Educational Research Centre
Foras Taighde ar Oideachas

Manual for the

New Drumcondra Primary Tests Scoring System

Version 4.2.20078.1642 (2021)

For queries about the installation or use of the Scoring System, please e-mail scoring@erc.ie
Your email must include:

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

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Introduction

The New 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:

- New Drumcondra Primary **Reading** Test (New DPRT) (Standardised in 2018)
- Drumcondra Primary **Mathematics** Test (New DPMT) (Standardised in 2018)
- Triail **Ghaeilge** Dhroim Conrach (TGD) (Caighdeánaithe i 2008)

> The data (test scores) associated with the Scoring System can be installed on a single computer/laptop, or 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 10 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 as Gaeilge as well, to the Department of Education and Skills, as per Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016, 0038/2017 and 0026/19.

This manual is divided into the following 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, this is done on first use and annually thereafter.
- Chapters 10 – 16 deal with how to use the system to input test results and generate reports.
- Chapters 17 – 20 deal with administration of the Scoring System.

> This manual deals with a version of the scoring system designed to be used with the New Drumcondra Primary Reading and Mathematics Tests, and the Triail Ghaeilge Dhroim Conrach. Scores on pre-2018 tests (i.e., the DPRT-Revised and the DPMT-Revised) cannot be entered on the system covered by this manual.

Features of the Current Scoring System

The following are key features of the current version of the Scoring System:

- Classes hold constant across the school years once scores have been recorded against them. Thus, if the classes in 2018-19 are Third Class A, Third Class B and so on, the same Third Classes are used in 2019-20, 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 can be exempted from specific tests, so exemption status can change from test to test, and from year to year.
- There is a pupil template for importing pupil names into the Scoring System. This is called Pupil Import Template 2019.xlsx
- Pupil test scores can be imported from an Excel file. Scores for each subject can be manually entered into import templates. Or, if you avail of the **machine-scoring service**, you will also receive an Excel file that can be imported.
- Two windows can be accessed from the Pupil Edit Screen – 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 School Report includes, for each grade level selected, and overall, the number of pupils absent, the number present, the number exempted and the number enrolled, to better meet Department of Education and Skills' reporting guidelines. Numbers and percentages of pupils at each Sten Score for each class level are also given.
- The system allows for movement of pupils from year to year.
- Users can transfer pupils to the next school year (for example, pupils can be transferred from the 2018-19 school year to the 2019-1920 school year, if the year at the top right of the base screen is 2019-20).
- Users who log in with teacher rights can access information for the current school year only. Furthermore, they can only search for pupils, enter scores and generate reports in respect of their current class(es).
- Class lists of pupils can be generated from the Class module.
- Users can sort any list by clicking on the column header and can select or deselect all items in a list by clicking on 'Sel/Rogh,' at the top of any list that has selection boxes (usually the first column in the list).
- Crystal Reports is no longer used to generate reports. Instead, DevExpress is used and this is installed automatically during setup.

Table of Contents

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. If you have a previous version of the 2019 version of the scoring system installed, you will need to uninstall this version first. To do this, go to **Chapter 19** for instructions on removing the older version before proceeding with steps below.

1. Create a folder on your desktop or network share – e.g. Drumcondra Setup.
2. Extract the contents of the zip file provided to you by email to this new folder.
3. Open the folder on your desktop or network share (called e.g. Drumcondra Setup) and double click setup.exe (Figure 1.1).

*Figure 1.1: setup.exe on the Scoring System*
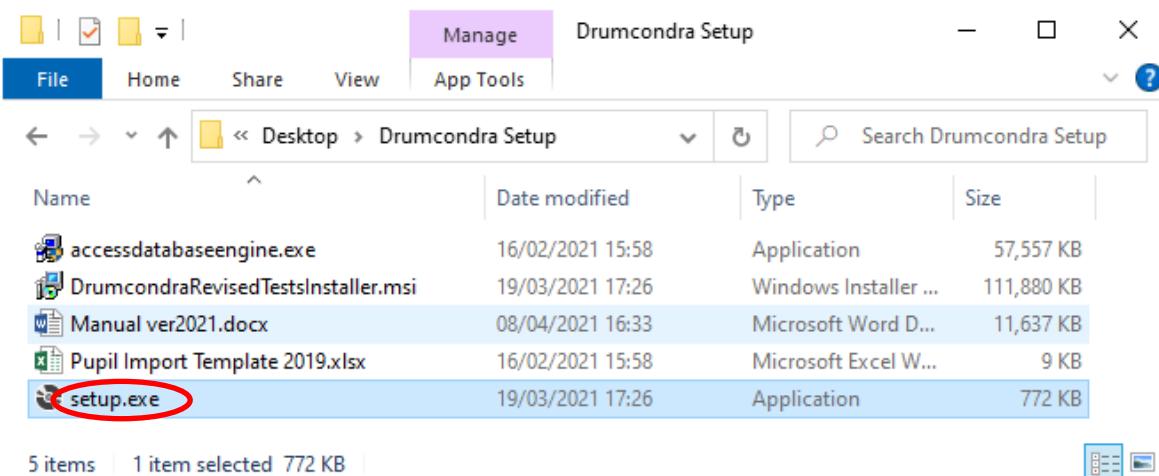
4. You will be guided through a series of screens as the installation process takes place. For the screen in Figure 1.2, click **'Next>'**.

Figure 1.2: Installing the Scoring System (1)
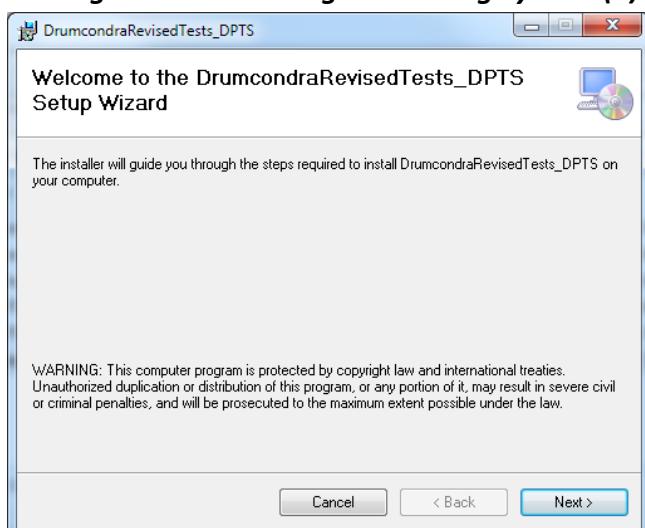
5. For the screen in Figure 1.3, click **'everyone'**.

*Figure 1.3: Installing the Scoring System (2)*
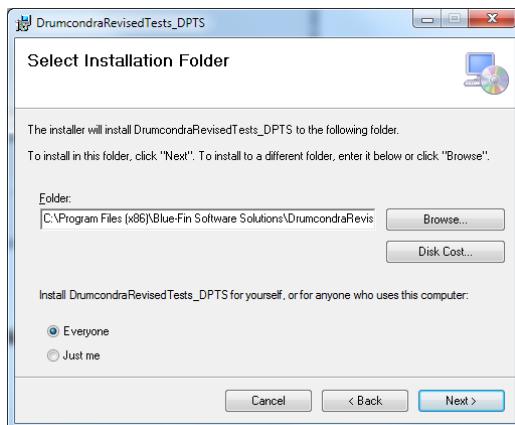

6. For the screen in Figure 1.4, click **'Next>'**.

*Figure 1.4: Installing the Scoring System (3)*
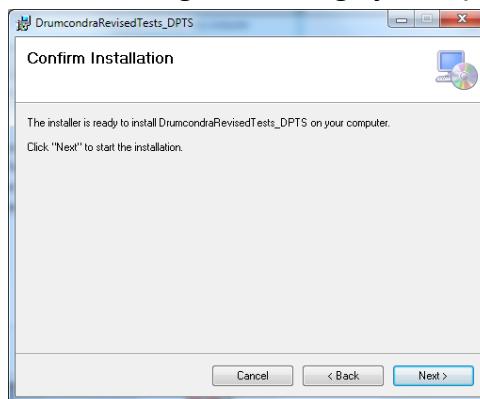
In some cases, installation does **not** start automatically because your computer's security system wants to verify the software. A pop-up window called may open (see Figure 1.5). Click 'Run' or 'Run Anyway'.

Figure 1.5: Security Warnings

2
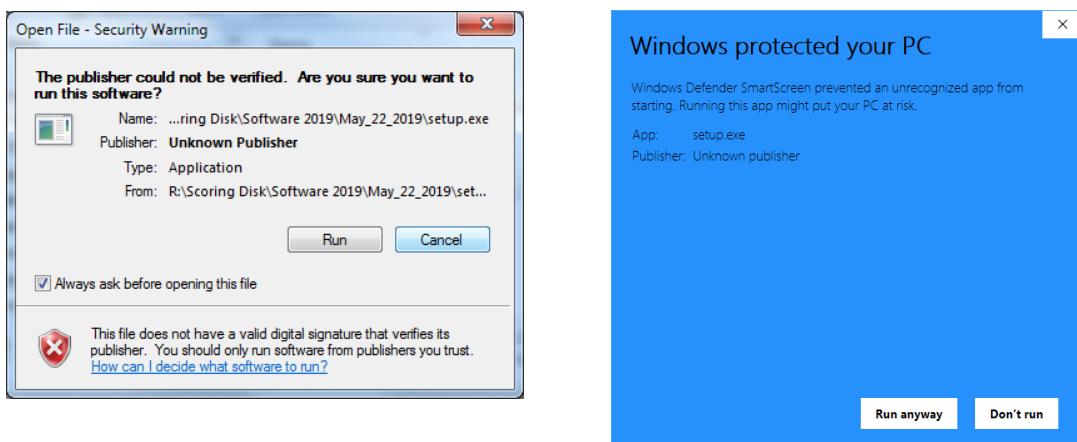
7. Confirm the installation by clicking **'Next>'** (Figure 1.6)

Figure 1.6: Installing the Scoring System (4)
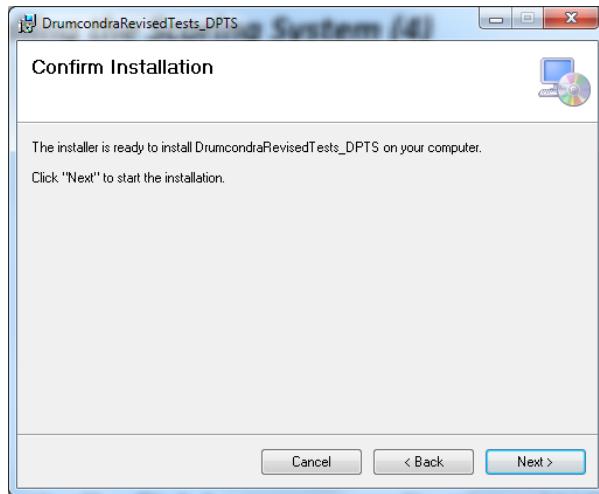
8. Complete the installation by clicking **'Finish'** (Figure 1.7)

Figure 1.7: Installing the Scoring System (5)
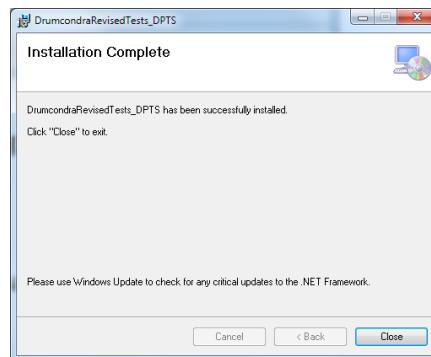
Note: If installation does not begin automatically, flick between applications (ALT + Tab) until you see the pop-up window.

9. The Scoring System should now appear on the menu of programs (click the Windows Start button in the bottom left corner of your screen). Select Drumcondra_NewTests_DPSS (Figure 1.8).

*Figure 1.8: Selecting the Scoring Program*
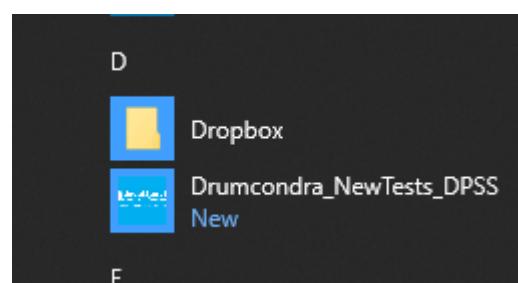
10.   If it has not already been installed, you will be told that you need to install the Microsoft Access Database Engine. Click **'OK'**. If you had an earlier version of the Scoring Program on your device, you will not be asked to install the Database Engine, as you will have it on your machine already.

