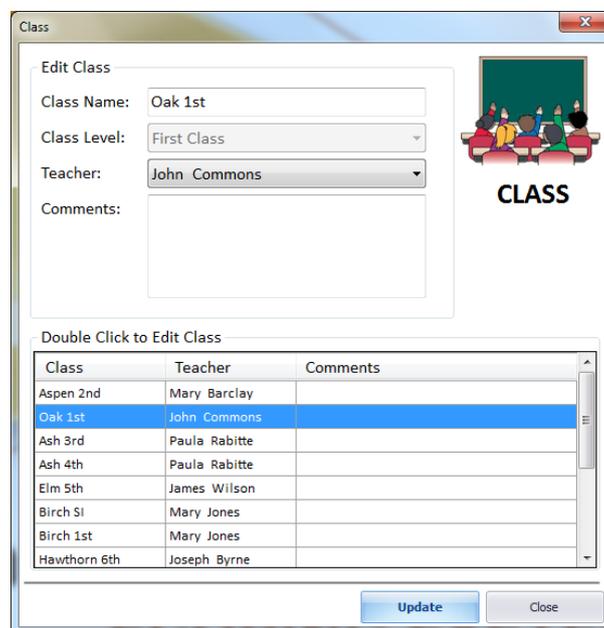
1. In the Base Screen, click **Class**, then **Edit**. The Edit Class window opens (Figure 6.4).

**Figure 6.4: List of Classes**



2. In the lower half of the window, find the class you want to view/edit, and double click. The class details are shown in the top half of the screen (Figure 6.5).
3. You can now make changes to the class name or level, or change the teacher assigned to the class.
4. When you have made your changes, make sure you click **Update**. Then **Close**. If you only click **Close**, your changes are not saved.

**Figure 6.5: Class Selected for Editing**



**Note:** If you change the name of a class, the name will also change for previous years. Hence, as noted earlier, it is best if the same class names can be used from year to year.

## Deleting Classes

The delete option is only available/visible when there are no results or pupils attached to a class either currently (i.e., in the current school year) or historically (i.e., in an earlier school year).

To delete a class, follow these steps:

1. In the Base Screen, click **Class**, then **Edit**. The Edit Class window opens.
2. **Select** the class you wish to delete (Figure 6.6). If the delete button appears on the bottom left of the screen, you will be able to delete the class. If the delete button does not appear, it means that there are results tagged to pupils in that class. If you really need to delete the class, you will have to delete all results (pupil scores) associated with the class, both in the current school year and in previous school years (see end of Chapter 7) and the links between all pupils and that class.
3. Select **delete**. You will be asked if you want to delete the class. If you select 'Yes', the class will be deleted. If you select 'No', you will receive a message indicating that the class had not been deleted.

**Figure 6.6: Class Selected for Deletion**

Class	Teacher	Comments
Aspen 2nd	Mary Barclay	
Oak 1st	John Commons	
Ash 3rd	Paula Rabbite	
4th Sycamore	Paula Rabbite	
Elm 5th	James Wilson	
<b>Willow 6th</b>	<b>Joseph Byrne</b>	
Birch 5I	Mary Jones	
Beech 1st	Mary Jones	

## 7. Entering Pupil Data

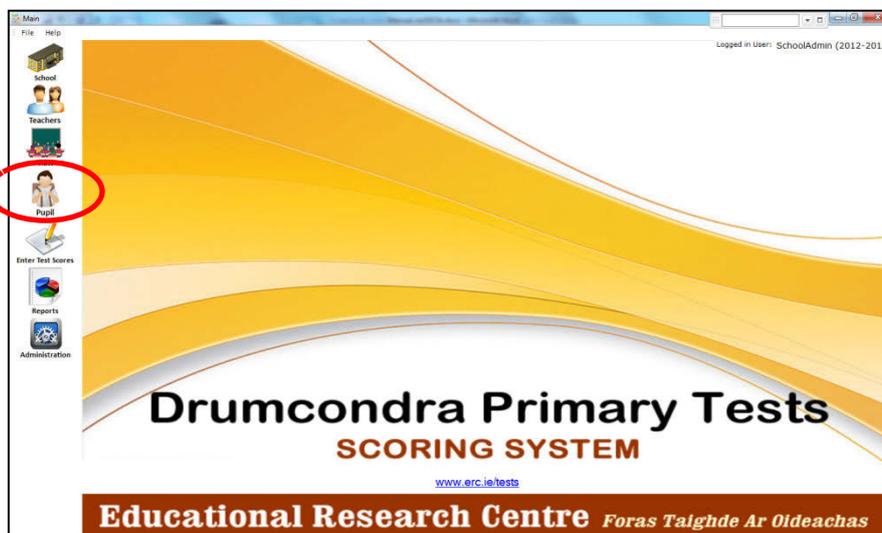
There are two methods (both described below) that you can use to enter pupil data:

- Enter each pupil's details manually to a pupil form, completing one form per pupil.
- Enter a list of pupils on an Excel worksheet and import the list.  
This is especially useful for schools where pupil data are already available electronically.

### Entering Pupil Names Manually

1. Go to the Base Screen and click the **Pupil** icon (Figure 7.1). Next, click **Add**.

**Figure 7.1: Pupil Icon on Base Screen**



2. The **Add Pupil** screen is shown (Figure 7.2).

**Figure 7.2: Add Pupil Form**

3. Enter the pupil's name and gender on the **Add Pupil** screen.

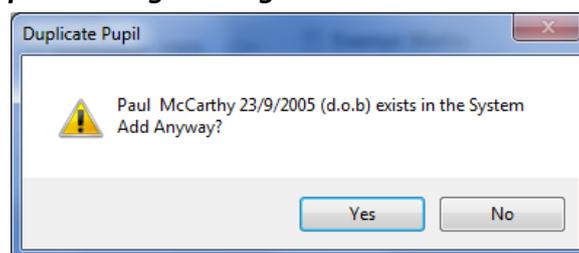
**Note:** Three fields are required – **First** and **Last name**, and **Gender**. All other fields are optional, but default values will be entered unless you specify otherwise. We recommend that you enter a **Date of birth**, as its not unusual to find two pupils who share the same name, and it may be possible to distinguish between them by referring to date of birth.

4. Leave **Status** as current (unless updating a record to indicate, for example, that the pupil has *Transferred to Another Primary School*) (see Chapter 9).

5. It is not possible to assign a pupil to his/her class using the Add Pupil form. This can only be done using Assign/Unassign in the pupil module (see Chapter 8).

**Note:** If you insert a pupil with the same name and date of birth as a pupil who is already in the database, you will receive a warning message (Figure 7.3). Select **No**, and re-enter the second pupil, modifying the first name as needed (e.g., Paul W). Note that, while a middle name can be added, only first and last names appear on screen. Hence, it is preferable to modify the first name.

**Figure 7.3: Duplicate Pupil Warning Message**



6. After you have entered all the pupil names for a class or for the whole school, you may wish to check them. See the later section *Checking Pupil Details* for instructions.

**Note:** If you enter new pupils on the Scoring System, you still need to assign them to classes. The procedure for doing this is described in Chapter 8.

## Entering Pupil Names by Importing an Excel Spreadsheet

The second way to enter pupil names is to use an Excel Spreadsheet. The USB key (from which you loaded the Scoring System) has an Excel sheet designed for this purpose. Schools that upgraded the Scoring System in 2013 will have downloaded a new template, and will find this in the location where they saved the upgrade files.

**Note:** We suggest that you import one class group at a time, so that any errors that arise can be easily addressed.

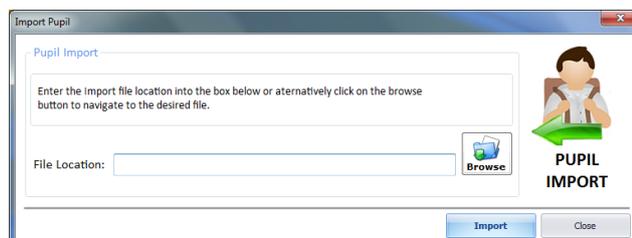
1. Access the folder where you saved the Scoring System files (e.g., in a directory called DTSS on your hard drive or network share, or on your USB key if you haven't saved its contents) and open the file called **Pupil Template.xls**.
2. You can either type pupil details, or copy from another System and paste into the appropriate columns in the spreadsheet. Figure 7.4 provides an example of a partially-completed worksheet.
3. For each pupil you add, there are three columns that are required: **First Name**, **Last Name** and **Gender**
  - **Gender**: Must be either Male or Female (i.e., not boy or girl).
  - All other columns are optional. Complete or leave blank, as you choose. For **Date of Birth**, use the format: DD/MM/YYYY.

**Figure 7.4: Sample Completed Excel Spreadsheet with Pupil Names**

	A	B	C	D	E	F	G
1	First Name	Middle Name	Last Name	Gender	Date Of Birth	Address	Description
2	Mark		Coyle	Male	18/05/1999		
3	James		Conaty	Male			
4	Mary		Maguire	Female			
5	Joan		Williams	Female			
6	Gerry		McKeown	Male			
7	Mark		Coyle	Male	01/02/2000		
8	John		Magregor	Male			
9	Rita		Malone	Female			
10	Gemma		Wilson	Female			
11	Robert		Stack	Male			
12							

4. Save your spreadsheet.  
Make sure you note the location where you have saved it, as you need this information for step 6.
5. Click the **Pupil** icon on the Base Screen, and click **Import Pupil**. A submenu will appear. Click **Import Pupil**. The Import Pupil window will open (Figure 7.5).

**Figure 7.5: Pupil Import Screen**



6. Click **Browse** and locate the spreadsheet you saved in step 4. Click **Import**.  
If your spreadsheet is successfully imported, you will receive a message saying "Pupils Imported Successfully with 0 Errors".

**Note:** If you import pupils to the Scoring System, you still need to assign them to classes. The procedure for doing this is described in Chapter 8.

**Note:** It is good practice to check Import Errors after uploading each set of pupils (see below).

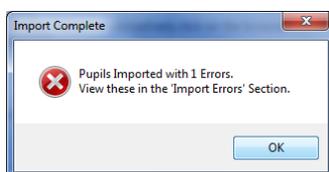
## Troubleshooting Imports

There are two main types of problems you may encounter when importing pupils – import errors or duplicate pupils.

### Import Errors

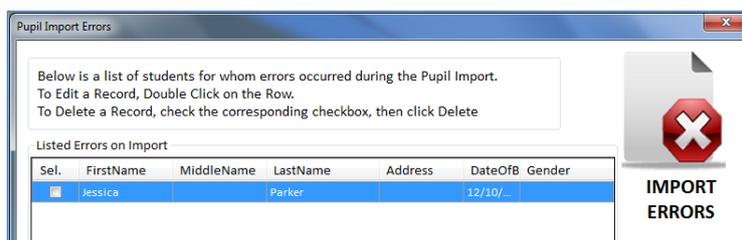
If there is an import error, a message similar to Figure 7.6 is shown.

**Figure 7.6: Import Error Message**



1. If this message appears, click **OK**. The message says there is an error. The error must be corrected before pupils with errors are imported.
2. Close **Import Pupil**, go to the Base Screen, select **Pupil**, **Import Pupil** and **Import Errors**. You will see a list of pupils for whom there is an import error (Figure 7.7).

**Figure 7.7: List of Pupils for Whom There Are Import Errors**



Depending on how many/what type of errors there are, you now have a choice.

- If only a few pupils from your Excel sheet list are shown, it is easiest to fix the errors by following steps 3-5 below.
- If all pupils are listed because you did not complete a required column (e.g., you forgot to specify pupils' gender), then it may be simpler to **select** and **delete** all pupils from the **Import Errors** list, amend the Excel list and then re-import it.
- You can select and delete any errors that don't need to be corrected (e.g. the pupil may already be added or is no longer in the school)

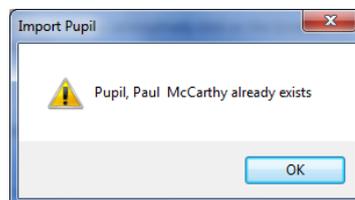
**Note:** Any pupils successfully imported from your first attempt will be flagged as import errors (duplicates) if you try to import them a second time. If you want to re-import, first delete the successfully imported pupils from the Excel list.

3. **Double-click** on each pupil's name to review the entry.  
You should see a screen like that shown earlier in Figure 7.2 (**Add Pupil**).
4. Fix the error (e.g., add pupil gender) and click **Add Pupil**.  
You should get a message saying "Pupil, \_\_\_\_\_ Added Successfully. Error Deleted"
5. Click **Close**.  
You have solved the import problem and the pupil has been added to the database.

### Duplicate Pupils

If you try to import a pupil who is already in the database (same names and date of birth as an existing pupil), you will see an error message (Figure 7.8).

**Figure 7.8: Import Warning for Pupil Already on Database**



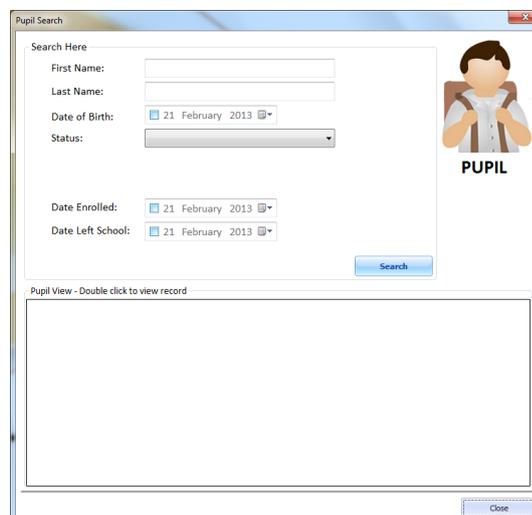
1. From the Base Screen, select **Pupil, Import Pupil** and **Pupil Import Errors**.
2. Click the duplicate pupil's name, add an initial to the first name, and click **Add Pupil**.

### Checking Pupil Details

To review pupil data in the database, you must filter by one or more criteria such as First Name, Last Name, date of birth, date of enrolment, date left school or status. If you want to see *all* current pupils, you can set **Current** (under status) as your search criterion.

1. In the Base Screen, click **Pupil** and **Search**.  
The **Pupil Search** window opens (Figure 7.9).

**Figure 7.9: Pupil Search Window**



2. Set your search parameters. For example, if you want to view:
  - *all* current pupils, select **Current** from the drop-down **Status** list.
  - a particular pupil, enter the pupil's **First Name**, **Last Name** or **Date of Birth** and then select the pupil on the ensuing list.
3. To view the full record for a pupil, double-click the pupil's name.  
Figure 7.10 shows the record for William McGuire.

**Figure 7.10: Full Pupil Record**

The screenshot shows a web form titled 'Add Pupil' with the following fields and values:

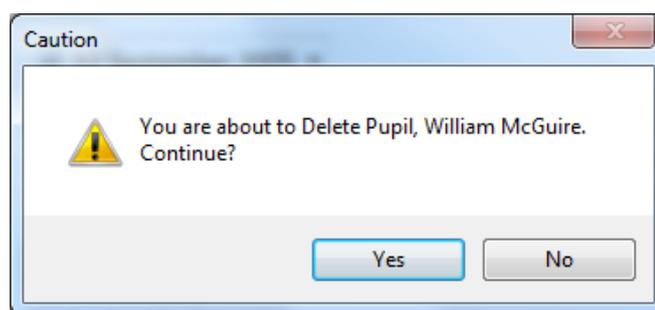
- New Pupil** section:
  - First Name: William
  - Middle Name: (empty)
  - Last Name: McGuire
  - Address: (empty text area)
  - Date of Birth: 12 September 2005
  - Gender: Male
- Education Details** section:
  - Status: Current
  - Date Enrolled: 21/02/2013
  - Class Name: Sycamore 2nd (Second Class)
  - Description: (empty text area)
- Buttons:** 'Reset Fields' (top right), 'Completed Tests' (right), 'Class History' (right), 'Delete' (bottom left), 'Update' (bottom right), and 'Close' (bottom right).
- Profile:** An icon of a pupil with a backpack and the text 'PUPIL ID: 6' are displayed on the right side.

4. You can now add or amend one or all of the following pupil details:
  - name (e.g., add a middle name)
  - address
  - date of birth /date of enrolment
  - gender
  - status (e.g., changing status from *Current* to *Transferred to Another Primary School*).

Occasionally, you may want to delete a pupil (e.g., you accidentally entered the same pupil twice).

1. Figure 7.10 shows a **Delete** button in the bottom left corner. Click **Delete**.  
You will see a **Caution** pop-up window (Figure 7.11)..
2. Click **Yes** to delete the pupil.  
The **Delete Pupil** pop-up window tells you that you have successfully deleted the pupil.
3. Click **OK** to return to the **Pupil Search** window.

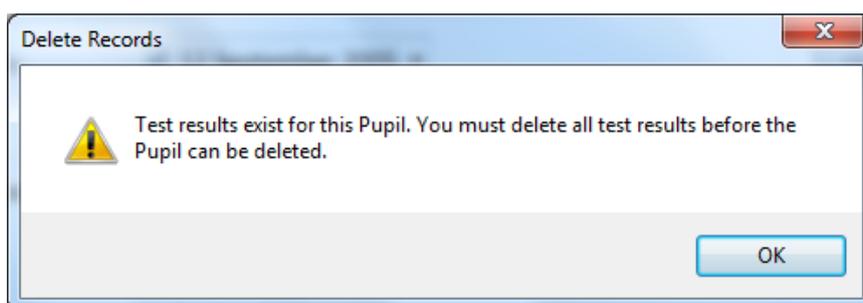
**Figure 7.11: Caution Message**



### **Delete Pupil Error**

If you seek to delete a pupil against whom results are stored on the Scoring System, you will receive a message informing you that test results exist for the pupil, and that you must delete the test results before you can delete the pupil (Figure 7.12).

**Figure 7.12: Delete Records Caution Message**



The following procedure should be used to delete the pupil:

1. Click **OK** on the Delete Records caution message. You should be back in the Add Pupil window for William McGuire. Click on **Completed Tests** (Figure 7.13).

**Note:** If you delete tests from the pupil Completed Tests list, there will be knock-on changes to the Class and School Reports, for each year in which the pupil took a test. This means that if you want to download a School Report from a few years ago, it will not include results for a deleted pupil, and hence will differ from the original Class and School Reports for that year.

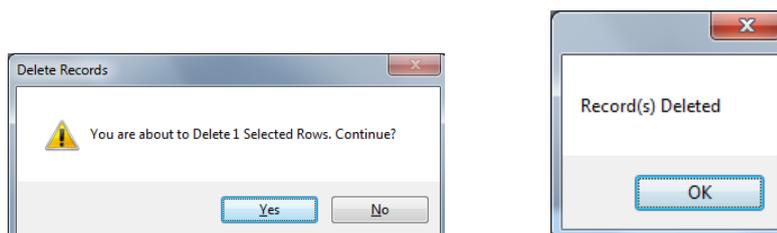
2. **Check** the box beside each test you wish to delete. If your goal is to delete the pupil's name from the database, you will need to check all tests listed.
3. Click **Delete** (bottom right corner, above Close). You will receive confirmation that the tests have been deleted. Click **Close**.
4. You should be back in the Add Pupil window. Click on Delete (bottom left corner).