*Figure 1.9: Installation of Database Engine*
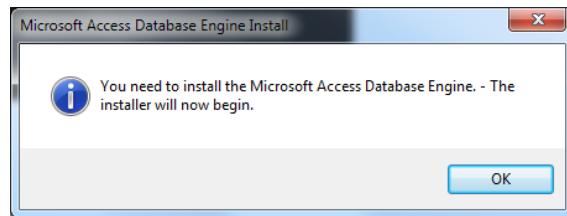
11.   A popup may ask you if you can allow your computer to install the programme. Click 'Yes' or 'OK'.

12.   On the Software Licence Terms window, first click to indicate that you **Accept** the Microsoft License Terms for Access Runtime 2010; then **Continue** (Figure 1.10).

Figure 1.10: Software Licence Terms
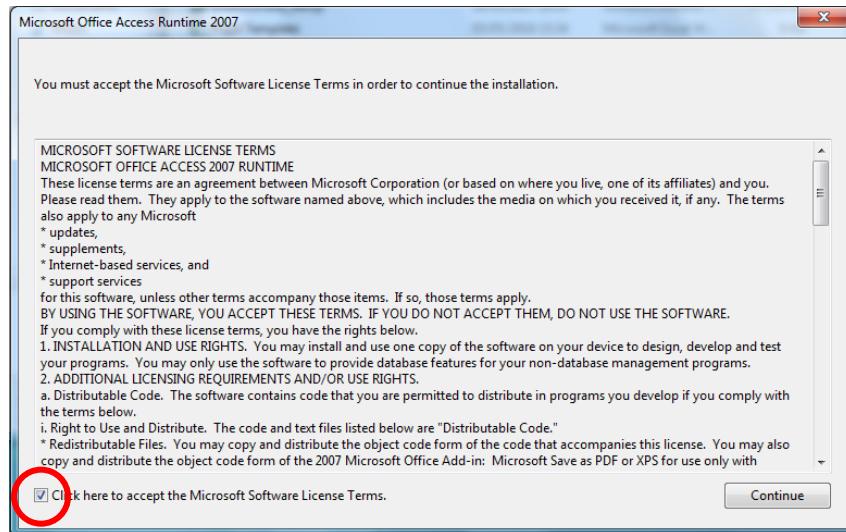
The installation will begin and you will see the following progress indicator (Figure 1.11).

Figure 1.11: Progress Indicator for Access Runtime
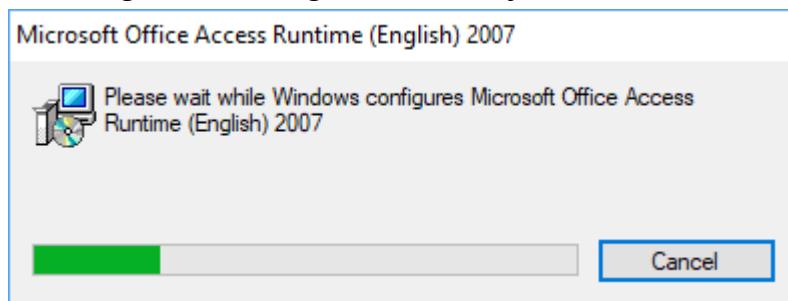
13. A popup (Figure 1.12) tells you that Runtime has been installed. Click **OK**.

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Figure 1.12: Popup Indicating that Access Runtime has been installed.
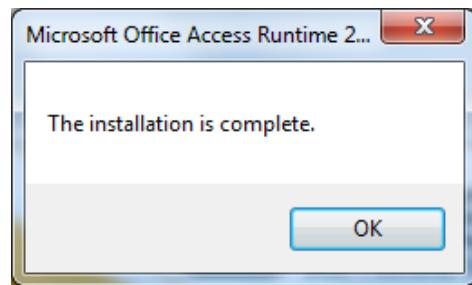
14. The following screen should appear (Figure 1.13).

Figure 1.13: Installing the Database
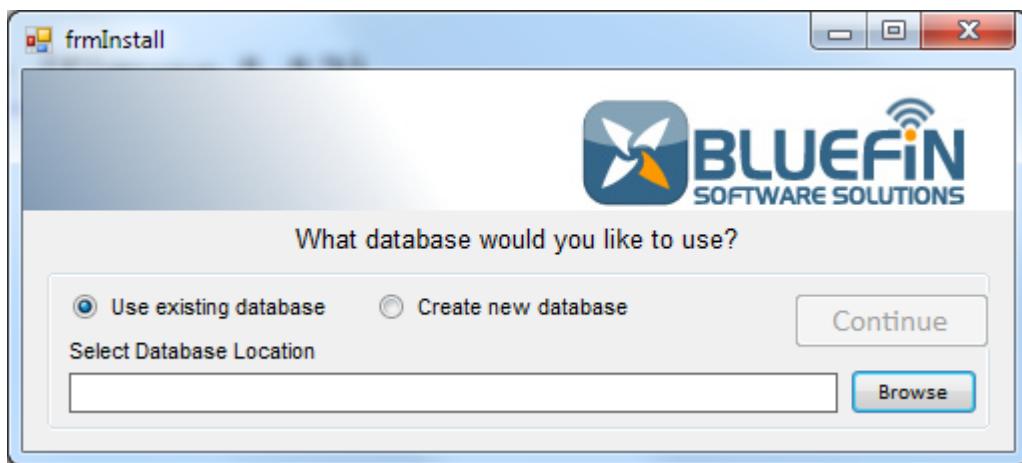
Please proceed to **Chapter 2** for information on setting up the database location.

# 2. Initial Setup: Specifying the Location of Your Database

The first time you use the Scoring System, you will be asked whether you wish to use an existing database, or create a new one (Figure 2.1).

> Note: The Access datafile used on pre-2019 versions of the Scoring System cannot be used with the 2019 Scoring System. You need to create a new Access datafile for the 2019 Scoring System, if you do not have access to one (e.g., via your school's server).

Figure 2.1: Installing the Database
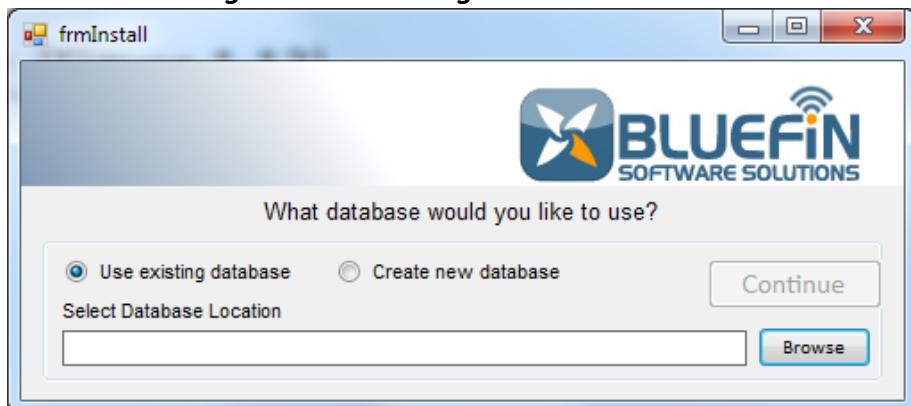
Choose 'Create new database': If you are installing the 2019 Scoring System on your hard disk, or if this is a first-installation of the 2019 Scoring System on the school network. See **Section 2.1: Creating a New Database** below for additional instructions.

Choose 'Use existing database': If you (on your hard drive) or your school (via the school network) has already set up a database for the 2019 scoring programme, see **Section 2.2: Linking the Scoring System to an Existing Database.**

This chapter first describes what you should do if you select 'Create new database' and then what you should do if you select 'Use existing database',

2.1   Creating a New Database

The instructions in this section refer to users creating a database associated with the current version of the Program for the first time. If a database linked to the current Scoring Programme already exists, see **Section 2.2: Linking the Scoring System to an Existing Database**, later in this chapter.

1.   On the instal screen (Figure 2.1), select **'Create new database'.** Then select browse to indicate where you want to save your database (Figure 2.2).

Figure 2.2: Specifying Where to Store Your Data
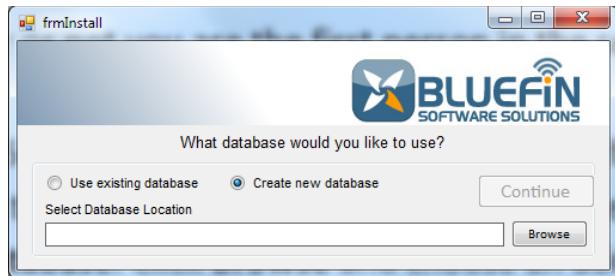
2.   Click **Browse** and choose an address at which to locate the database such as desktop or hard disk that is easily reached. Within Browse, create a folder called Drumcondra Database (if not already created). The database will be created within this folder. This folder should be easily identifiable and easy to reach, for regular backing up or copying of your database in case of a system failure, thus leading to no loss of data.

3.   Once the new database has been created, you will see the screen in Figure 2.3.

Figure 2.3: Location of New Database
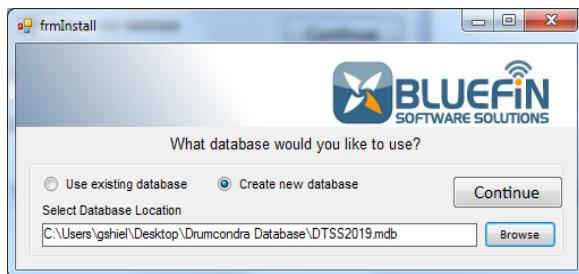
Note that your new database has a different name (DTSS2019.mdb) than in pre-2019 versions (where the database was called DTSS_New.mdb).

4.   Click on **Continue**. You should see a popup indicating that the database has been installed.

5.   Proceed to **Chapter 3** for instructions on logging into the Scoring System.

   Note: Saving the database to a network location will allow any computer connected to that network to access the database as long as the Scoring System software has been correctly installed on that computer (see **Chapter 1**).

   Note: You should save your database to a folder on your network or computer (not the one called Scoring Setup into which you copied the Scoring System from your memory stick). We suggest calling the folder for the database **Drumcondra Database**.

2.2   Linking the Scoring Programme to an Existing Database

Database for 2019 system already on school server. If a database for the school has already been created on a networked server or computer that is linked to the current version of the Scoring System, ask the person responsible for the address/location of the database. Then select Use existing database and Browse (Figure 2.1) to link the database to the scoring system on your device (see below).

Database on the same device on which you have installed the Scoring Program. If you are linking to an existing database associated with the current version of the Scoring System that is on a school network or on a hard drive, follow these steps:

1. After clicking on the Scoring System to open it for the first time (Figure 2.2), select **Use existing database**, click **Browse** and point to the location of the existing database associated with the current version of the Scoring Programme.
2. You will see the location of the database as per Figure 2.4. Highlight the database and click **Open** or double-click on the database.

*Figure 2.4: Selecting an Exsisting Database*
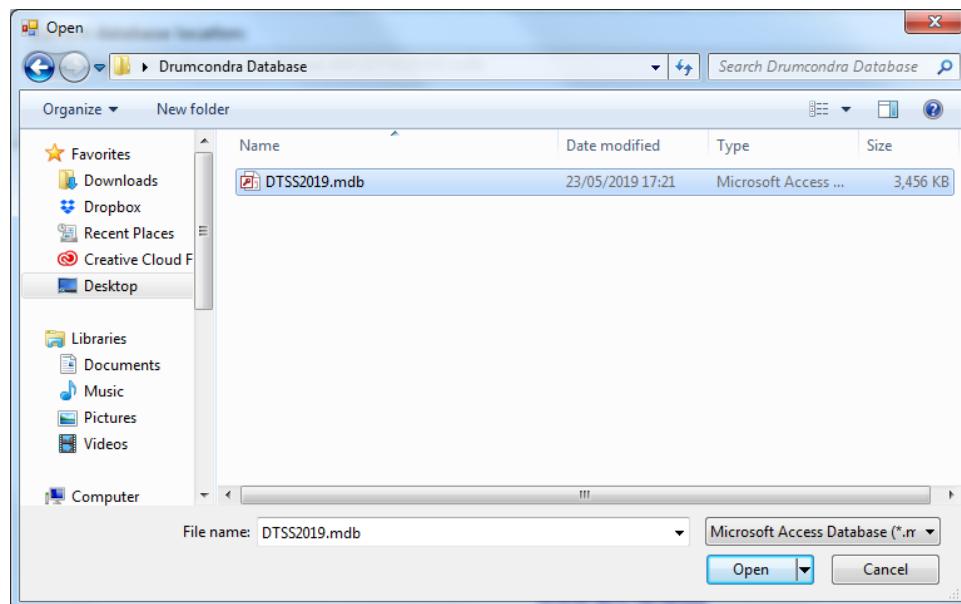
3. You will see the screen in Figure 2.5. If the location of the existing database is correct, click on **Continue**.

*Figure 2.5: Specifying Location of Existing Database*

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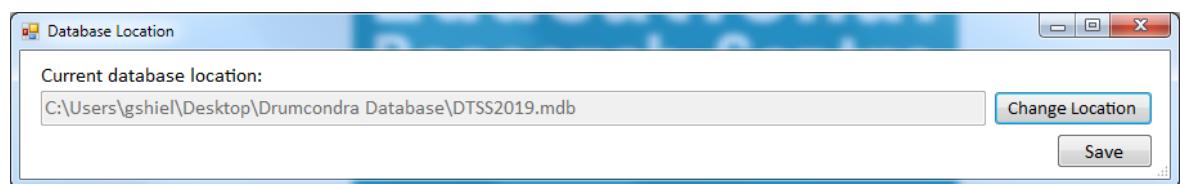
4. You will then be prompted to update your database (Figure 2.6), you should select **Yes** even if your database is the same version.

Figure 2.6: Notification to Update Database
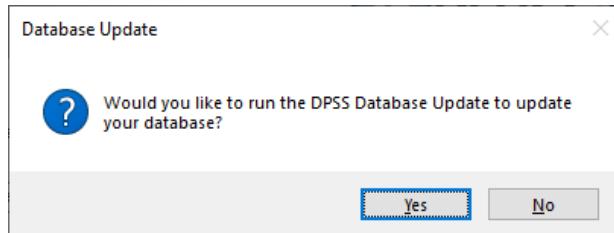
5. Now you will be notified that Setup has been completed (Figure 2.7). Click **OK** to exit setup mode. You will now be taken to the base screen for the Scoring Programme where you can login (see **Chapter 3**).

Figure 2.7: Notification of Completion of Setup
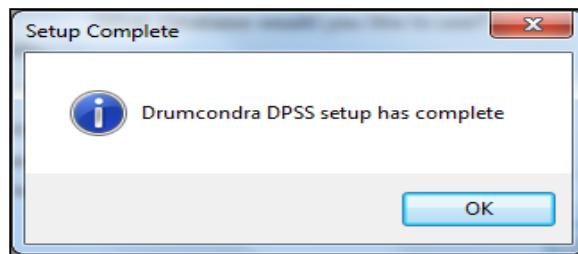
2.3   Finding the location of an existing database

You may wish to ascertain the location of the database linked to your current version of the Scoring System. See **Chapter 17** for details.

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 may skip this Chapter. Otherwise, following the directions below.

3.1 Procedure for Logging In

1. Open the Scoring System, and enter your Username and Password **schooladmin** and **school**, respectively) (Figure 3.1).

Figure 3.1: Screen Requesting Username and Password

> **Note**: The version number is shown below the logo and there is no school year visible at login. The school year is now selected on the base screen (Figure 3.7).

2. Click on **Login**. Click OK. If this takes you to the base screen (see Figure 3.2), proceed to **Chapter 4** to launch the system. If you get a validation request, proceed to Section 3.2 of this chapter.

Figure 3.2: Scoring System Base Screen

3.2   Validating the System

If this is the first installation of the system, or a new installation, you will be asked to validate the system (Figure 3.3).

Figure 3.3: Validation Request Message
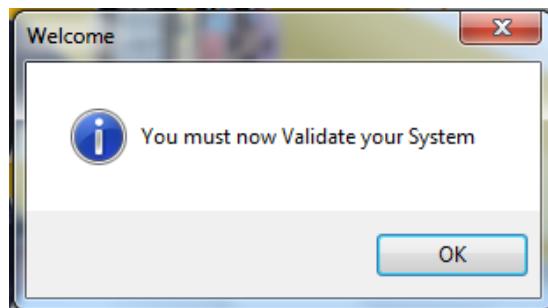
Note: If your system has already been validated or has been linked to an existing database, you will be brought to the base screen (Figure 3.7). You will only see the validation screen if it is the first time you use the System. The validation screen only occurs for a previously-unused database. If you get the validation screen, and have previously used the System, please send an email to the address on the front of this manual stating that you have been asked for a validation code even if you have previously used the system.

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

Figure 3.4: Validation Screen
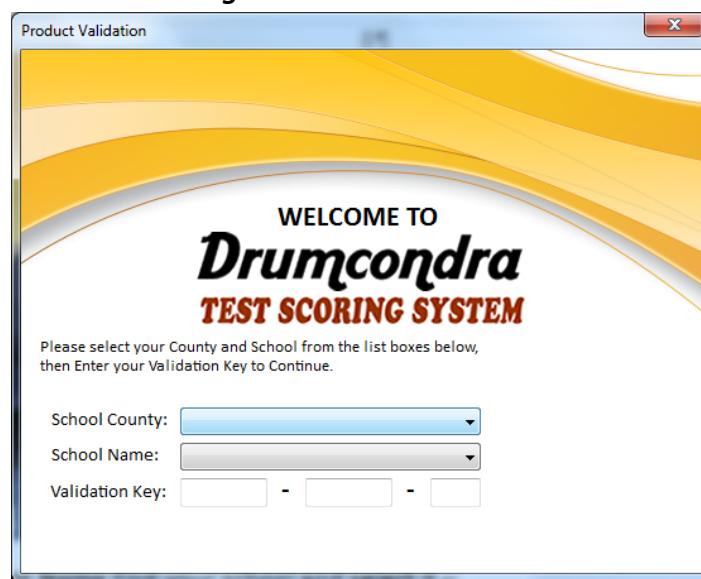
2. Select the **County** in which your school is located.
The **School Name** field is now restricted to a list of all schools in that county only.

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.

3.3   Successful Validation

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 3.4: Unsuccessful Validation**

Figure 3.5: Successful Validation Screen

Click **Continue**. You should get a 'Validation Complete' message (Figure 3.6).

*Figure 3.6: Validation Complete Message*
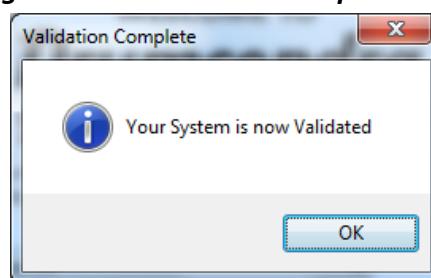
The Scoring System Base Screen is then displayed (Figure 3.7). Now you are ready to start using the System. The systems default year at start-up is the current school year and so the start year changes every September

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

If you select 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 move pupils to their new classes or to download reports for that school year, or make other modifications.

Figure 3.8: Scoring System Base Screen (Non-current School Year)
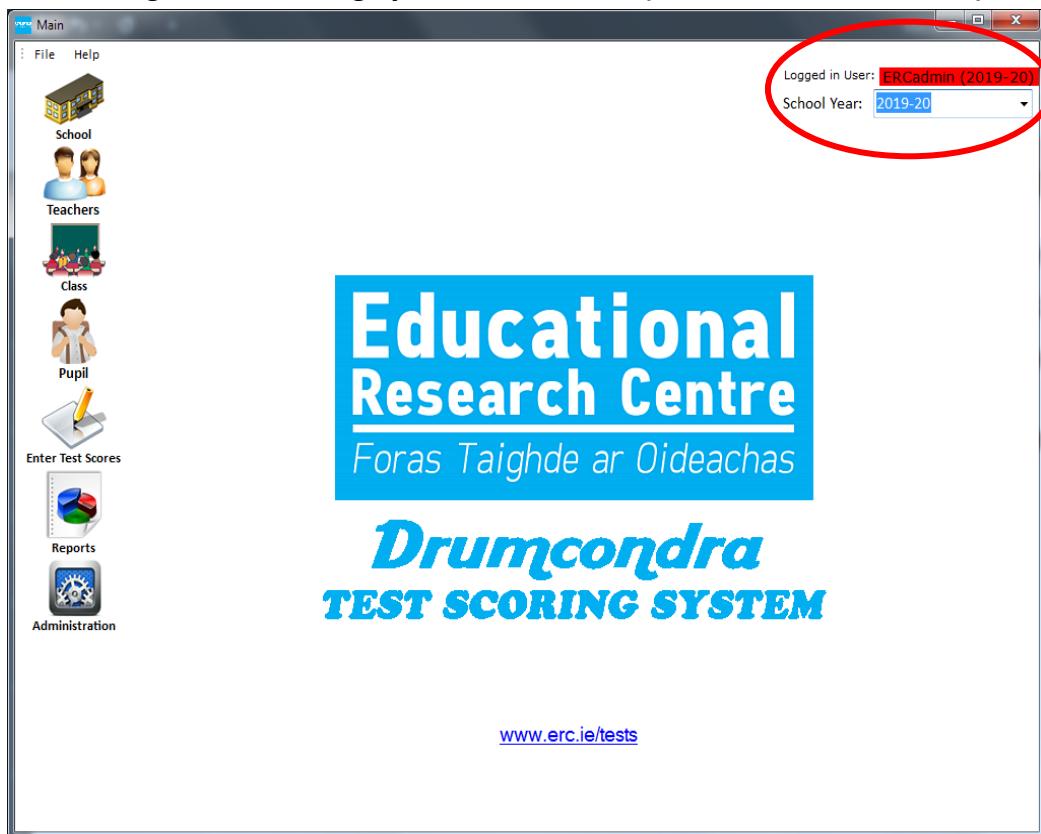
3.4 Unsuccessful Validation

If the validation is unsuccessful, a screen like Figure 3.9 will be displayed and you should contact scoring@erc.ie with a screenshot (Alt + Print Scrn) so that we can verify that you have entered the correct validation key (**Remember the Validation key is case sensitive)**.

Figure 3.9: Unsuccessful Validation Screen
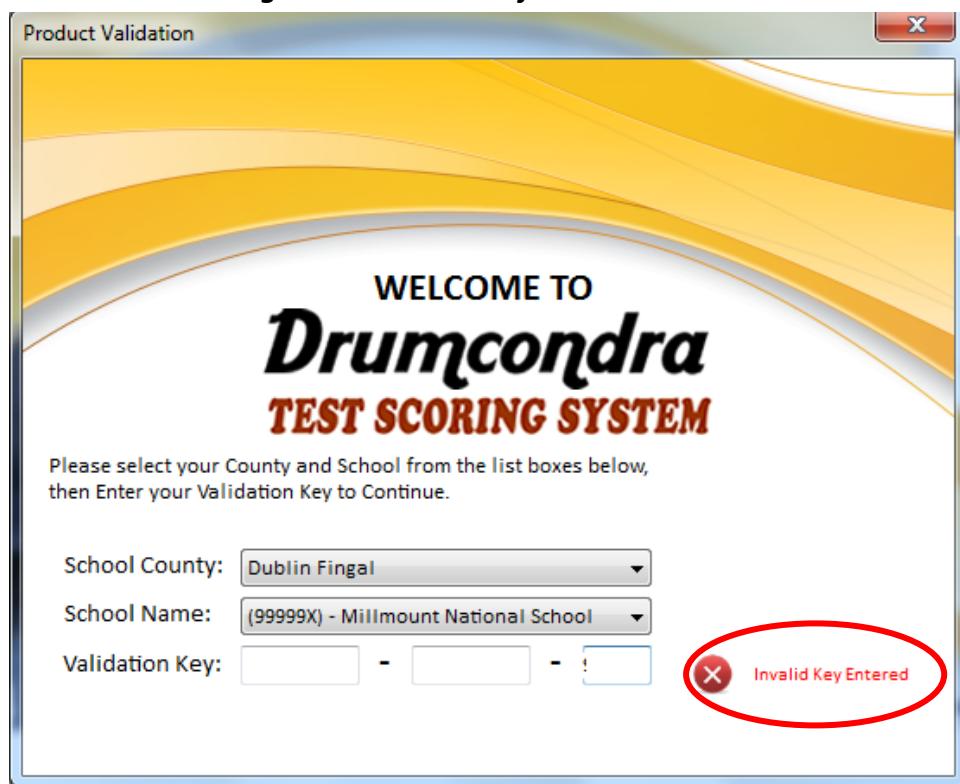
Once you have entered all validation data correctly, you will see a correct mark on the validation screen as well as the **Continue** button (Figure 3.10).