**Figure 7.13: Pupil Completed Tests Window**

S...	School Year	Class Name	Test	Level	Form	Season	Total Raw	Total Stan	Total Sten	Percent	Exempt
<input checked="" type="checkbox"/>	2011-2012	Sycamore 2nd	English Reading	2	A	Spring	47	100	6	50	NO
<input type="checkbox"/>	2011-2012	Sycamore 2nd	Mathematics	2	A	Spring	30	98	5	45	NO

5. You should receive a message to the effect that the Record(s) have been deleted (Figure 7.14).

**Figure 7.14: Delete Records and Confirmation of Deletion Messages**



### **View and/or Edit Pupil's Class History**

On occasion, you may wish to delete a pupil's class history (i.e., the list of classes to which the pupil has been assigned over a number of years). For example, in order to delete a pupil fully from the system, you need to delete his/her completed tests first (as described above), and then delete his/her class history. The following are the steps for deleting a pupil's class history:

1. Search for the pupil whose class history you wish to delete. First search for the pupil as per above (Pupil>Search).
2. When you are in the pupil window (Figure 7.15), click on **Class History**.

**Figure 7.15: Pupil Window**

The 'Add Pupil' window is a form for entering student information. It includes the following fields and controls:

- New Pupil:** First Name (Jenna), Middle Name, Last Name (Jones), Address.
- Date of Birth:** 07 January 2001.
- Gender:** Male (selected), Female.
- Education Details:** Status (Current), Date Enrolled (09/01/2012), Class Name (Elm 5th (Fifth Class)), Description.
- Buttons:** Reset Fields, Completed Tests, Class History, Delete, Update, Close.

3. In the Class History window (Figure 7.16), select the classes that you want to delete by ticking the select box before each class. In Figure 7.16, Ash 3<sup>rd</sup> has been selected.

**Figure 7.16: Class History Window**

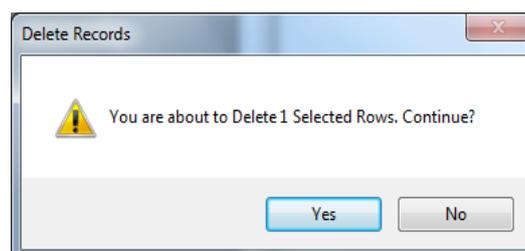
The 'Pupil Class History' window displays a table of class records for Jenna Jones (DOB: 7/1/2001). The table has the following data:

Sel.	School Year	Class Name	Class Level	Rang Leibhéal
<input type="checkbox"/>	2011-2012	Aspen 2nd	Second Class	Rang a Dó
<input checked="" type="checkbox"/>	2012-2013	Ash 3rd	Third Class	Rang a Trí

Buttons: Delete, Close.

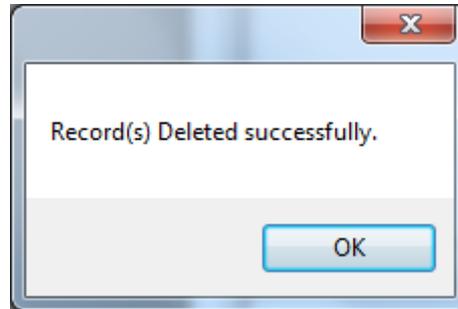
4. Click **delete**. You should get a delete records message that asks you to confirm that you want to delete the class you have selected (Figure 7.17).

**Figure 7.17: Delete Records Message**



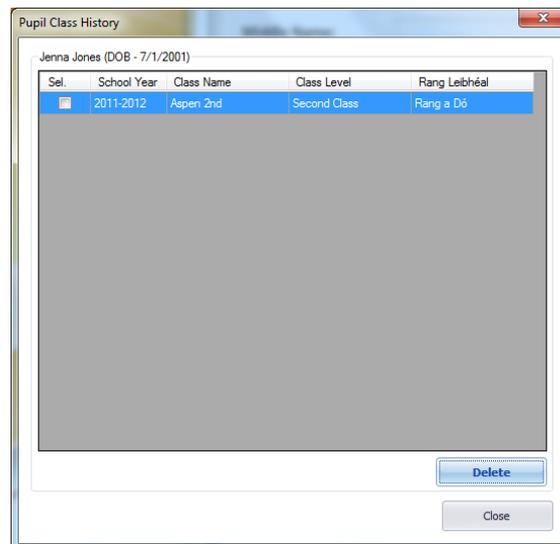
5. Select **Yes**. You should get a delete records message that confirms that the class record has been deleted for the pupil in question (Figure 7.18).

**Figure 7.18: Record Deleted Successfully Message**



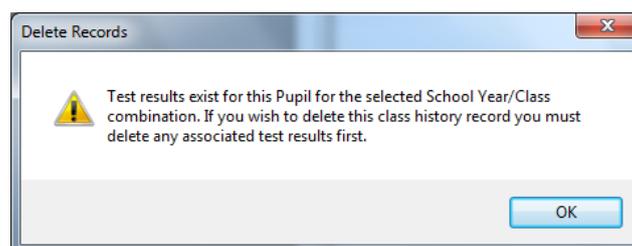
6. Now you will see that one of Jenna's classes has been deleted and she now has one class in her Class History (Figure 7.19).

**Figure 7.19: Record Deleted Successfully Message**



**Note:** If you attempt to delete a class for which there are results for a pupil in that class (e.g., Jenna Jones has results for Second class), you will receive the message in Figure 7.20. You will need to delete all of the pupil's results for the class before you can delete the class record for this pupil.

**Figure 7.20: Delete Records Warning Message**



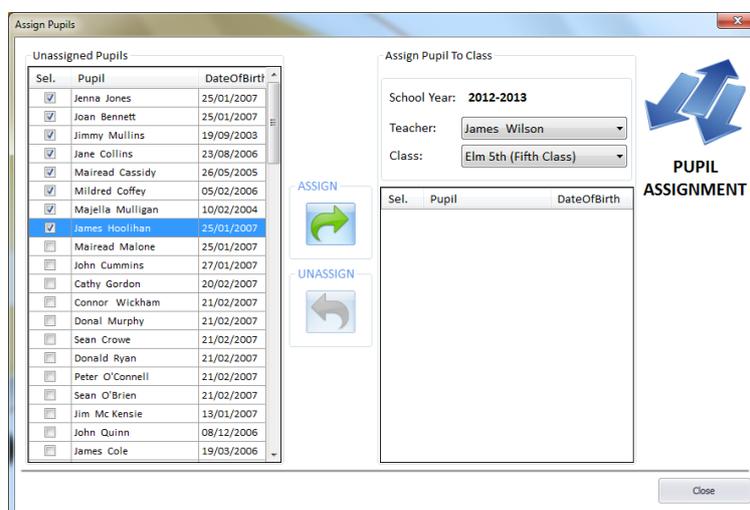
## 8. Assigning Pupils to Teachers and Classes

When first setting up the database or when you add new pupils to the database, you should use the **Assign/Unassign** screen to add pupils to classes. In using this module, it is assumed that you have already assigned teachers to classes in respect of the school year in which you are working (see Chapter 6, section on Editing Classes).

### The Assign/Unassign Screen

1. Click the **Pupil** icon on the Base Screen and select **Assign/Unassign**.  
You will see (left side) a list of all pupils unassigned to a class, as shown in Figure 8.1.

**Figure 8.1: Assign/Unassign Pupils Screen**



2. Using the drop-down menus on the right side of the screen, select the **Teacher** and **Class** to which you wish to assign pupils.  
In the example above, James Wilson's *Elm 5th (Fifth Class)* has been selected.
3. Select (tick) the pupils you wish to assign to the selected teacher and class.  
Above, the first 8 pupils are about to be assigned to James Wilson's third class.
4. Click **Assign**. The selected pupils will be moved from the left to the right side.
5. Repeat steps 2 to 4 for each set of pupils you want to assign.
6. When finished, click **Close**.

If you assign a pupil to the incorrect class by accident, you can also **Unassign** to return the pupil to the list of unassigned pupils. Select the pupil on the right side of the screen. Click on Unassign. The pupils move back to the list of unassigned pupils and can now be assigned to a different class.

**Note:** It is not recommended to use unassign if a pupil's results for the year in question have already been entered. See Chapter 9 on how to transfer a pupil within the same school year for whom test results have already been added.

## 9. Transferring Pupils on to the Next Class Level or Out of the School

The **Transfer** function is normally used at the start of the school year (e.g., to transfer your Second class group *into* Third class). It should be used in conjunction with the **School Leavers** function.

**NOTE:** You can still access individual-level test results for pupils whom you transfer out of the school. Their results are retained in the System as long as the pupil and his/her tests haven't been deleted.

We recommend that you follow the procedures in Figure 9.1 when moving pupils to their new classes at the beginning of a new school year.

**Figure 9.1: Sequence for Moving Pupils onto the Next Class Level at the Beginning of the Current School Year**

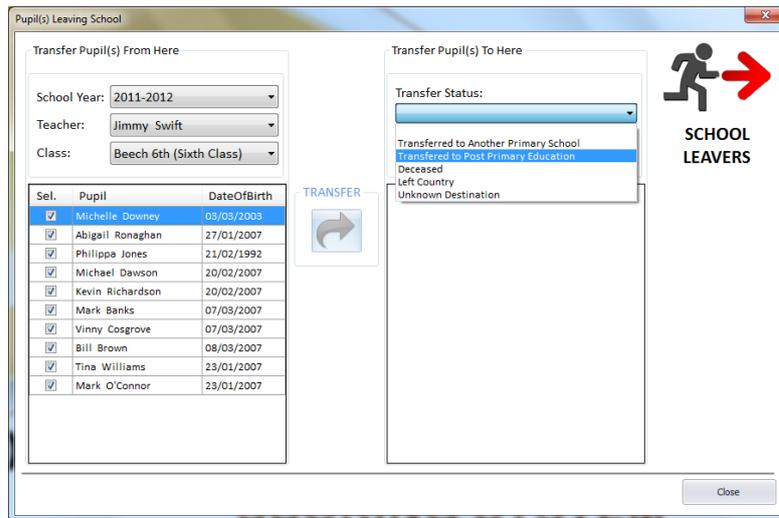
Step	Action
First	Transfer pupils in Sixth class out of the school, using Pupil > School Leavers (see below)
Second	Check that each class teacher for the current school year is included in the list of teachers and has been set to 'Current', using Teachers>Search (current) (see Chapter 5)
Third	Check that each current teacher is attached to a class for the current school year (see Chapter 6), using Classes>Edit, and, if needed, Classes>Add.
Fourth	Move pupils in Fifth class into Sixth class (see below).
Fifth	Move pupils in Fourth Class into Fifth class (see below).
Sixth	Move pupils in Third Class into Fourth class (see below).
Seventh	Move pupils in Second class into Third class (see below).
Eighth	Move pupils in First class into Second class (see below).
Ninth	Move new pupils into First class (see Chapters 7 and 8). Enter pupil names or bring them in via spreadsheet, and assign them to First class.
Tenth	Irish Medium Schools Only – Move new pupils into Senior Infants (see Chapters 7 and 8)

### TRANSFER SIXTH CLASS OUT OF SCHOOL (via School Leavers)

To transfer a group of Sixth class pupils *out* of your school, complete these steps.

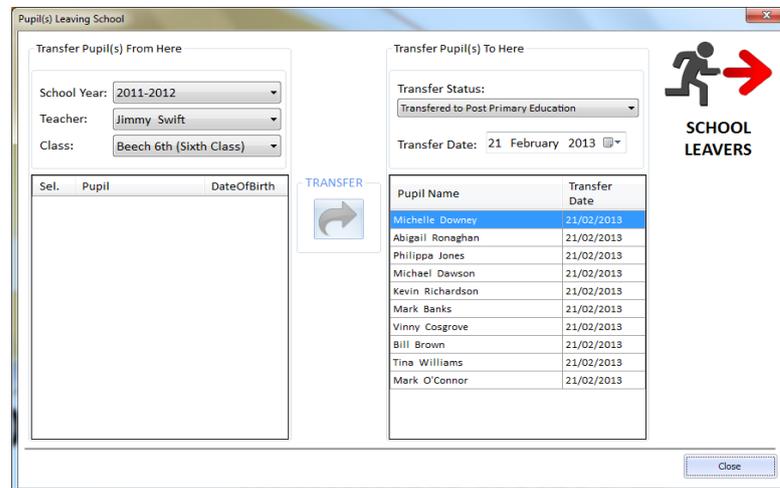
1. Click the **Pupil** icon on the Base Screen and select **School Leavers**.  
The **Pupil(s) Leaving School** screen is shown. You will see two columns, which are initially empty.
2. On the left side, select a Sixth class teacher from the **Teacher** drop-down list.
3. Select the teacher's Sixth class from the drop-down **Class** list.  
Their Sixth class pupils are displayed (Figure 9.2).

**Figure 9.2: Transferring Pupils Out of the School**



4. Select (tick) each pupil who has left the school.
5. On the **Transfer Status** (right side) drop-down list, select **Transfer to Post Primary Education**.  
The **Transfer** icon becomes enabled.
6. Click the **Transfer** icon.  
The pupils are moved from the left to the right column (Figure 9.3).

**Figure 9.3: Pupils Transferred to Post-Primary Education**



7. Click **Close**.

### Transferring Pupils Out or Back (via Pupil/Search)

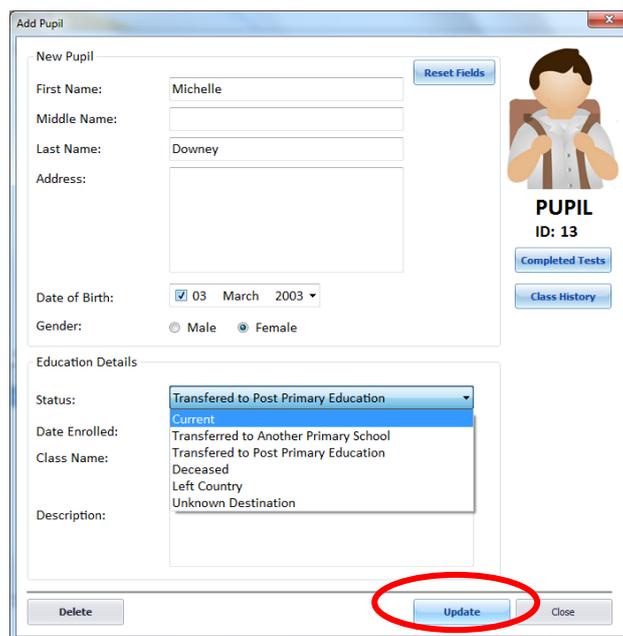
On occasion, you may accidentally transfer a pupil to post-primary, or a pupil might transfer to, or return from, a different primary school.

**Note:** This is the only way in which a pupil can be re-designated as current once they have been transferred out of the school.

To change a pupil's status,

1. Click the **Pupil** icon on the Base Screen and select **Search**. Find the pupil you wish to transfer, either by typing in his/her first or last name, or by selecting **Current** under Status options. Double-click on the pupil's name on the resulting list.
2. You should see the pupil's details in **Figure 9.4**. Go to **Status**. Select the pupil's new status (e.g., Transferred to Another Primary School). Select **Update**.

**Figure 9.4: Changing Pupil Status**



The screenshot shows a web form titled "Add Pupil". It has two main sections: "New Pupil" and "Education Details".

**New Pupil Section:**

- First Name: Michelle
- Middle Name: (empty)
- Last Name: Downey
- Address: (empty)
- Date of Birth: 03 March 2003
- Gender: Female (selected)

**Education Details Section:**

- Status: A dropdown menu is open, showing options: "Current", "Transferred to Another Primary School", "Transferred to Post Primary Education", "Deceased", "Left Country", and "Unknown Destination".
- Date Enrolled: (empty)
- Class Name: (empty)
- Description: (empty)

**Buttons:**

- Reset Fields (top right)
- Completed Tests (right side)
- Class History (right side)
- Delete (bottom left)
- Update (bottom center, circled in red)
- Close (bottom right)

3. You should get a message, e.g., 'Michelle Downey updated successfully'. Select **Close**.

Note: Individual Reports relating to a pupil whose status is no longer current can be accessed in two ways:

- By viewing the Pupil **Completed Tests Window** (Chapter 7). If you search for the pupil (e.g., by entering his/her First or Last name in Pupil/Search and double-clicking on the pupil's name), you will find a list of tests completed by the pupil, as well as a list of classes attended by the pupil. You can delete tests completed by the pupil in that window.
- By generating an **Individual Report** in respect of a non-current pupil in the Reports module (see Chapter 15)

## Transfer Pupils from Year to Year

**Note:** It is recommended that you do not change class names before transferring pupils to their new classes. Only add additional classes as needed. Class names can be changed after transfer of pupils has been completed. This is because when you change a class name, the class name changes for all earlier years as well.

**Note:** It is recommended that you compile a list of classes such as that in Figure 9.5, prior to transferring pupils.

In Figure 9.5, classes are labelled by class level (e.g., First Class A, Second Class A). If a new class is required before transferring pupils to their 2012-13 classes, it can be added to the list of classes (Chapter 6). Note that, in the second column, which lists classes for 2012-13, an extra class was added as per Chapter 6 to take into account the fact that two Fourth classes were to be moved into two Fifth classes, but only one Fifth class was available. The Fourth Class B that had pupils in 2011-12 is not required for 2012-13, but should not be deleted as it has results in respect of 2011-12. Further, since it might be needed in a future year, it should be retained.

**Figure 9.5: List of Classes Before and After Transfer of Pupils (Simple Example)**

2011-12 Classes (Teachers)	2012-13 Classes
---	First Class A (Murphy)
First Class A (Murphy)	Second Class A (Jones)
Second Class A (Jones)	Third Class A (McGuire)
Third Class A (Byrne)	Fourth Class A (Byrne)
Fourth Class A (Byrne)	Fifth Class A (Byrne)
Fourth Class B (McGuire)	Fifth Class B [new class added before transfer] (Smith)
Fifth Class A (Smith)	Sixth Class A (Swift)
Sixth Class (Swift)	Post-primary [School Leavers]

The second example (Figure 9.6) is more complex. It was decided to rename Ash 3<sup>rd</sup> to Rowan 3<sup>rd</sup> (third column) because Ash was also used in a combined Fourth-Fifth class.