Figure 3.10: Successful Validation Screen

You can then proceed as per **3.3 Successful Validation**

4. Launching the System and Modifying School Details

Chapters 4 to **15** assume that you are logging in with *Administrator access.* **Chapter 16** shows how to setup users and the restrictions that apply for a user with *Teacher access.* Only teachers/staff with *Administrator access* 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 Progam using one of these options:
    - Double-Click the **Drumcondra_NewTests_DPSS** Desktop Shortcut Icon.
    - Click the Windows Start icon and select **Drumcondra_DPTS**.
2. Enter your username and password. The default values are **schooladmin** and **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
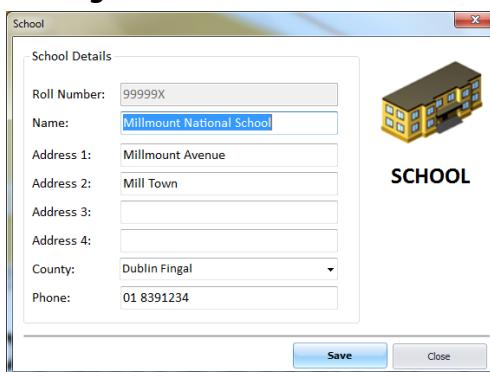
5. Adding, Editing and Deleting Teachers in the Database

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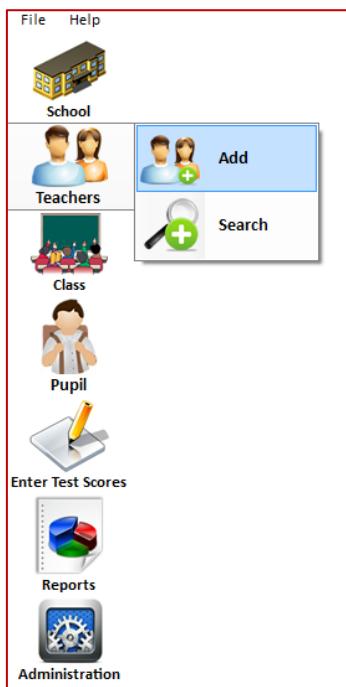
2. The **New Teacher** window appears (Figure 5.2). Add the details for the first teacher. Tick the '**Current**' box if the teacher is currently in the school. Then **Save**.

Figure 5.2: Screen for Entering Teacher Details
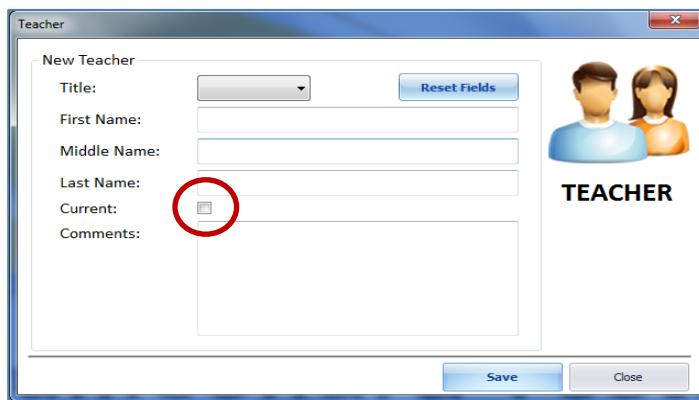
3. You will see a status update saying "Teacher, _____, added successfully". Click **OK.** You will be asked if you wish to add another teacher (Figure 5.3).

*Figure 5.3: Option to Add Another Teacher*
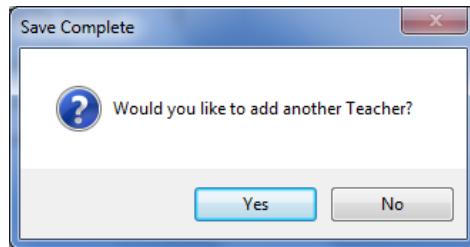
If you wish to add another teacher, click **Yes**. Otherwise, click **No**. If you click **No**, the Teacher Screen will close automatically.

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
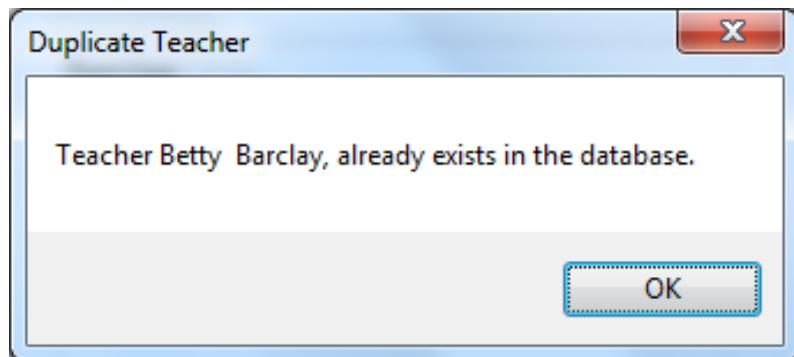
Reviewing and Editing Teacher Details

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
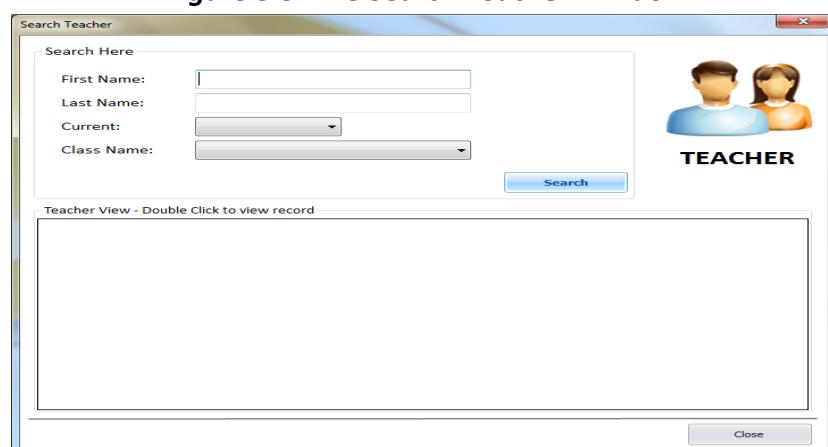
2. To see *all* teachers, just click **Search** and all teachers in the database are shown. To see a *subset* or a single teacher, use one or more of the filter options (enter a name / current status / class name) and click **Search**. Only those matching your search criteria are shown.

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 login with teacher access (**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 already 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
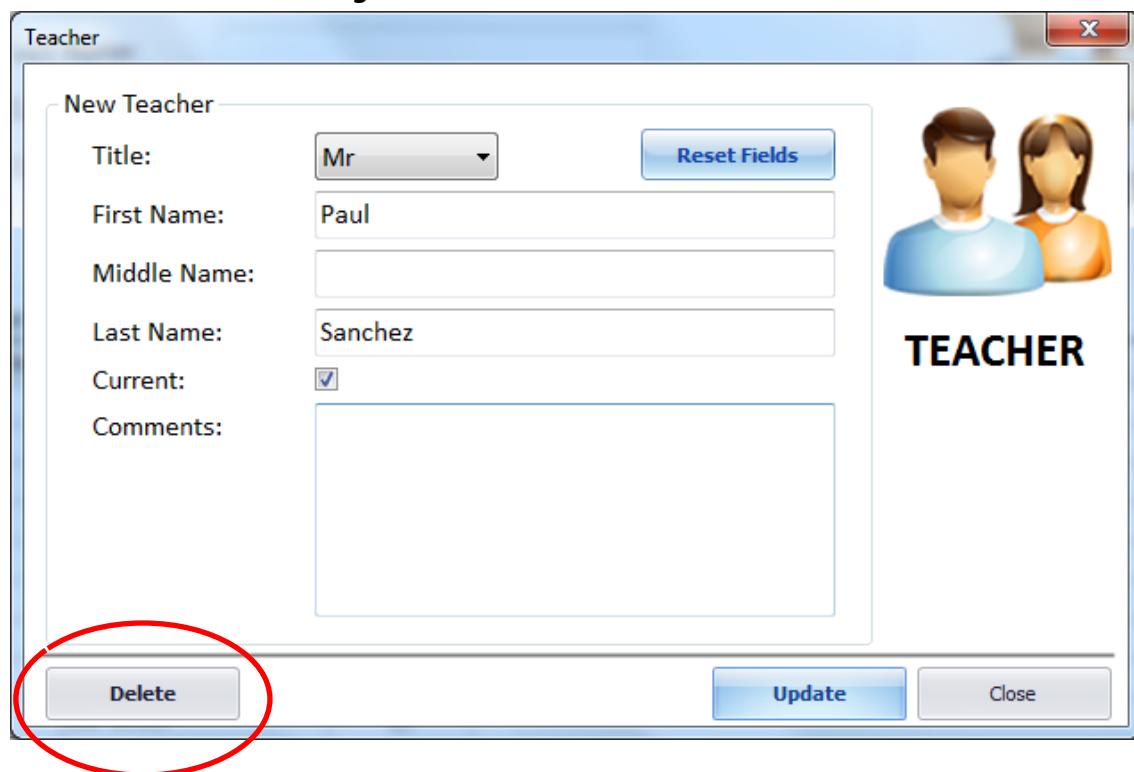
6. Adding, Editing and Deleting Classes in the Database

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 with or without test data for any year still attached to the class.[1] You can also move the pupils and their results to another class for each year (see **9.5 Transfer Pupil within School Year**).

> **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 you have a multi-grade class, make a separate class for each grade taught by the teacher (e.g., Third class A, Fourth class A).

6.1 Adding Classes

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.).

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[1] 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: Add Class Screen
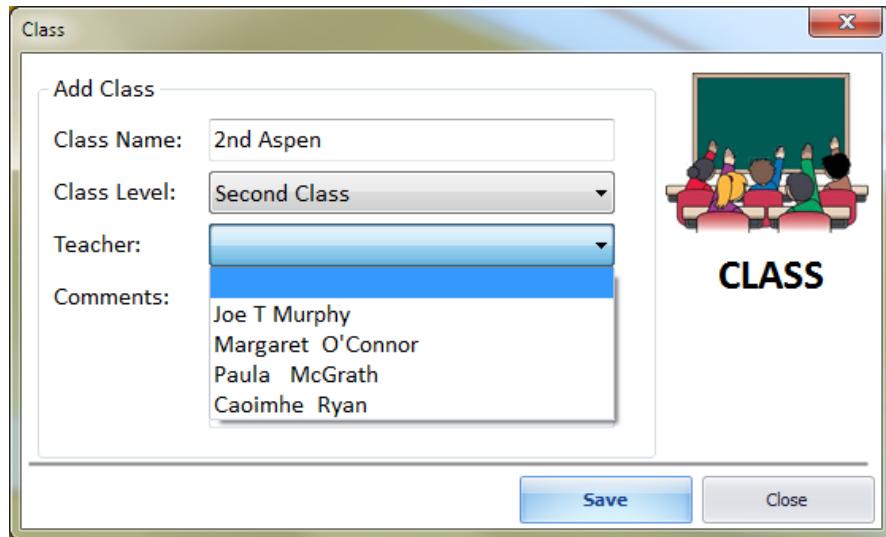
3. In the **Class Level** field, choose the class level from the drop-down list.

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
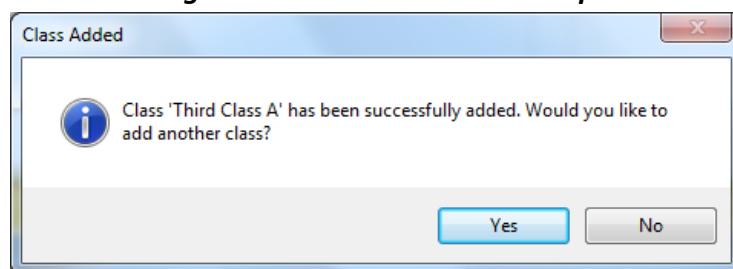
6. Select **Yes** if you wish to add another class. Proceed with steps 1-5 for each of these classes. Select **Close** after all classes have been added.

6.2 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), but if you are starting a new year you will need to edit all your classes using this method (Figure 6.5) before you can add scores or transfer pupils.