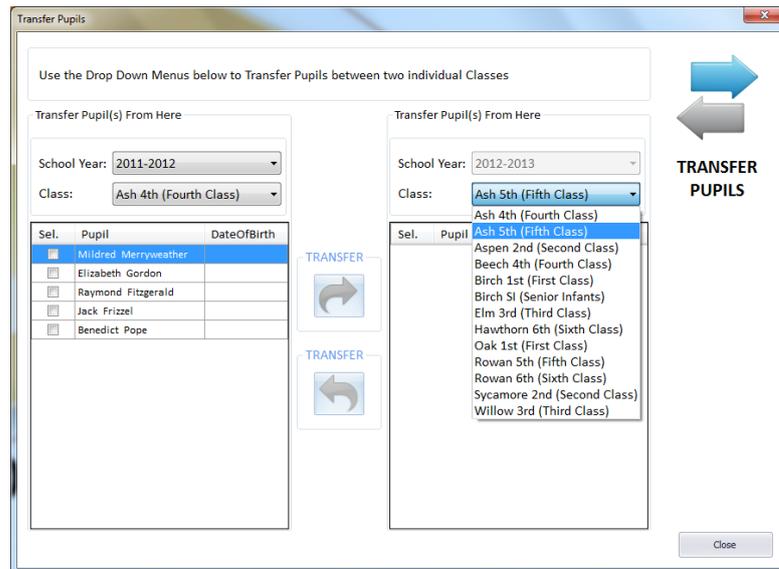
**Figure 9.6: List of Classes Before and After Transfer of Pupils (More Complex Example)**

2011-12 Classes	2012-13 Initial Classes (before transfer of pupils)	2012-13 Renamed Classes (after transfer of existing pupils)
	---	Oak 1 <sup>st</sup> (populated with new pupils) Murphy
Oak 1 <sup>st</sup> (Murphy)	Aspen 2 <sup>nd</sup> (Jones)	Aspen 2 <sup>nd</sup> (Jones)
Aspen 2 <sup>nd</sup> (Jones)	Ash 3 <sup>rd</sup> (McGuire)	Rowan 3 <sup>rd</sup> (McGuire) (renamed from Ash 3 <sup>rd</sup> <u>after</u> transfer)
Ash 3 <sup>rd</sup> (Byrne)	Ash 4 <sup>th</sup> (Byrne)	Ash 4 <sup>th</sup> (Byrne)
Ash 4 <sup>th</sup> (Byrne)	Ash 5 <sup>th</sup> [new class added before transfer] (Byrne)	Ash 5 <sup>th</sup> (Byrne)
Rowan 4 <sup>th</sup> (McGuire)	Elm 5 <sup>th</sup> (Smith)	Elm 5 <sup>th</sup> (Smith)
Elm 5 <sup>th</sup> (Smith)	Hawthorne 6 <sup>th</sup> (Swift)	Hawthorne 6 <sup>th</sup> (Swift)
Hawthorne 6 <sup>th</sup> (Swift)	Moved to Post-primary [School Leavers]	---

Once you have established your list of classes for the old and new school years, you can move pupils to their new classes. In this example, pupils are transferred from Ash 4<sup>th</sup> to Ash 5<sup>th</sup>:

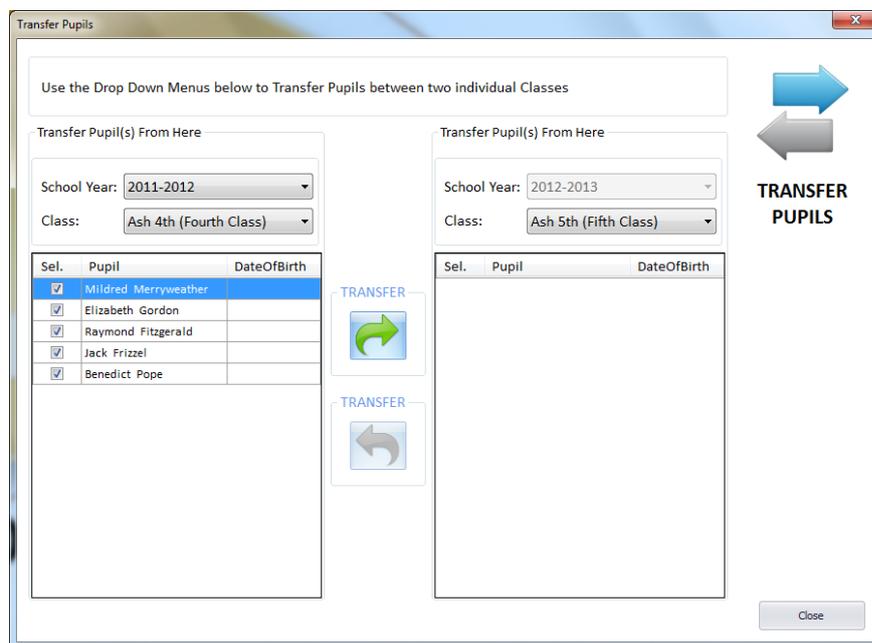
1. Select the **Pupil** icon on the base screen. Then select **Transfer**.
2. **Select** the previous school year 2011-2012 (Figure 9.7, left side)
3. **Select** the class you want to transfer from (Figure 9.7, left side) (Ash 4<sup>th</sup>)
4. **Select** the class you want to transfer to (Figure 9.7, right side) (Ash 5<sup>th</sup>)

**Figure 9.7: Selection of Classes for Transfer From and Transfer To**



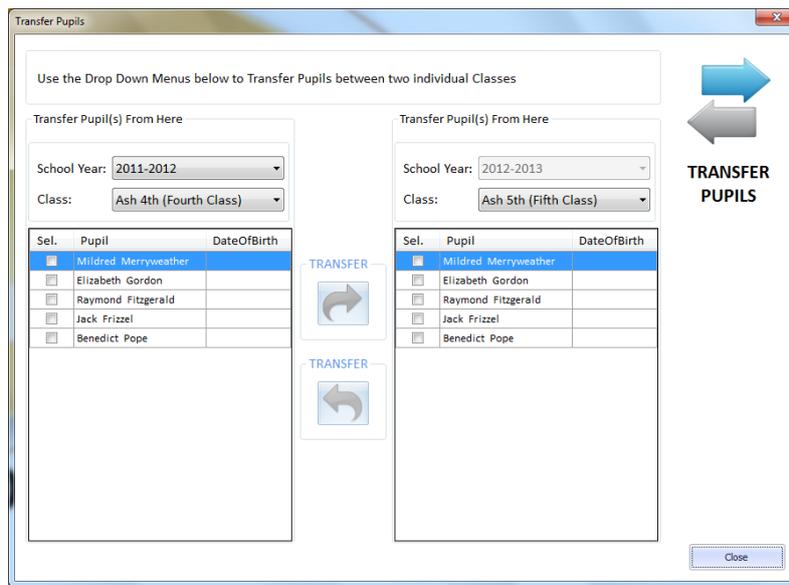
5. **Select** the pupils that you wish to transfer, by ticking the box in front of each pupil to be transferred (Figure 9.8, left side).

**Figure 9.8: Pupils Selected for Transfer**



6. **Click** on the green arrow below transfer (Figure 9.8, centre). You should see the pupils from Ash 4<sup>th</sup> transfer over to Ash 5<sup>th</sup> (Figure 9.9). However the pupils will continue to be enrolled in Ash 4<sup>th</sup> in respect of the previous school year. This is to enable users to access historic reports.
7. Proceed to transfer another class or **Close**.

**Figure 9.9: Pupils Transferred to New Class**



**Note:** If you transfer a pupil or class into the wrong class, you need to use the within-year transfer method (outlined below) to correct the error. Otherwise, pupils will remain in the wrong class. You can also move the incorrect class from the pupil's list of classes in the pupil edit mode.

### Transfer Pupil within School Year

You may wish to transfer a pupil within a school year. This might occur because:

- A pupil had accidentally been transferred to a wrong class
- A pupil needs to be moved from one class to another within a school year (e.g., Ash 5<sup>th</sup> to Rowan 5<sup>th</sup>).

This method not only moves the pupil to a different class, but also moves any results associated with that class. First we review the class history (Figure 9.10) and test history (Figure 9.11) of a pupil before transfer within the same school year. A pupil's test history and class history can be viewed by using Pupil>Search and double-clicking on the pupil's name.

**Figure 9.10: Test History of Pupil Before Within-Year Transfer**

Mildred Merryweather (DOB - 27/2/2008)

Sel.	School Year	Class Name	Class Level	Rang Leibhéal
<input type="checkbox"/>	2011-2012	Ash 4th	Fourth Class	Rang a Ceathair
<input type="checkbox"/>	2012-2013	Ash 5th	Fifth Class	Rang a Cúig

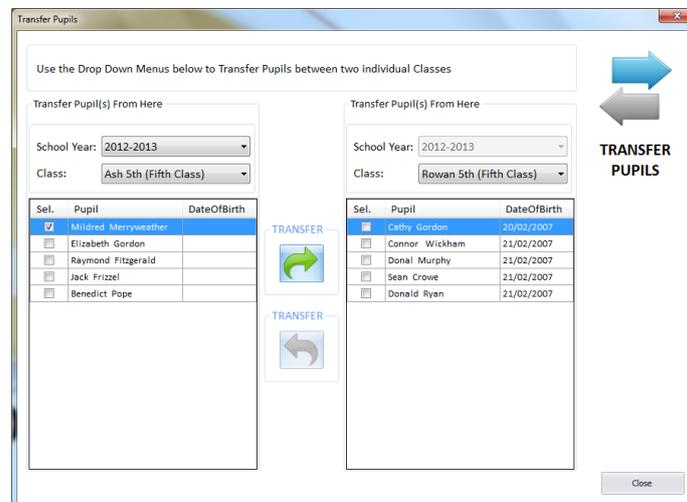
**Figure 9.11: Test History of Pupil Before Within-Year Transfer**

S...	School Year	Class Name	Test	Level	Fom	Season	Total Raw	Total Stan	Total Sten	Percent	Exempt
<input checked="" type="checkbox"/>	2011-2012	Ash 4th	English Reading	4	A	Spring	46	97	5	42	NO
<input type="checkbox"/>	2011-2012	Ash 4th	Mathematics	4	B	Spring	42	102	6	55	NO
<input type="checkbox"/>	2011-2012	Ash 4th	Gaeilge(G)	3	B	Spring	43	85	4	16	NO
<input type="checkbox"/>	2012-2013	Ash 5th	English Reading	5	A	Spring	63	119	8	90	NO
<input type="checkbox"/>	2012-2013	Ash 5th	Mathematics	5	A	Spring	67	128	9	97	NO
<input type="checkbox"/>	2012-2013	Ash 5th	Gaeilge(G)	4	B	Spring	52	102	6	55	NO

In the example, we switch Mildred Merryweather, who is in Ash 5<sup>th</sup>, with Conor Wickham, who is in Rowan 5<sup>th</sup>. The procedure for within-year transfer is as follows:

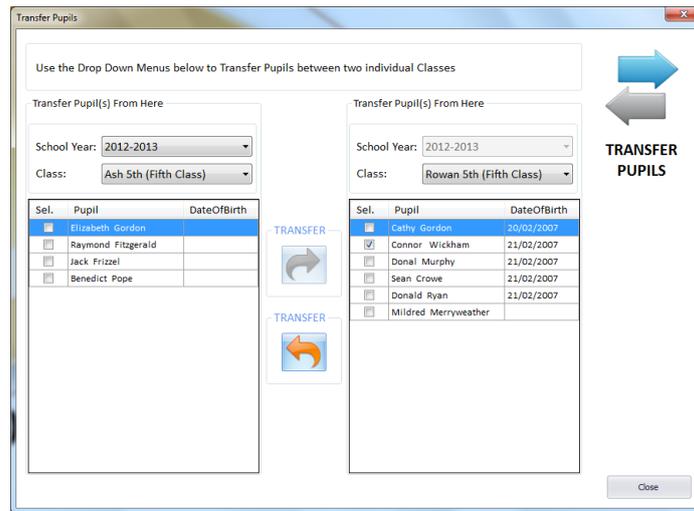
1. On the base screen, select the **Pupil** icon. Then select **Transfer**.
2. Select the school year (it is important to select the same school year on both sides of the transfer screen for the procedure to work) (Figure 9.12). In the example, the year 2012-13 has been selected on both sides of the Transfer Pupils screen.
3. Select the classes from which you want to transfer pupils to and from (Ash 4<sup>th</sup> and Rowan 5<sup>th</sup> in Figure 9.12).
4. Select the pupils you wish to transfer. In Figure 9.12, Mildred Merryweather has been selected.

**Figure 9.12: Selection of Same School Year on Both Sides of Transfer Pupils Screen**



5. **Click** on the green arrow (left to right) to transfer the selected pupil. The output is in Figure 9.13. Mildred Merryweather is now in Rowan 5<sup>th</sup>.

**Figure 9.13: Transfer of Pupil from One Fifth Class to Another within Same School Year**



6. To transfer in the opposite direction, **select** the pupil to be transferred (Conor Wickham has been selected in Figure 9.13).
7. Click on the orange arrow (right to left) to complete the transfer.
8. If you have finished transferring pupils, select **Close**.

We can now look at the effect on Mildred’s class history (Figure 9.14) and test history (Figure 9.15). These show that Mildred has now transferred to a different Fifth class (Rowan 5<sup>th</sup>), and that here tests have carried to the new class.

**Figure 9.14: Test History of Pupil Before Within-Year Transfer**

Mildred Menyweather (DOB - 27/2/2008)

Sel.	School Year	Class Name	Class Level	Rang Leibhéal
<input type="checkbox"/>	2011-2012	Ash 4th	Fourth Class	Rang a Ceathair
<input type="checkbox"/>	2012-2013	Rowan 5th	Fifth Class	Rang a Cúig

**Figure 9.15: Class History of Pupil Before Within-Year Transfer**

Mildred Menyweather (DOB - 27/2/2008)

S...	School Year	Class Name	Test	Level	Form	Season	Total Raw	Total Stan	Total Sten	Percent	Exempt
<input checked="" type="checkbox"/>	2011-2012	Ash 4th	English Reading	4	A	Spring	46	97	5	42	NO
<input type="checkbox"/>	2011-2012	Ash 4th	Mathematics	4	B	Spring	42	102	6	55	NO
<input type="checkbox"/>	2011-2012	Ash 4th	Gaeilge(G)	3	B	Spring	43	85	4	16	NO
<input type="checkbox"/>	2012-2013	Rowan 5th	English Reading	5	A	Spring	63	119	8	90	NO
<input type="checkbox"/>	2012-2013	Rowan 5th	Mathematics	5	A	Spring	67	128	9	97	NO
<input type="checkbox"/>	2012-2013	Rowan 5th	Gaeilge(G)	4	B	Spring	52	102	6	55	NO

### Temporary Transfer to Lower Class Level within Same School Year

On occasion, you may wish to transfer a pupil to a lower class level, perhaps because s/he is unable to attempt a test at his/her current class level, but can do a test at a lower level. In our example, we move Conor Wickham from Ash 5<sup>th</sup> to Ash 4<sup>th</sup>. If he is to remain as a Fifth class pupil, he should be moved back to his Fifth class, after his test scores have been

entered, so that he can be included as exempted on the class-level report for Fifth class on the School Report. Figure 9.16 shows that Conor has been selected for transfer from Ash 5<sup>th</sup> (left side) to Ash 4<sup>th</sup> (right side). Note that the School Year on both sides is 2012-13.

**Figure 9.16: Transfer of Pupil from Fifth Class to Fourth within Same School Year**

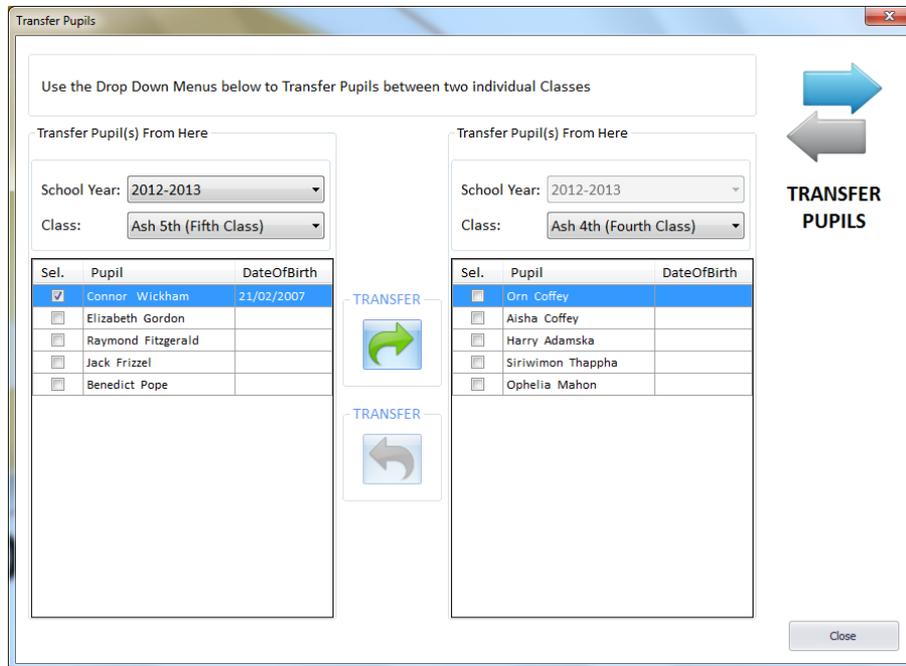


Figure 9.17 shows how the scores for Conor Wickham (now temporarily transferred back to Fourth) have been entered (the process of entering scores is explained in Chapters 10-12). Note that the 'Exempt' box has been checked. This is so that Conor is counted as exempted when he is moved back to Fifth class.

**Figure 9.17: Enter Test Scores Window for Pupil Transferred within Same School Year**

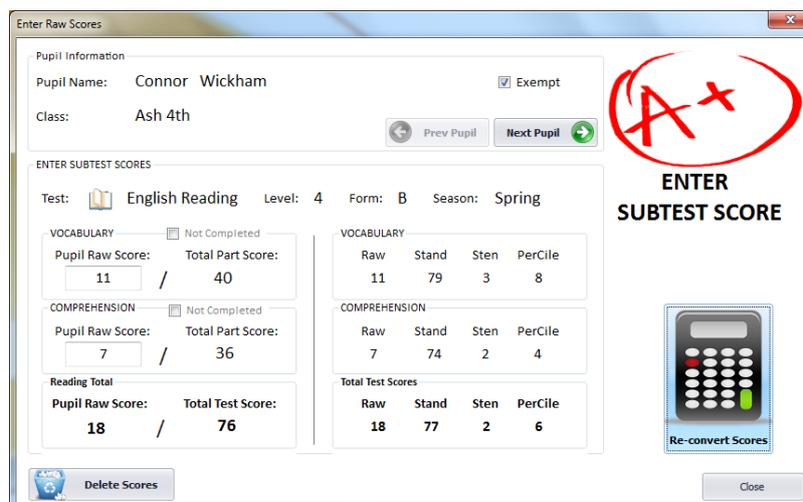
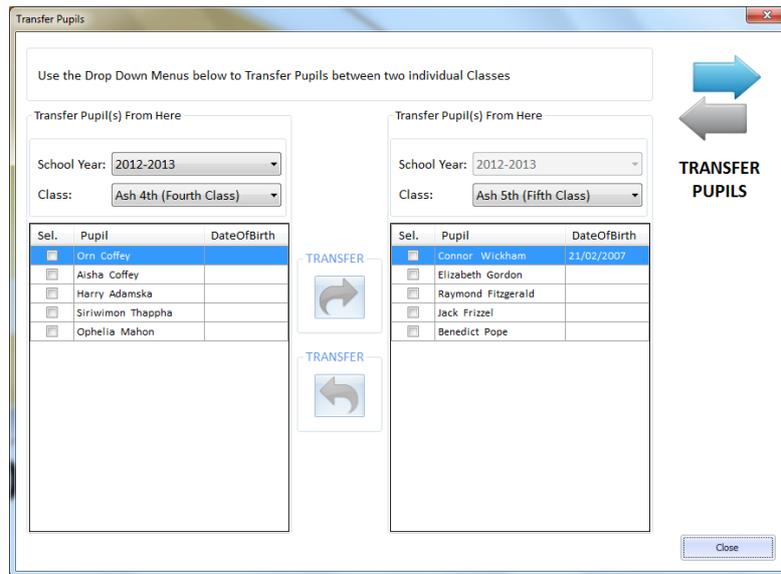


Figure 9.18 shows Conor has been transferred back to Fifth class (right side). Note that the School Year is the same on both left and right sides of the screen.

**Figure 9.18: Transfer of Pupil back from Fourth to Fifth Class Within the Same School Year**



Finally, Figure 9.19 shows a class report for Conor’s class. Note that four of the pupils have completed Level 5, Form B of the English Reading test, whereas Conor has completed Level 4, Form B. His ‘exempt’ box has been checked. This is to ensure that his score on the easier level of the test does not contribute to the class average scores or distributions of Sten Scores. The process of generating Class Reports and School Reports is described in detail in Chapters 13 and 14.

**Figure 9.19: Class Report that Includes Pupil Taking Easier Level of Test**

Pupil Name	Exempt	Level/ Form/ Season	Reading Vocabulary				Reading Comprehension				Total Reading			
			Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank
Raymond Fitzgerald	<input type="checkbox"/>	5B-Spring	28	102	6	55	23	99	5	47	51	101	6	53
Jack Frizzel	<input type="checkbox"/>	5B-Spring	34	117	8	87	31	122	8	93	65	120	8	91
Elizabeth Gordon	<input type="checkbox"/>	5B-Spring	29	104	6	61	24	101	6	53	53	103	6	58
Benedict Pope	<input type="checkbox"/>	5B-Spring	24	96	5	39	19	92	4	30	43	94	5	35
Connor Wickham	<input checked="" type="checkbox"/>	4B-Spring	11	79	3	8	7	74	2	4	18	77	2	6

## 10. Recording Pupil Performance – Overview

There are two approaches to entering a pupil’s test data:

- Enter pupil scores for subtests or parts of a test.
- Enter pupil answers on an item-by-item basis.

**NOTE:** The item-by-item method is particularly useful for *mathematics* tests, because it allows you to generate performance reports by mathematics content area and process.

This chapter provides an overview of both approaches and describes how to access the screens where scores are entered. Table 10.1 compares and contrasts the two approaches to entering test data.

**Table 10.1: Approaches to Entering Pupil Test Data**

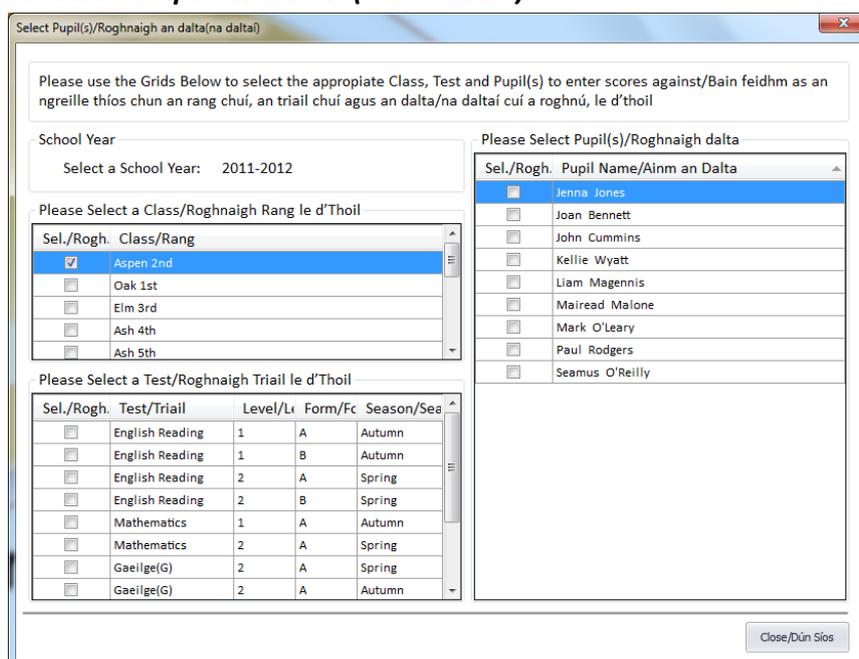
	Enter Subtest Scores	Enter Pupil Answers
<b>Description</b>	Enter raw scores for parts of a test – e.g., DPMT (Parts A, B and C ), DPRT (Word Analysis, Vocabulary and Comprehension) or TGD (Foclóir, Tuiscint, Litriú agus Éisteacht).	Enter a response for each item. The System will automatically generate subtest and total scores.
<b>Overview of Procedure for Scoring Pupils’ Answers</b>	Manually score all multiple-choice and short answer items. Calculate a raw score for each subtest / section you want to score. Enter the raw score(s) for each pupil and click <b>Convert Scores</b> to generate Standard Scores, Sten Scores and Percentile Ranks.	<p><b>Multiple-choice items:</b> For each item, use the drop-down list to select the same answer (e.g., A, B, C, D, No Answer, Invalid Answer) as in the pupil’s test booklet. Responses are scored automatically.</p> <p><b>Short answer &amp; correct/incorrect items:</b> For each item, score the pupil’s answer and use the drop-down list to indicate if the answer is <b>Correct</b> or <b>Incorrect</b>.</p> <p><b>WARNING:</b> Parts of the <i>TGD</i> ask <i>ceart/mícheart</i> questions. A pupil may write ✓ (a tick for <i>ceart</i> ), but this might in fact be the <b>wrong</b> answer. In this case, you should score the response as <i>incorrect (mícheart</i> in the drop-down list).</p> <p>When you complete a subtest, the System saves the raw score for that part of the test.</p>
<b>How to ...</b>	See Chapter 11 for details	See Chapter 12 for details

Chapter 11 provides detailed instructions on how to enter subtest/test part scores, while Chapter 12 details how to enter item-level answers

Whichever of the two options you choose, the *initial* steps are the same.

1. In the Base Screen, click the **Enter Test Scores** icon (left side of screen).  
The **Select Pupils** window, with a list of classes, is shown (Figure 10.1).

**Figure 10.1: The Select Pupils Window (Select Class)**

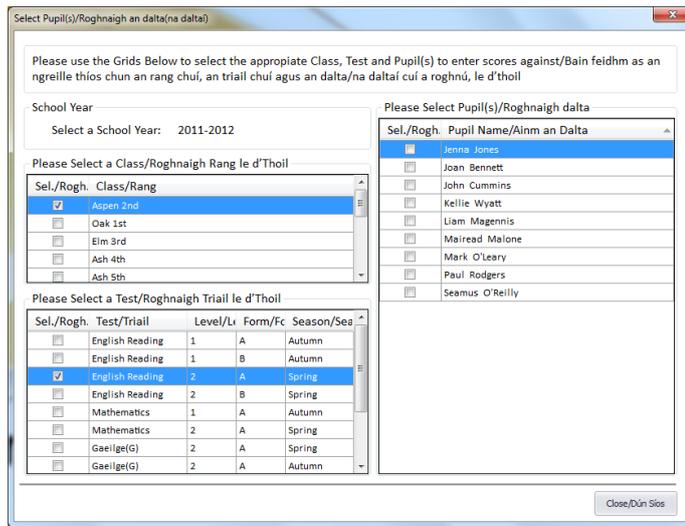


2. **Select** a class by clicking the box to the left of the class name (*Aspen 2nd* has been selected in Figure 10.1). Once you do so, a list of pupils and of tests is displayed on the left side.
3. **Select** the test for which you want to enter information. In Figure 10.2, English Reading – Level 2, Form A, Spring has been selected. This means that the Spring norms for Level 2, Form A will be applied to the pupils’ raw scores.

**Note:** Ensure that you select not only the appropriate **Level** of the test but also the appropriate **Form** and **Season**.

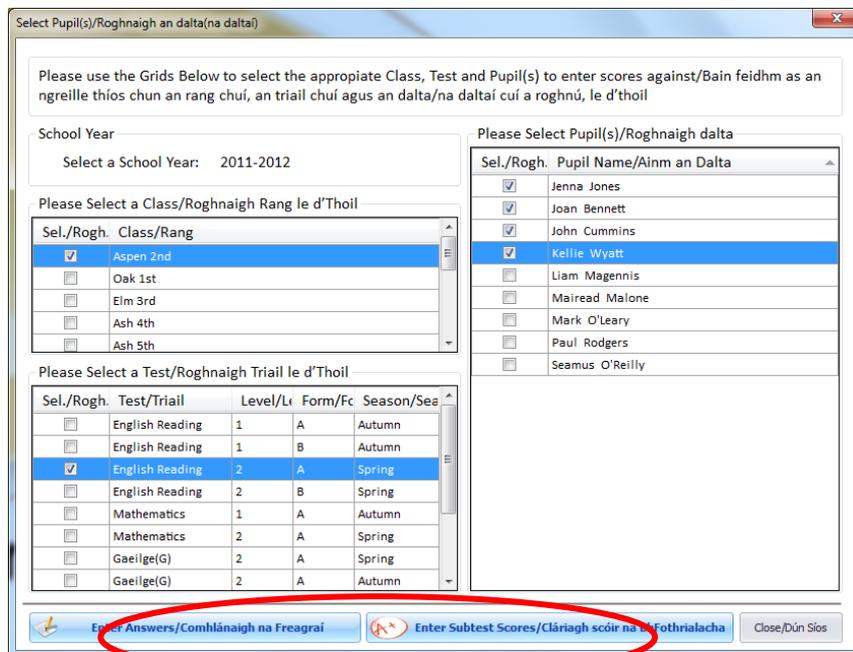
**Note:** You can change the order of tests, levels or seasons by clicking on the words Test/Triail, Level/Leibhéal, Form/Foirm or Season/Seasúr under ‘Please Select a Test/Roghnaigh Triail le d’Thoil’. Figure 10.2 shows the tests ordered by Season.

**Figure 10.2: The Select Pupils Window (Select Level and Form of Test)**



- Select** the pupil(s) whose test results you want to enter. Normally, you should tick the subset of pupils who took the same level and form of the test that you selected. The Scoring System now offers you a choice, as two new buttons appear at the bottom of the screen (Figure 10.3).

**Figure 10.3: The Select Pupils Window (Select Pupils for Score Entry)**

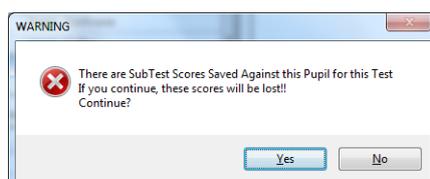


5. Choose to either **Enter Answers**, or to **Enter Subtest Scores**.

Depending on the option you choose, follow the instructions in Chapter 11 (Enter Subtest scores) or Chapter 12 (Enter Answers).

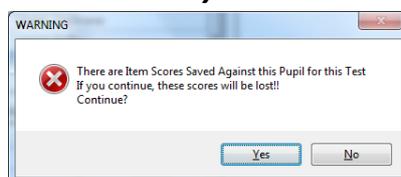
**NOTE:** If you attempt to **Enter Answers** for a pupil for whom you have already entered scores using the **Enter Subtest Scores** option for the same test, level, form and season you will be prompted that scores already exist and you will be asked if you want to overwrite them (Figure 10.4)

**Figure 10.4: Warning that SubTest Scores already exist**



Likewise, if you attempt to **Enter Subtest Scores** for a pupil for whom you have already entered scores using the **Enter Answers** option for the same test, level form and season, you will be prompted that scores already exist and you will be asked if you want to overwrite them (Figure 10.5)

**Figure 10.5: Warning that Item Scores already exist**



If you select **No** in either Figures 10.4 or 10.5, then the previous scores are retained, but, if you select **Yes**, the previous scores will be deleted and the system will then proceed to the scoring screen option that you have just selected.

## 11. Entering Subtest Scores

**Note:** Before you enter subtest scores, you should first score each pupil's test booklet using the procedures outlined in the test manual. You only need to provide the raw scores (the number of correct responses) for each test part or subtest (i.e., Standard Scores, Percentile Ranks, and Sten Scores are generated by the Scoring System).

### Selecting the Class/Teacher, Test and Pupils

To enter subtest or test part scores, follow the steps below.

1. On the Base Screen, select **Enter Test Scores**.  
The **Select Pupils** screen is shown.
2. Follow the procedures outlined in Chapter 10 to select the Class, Test (based on Subject, Form/Level and Season), and Pupils. Figure 11.1 shows that four pupils in Second class have been selected as they took Level 2, Form A of the English Reading test. Spring indicates that the pupils sat the test in Spring and that Spring norms will be used in reporting their results.

**Figure 11.1: Select Pupils Screen**

Select Pupil(s)/Roghnaigh an dalta(na dalta)

Please use the Grids Below to select the appropriate Class, Test and Pupil(s) to enter scores against/Bain feidhm as an ngréille thíos chun an rang chuí, an triail chuí agus an daltaí cuí a roghnú, le d'thoil

School Year  
Select a School Year: 2011-2012

Please Select a Class/Roghnaigh Rang le d'Thoil

Sel./Rogh.	Class/Rang
<input checked="" type="checkbox"/>	Aspen 2nd
<input type="checkbox"/>	Oak 1st
<input type="checkbox"/>	Elm 3rd
<input type="checkbox"/>	Ash 4th
<input type="checkbox"/>	Ash 5th

Please Select a Test/Roghnaigh Triail le d'Thoil

Sel./Rogh.	Test/Trial	Level/L	Form/Fc	Season/Sea
<input type="checkbox"/>	English Reading	1	A	Autumn
<input type="checkbox"/>	English Reading	1	B	Autumn
<input checked="" type="checkbox"/>	English Reading	2	A	Spring
<input type="checkbox"/>	English Reading	2	B	Spring
<input type="checkbox"/>	Mathematics	1	A	Autumn
<input type="checkbox"/>	Mathematics	2	A	Spring
<input type="checkbox"/>	Gaeilge(G)	2	A	Spring
<input type="checkbox"/>	Gaeilge(G)	2	A	Autumn

Please Select Pupil(s)/Roghnaigh dalta

Sel./Rogh.	Pupil Name/Ainm an Dalta
<input checked="" type="checkbox"/>	Jenna Jones
<input checked="" type="checkbox"/>	Joan Bennett
<input checked="" type="checkbox"/>	John Cummins
<input checked="" type="checkbox"/>	Kellie Wyatt
<input type="checkbox"/>	Liam Magennis
<input type="checkbox"/>	Mairead Malone
<input type="checkbox"/>	Mark O'Leary
<input type="checkbox"/>	Paul Rodgers
<input type="checkbox"/>	Seamus O'Reilly

Enter Answers / Comhlánaigh na Freagraí | Enter Subtest Scores/Cláirín scóir na bhFothrialacha | Close/Dún Síos

3. Select the test you want to score, ensuring that you have chosen the correct **Level**, **Form** and **Season**.
4. **Select** the pupil(s) whose scores you want to enter.  
In Figure 11.1, Jenna, Joan, John and Kellie have all completed the DPRT Level 2 in Spring, and all took Form A, so they can be scored together.

## Entering Raw Scores

1. Select **Enter Subtest Scores/Cláriagh Scóir na bhFothrialacha** (bottom centre in Figure 11.1).

The **Enter Raw Scores** screen is shown for the first of the pupils you selected (Jenna), as shown in Figure 11.2.

**Figure 11.2: Enter Raw Scores Screen**

You can enter raw scores in the **Vocabulary**, **Comprehension** and **Word Analysis** fields. Had you selected the DPMT, you would be able to enter raw scores for **Part A** and **Part B**. For the TGD, your options would be **Léamh – Fóclóir**, **Léamh – Tuiscint** and **Éisteacht**, and, in the case of Level 4 (Irish-medium Schools), **Litriú** as well.

2. For **Vocabulary**, **Comprehension** and **Word Analysis**, enter the pupil's raw scores. If a pupil did not complete a test part (e.g., due to absence), tick the **Not Completed** box. If you do not tick this box, the pupil will be given a score of zero for that part. (See information below on incomplete test parts).
3. If the pupil is to be exempted from school and class-level reports on the School Report, click **Exempt**. You can enter tests scores, even if the pupil is exempted (See information below on exempting pupils).
4. Click the **Convert Scores** icon (the calculator). You will receive a message: 'Pupil's scores saved successfully'. The scores are saved and the converted scores (percentiles, etc) are shown on the screen (Figure 11.3).

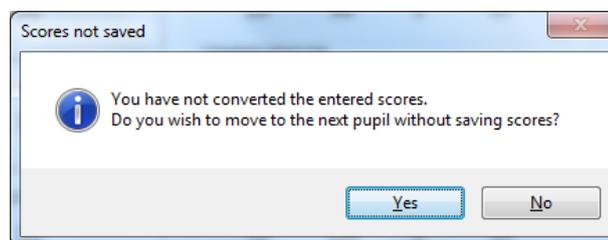
**Note:** You must click **Convert Scores** to save the pupil's Standard Score, Sten Score and Percentile Rank to the database.

**Note:** When you select **Convert Scores**, and the raw scores have been converted, a **Re-convert Scores** button appears. This should be used if you make a change to a pupil's raw scores or status (exemption, not completed).

**Figure 11.3: Enter Raw Scores Screen – Scores Converted**

5. Either continue entering scores for other pupils (click **Next Pupil**) or click **Close** to exit.
6. If you have selected more than one pupil you should see Prev Pupil and Next Pupil, which will allow you to cycle through your list. If you move to the next or previous pupil without converting scores you may be prompted with the message in Figure 11.4. Select **Yes**.

**Figure 11.4: Scores Not Saved Message**



7. Click on **Convert Scores** to save the pupil’s scores before moving on to the next pupil.  
**NOTE:** You must click the **Convert Scores** icon before you click **Next Pupil**. Otherwise, the scores are not saved.