Figure 6.4: List of Classes
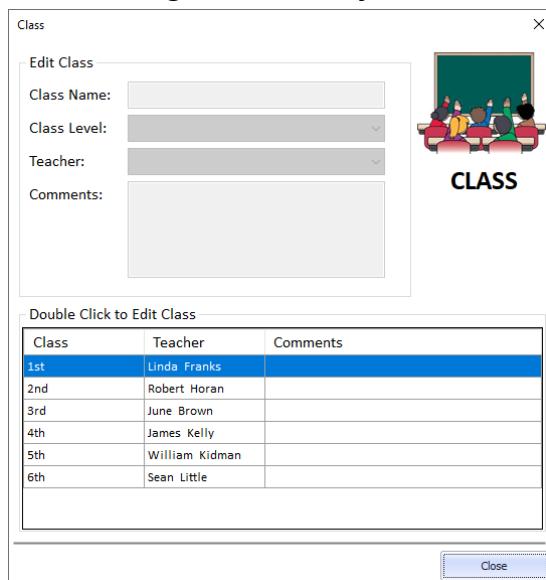
Figure 6.5: List of Classes at start of Year
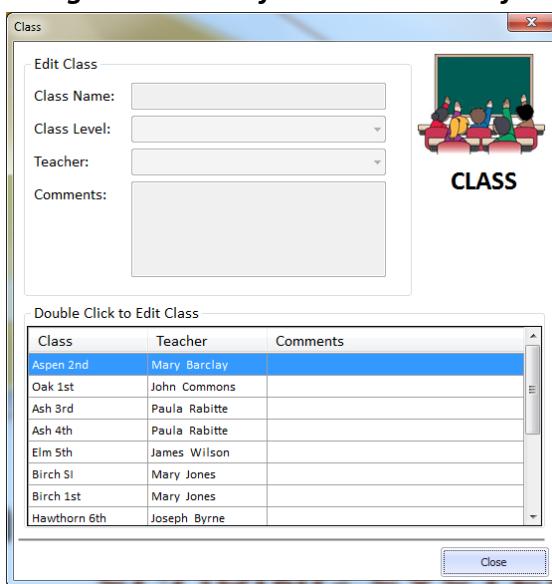
2. In the lower half of the window, find the class you want to view/edit, and double click. The class details are shown in the top half of the screen (Figure 6.5). Once the class has scores attached to it for any given year, you cannot change the class level (see Figure 6.5 where the class level has been greyed out).
3. You can now make changes to the class name (not recommended), and/or change the teacher assigned to the class.

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4. When you have made your changes, make sure you click **Update.**
5. Repeat Steps 2-4 for each class you need to update.
6. Then **Close**. If you only click close, without clicking update first, 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 are used from year to year.

Note: There is no delete button in Figure 6.5 because there are pupils enrolled in Aspen 2nd, and hence the class cannot be deleted. In contrast, there is a delete button in Figure 6.6 because there are no pupils in the class and no results associated with it. Note also that the class level can be changed.

Note: You cannot change the level of a class once there are results associated with the class.

6.3   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.

Figure 6.6: Class Selected for Deletion
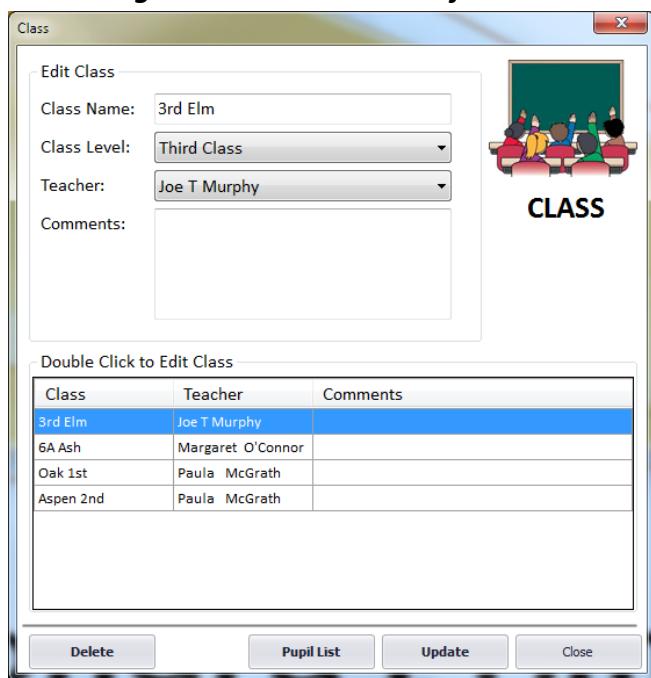
3. Select **delete**. You will be asked if you want to delete the class (Figure 6.7). If you select 'Yes', the class will be deleted. If you select 'No', you will receive a message indicating that the class had not been deleted.

Figure 6.7: Prompt to Delete Class
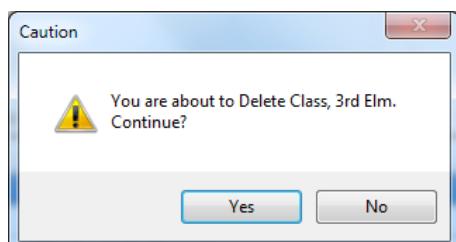
6.4 Generating a Pupil List

You can generate a list of the pupils in a particular class. Please see **Chapter 7** for information on how to enter pupil data, and **Chapter 8** for assigning them to classes.

1. In the base screen, select Teacher and Edit.
2. Select the class whose pupils you wish to list (Aspen 2nd in Figure 6.8).
3. Click on the 'Pupil List' button at the bottom of the screen.

Figure 6.8: Class Selected to generate Pupil List
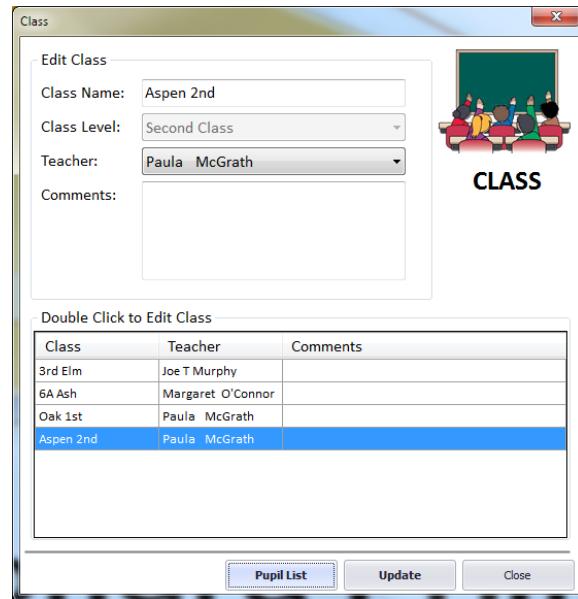
4. This will generate a list of the pupils in the class (Figure 6.9).

Figure 6.9: List of Pupils in Aspen 2nd
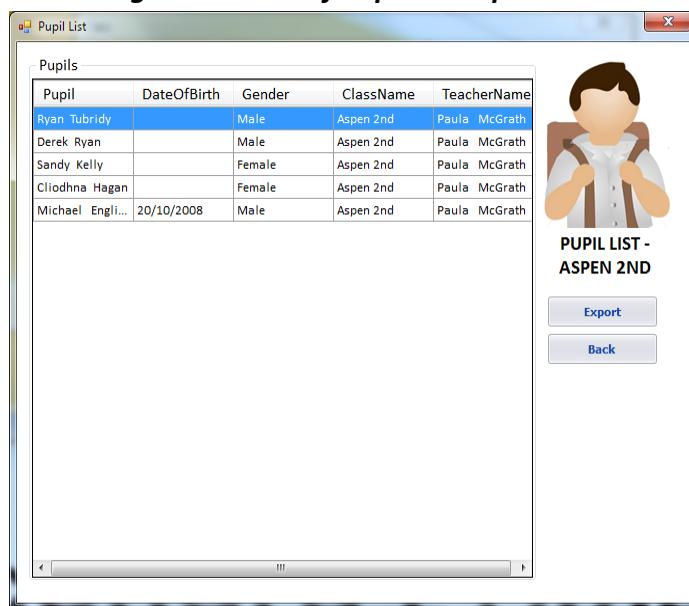
5. Select the 'Export' button. This will create an Excel file containing the pupils in the class.
6. Save your Excel file to your computer or network.

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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 the Add Pupil screen, completing one entry per pupil (see **Section 7.1**).
- Enter a list of pupils on an Excel worksheet and import the list (see **Section 7.2**). This is especially useful for schools where pupil data are already available electronically.

7.1 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** form is shown (Figure 7.2).

Figure 7.2: Add Pupil Form

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

   Note: Three fields are <u>required</u> – **First name, Last name**, and **Gender**. All other fields are optional. We recommend that you enter a **Date of birth**, as it's 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. You can assign a student to an existing class by selecting that class from the **Class Name** drop-down box.

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
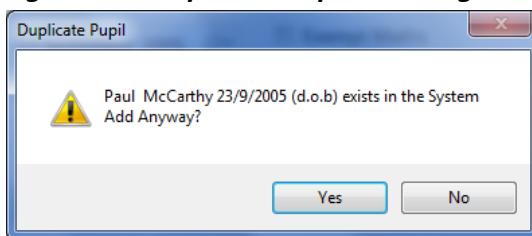
6. After you have entered all the pupil names for a class or for the whole school, you may wish to check them. See Section 7.4, *Checking Pupil Details,* for instructions.

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**.

7.2   Entering Pupil Names by Importing an Excel Spreadsheet

The second way to enter pupil names is to use an Excel Spreadsheet. The download link (from which you downloaded the Scoring System) has an Excel file designed for this purpose (called Drumcondra Import Template)

Note: It is suggested that you import one class group at a time, so that any errors that arise can be easily addressed. You should also assign each file (group of pupils) to their classes before moving onto the next file. This will reduce the chance of pupils getting mixed up.

1. Access the folder where you saved the Scoring System files (e.g. in a directory called **Drumcondra Setup** on your hard drive or network share) and open the file **Pupil Import Template 2019.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 an Excel worksheet with pupil names added.

3. For each pupil you add, there are three columns that are underlined_required: **First Name**, **Last Name** and **Gender.**

- **Gender**: Must be either Male or Female (or M or F) (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 Excel Spreadsheet with Pupil Names

	A	B	C	D	E	F	G
1	First Name	Middle Nar	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
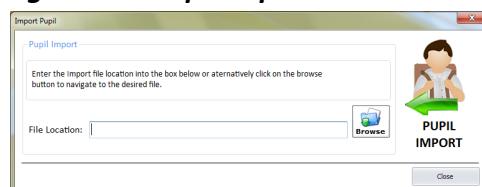
6. Click **Browse** and locate the spreadsheet you saved in step 4. Click **Import**.
   If your spreadsheet is successfully imported, you will receive a message saying "Pupils Imported Successfully with 0 Errors".

Note: If the gender variable isn't exactly 'male' or 'female', and not blank, the data will not be imported but you will get a zero errors message. You will need to go into Pupil Import Errors to correct the gender field. The pupils will then be imported.

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).

7.3   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
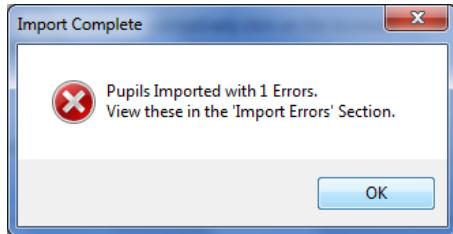
1. If this message appears, click **OK**. The message says there is an error. The error must be corrected before pupils with errors are imported.

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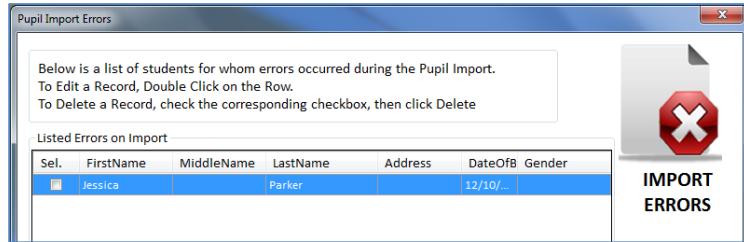
Depending on how many/what type of errors there are, you now have a choice.

- 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 re-import them a second time. If you want to re-import the file, first delete the successfully imported pupils from the Excel list as they are already imported into the system.

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
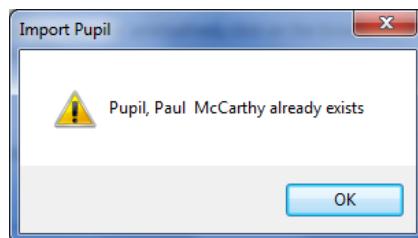
1. From the Base Screen, select **Pupil**, **Import Pupil** and **Pupil Import Errors**.