**Fixing Incorrect Scores and Deleting Scores**

1. If you have entered an incorrect score value you can change the score, but you **MUST** click on Re-convert Scores button to register the change.
2. If you have entered results for the incorrect form and wish to delete these scores, then select **Delete Scores** option in the bottom left corner (Figure 11.3). If you leave scores for an incorrect form on the system without deleting them, they will appear on the Class report and contribute to Grade-level and School average Standard Scores and distributions of Sten Scores on the School Report.

## Incomplete Test Parts

1. *English*: If a pupil misses either the Reading Vocabulary or Reading Comprehension subtests (or both), a Total Reading Standard Score, Sten Score and Percentile Rank will not be calculated because both subtest scores are required. Part scores (e.g., for Reading Vocabulary but not Reading Comprehension, for Part A of Mathematics, but not Parts B or C) will not contribute to the Total score and the pupil will be counted as absent on the School Report and their results will not contribute to Class or School averages or Sten Score distributions. Because Word Analysis at Levels 1 and 2 is optional and doesn't contribute to the Total score, completing Word Analysis has no bearing on the total and has no effect. If the Word Analysis test is not administered, you should mark it as **Not Completed**; otherwise, it will produce a Raw Score of zero on the reports.
2. *Mathematics*: In order to be given an overall Raw Score, Sten Score, Standard Score and Percentile Rank for mathematics, a pupil should complete all parts of the Mathematics test (Parts A and B in the case of Levels 1 and 2, and Parts A, B and C in the case of Levels 3-6).
3. *Gaeilge*: Because Éisteacht and Litriú are optional on the Triail Ghaeilge, they do not contribute to overall reading (Léamh Iomlán). Again, however, you should mark **Gan a Bheith Déanta** to indicate that the pupil has not completed Éisteacht (e.g., because it has not been administered). Otherwise, the pupil will be given a raw score of zero.
4. If, at a later time, a pupil completes a test section they have missed, you can go back to the Enter Pupil Scores window, un-check the section missed, and enter the raw score. You should then click on **Re-convert Scores** to calculate the new total. The recalculated scores should then feed through the to Individual, Class and School Reports.

## Exempting Pupils

1. You may wish to exempt pupils who would not ordinarily be expected to sit a test (e.g., those with severe dyslexic difficulties, or those who require assistance or support to do the test). Three scenarios are envisaged:
  - Pupil is exempted but completes all parts of the test (2 below)
  - Pupil is exempted and completes some parts of the test (3 below)
  - Pupil is exempted and completes no part of the test (4 below)
2. If a pupil takes all parts of the test, and you wish to register him/her as being exempt, enter the pupil's scores in the usual way first, and then click on the box beside **Exempt** on the Enter Raw Scores screen (Figure 11.2). Then select **Convert Scores**. The exempted pupil's scores will appear on the Class Report, but will not contribute to class average Standard Scores or to the distributions of Sten Scores at either Grade (class) or School level on the School Report.

- If a pupil you wish to exempt did not complete part of the test, select the **Not Completed** box associated with that part of the test (Figure 11.2). Then click on **Convert Scores**. Again, scores for any parts of the test completed by the pupil will appear on the Class Report. However, none of the exempted pupil's scores will contribute to average Standard Scores or Sten Score distributions at either Grade or School level on the School Report.
- If a non-exempt pupil did not do any of the test and you want their name to appear on the Class Report, you need to tick the **Not Completed** box for each part of the test. Then select **Convert Scores** (see Figure 11.5). Note that converted scores (e.g., Standard Scores) are not provided for this pupil. The zero raw score will not be used.

**Figure 11.5: Enter Raw Scores Window – Pupil Who Is Exempted for All Parts of a Test**

The screenshot shows the 'Enter Raw Scores' window for a pupil named Mark O'Leary in the Aspen 2nd class. The window is titled 'Enter Raw Scores' and has a close button in the top right corner. On the right side, there is a large red 'A+' circled in red, with the text 'ENTER SUBTEST SCORE' below it. Below this is a calculator icon and a button labeled 'Re-convert Scores'. At the bottom right, there is a 'Close' button.

**Pupil Information**

Pupil Name: Mark O'Leary  Exempt  
 Class: Aspen 2nd

**ENTER SUBTEST SCORES**

Test: English Reading Level: 2 Form: A Season: Spring

Subtest	Raw	Stand	Sten	PerCile
VOCABULARY	Pupil Raw Score: / Total Part Score: 36			
COMPREHENSION	Pupil Raw Score: / Total Part Score: 30			
WORD ANALYSIS	Pupil Raw Score: / Total Part Score: 32			
<b>Reading Total</b>	Pupil Raw Score: 0 / Total Test Score: 66			

**Note:** You can return to the Enter Raw Scores window at any time, and change a pupil's status to **Exempted**. However, you must then click on Re-convert Scores to register the pupil's exempt status. Similarly, you can change a pupil's status from Exempted back to not exempted, by un-ticking the Exempt box, and clicking on Re-convert.

**Note:** Individual reports in respect of exempted pupils can be accessed by selecting Reports/Subject (e.g., Reading)/Individual Report, and searching for the pupil in question (see Chapter 15).

## 12. Entering Answers One-by-One

**Note:** Before you enter pupil responses, manually score all items in DPMT or TGD tests that are not multiple-choice (i.e, short answer or *ceart/mícheart* items). In particular, score the TGD *ceart/mícheart* (✓/X) items in advance, using the scoring keys in the manuals. This minimises potential coding and data entry errors.

### Selecting the Class, Test and Pupils

To enter answers on an item-by-item basis, follow the steps below.

1. On the Base Screen, select **Enter Test Scores**.  
The **Select Pupils** screen is shown.
2. Select the class (tick the box to the left of the **Class/Rang** column). This displays all pupils in the class and a list of tests and seasonal norms. In the example in Figure 12.1, Rowan 6th is selected

**Figure 12.1: Select Pupils Screen**

Sel./Rogh.	Class/Rang
<input type="checkbox"/>	Willow 3rd
<input type="checkbox"/>	Beech 4th
<input type="checkbox"/>	Rowan 5th
<input checked="" type="checkbox"/>	Rowan 6th

Sel./Rogh.	Test/Triail	Level/Lr	Form/Fc	Season/Sea
<input type="checkbox"/>	English Reading	5	A	Autumn
<input type="checkbox"/>	English Reading	5	B	Autumn
<input type="checkbox"/>	English Reading	6	A	Spring
<input type="checkbox"/>	English Reading	6	B	Spring
<input type="checkbox"/>	Mathematics	5	A	Autumn
<input type="checkbox"/>	Mathematics	5	B	Autumn
<input checked="" type="checkbox"/>	Mathematics	6	A	Spring
<input type="checkbox"/>	Mathematics	6	B	Spring

Sel./Rogh.	Pupil Name/Ainm an Dalta
<input type="checkbox"/>	Michelle Downey
<input type="checkbox"/>	Abigail Ronaghan
<input type="checkbox"/>	Philippa Jones
<input type="checkbox"/>	Michael Dawson
<input checked="" type="checkbox"/>	Kevin Richardson
<input type="checkbox"/>	Mark Banks
<input type="checkbox"/>	Vinny Cosgrove
<input type="checkbox"/>	Bill Brown
<input type="checkbox"/>	Tina Williams
<input type="checkbox"/>	Mark O'Connor

3. Select the test you want to score, ensuring that you have chosen the correct **Level**, **Form** and **Season**. In the example, Mathematics Level 6, Form A Spring has been selected.

**Note:** To change the order of how the tests are displayed click on the column header – e.g., to arrange by season, click on Season/Seasúr.

4. Select the pupil(s) whose scores you want to enter.  
In the example in Figure 12.1, **only** Kevin Richardson has been selected.

- Click **Enter Answers/Comhlánaigh na Freagraí**.

The **Enter Pupil Answers** screen on which to enter the scores for Kevin Richardson is shown (Figure 12.2).

**Figure 12.2: Screen for Entering Scores on Individual Test Items in Mathematics**

### Entering Multiple Choice Answers

For each multiple-choice item, use the drop-down menu to enter the pupil's answer, as shown in Figure 12.2 (above).

- Select **A, B, C** or **D** based on whether the pupil has marked the first, second, third or fourth answer option (or option **E** on a small number of items on the Triail Ghaeilge)
- Select **No Answer** if the pupil did not attempt the item.
- Select **Invalid Answer** if the pupil has marked two answers to a question.
- You can, if you wish, use the keyboard, as follows:
  - **A, B, C** or **D** (or **E**, see above) as needed
  - **I** for Invalid Answer / **N** for Neamhbhailí
  - **N** for No Answer / **F** for Freagra ar Lár

### Entering Other Types of Answers

Not all items are multiple-choice format. We strongly recommend that you score manually all short answer and correct/incorrect (or *ceart/mícheart*) items *before* entering responses. Once you have done that, you can enter your scores in much the same way as for multiple-choice items. Use the drop-down menu or keyboard to enter your score for the pupil's answer, as shown in Figure 12.3 (Mathematics test, left side; Triail Ghaeilge, right side). When using the keyboard, type in **I** for Invalid Answer, **N** for No Answer, **I** for Incorrect Answer (Toggle/select **I** again if

Invalid appears first to change to Incorrect and vice versa). For the Triail Ghaeilge, use C for Ceart and M for Mícheart.

**Figure 12.3: Drop-down Menus for Other (Non-Multiple-Choice) Answers, Mathematics Test and Triail Ghaeilge**



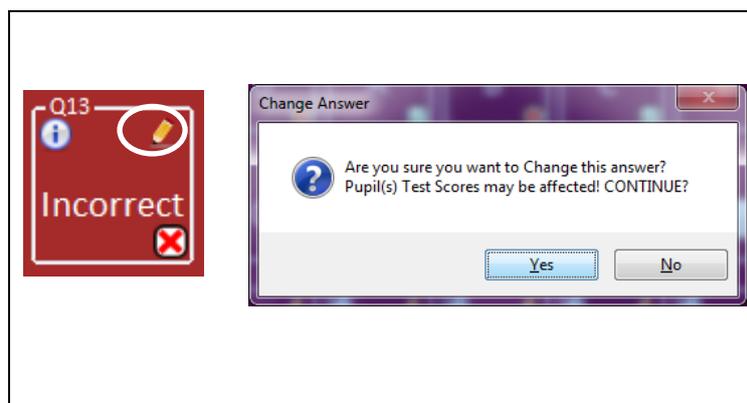
### Fixing Incorrect Scores and Deleting Scores

If you make an error in entering a pupil's test scores, complete the following steps.

1. Click the **pencil** icon shown in the top right of the response box (Figure 12.4, left side).
2. You will see a warning message, asking:  
"Are you sure you want to Change this answer? Pupil(s) Test Scores may be affected. CONTINUE?" (Figure 12.4, right side)
3. If you want to make a change, click **Yes** and edit the response.



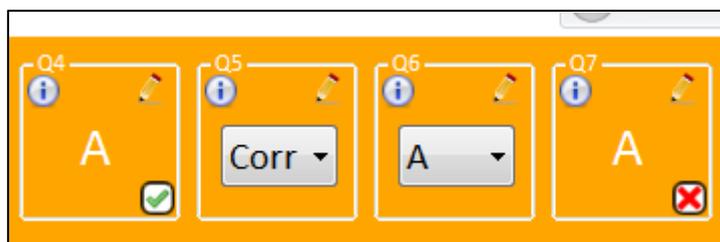
**Figure 12.4: Changing a Pupil's Answer**



## Registering an Answer

Occasionally, an answer may not register properly, for example, because it was entered too quickly (Figure 12.5). You will see a white background. If this happens, click on the answer again and it should register properly.

**Figure 12.5: Answers that Did Not Register Properly**



## Dealing with Incomplete Tests

Occasionally, a pupil may not complete part of a test (e.g., Part A of the DPMT). If this happens, tick the **Part Not Completed by Pupil** box on the data entry screen (Figure 12.6). The System will automatically fill out all items on the screen, showing that the pupil did not answer any questions in that subtest. See Chapter 10 for information on effects of ticking 'Part Not Completed by Pupil' on pupils' scores and on the reports produced by the scoring system.

**Figure 12.6 : Recording Test Part Not Completed by Pupil**

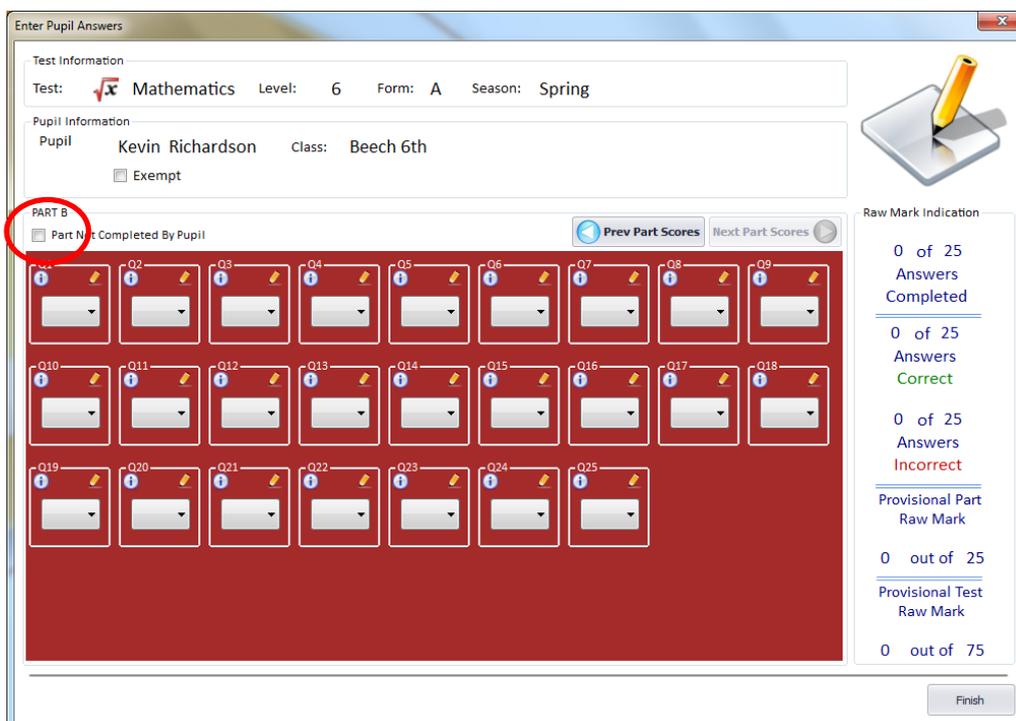


Figure 12.7 shows a completed screen after the 'Not Completed By Pupil' instruction has been registered.

**Figure 12.7 : Recording Test Part Not Completed by Pupil – After Registering 'Test Part Not Completed'**

Enter Pupil Answers

Test Information  
Test: Mathematics Level: 6 Form: A Season: Spring

Pupil Information  
Pupil: Kevin Richardson Class: Rowan 6th  
 Exempt

PART B  
 Part Not Completed By Pupil

Prev Part Scores Next Part Scores

Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09
No Answer								
Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
No Answer								
Q19	Q20	Q21	Q22	Q23	Q24	Q25		
No Answer								

Raw Mark Indication  
25 of 25 Answers Completed  
0 of 25 Answers Correct  
25 of 25 Answers Incorrect  
Provisional Part Raw Mark  
0 out of 25  
Provisional Test Raw Mark  
0 out of 75

Delete Answers Finish

**Note:** Do not click **Delete Answers** (bottom left corner of Figure 12.7), unless you want to delete all answers already recorded for this pupil.

## Exempting Pupils

1. You may wish to exempt pupils who would not ordinarily be expected to sit a test (e.g., those with severe dyslexic difficulties, or those who require assistance or support to do the test). Three scenarios are envisaged:
  - Pupil is exempted but completes all parts of the test
  - Pupil is exempted and completes some parts of the test
  - Pupil is exempted and completes no part of the test
2. Please read the section on Exempting Pupils in Chapter 11 which deals with the effects of exempting pupils on the Class and School Reports generated by the Scoring System. You can exempt a pupil by ticking the box next to **Exempt** under the pupil's name on the Enter Pupil Answers window (Figure 12.8).

**Figure 12.8: Exempting a Pupil**

Pupil Information  
Pupil: Kevin Richardson Class: Beech 6th  
 Exempt

PART B  
 Part Not Completed By Pupil

Q1 Q2 Q3 Q4 Q5

## Saving Responses

**Note:** You **must** enter a response for every item on the screen (even those not attempted by the pupil). If an item was unanswered, or the response was invalid (e.g., illegible, or, in the case of multiple-choice items, two answers marked), indicate that.

The indicator on the right side of the screen shows how many answers you have completed. When all are completed, a popup window asks you to **“Please Wait: Calculating and Saving Pupil Scores”**. Next, another popup window says **“Pupils’ Scores Saved Successfully”**. Click **OK**. You are returned to the **Enter Pupil Answers** screen.

Click **Next Part Scores**. This brings you to the item entry screen for the next part. Once you have entered a score for the last item, the data you have entered will be automatically saved.

You can now continue entering responses for other pupils you selected who completed the same test, by clicking on **Next Pupil**. If you have finished entering scores for an individual pupil or for the last pupil in a set, click on **Finish**.

## 13. Generating a Class Report

After you have entered all of the scores for a class for a particular subject (English Reading, Mathematics, Gaeilge), you will be able to generate a class report. There are two types of class reports:

- **General** (English Reading, Mathematics and Gaeilge)
- **Content/process** (mathematics only, and only where item-by-item responses have been entered, as per the directions in Chapter 12).

Note the following general points about class reports:

- Class average scores are based on Spring scores only. If a pupil takes the test in Autumn and Spring, then Spring scores only are included.
- If a pupil does two forms of a test in Spring (e.g., Form A and Form B), scores for both appear on the class *report*, but only the highest is included in the class *average* Standard Score or Sten Score distribution on the Class Report, or on the Grade Level or School-wide Report.
- If a pupil has not completed a section of the test that contributes to a Total Reading, or Léamh Iomlán score, they will not have a Total Score, and none of their scores will be represented in class average Standard Scores or Sten Score distributions.

### Generating an Overall Class Report – English Reading

This section explains how to generate an *English Reading* report, but the same principles apply to generating Mathematics or Triail Ghaeilge reports.

1. In the Base Screen, click the **Reports** icon, then **Mathematics, Class Reports**, and **General**. The **Class Selection** screen is shown (Figure 13.1).

**Figure 13.1: Selecting a Class for a Class Report**

Class Selection

Use the drop down menus below to select which Class you wish to see the report for

Class: Aspen 2nd (Second Class)

REPORTS

Options

Sort By: Pupil Name (Last Name, Fi)  Asc  Desc

Language:  Irish  English

View Close

2. Select the appropriate class, using the drop-down menu if needed.
3. Decide how you want pupils' total scores to be presented:
  - pupil last name (either ascending or descending order)
  - OR
  - percentile rank (either ascending or descending order)

In the example in Figure 13.1, we selected [English] Reading first, then Aspen 2<sup>nd</sup>, and finally last name in descending order (the default).

4. Click **View** and wait for the report to generate itself (Figure 13.2).

**Figure 13.2: Sample Class Report – English Reading – Page 1**

Educational Research Centre St. Patrick's College, Dublin 9		DRUMCONDRA PRIMARY READING TEST- REVISED																
CLASS REPORT																		
School: Millmount National School		Class Level: Second Class																
Address: Millmount Ave Mill Town Dublin Fingal		Class: Aspen2nd																
Roll No.: 99999X		Date: February 26, 2013																
Pupil Name	Exempt	Level/ Form/ Season	Reading Vocabulary				Reading Comprehension				Total Reading				Word Analysis (Levels 1&2)			
			Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank
Kellie Wyatt	<input type="checkbox"/>	2B-Spring	18	89	4	24	15	90	4	25	33	89	4	24	17	88	4	21
Paul Rodgers	<input type="checkbox"/>	2B-Spring					23	105	6	63					22	95	5	37
Seamus O'Reilly	<input type="checkbox"/>	2B-Spring	16	87	4	19	12	85	4	16	28	86	4	18				
Seamus O'Reilly	<input type="checkbox"/>	2A-Spring	3	63	1	1	4	62	1	1	7	60	1	1	5	69	1	2
Mark O'Leary	<input type="checkbox"/>	2B-Spring	9	77	2	6	8	77	2	6	17	76	2	6	11	80	3	9
Mairéad Malone	<input checked="" type="checkbox"/>	2A-Spring	2	60	1	1	4	62	1	1	6	60	1	1				
Liam Magennis	<input type="checkbox"/>	2B-Spring	2	61	1	1									3	60	1	1
Liam Magennis	<input type="checkbox"/>	2A-Spring	3	63	1	1	4	62	1	1	7	60	1	1	5	69	1	2
Jenna Jones	<input type="checkbox"/>	2A-Spring	25	99	5	47	23	104	6	61	48	101	6	53	30	116	8	86
James Hoolihan	<input type="checkbox"/>	2A-Spring																
John Cummins	<input type="checkbox"/>	2B-Spring	15	85	4	16	12	85	4	16	27	85	4	16	11	80	3	9
John Cummins	<input type="checkbox"/>	2A-Spring	3	63	1	1	3	60	1	1	6	60	1	1	3	63	1	1
Joan Bennett	<input checked="" type="checkbox"/>	2A-Spring																
Class Average :				87				88				87				91		
National Average :				100	6	50		100	6	50		100	6	50		100	6	50

The following bulleted comments about Figure 13.2 may help you to interpret class reports more generally.

- Paul Rodgers (Level 2, Form B, Spring) was missing for Reading Vocabulary subtest. Although his scores for Reading Comprehension are given, his Total Reading Scores are missing. If Paul re-takes the Reading Vocabulary test at a later stage, his scores can be added (see Chapter 10), and this will allow the user to generate a more complete report. Since Paul took the Word Analysis test, scores are shown for this. Since he does not have a Total Reading score, he is recorded as Absent on the Grade-level and Whole-school reports generated under School Report (Chapter 14). Finally, since he is missing Total Reading, neither his Standard Scores on Reading Comprehension or Word Analysis contribute to class averages for those subtests.
- Mairéad Malone (Level 2, Form A, Spring) is exempted from testing. Although her scores appear on the Class report, they do not contribute to class average scores. Also, because her Total Reading Percentile Rank is at or below the 10<sup>th</sup> percentile, a

grey band runs through her scores. She is recorded as Exempted on the Grade-level and School-wide reports under School Report (Chapter 14).

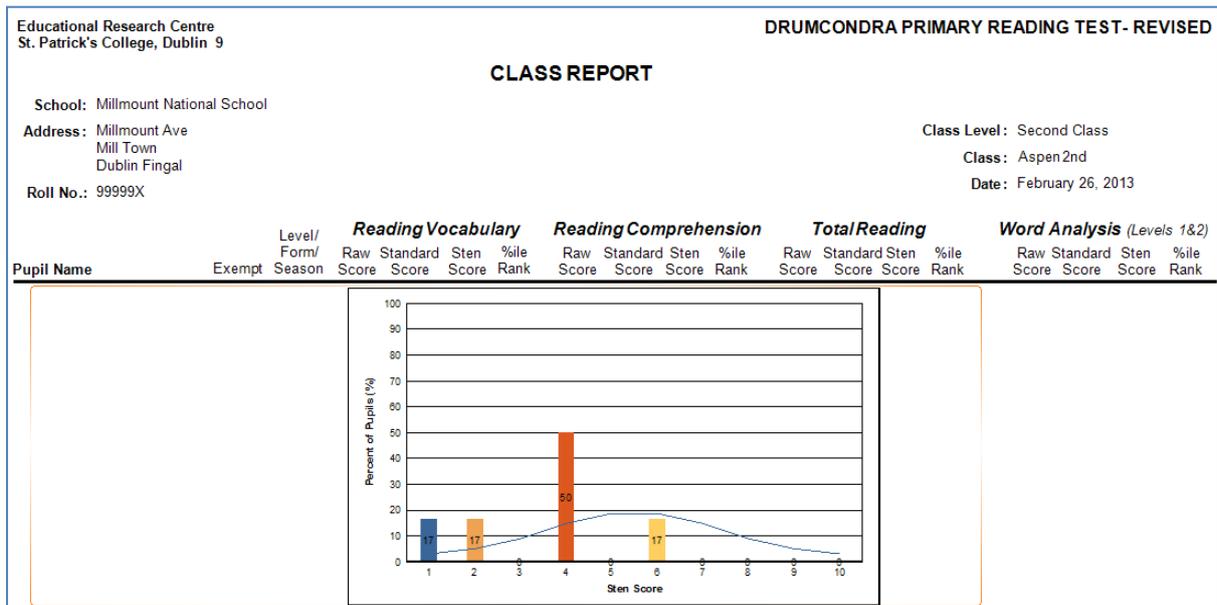
- John Cummins completed Forms A and B of the Reading test, and has Total Reading scores recorded against his name for both. He achieved a Total Reading Standard Score of 60 on Form A and 85 on Form B. The highest of the two (85) contributes to the class average and to the Grade-level and School-wide reports under School Report.
- James Hoolahan did not complete any part of the test in Spring. Since his teacher marked 'Test Part Not completed' for each section of the test (Chapter 10), his name appears on the Class Report. He is recorded as 'Absent' in the Grade-level and Whole-school reports under School Report (Chapter 14).
- Joan Bennett was exempted from taking the test. Since her teacher had marked 'Test Part Not Completed' for each section of the test when entering test scores (see Chapter 11), her name appears on the Class Report. She is recorded as Exempted on the Class-level and Whole-school reports under School Report (Chapter 14).
- The class average score for Total Reading (87) is based on the scores of pupils with valid Total Reading scores for Spring on either Form A or Form B of the test (with the highest score taken in the case of pupils who complete both forms). Hence, in computing the average, the following were not included: Paul Rodgers (missing Reading Vocabulary), Mairead Malone and Joan Bennett (exempted), and James Hoolahan (absent). The remaining pupils are included. In the case of John Cummins, who has two Total Reading Standard Scores, the lower of the two (60, achieved on Form A) is not included.

Figure 13.3 shows the second page of the Class Report (you can move to the second page by clicking on the forward arrow (Go to next page) at the top left of the Class Report).

The following observations arise from an examination of the second page of the Class Report:

- The graph under the Class Report is based on the Sten Scores of pupils for whom there is a valid Total Reading Sten Score (i.e., they are not exempted from the test, nor are they absent for either Reading Vocabulary or Reading Comprehension in Spring).
- The graph indicates that 17% of these pupils achieved a Sten Score of 1, 17% a Sten Score of 2 and 17% a Sten Score of 6, while 50% achieved a Sten Score of 4.

**Figure 13.3: Sample Class Report – English Reading – Page 2**

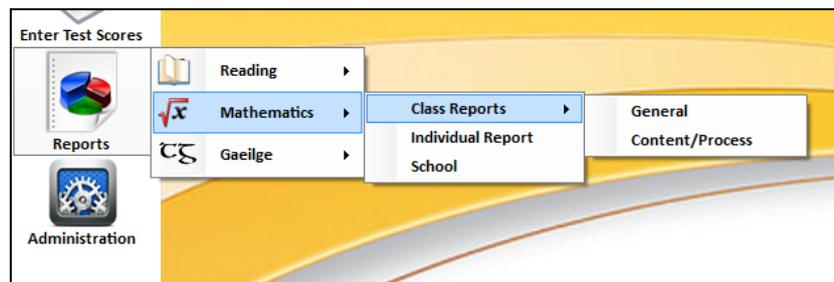


### Generating an Overall Class Report – Mathematics

When you seek to run the Class Report for Mathematics, you will have an option of selecting General or Content Process (Figure 13.4).

- If you select **General**, you will get a report similar to the English Reading class report (Figures 13.2 and 13.3).
- If you select **Content/Process**, you will get a report that provides a breakdown of performance on the mathematics content and process skills assessed on the DPMT (see next section, this chapter).

**Figure 13.4: Generating a Class Report – Mathematics – General or Content Process**



- The Class Report for mathematics (Figure 13.5) includes an additional column, not found in Class Report for English Reading. This is the **Performance Band Level** column, which provides a band level score and descriptor corresponding to each pupil's overall Standard Score. See the ERC (2008) publication [Progress in Mathematics: Using Class-level Performance Bands and Monitoring Progress Over Time](#) on the ERC website for more information on the skills and knowledge that

pupils at each level can demonstrate. This can also be found on the Memory Stick or in the folder on your hard disk or server into which you saved the files on the Memory Stick.

**Figure 13.5: Sample Class Report – Mathematics – Page 1**

<b>School:</b> Millmount National School		<b>Teacher:</b> Eilish Maguire						
<b>Address:</b> Millmount Ave Mill Town Dublin Fingal		<b>Class Level:</b> Second Class						
<b>Roll No.:</b> 99999X		<b>Class:</b> Sycamore 2nd						
		<b>Date:</b> 26/02/2013						
PUPIL	Exempt	Level/ Form/ Season	Absent for Section	Raw Score	Standard Score	Sten Score	Percentile Rank	Performance Band Level
Mark Willoughby	<input type="checkbox"/>	2A-Spring		49	120	8	91	Advanced Level (Band 5)
Jay Thornton	<input type="checkbox"/>	2A-Spring		21	89	4	24	Basic Level (Band 2)
Tom Murphy	<input type="checkbox"/>	2A-Spring		9	71	2	3	Low Level (Band 1)
Jessica McMorrow	<input type="checkbox"/>	2A-Spring		50	122	8	93	Advanced Level (Band 5)
Sean McEntee	<input type="checkbox"/>	2A-Spring		12	76	2	6	Low Level (Band 1)
James Cunningham	<input type="checkbox"/>	2A-Spring		56	133	10	99	Advanced Level (Band 5)
James Crosby	<input type="checkbox"/>	2A-Spring		43	112	7	79	Higher Level (Band 4)
Mary Clarke	<input type="checkbox"/>	2A-Spring		52	125	9	95	Advanced Level (Band 5)
Nigel Cantwell	<input type="checkbox"/>	2A-Spring		1	60	1	1	Below Band 1 (Below Band 1)
<b>Class Average :</b>				101				
<b>National Average :</b>				100		6		50

The sample Class Report for mathematics shows that:

- Mark Willoughby achieved a Standard Score of 120, which is equivalent to an Advanced Level (Band 5), indicating a high level of mathematics achievement.
- James Crosby achieved a Standard Score of 112, which is equivalent to a Higher Level of mathematical achievement for his class level (Band 4).
- Nigel Cantwell achieved a Standard Score of 60, which is equivalent to Below Band 1 – indicating low performance relative to other pupils at his class level, and a limited range of mathematical skills.

## Generating a Class Report for Mathematics Content and Processes

If pupils' Mathematics' scores have been entered on an item-by-item basis (Chapter 12), you can also generate a Class Report for content and process areas (mathematics only).

1. From the Base Screen select **Reports, Mathematics, Class Reports,** and **Content/Process** (Figure 13.4).
2. Select the teacher and then the class for which you wish to generate a Class Report for content/processes.
3. Choose the order in which you want pupils' scores to be presented.
4. Click **View**. An example class report is shown in Figure 13.6.

**Figure 13.6: Sample Mathematics Class Report by Content/Process**

Educational Research Centre St. Patrick's College, Dublin 9				DRUMCONDRA PRIMARY MATHEMATICS TEST - REVISED										
<b>CLASS REPORT- CONTENT/PROCESS</b>														
School: Millmount National School				Teacher: Paula Rabitte										
Address: Millmount Ave Mill Town Dublin Fingal				Class Level: Third Class										
Roll No.: 99999X				Class: Ash 3rd										
				Date: 26/02/2013										
PUPIL	Exempt	Level/ Form/ Season	Absent for Section	CONTENT AREAS (%)				PROCESS AREAS (%)					Total	
				Number/Algebra	Shape/Space	Measures	Data	Recall	Implement	Reason	Connect	Solve Problems		
Siriwimon Thappa	<input type="checkbox"/>	3B-Spr	A,C											15
Ophelia Mahon	<input type="checkbox"/>	3B-Spr		67	54	45	44	80	55	59	40	55		56
Eilish Dillon	<input type="checkbox"/>	3A-Spr		58	23	50	11	62	55	34	12	58		44
Orn Coffey	<input type="checkbox"/>	3A-Spr		73	46	60	56	62	82	45	75	74		63
Aisha Coffey	<input type="checkbox"/>	3A-Spr		100	92	100	100	100	100	97	100	100		99
Harry Adamska	<input type="checkbox"/>	3B-Spr		64	38	65	56	40	64	48	60	75		59
<b>Class Averages (%):</b>				72	51	64	53	69	71	57	57	72		64

The report shows the percent correct scores for each pupil for each content area and process on the mathematics curriculum for the pupil's class level. You should exercise care when interpreting percent correct scores in areas such as Data or Shape & Space, as the subtest may include only a few such items.

A general rule of thumb is that pupils should achieve at least 60% correct to demonstrate mastery. Based on the example (Figure 13.6), we can make the following observations:

- There are no percent correct scores by content area or process for Siriwimon Thappa because Parts A and C of the test were not completed. Here overall score of 15% correct is based on Part B of the test only.
- Ophelia Mahon has percent correct scores of 54% for Shape/Space, 45% for Measures, 44% for Data, and 40% for Connect, indicating that these may be areas of difficulty and therefore should be investigated further.
- Aisha Coffey achieves well above 60% on each content area and process, indicating that she is well above average for her class level.
- Eilish Dillon is particularly weak on Shape/Space (23%) and Data (11%), as well as on Connect items (12%). Her overall percent correct score is 44%.

### Interpreting a Class Report for Gaeilge

Figure 13.7 provides a partial Class Report for Gaeilge (Rang a Cúig). The report shows that all five pupils sat Level 4 of the Trial Ghaeilge for Irish-medium schools (Gaeltacht schools and Scoileanna Lán-Ghaeilge) in Spring, with all five taking Form A.

**Figure 13.7 – Sample Gaeilge Class Report**

Ainm an Dalta	Exempt	Cine áil/ Leibhéal/ Foirm/ Seasúr	Léamh - Foclóir				Léamh - Tuiscint				Léamh - Iomlán				Litriú (Leibhéal 4)				Éisteacht			
			Amh Scór	Scór Caigh	Scór Sten	Peir cintil	Amh Scór	Scór Caigh	Scór Sten	Peir cintil	Amh Scór	Scór Caigh	Scór Sten	Peir cintil	Amh Scór	Scór Caigh	Scór Sten	Peir cintil	Amh Scór	Scór Caigh	Scór Sten	Peir cintil
John Quinn	<input type="checkbox"/>	G4A-Spr	27	125	9	95	30	104	6	61	57	113	7	81					23	88	4	21
Peter O'Connell	<input type="checkbox"/>	G4A-Spr	24	110	7	75	34	117	8	87	58	116	8	86	43	140	10	99	29	107	6	68
Sean O'Brien	<input type="checkbox"/>	G4A-Spr					32	110	7	75					42	140	10	99	29	107	6	68
Jim McKensie	<input type="checkbox"/>	G4A-Spr	25	114	7	82									39	140	10	99	30	111	7	77
James Cole	<input type="checkbox"/>	G4A-Spr	25	114	7	82	31	107	6	68	56	111	7	77	38	138	10	99				
Meanscór an Ranga			116				109				113				139				98			
Meanscór Náisiúnta			100 6 50				100 6 50				100 6 50				100 6 50				100 6 50			

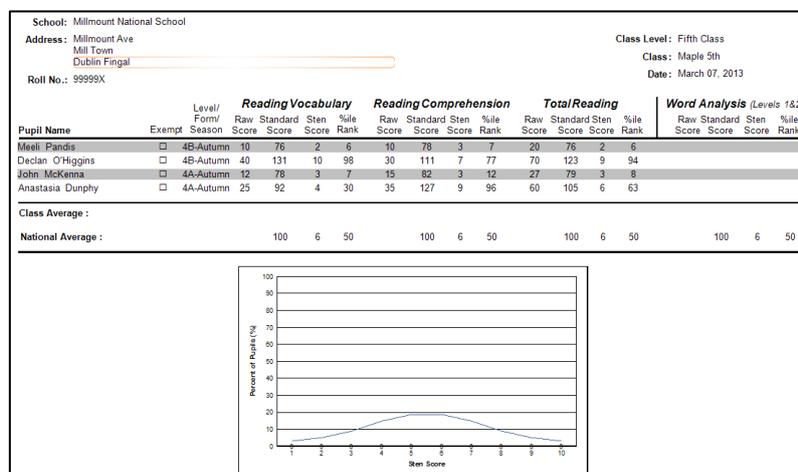
The following observations can be made, based on the report:

- Seán O'Brien was not present for Léamh-Foclóir, so no scores are shown for Seán on Léamh-Foclóir or on Léamh-Iomlán (which is based on combined performance on Léamh-Foclóir and Léamh-Tuiscint).
- Similarly, Jim McKensie was absent for Léamh-Tuiscint. Therefore, no scores are shown for Jim on Léamh-Tuiscint or on Léamh-Iomlán.
- John Quinn was absent for Litriú. Since Litriú does not contribute to Léamh Iomlán, scores are provided for Léamh-Iomlán.
- Similarly, James Cole was absent for Éisteacht. But, since this is an optional (non-core) test, it does not affect performance on Léamh-Iomlán.
- The class average Standard Score on Léamh-Iomlán, which is based on the scores of John Quinn, Peter O'Connell and James Cole is 113. This is comfortably above the Meanscór Náisiúnta of 100.

### Class Report with Autumn Scores Only

In Figure 13.8, all the pupils in a Fifth class have taken Form 4 of the English Reading Test in Autumn. Since all scores belong to Autumn, no mean scores have been calculated. Furthermore, no Sten Scores appear on the graph under the table of results. Only valid Spring scores contribute to the average scores and distribution of Sten Scores.