2. Click the duplicate pupil's name, add an initial to the first name, and click **Add Pupil**.

7.4 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
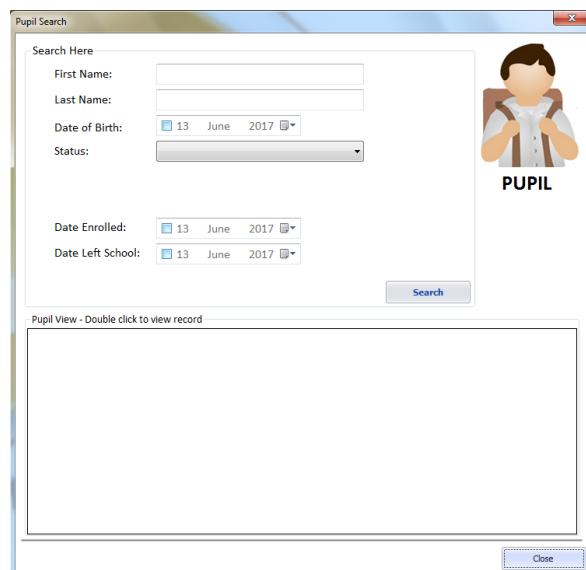
2. Set your search parameters. For example, if you want to view:

- *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

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*)

Note: You cannot change the pupil's class using the pupil search method. You <u>must</u> use the pupil transfer method (**Chapter 9**) to amend the pupil's class.

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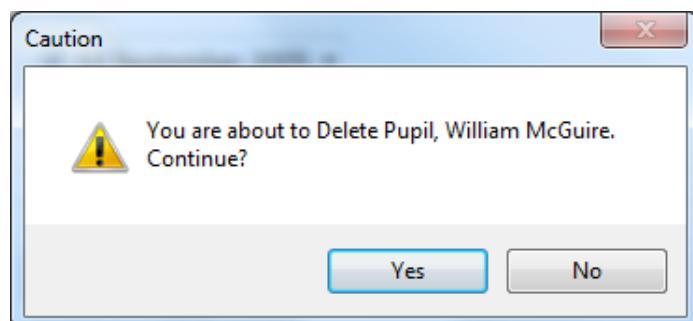
If you seek to delete a pupil against whom results are stored on the Scoring System, you will receive a message informing you that test results exist for the pupil, and that you must delete the test results before you can delete the pupil (Figure 7.12).

Figure 7.12: Delete Records Caution Message
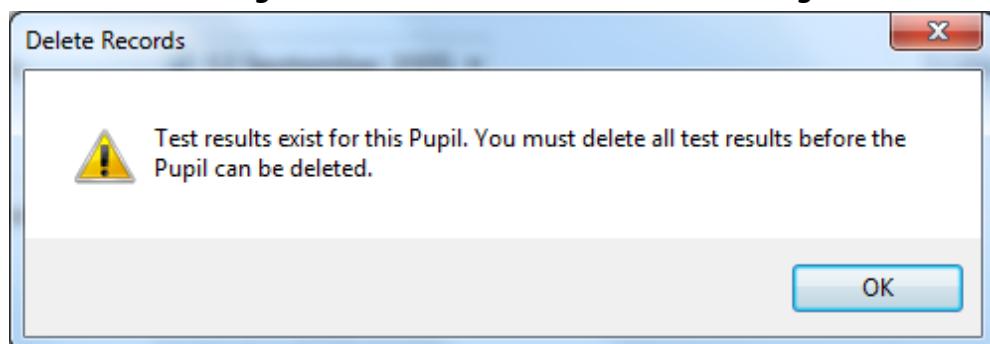
7.5. View/Edit/Delete Test History (Completed Tests)

1. Click **OK** on the Delete Records caution message. You should be back in the Edit Pupil window for William McGuire. Click on **Completed Tests** on the right hand of the Edit Pupil window.

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 (Figure 7.13).
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
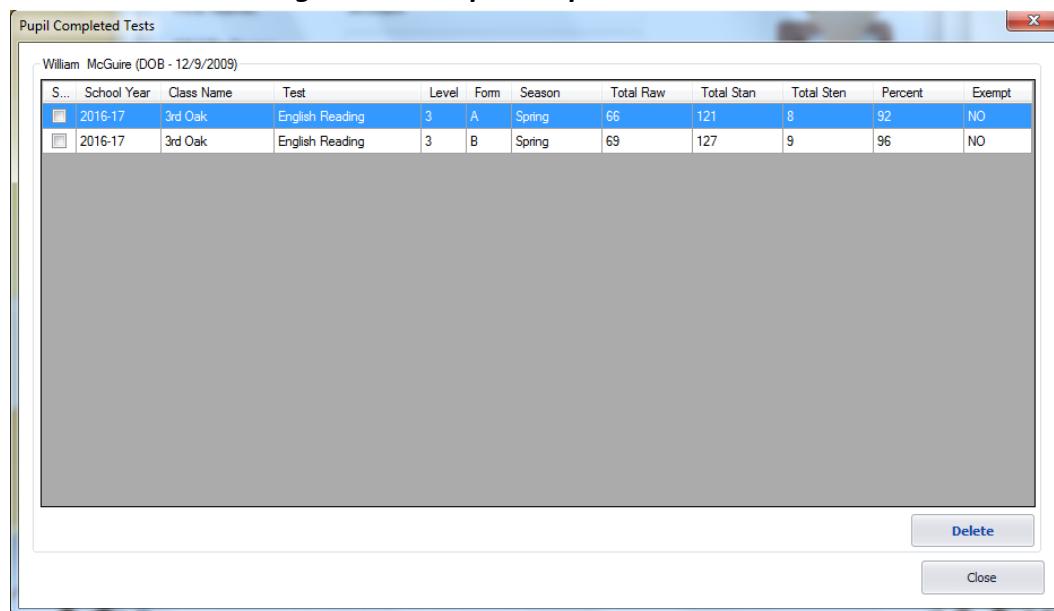
5. You should receive a message to the effect that the Record(s) have been deleted (Figure 7.14).

Figure 7.14: Delete Records and Confirmation of Deletion Messages
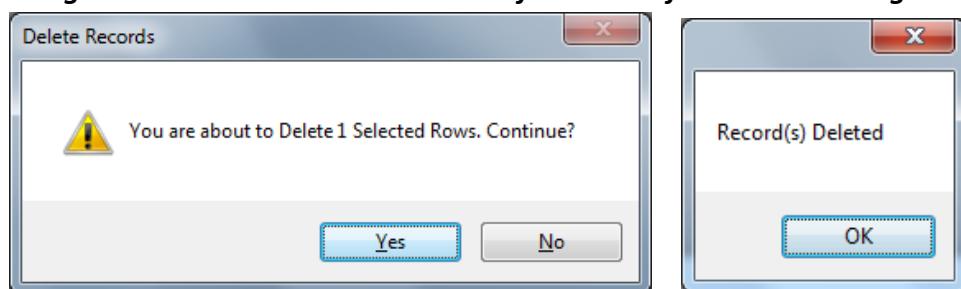
7.6   View/Edit/Delete Pupil's Class History

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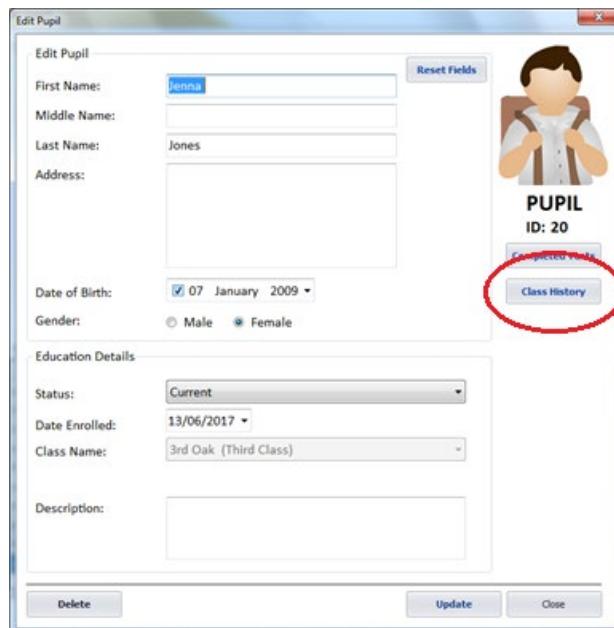
3. In the Class History window (Figure 7.16), select the classes that you want to delete by ticking the select box before each class. In Figure 7.16, 3rd Oak has been selected.

Figure 7.16: Class History Window

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

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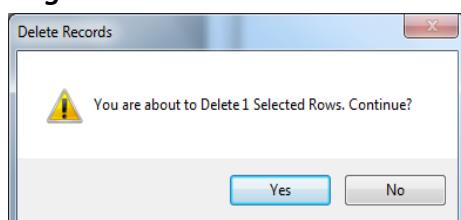
5. Select **Yes**. You should get a delete records message that confirms that the class record has been deleted for the pupil in question (Figure 7.18).

Figure 7.18: Record Deleted Successfully Message
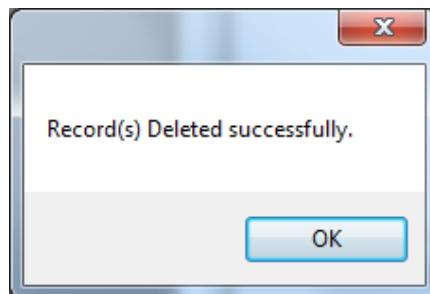
6. *Now you will see that one of Jenna's classes has been deleted and she now has one class in her Class History (Figure 7.19).*

Figure 7.19: Class History Window (2)
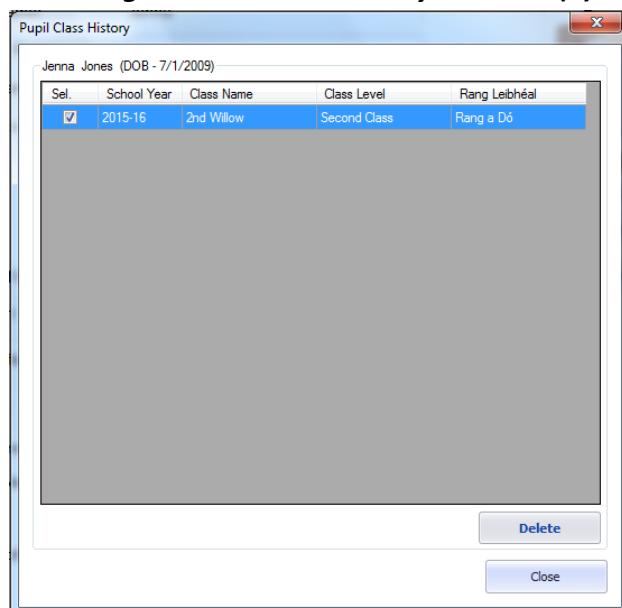
Note: If you attempt to delete a class for which there are results for a pupil in that class (e.g., Jenna Jones has results for Second class), you will receive the message in Figure 7.20. You will need to delete all of the pupil's results for this class <u>before</u> you can delete the class record for this pupil.

Figure 7.20: Delete Records Warning Message
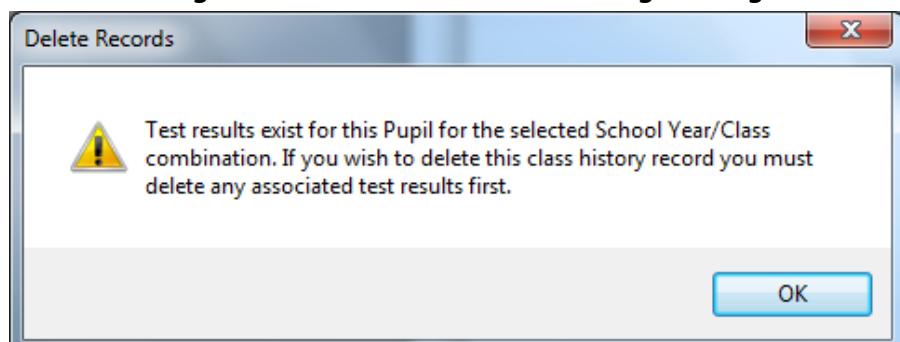
8. Assigning Pupils to Teachers and Classes

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
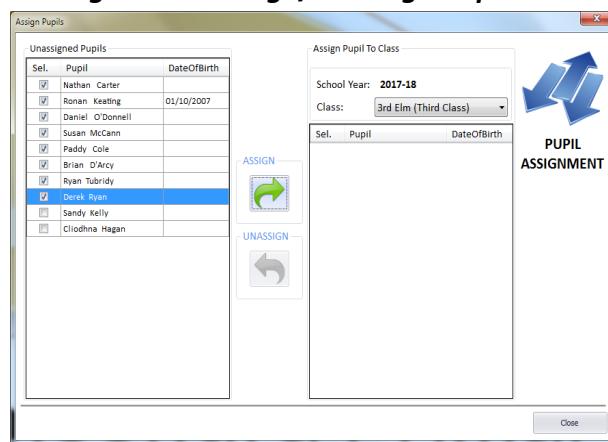
2. Use the drop-down menu on the right side of the screen to select the **Class** to which you wish to assign pupils. In the example above 3rd Elm has been selected.

3. Select (tick) the pupils you wish to assign to the selected class. Above, the first 8 pupils are about to be assigned to 3rd Elm.

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 to a class.

6. When finished, click **Close**.

If you assign a pupil to the incorrect class by accident, you can also use unassign to return the pupil to the list of unassigned pupils. Select the pupil on the right side of the screen. Click on **Unassign**. Then click on the green arrow to move the pupil back to the list of unassigned pupils for assignment 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 and also to move a pupil from an incorrectly assigned class to their correct class.

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. The pupil will also continue to appear on class and school-level results for the years s/he attended the school.

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 out of the school*, using Pupil > School Leavers (see below). (This should be done in the current school year, or in the previous school year if you do it after the 1st of September).
Second	Establish a list of teachers for the new school year (see below). Do this, and all subsequent steps in the new school year).
Second	Transfer any pupil repeating a year (e.g. Third to Third).
Third	Move pupils in Fifth class into Sixth class (see below).
Fourth	Move pupils in Fourth Class into Fifth class (see below).
Fifth	Move pupils in Third Class into Fourth class (see below).
Sixth	Move pupils in Second class into Third class (see below).
Seventh	Move pupils in First class into Second class (see below).
Eighth	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.
Ninth	Irish Medium Schools Only – Move new pupils into Senior Infants (see **Chapters 7** and **8**)

*These are usually pupils in the outgoing Sixth class, but they may come from other classes also.

9.1. Transfer Sixth Class Pupils and any Others Leaving the 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. The default school year is set to the preceding school year as the majority of these pupils left your school at the end of the previous school year. If a pupil has left

school in the current school year before testing you can change the year to the current school year but it would be better to go to the pupil class history and remove their class.

3. Select the relevant Sixth class from the drop-down **Class** list.
The Sixth class pupils are then 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**. (Figure 9.3)

Figure 9.3: Pupil Transfer Status Options

6. You should change the **Transfer Date**. If you use June 30th each year it will be easier finding them later. The **Transfer** icon becomes enabled.
7. Click the **Transfer** icon. The pupils are moved from the left to the right column (Figure 9.4).

To transfer out other pupils (e.g. to another primary school), repeat Steps 3-7, ensuring that on Step 2, you change to the appropriate class, and on Step 5 you select the appropriate Transfer Status option (see Figure 9.3).

Figure 9.4: Pupils Transferred to Post-Primary Education
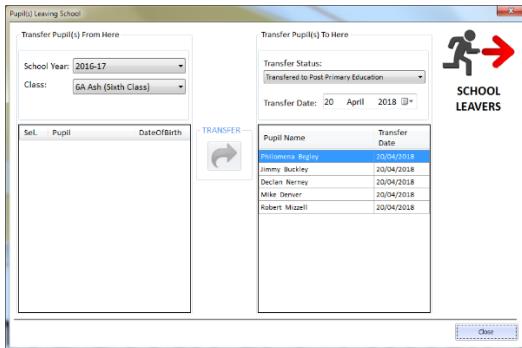
8. Click **Close** when all school leavers have been dealt with.

9.2 Transferring Pupils Back into School (via Pupil/Search)

On occasion, you may accidentally transfer a pupil out of the school, or a pupil might return to the school 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.

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 the appropriate status under the **Status** drop down menu. Double-click on the pupil's name on the resulting list.
2. You should see the pupil's details in Figure 9.5. Go to **Status**. Select the pupil's status and change to Current. Select **Update**.

Figure 9.5: Changing Pupil Status
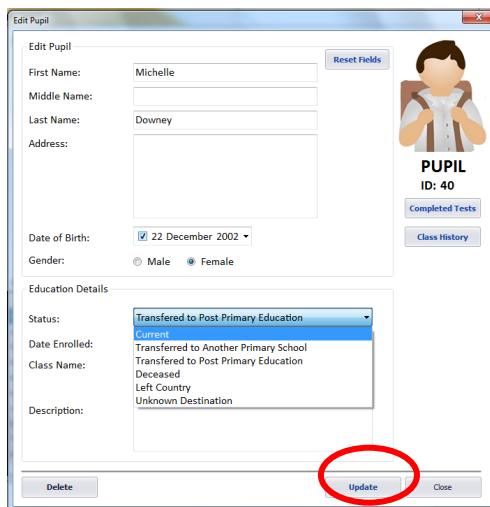
You should get a message, e.g., 'Michelle Downey updated successfully'. Select **Close**.

9.3. Viewing Test Data for Pupils Who Have Transferred Out

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.
- By generating an **Individual Report** in respect of a non-current pupil in the Reports module (see **Chapter 15**).

9.4. Transfer Pupils from Year to Year

It is recommended that you do not change class names <u>before</u> transferring pupils to their new classes. Only add additional classes as needed. Class names can be changed <u>after</u> transfer of pupils has been completed. This is because, when you change a class name, you will not be able to link classes from previous years to it.

> **Note:** It is recommended that you compile a list of classes such as that in Figure 9.6, prior to transferring pupils.

In Figure 9.6, 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 2019-20 classes, it can be added to the list of classes (**Chapter 6**). Note that, in the second column, which lists classes for 2019-20, 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 2018-19 is not required for 2019-20, but should not be deleted as it has results in respect of 2018-19. Furthermore, since it might be needed in a future year, it should be retained.

Figure 9.6: List of Classes Before and After Transfer of Pupils (Simple Example)

2018-19 Classes (Teacher)	Corresponding 2019-20 Classes (Teacher)
---	First Class A (Murphy) (add new pupils)
First Class A (Murphy)	Second Class A (Jones)
Second Class A (Jones)	Third Class A (McGuire)
Third Class A (Bryne)	Fourth Class A (Byrne)
Fourth Class A (Bryne)	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 A (Swift)	Post-Primary [School Leavers]

The second example (Figure 9.7) is more complex. It was decided to rename Oak 1st to Aspen 2nd (third column) because Ash was also used in a combined Fourth-Fifth class.

Figure 9.7: List of Classes Before and After Transfer of Pupils (More Complex Example)

2018-19 Classes	2019-20 Initial Classes (before transfer of pupils)	2019-20 Renamed Classes (after transfer of existing pupils)
	---	Oak 1st Murphy (populated with new pupils)
Oak 1st (Murphy)	Aspen 2nd (Jones)	Aspen 2nd (Jones)
Aspen 2nd (Jones)	Ash 3rd (McGuire)	Rowan 3rd (McGuire) (renamed from Ash 3rd after transfer)
Ash 3rd (Bryne)	Ash 4th (Byrne)	Ash 4th (Byrne)
Ash 4th (Bryne)	Ash 5th [new class added before transfer] (Byrne)	Ash 5th (Bryne)
Rowan 4th (McGuire)	Elm 5th (Smith)	Elm 5th (Smith)
Elm 5th (Smith)	Hawthorne 6th (Swift)	Hawthorne 6th (Swift)
Hawthorne 6th (Swift)	Moved to Post-primary [School Leavers]	---

Once you have established your list of classes for the old and new school years, you need to <u>assign teachers to the following classes in respect of the new school year</u>:

- All classes that were active in the previous school year (including classes that won't be in use in the current year – if a teacher is not being assigned to a class, use a name such as A.N. Other. A method for assigning teachers to classes is given in **Chapter 6** – use Classes, Edit and double-click on each current class before assigning a teacher for the current school year.
- Any additional classes you added for the current school year (e.g. a new fourth class because a previous third class is being split into two fourth classes).

In this example, pupils are transferred from Ash 4th to Aspen 5th:

1. Select the **Pupil** icon on the base screen. Then select **Transfer**.
2. **Select** the previous school year 2018-2019 (Figure 9.8, left side)
3. **Select** the class you want to transfer from (Figure 9.8, left side) (Ash 4th)
4. **Select** the class you want to transfer to (Figure 9.8, right side) (Ash 5th)

Figure 9.8: Selection of Classes for Transfer From and Transfer To
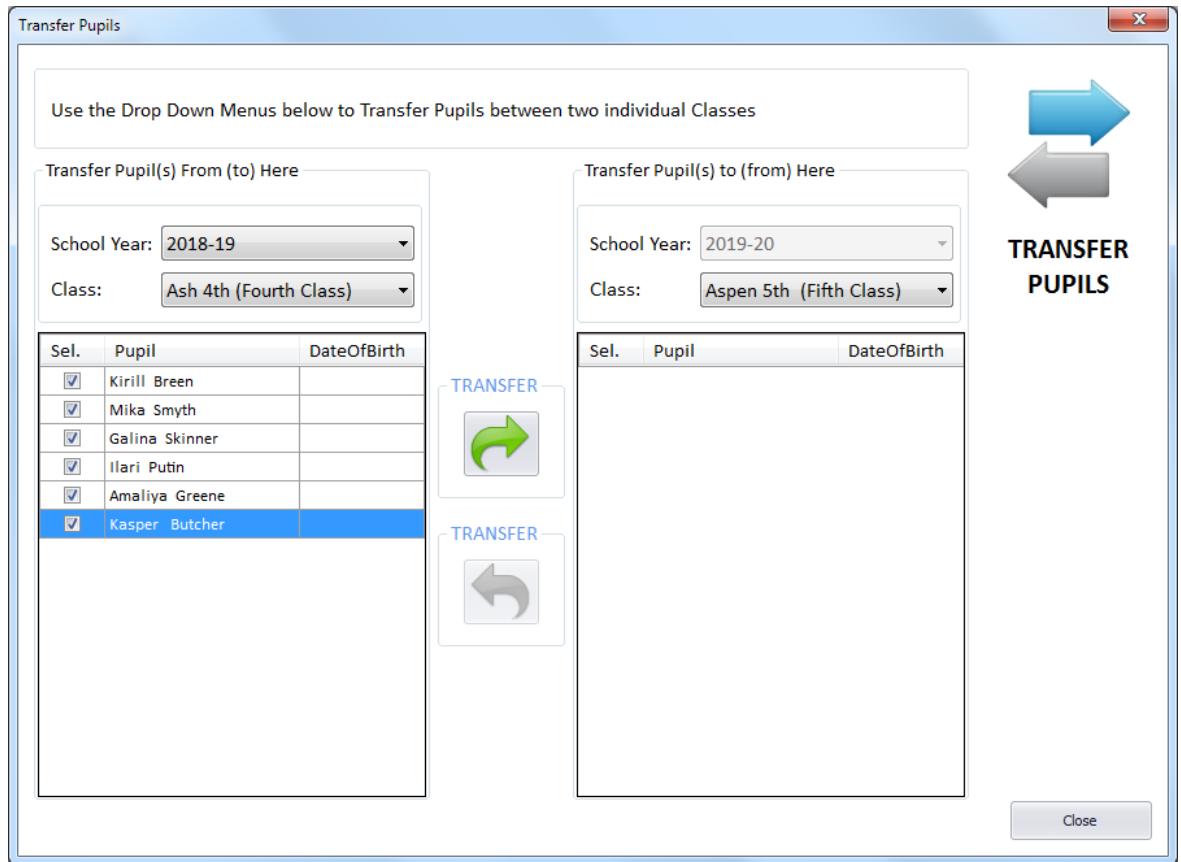
5. **Select** the pupils that you wish to transfer by ticking the box in front of each pupil to be transferred (Figure 9.8, left side).

Figure 9.9: Pupils Transferred to New Class
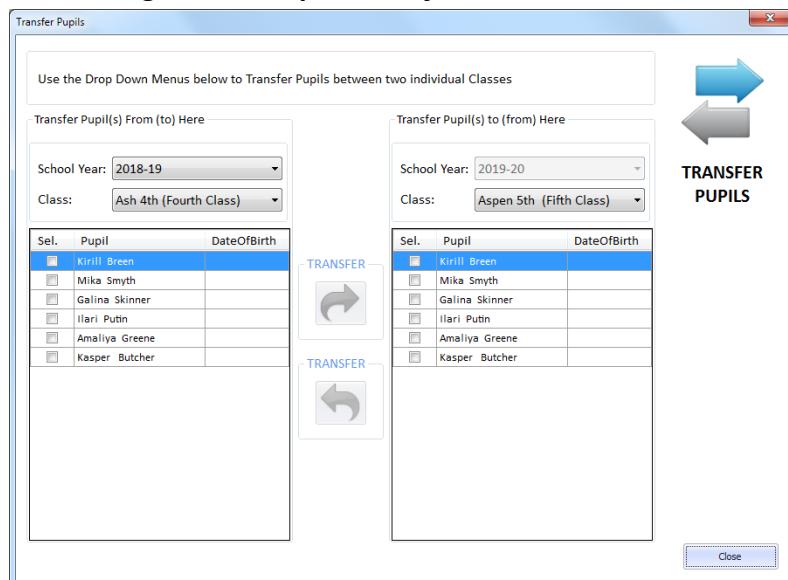
6. **Click** on the green arrow below transfer (Figure 9.8, centre). You should see the pupils from Ash 4th transfer over to Aspen 5th (Figure 9.9). However, the pupils

will continue to be enrolled in Ash 4th in respect of the previous school year. This is to enable users to access historic reports.