**Figure 13.8: Class Report – English Reading – Autumn Scores Only**

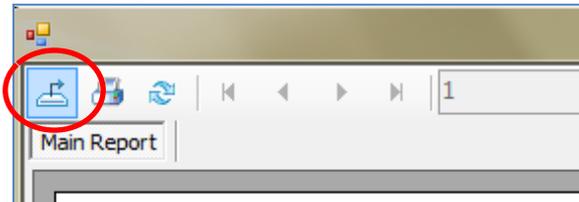


## Saving a Class Report

**Note:** It is advisable to save an electronic copy of each class report in case anything happens to the database underlying the Scoring System at a later time.

1. To save a report, click the icon on the disk driver icon on the upper left corner of the report screen, as shown in Figure 13.9. The **Export Report** window opens.

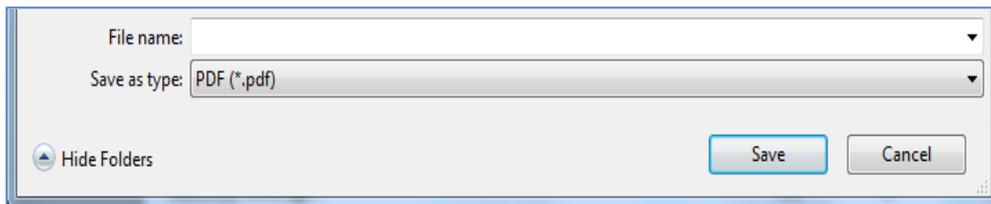
**Figure 13.9: Save Icon on Class Report**



2. Under **Save as type**, you will find a number of ways to save your report (Figure 13.10).

We recommend that you select the **PDF** option, as this is the most stable. Assign an appropriate **File Name** to the report – e.g., Ash 5<sup>th</sup> 0513 – Maths Class Report.

**Figure 13.10: Save Class Report as PDF File**



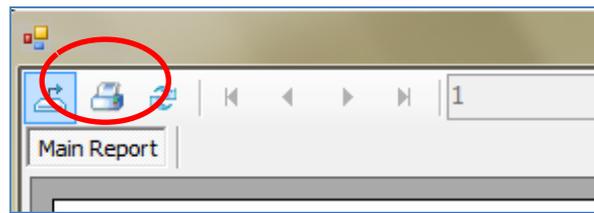
3. Save the report in a suitable location.  
You will receive an Export Completed notification.
4. Check that your report has been saved.  
You may wish to password protect the saved report as it contains confidential information.
5. Once you are sure it has been saved in the location and format you wish, close the report.

## Printing a Class Report

Instructions for printing a class report are as follows:

1. To print a class report, click the print icon, as shown in Figure 13.11. In the **Print** window select a printer and click **Print**.

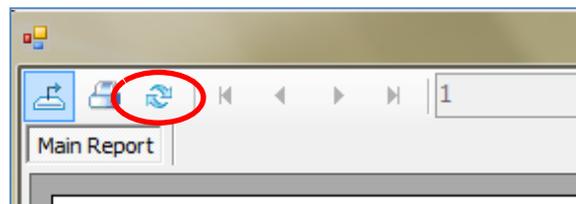
**Figure 13.11: Print Icon on Class Report**



## Refreshing a Report

You may want to refresh a class report if, for example, another person is using the database and adding or changing results, or a report is open on a different view. Simply click on the Refresh button shown in Figure 13.12.

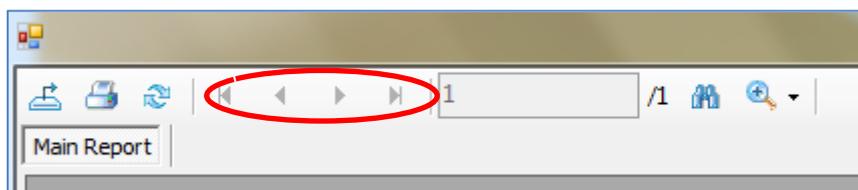
**Figure 13.12: Refresh Button on Class Report**



## Navigating through Report Screens

You can navigate through the Class Reports by clicking on the backward or forward buttons (circled in Figure 13.13). You can also specify the page you wish to go to and press Return (right side of Figure 13.13). You can click on the binoculars to search for a pupil's name, and you can use the magnifying glass to increase screen size.

**Figure 13.13: Navigate Buttons on Class Report**



If you click on the magnifying glass, you will see a drop-down menu that gives the different sizes to which the screen can be set.

## 14. Generating a School Report

You can generate two types of School Report, summarising scores achieved by the school (e.g., average Standard Scores, distributions of Sten Scores):

- across all grade levels in the school (i.e., First to Sixth classes, or, Senior Infants to Sixth class for Irish-medium schools where Gaeilge is assessed in Senior Infants).
- for Second, Fourth and Sixth grades only (This is for schools reporting results to the Department of Education and Skills, in line with Circular 0018/2012.)

Both forms of School Report include the following:

- A Grade-level report for each selected grade level. In schools with more than one class at a particular grade level (e.g., two Second classes), the average scores and score distributions on the grade-level report are based on all classes in the school at that grade level. In schools with just one class at a particular grade level, the grade-level report contains the same information as the individual class report described in Chapter 13.
- A School-wide report summarising the performance of all pupils in the school for whom valid, complete tests for Spring are available.  
(Depending on which report is selected, 'all' is defined as all pupils in First through Sixth grades, **or** all pupils in the Second, Fourth and Sixth grade levels).

Pupils only contribute to average Standard Scores and Sten Score distributions if:

- they are not exempted from testing (see Chapter 11 for more details).
- they were tested in Spring (Autumn scores are not included).
- they completed all parts of a test that contribute to Total Reading, Total Mathematics or Léamh Iomlán scores.

Here, we show how to generate a School Report for mathematics. The procedure for English reading and Gaeilge is the same.

1. In the Base Screen, select **Reports, Mathematics** and **School**.
2. Select the **Class Levels** required for the School Report (Figure 14.1)
3. Select the language of the report – Irish or English. This option is available only for Mathematics.

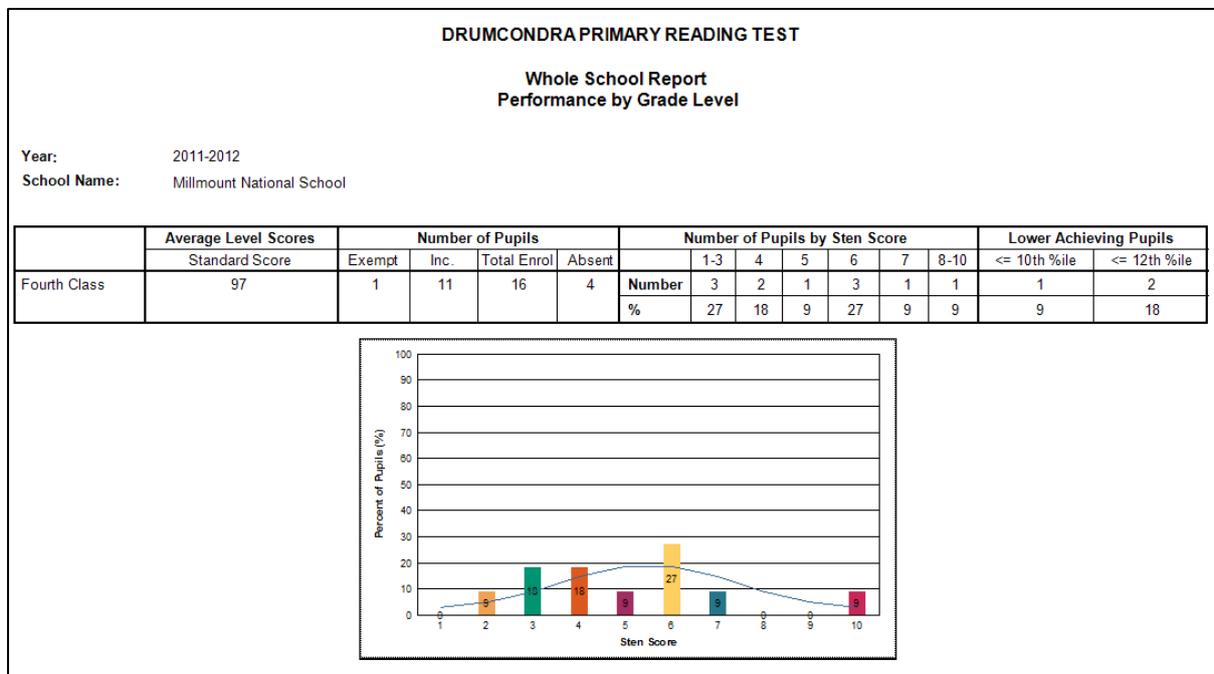
**Figure 14.1: School Report: Select School Year and Class Levels Screen**



4. Click **View**.

Sample output for Fourth grade is shown in Figure 14.2.

**Figure 14.2: Whole School Report – All Fourth Classes (Fourth Grade)**



5. To move between classes on the School Report, use the backward and forward arrows at the top of the screen. See Chapter 13 on how to navigate within reports.

Some key features of Figure 14.2 are as follows:

- a. There are 16 pupils enrolled across all Fourth classes in the school. Eleven contribute to the average score and distribution of Sten Scores, while one is exempted and four are absent (i.e., the pupils missed one or more parts of the test). You can locate the identity of an exempted or absent pupil by searching through the relevant class report for each Fourth class (Chapter 13). If a pupil is absent from the Class Reports, it means that no test scores or incomplete test parts were recorded against him/her.

- b. The average Standard Score for the 11 pupils with valid scores is 97.
- c. The data under 'Number of Pupils by Sten Score' is requested by the Department of Education and Skills in respect of pupils at Second, Fourth and Sixth classes. This example shows that, across all Fourth classes in this school, three pupils (27%) scored at Sten 1-3, two at Sten 4 (18%), one at Sten 5 (9%), three at Sten 6 (27%), one at Sten 7 (9%) and one at Sten 8-10 (9%).

The graph on Figure 14.2 shows the percentage of pupils at each Sten Score interval. You can compare this to the theoretical normal curve in the graph. Note that, with small numbers of pupils such as 11, it is quite likely that the distribution of Sten Scores will *not* resemble the normal distribution.

The last page on the School Report provides a summary of the performance of all students in a school on mathematics (Figure 14.3). The information on this page is not required by the Department of Education and Skills. However, it provides a useful overview of performance across all class levels in a school (as in the current example), or across Second, Fourth and Sixth Levels (if selected).

**Figure 14.3: Whole School Report – All Class Levels Combined (First to Sixth)**

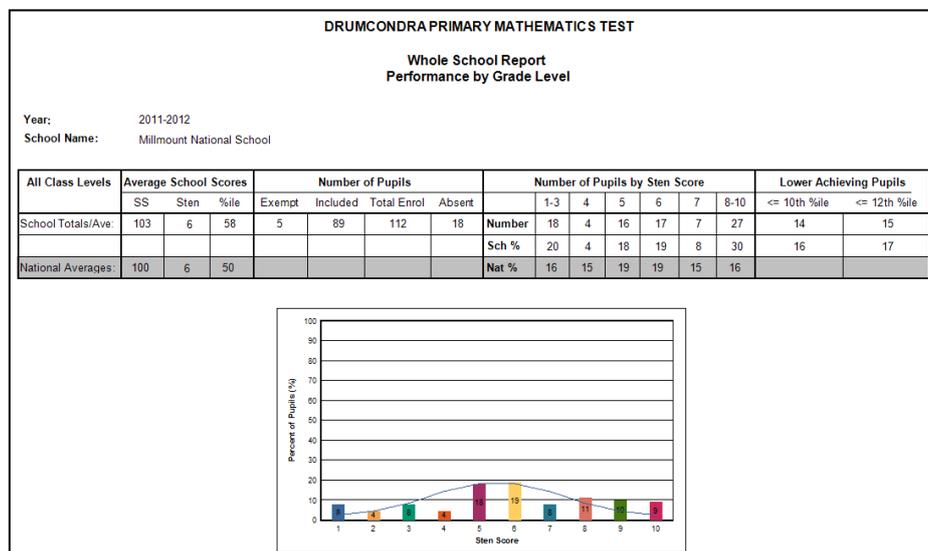


Figure 14.3 gives rise to the following interpretation:

- In Millmount National School, 112 pupils are enrolled in Classes 1-6 (that is, their names have been entered into the Scoring System, and they have been assigned to classes) for 2011-12.

- Five pupils across the First to Sixth classes have been exempted and 18 are absent. The average score, distribution of Sten Scores and graph are based on the performance of the 89 'included' pupils.
- The mean Standard Score across the 89 'included' pupils is 103 – this is just above the national average of 100.
- In broad terms, the distribution of Sten Scores resembles a normal curve. However, there are more pupils at the top end of the distribution (8, 9 and 10), and somewhat fewer at 4. There are marginally more pupils at Sten 1 than might be expected.

## **Printing and Saving School Reports**

The procedures for printing and saving School Reports are identical to those for printing and saving Class Reports (see Chapter 13).

## 15. Generating an Individual Pupil Report

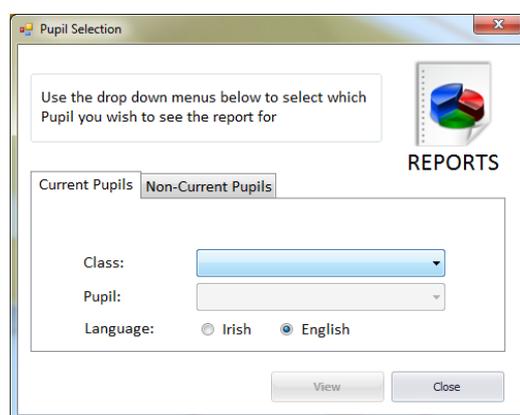
You can use the Scoring System to generate reports for individual pupils, including a profile of pupil performance across multiple years. Below, we show how to generate an individual report for Mathematics. The procedure for English reading and Gaeilge is the same.

**Note:** In order for the an individual report in mathematics to show performance on mathematics content areas and process skills, scores must be entered onto the scoring system on an item-by-item basis (see Chapter 12).

### Generating an Individual Report in Reports

1. In the Base Screen select **Reports, Mathematics, and Individual Report**. The **Pupil Selection** window is displayed (Figure 15.1).

**Figure 15.1: Screenshot: Generating an Individual Report for a Current Pupil**



**NOTE:** **Current Pupils** is the default tab selected, but you can also generate reports for past pupils by clicking the **Non-Current Pupils** tab and searching for the pupil (see example later in this chapter).

2. Select the pupil's **Class**, and then select the **Pupil's** name from the drop-down lists.
3. Indicate whether you want the report in **Irish** or **English**.
4. Click **View** to run the report.

Figure 15.2 shows part of an individual pupil report – the scores for a pupil in Second class (Michael Casey). As the pupil advances through the school, additional rows are added to the report for each form of the mathematics test taken at each class level.

**Figure 15.2: Individual Pupil Report for Mathematics**

Educational Research Centre St. Patrick's College, Dublin 9										DRUMCONDRA PRIMARY MATHEMATICS TEST - REVISED						
<b>STUDENT REPORT</b>																
Name: Michael Casey										Date of Birth: 25/01/2007						
School: Millmount National School										Today's Date: 28/02/2013						
Summary Test Scores (Overall Mathematics)								Content (Percent Correct)				Processes (Percent Correct)				
Year	Exempt?	Level/ Form/ Season	Absent for Section	Standard Score	Percentile Rank	Sten Score	Performance Band Score	Number & Algebra	Shape & Space	Measures	Data	Recall	Implement	Reason	Connect	Solve Problems
Third Class	<input type="checkbox"/>	3A-Spr		107	68	6	Higher Level (Band 4)	73	46	60	56	62	82	45	75	74
Fourth Class	<input type="checkbox"/>	4A-Spr		103	58	6	Average Level (Band 3)	56	45	58	88	38	70	46	88	64

The following inferences can be made, based on the information in the Report.

- The mean scores obtained by Michael Casey in Third and Fourth classes are 107 and 103 respectively. A decline of 4 points is unlikely to be statistically significant.
  - Michael's performance is above the criterion mastery level (60%) for most of the mathematics content areas and process skills. However, he is consistently weaker in Shape and Space, achieving 46% in Third class, and 45% in Fourth class. Performance on questions categorised as reasoning is also low (45% in Third, 46% in Fourth), so further, more intensive work in these areas may be warranted.
  - Michael scores at the performance band 4 in Third class, and at performance band 3 in Fourth (see box below for information on interpreting and reporting on performance bands).
5. If you wish to save or print the individual report, or navigate around it, see the instructions in Chapter 13.

### Individual Mathematics Reports – Class-Level Performance Bands

Users of the Scoring System can access additional, detailed individual reports for mathematics. These ERC-developed reports are based on Performance Bands, and provide diagnostic information about the performance of individual pupils. This information can be shared with parents or other teachers. The technical background to the development of the Performance Bands can be accessed on [http://www.erc.ie/documents/dpmt\\_combined\\_documents.pdf](http://www.erc.ie/documents/dpmt_combined_documents.pdf). It is also available on the Scoring System Memory Key or in a folder into which you which you saved the Scoring System.

The report templates – there is one for each DPMT test level – are on the Scoring System Memory Key or in the folder on your computer or server into which you have saved the Scoring System. See the folder *Individual Maths Reports* for the report templates, plus information on how to use them.

If you plan to use the templates in future years, we recommend that you save the folder contents to your own computer or network.

## Viewing an Individual Report for a Non-current pupil

You can also view reports in respect of non-current pupils. To open a report for a pupil who has already been transferred to post-primary schooling, following these steps:

1. On the Base Screen, select Reports, Mathematics, and Individual Report. Then select **Non-Current**, enter the pupil's name and select **Search** (Figure 15.3).

**Figure 15.3 – Generating an Individual Student Report for a Non-Current Pupil**

2. The target pupil's name should appear on a list. Double click on the pupil's name. An individual report should open (Figure 15.6).

**Figure 15.6 – Individual Student Report for a Non-Current Pupil**

Educational Research Centre St. Patrick's College, Dublin 9		DRUMCONDRA PRIMARY MATHEMATICS TEST - REVISED														
<b>STUDENT REPORT</b>																
Name: Tina Libreri		Date of Birth:														
School: Millmount National School		Today's Date: 07/03/2013														
Summary Test Scores (Overall Mathematics)							Content (Percent Correct)				Processes (Percent Correct)					
Year	Exempt?	Level/ Form/ Season	Absent for Section	Standard Score	Percentile Rank	Sten Score	Performance Band Score	Number & Algebra	Shape & Space	Measures	Data	Recall	Implement	Reason	Connect	Solve Problems
Fifth Class	<input type="checkbox"/>	5A-Spr		93	32	5	Basic Level (Band 2)	53	22	50	0	11	45	33	40	62
Sixth Class	<input type="checkbox"/>	6A-Spr	AB													

3. The following observations can be made, based on the Report:
  - a. Tina completed all parts of the Level 5, Form A mathematics test in Fifth class, and achieved a Standard Score of 93.
  - b. She did not complete parts A or B in Sixth class (see 'Absent for Selection'), and hence did not receive a Standard Score, nor is there a breakdown by mathematical content area or process.

## Viewing Summary of Tests Completed by Individual Pupil

You may wish to review tests completed by an individual pupil from time to time. This can be done by generating individual reports for the pupil on English reading, mathematics and Gaelge, as described above. The steps described below allow you to look at a list of the tests completed by individual pupils on a class-by-class basis, as well as their overall performance, and allows you to delete a test.

1. Select the **Pupil** icon on the base screen.
2. Select **Search** and locate the pupil. This can be done by entering the pupil's **First and/or Last Name**, or using the **Status** drop-down menu to generate a list of current pupils, pupils who have transferred to post-primary level etc.
3. Select the target pupil from the resulting list. An Add Pupil window appears.
4. Select **Completed Tests**. This generates a list of tests completed by the pupil (Figure 15.5). The list shows that:
  - In Third class, Michael Casey has no overall scores with respect to English reading, indicating that he was absent for one or more parts of the test.
  - Michael Casey sat the mathematics test in Third and Fourth classes, and achieved Standard Scores of 107 and 103 respectively (see above for further interpretation).
  - Michael Casey was not given an exemption for any of the tests listed.

**Figure 15.5: Pupil Completed Tests Window**

S.	School Year	Class Name	Test	Level	Form	Season	Total Raw	Total Stan	Total Stan	Percent	Exempt
	2011-2012	Willow 3rd	English Reading	3	A	Spring	47	107	6	68	NO
	2011-2012	Willow 3rd	Mathematics	3	A	Spring	47	107	6	68	NO
	2012-2013	Ash 4th	Mathematics	4	A	Spring	44	103	6	58	NO

5. If you need to delete a test, please see Chapter 7 for details.

If you spot any discrepancies in any of the reports (e.g. scores are lower than expected, scores are missing for a section, pupils with no results or numbers that don't match up as expected), check the scores that were entered for each pupil. The most common causes of confusion or error are:

- a section was skipped by mistake, or completed, but not saved.
- the pupil completed an Autumn test only.
- Autumn norms were applied by mistake to a Spring test.

(Remember, Autumn testing does not count towards the school or class averages or sten score distributions).

If there is still an issue that you cannot resolve, email [scoring@erc.ie](mailto:scoring@erc.ie). In your email, include as much information as you can. Clearly identify the specific issue, the screens, the pupils and the tests/test sections involved, and screenshots, where relevant. Also, provide your school roll number and phone number.

## 16. Regulating Access to the Scoring System

For each user, you can assign one of two different levels of access to the Scoring System:

- **Administrator:** this level allows the user to control all aspects of the System.
- **Teacher:** this level allows limited access to selected parts of the System.

Each school can regulate access as they choose. A common model is to set up one person (e.g., the principal, secretary or a support teacher) as **Administrator**, and to set up all teachers with **Teacher** access, which allows them to enter scores and access reports only for their own class(es).

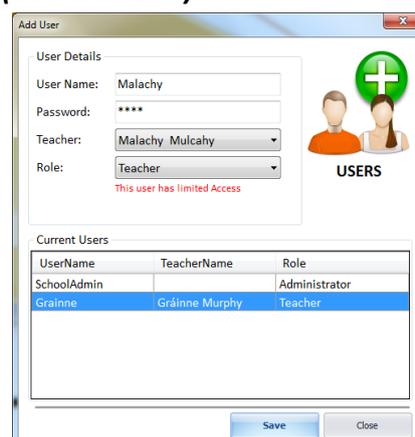
**Note:** If you are using the Teacher Access method, you should add all teachers to the Scoring System and assign them to their classes (Chapter 5) **before** you set up access levels. This is because, for access purposes at the teacher level, teachers must be linked to their class(es).

**Note:** Teachers should only log into the current school year. If they log into a different (earlier) year using their teacher name and password, they may not be able to access classes assigned during earlier years. Teachers wishing to access classes from an earlier year should contact the Administrator, who can generate reports for the earlier year.

To set up access levels and passwords for new users:

1. In the Base Screen select **Administration**. Select **Users Add/Edit**. The **Add User** screen appears (Figure 16.1).

**Figure 16.1: Add User Screen (Teacher Role)**



The screenshot shows a window titled "Add User" with a close button in the top right corner. The window is divided into two main sections. The top section, "User Details", contains four input fields: "User Name" with the value "Malachy", "Password" with four asterisks, "Teacher" with a dropdown menu showing "Malachy Mulcahy", and "Role" with a dropdown menu showing "Teacher". Below the "Role" dropdown, there is a red text warning: "This user has limited Access". To the right of these fields is a "USERS" icon featuring a green plus sign over a person silhouette. The bottom section, "Current Users", contains a table with three columns: "UserName", "TeacherName", and "Role". The table has two rows: "SchoolAdmin" (Administrator) and "Grainne" (Gráinne Murphy, Teacher). The "Grainne" row is highlighted in blue. At the bottom of the window are "Save" and "Close" buttons.

UserName	TeacherName	Role
SchoolAdmin		Administrator
Grainne	Gráinne Murphy	Teacher

2. Add a **User Name** (*Malachy* is the example in Figure 16.1).
3. Add a **Password**.

**Note:** Alphanumeric passwords are more secure. Also, passwords chosen by the users are less likely to be forgotten than one assigned by someone else.

4. The **Teacher** field is only completed if the new user is a current teacher.

- If the user is a teacher, select his or her name from the drop-down list.
  - If the user is not a teacher, skip the **Teacher** field.
5. Select the **Role** (Administrator or Teacher).
- Note:** You can have multiple Administrators. *Malachy's* role is specified as **Teacher**, meaning he has limited access to the Scoring System, as indicated in red type.
6. Click **Save**, and provide the user with his/her User Name and Password.

## Teacher Login Screens

There are restrictions when a teacher logs in, compared with an administrator. It is only possible to search for pupils in the teacher's own assigned class(es), record test scores against pupils in the teacher's own class(es), and generate reports for the teacher's own class(es). The following are examples of screens that arise from the teacher login. Figure 16.2 shows Pupil Search Screen, where a current search only brings up pupils who are in the teacher's class. There is no access to pupils in other classes.

**Figure 16.2: Pupil Search Screen (Teacher Role)**

The screenshot shows a 'Pupil Search' window with the following search criteria:

- Search Here:
  - First Name: [Text Input]
  - Last Name: [Text Input]
  - Date of Birth: [07] [March] [2013] [Calendar Icon]
  - Status: [Current] [Dropdown]
  - Date Enrolled: [07] [March] [2013] [Calendar Icon]
  - Date Left School: [07] [March] [2013] [Calendar Icon]
- [Search] Button

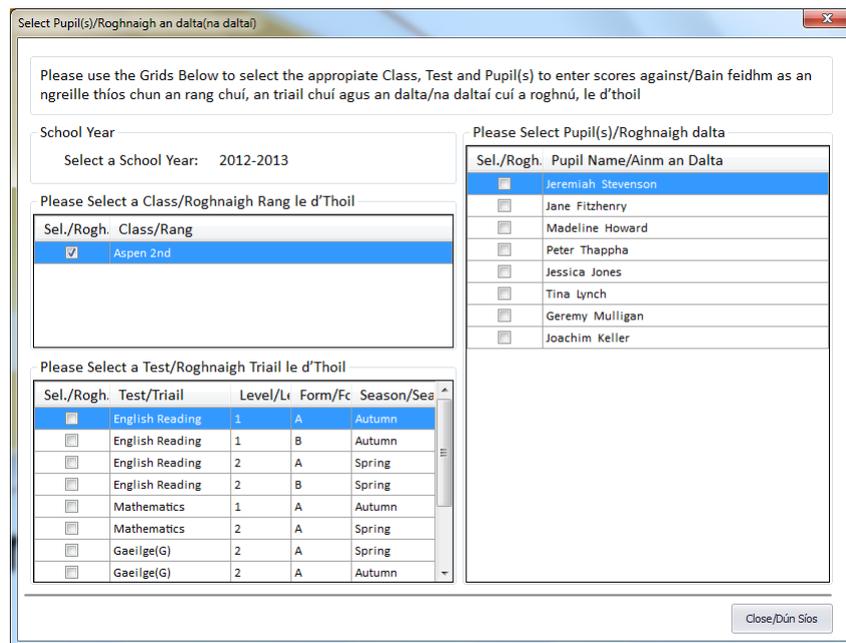
Below the search criteria is a table titled 'Pupil View - Double click to view record':

Pupil_Name	DOB	Status	Description
Tina Lynch	23/01/2007	Current	
Jeremy Mulligan	14/03/2007	Current	
Joachim Keller	14/03/2007	Current	
Jeremiah Steven...		Current	
Jane Fitzhenry		Current	
Madeline Howard		Current	
Peter Thappa		Current	
Jessica Jones		Current	

There is a 'Close' button at the bottom right of the window.

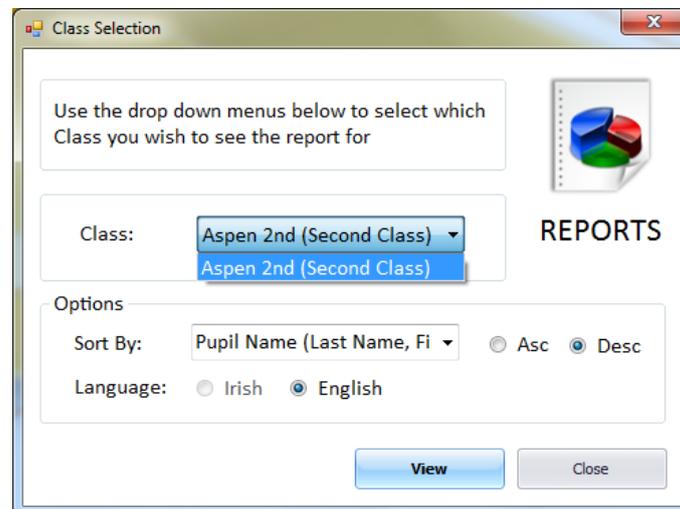
Figure 16.3 deals with entering pupil test scores (Chapters 10-12). Here, only the teacher's class (Aspen 2<sup>nd</sup>) is shown. There is no access to other classes.

**Figure 16.3: Select Pupils Screen (Teacher Role)**



In Figure 16.4, the only classes for which a teacher can generate a Class report are his/her own classes. No other classes appear on the drop-down list.

**Figure 16.4: Generating a Report (Teacher Role)**



## Changing a Password

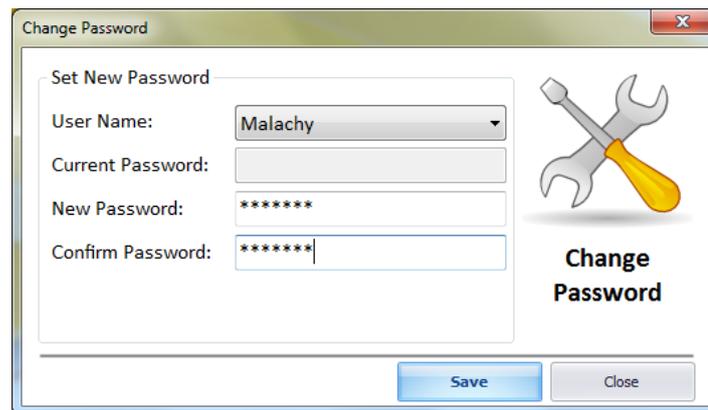
**Note:** If a teacher is assigned to a new class, there is no need to change the teacher's User Name and Password, as the teacher user name and password are assigned to the teacher rather than to a class. The class the teacher sees on screen depends on the class to which the teacher is currently assigned.

Users set up as having an Administrator role can assign new passwords to *other* users. Typically, this function is used when a user forgets their original password. Users can also change their own password – the only option available under Administration for users set up as having a Teacher role.

To assign a new password to another user:

1. In the Base Screen, select **Administration**, and **Users/Change Password**. The **Change Password** screen appears (Figure 15.2).

**Figure 16.5: Change Password Screen (Administrator Role)**



2. In **User Name** select the user from the drop-down list.
3. Enter the **New Password** and re-enter it in the **Confirm Password** field.
4. Select **Save** to change the password. Inform the user of his/her new password.

To change your own password:

1. Log in under your own username and select **Administration**, and **Users/Change Password**.
2. In the **Change Password** screen (Figure 16.5, above), your username is displayed.
3. Enter your current password, then enter and confirm your new password.
4. Click **Save** to update.

**WARNING!!**

If you change the **schooladmin** user password, ensure you store the new password in a secure place. If you forget the password and no other users have administrator access rights, you will be unable to access system administration functions.

## 17. Managing the Database Location

As a general rule, we suggest you do not move the location of your database. In the rare situations where you need to move it, please carry out the following procedures exactly as instructed. Failure to follow them will cause the Scoring System to become unusable.

### Note:

Locations to which you might move your database include the hard drive on your computer, a school server, or an external drive. Please be aware of potential security problems when you move your database.

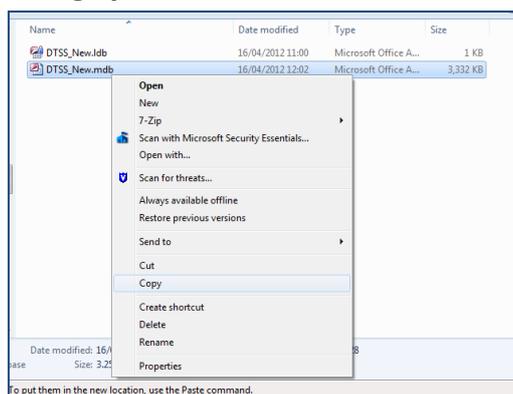
**Note:** If you use a hard disk or memory key, they need to be connected to the system in the same order as during installation (i.e., you should insert the portable drive as the first external drive).

To change the database location, you need to first move the database, then set up the new location. Next re-direct all linked computers to the new location, and finally, having checked that the System is fully operational on all computers, delete the database in its original location. Each task is described below.

### Moving the Database to a New Location

1. Ensure that all users (administrators, teachers) who use the database are logged out.
2. In **My Computer** or similar, locate the database (it will have the file extension **.mdb** as shown in the example in Figure 17.1).

**Figure 17.1: Copying the Scoring System Database**



3. Click once on the **.mdb** file. Then, either:
  - Right-click your mouse and select **Copy** (as shown in Figure 17.1).
  - Select **Edit** and then **Copy** from the menubar.

**Note:** Do **not** delete / cut / drag-and-drop the database. You need to retain the database in its original location until *after* all the steps in this section and the next are completed and checked.

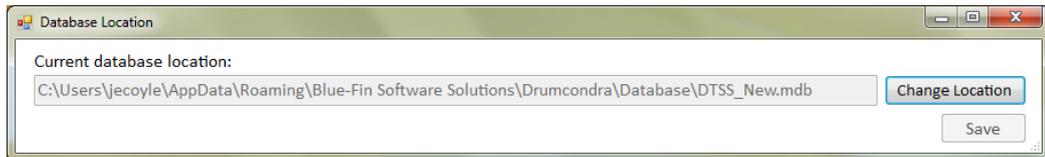
5. **Paste** to the new database folder location (either using right-click, or **Edit** and **Paste**).

## Setting Your New Database Location

These steps need to be repeated on every computer on which the Scoring System is installed so you can link each computer's Scoring System to the database in its new location.

1. Logon to the Scoring System.
2. On the Base Screen select **Administration** and **Change Database Location**.  
A screen similar to Figure 17.2 will appear, showing the location at which your database has been stored up to this point.

**Figure 17.2: Original Database Location screen**

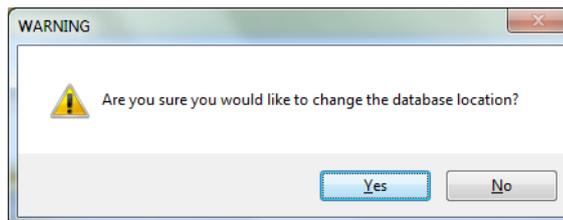


3. Click **Change Location**, then find your new location. Double-click the database or select it and then click **Open**.  
You will see a screen similar to Figure 17.3.

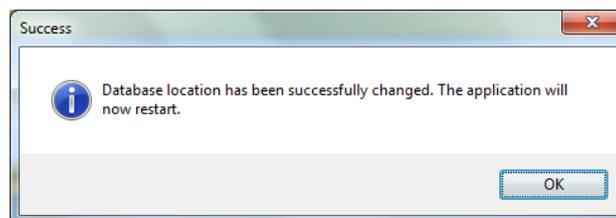
**Figure 17.3: New Database Location**



4. Click **Save**.  
A warning message asks if you are sure you want to change the location.



5. Click **Yes** and you will get a message confirming that the database has been moved.



6. Click **OK**.  
The Scoring System restarts, set to the database in the new location.

7. Repeat steps 1 to 6 for each computer on which the System is installed. If you fail to do so, some computers may be accessing the old (and incorrect) database.

### **Deleting the Database from Its Original Location**

Once you have changed the database location on all relevant computers in your school, and checked that all can access the database at its new location, delete the original database from its original location. This ensures version control (nobody can accidentally link to the now defunct database). Those who try will receive an “Unable to Locate Database” error message directing them to the system administrator.

## 18. Using the System Help File

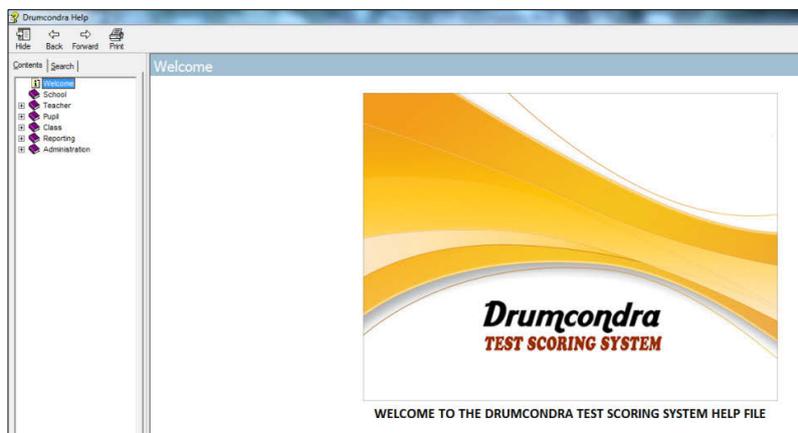
To access the help file, select **Help** from the **Help** menu at the top of the screen (Figure 18.1).

**Figure 18.1: Accessing the Help Menu**



You are presented with six different headings, as shown in Figure 18.2.

**Figure 18.2: Main Headings in the Help Menu**



To choose the topic on which you require help:

- click the option (e.g. Pupil) and follow the links
- or
- click the plus sign (+) to the left of your selection to expand it, and follow the links.

**Figure 18.3: Example of Help Menu Topics**