7. Proceed to transfer another class or **Close.**

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 (see Section 7.6).

9.5. 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 5th to Oak 5th)

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: Class History of Pupil Before Within-Year Transfer

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

In the example, we switch Anne Phealan, who is in Aspen 5th, with Conor Kellaghan, who is in Oak 5th. 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 2018-19 has been selected on both sides of the Transfer Pupils screen.

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3. Select the classes you want to transfer pupils to and from (Aspen 5th and Oak 5th in Figure 9.12).
4. Select the pupils you wish to transfer. In Figure 9.13, Anne Phealan has been selected.

Figure 9.12: Selection of Same School Year on Both Sides of Transfer Pupils Screen
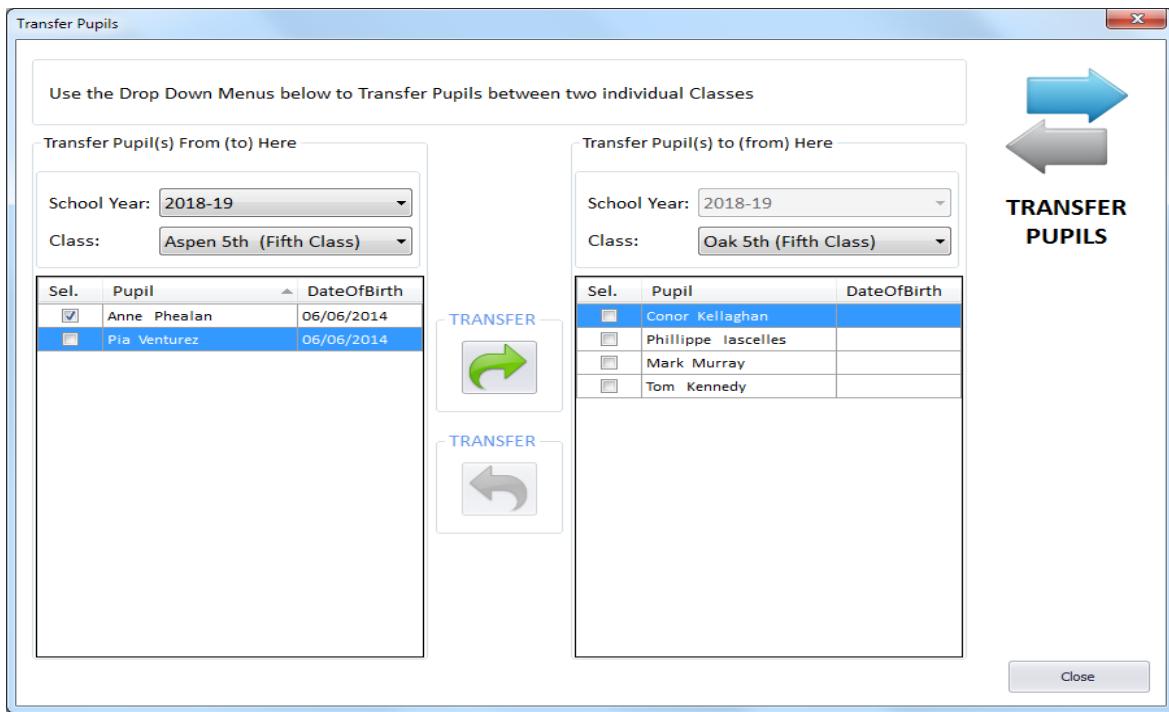
5. **Click** on the green arrow (left to right) to transfer the selected pupil. The output is in Figure 9.13. Anne Phealan is now in Oak 5th.

Figure 9.13: Transfer of Pupil from One Fifth Class to Another within Same School Year (forwards)
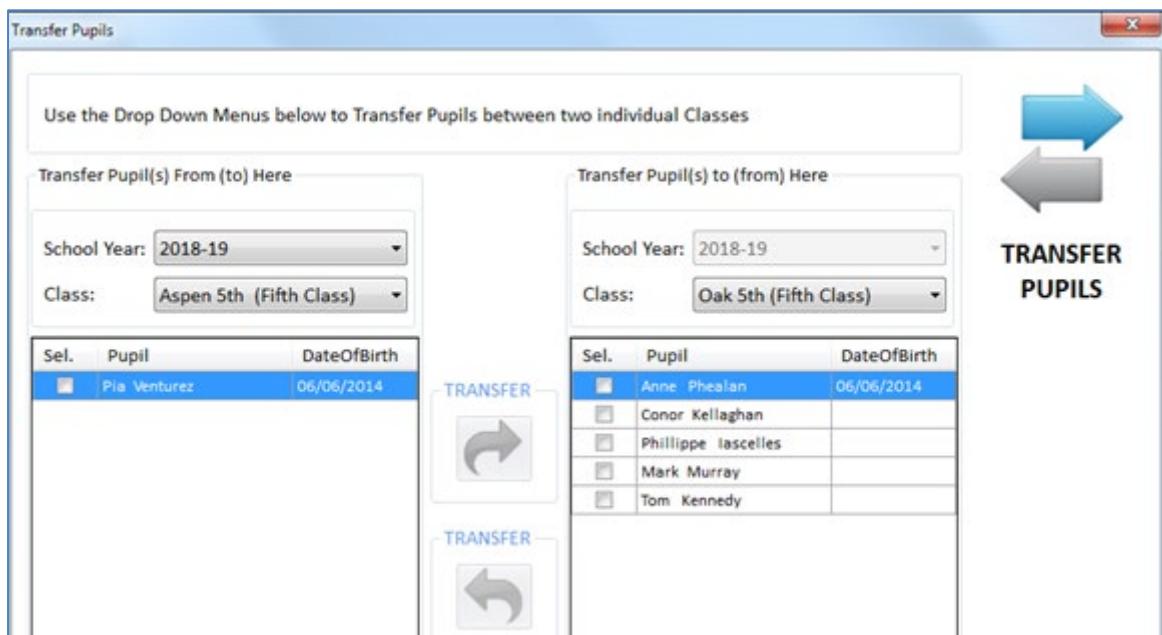
6. To transfer in the opposite direction, **select** the pupil to be transferred (Conor Kellaghan has been selected in Figure 9.14).
7. Click on the orange arrow (right to left) to complete the transfer.
8. If you have finished transferring pupils, select **Close**.

Figure 9.14: Selection of Pupil to Move from One Fifth Class to Another (backwards)
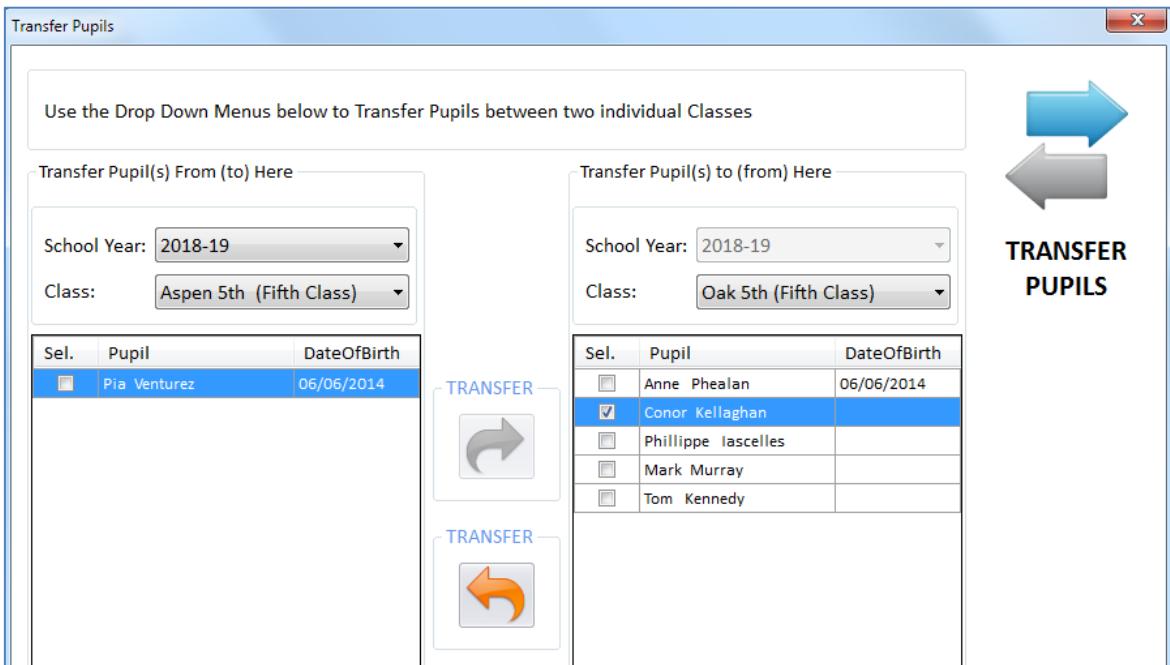
We can now look at the effect on Anne Phelan's test history (Figure 9.15). These show that Anne has now transferred to a different Fifth class (Oak 5th), and that her tests have carried to the new class.

Figure 9.15: Test History of Pupil After Within-Year Transfer

9.6.   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 Mark Murphy from Oak 5th to Ash 4th. 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 and on the School Report. Figure 9.16 shows that Mark has been selected for transfer from Oak 5th (right side) to Ash 4th (left side). Note that the School Year on both sides is 2018-19.

Figure 9.16: Transfer of Pupil from Fifth Class to Fourth within Same School Year
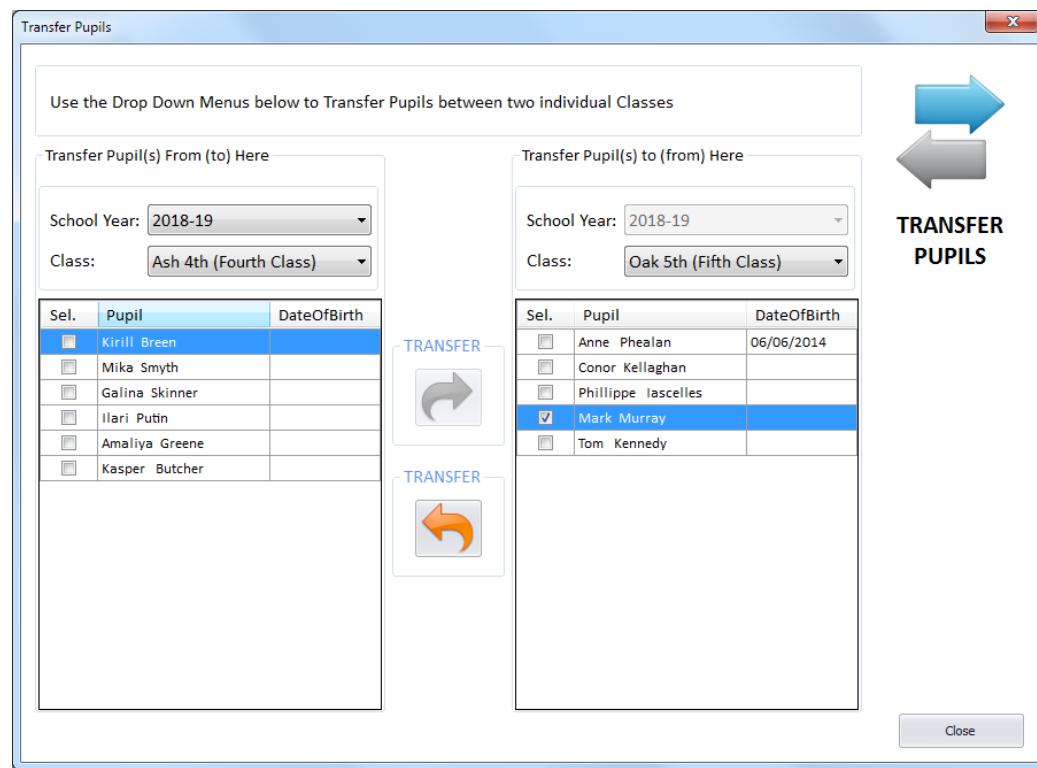
Figure 9.17 shows how the scores for Mark Murray (now temporarily transferred back to Fourth) have been entered (the process of entering scores is explained in **Chapters 10-12**). Note that the 'Exempt' box has been checked. This is so that Conor is counted as exempted when he is moved back to Fifth class.

Figure 9.17: Enter Test Scores Window for Pupil Transferred within Same School Year
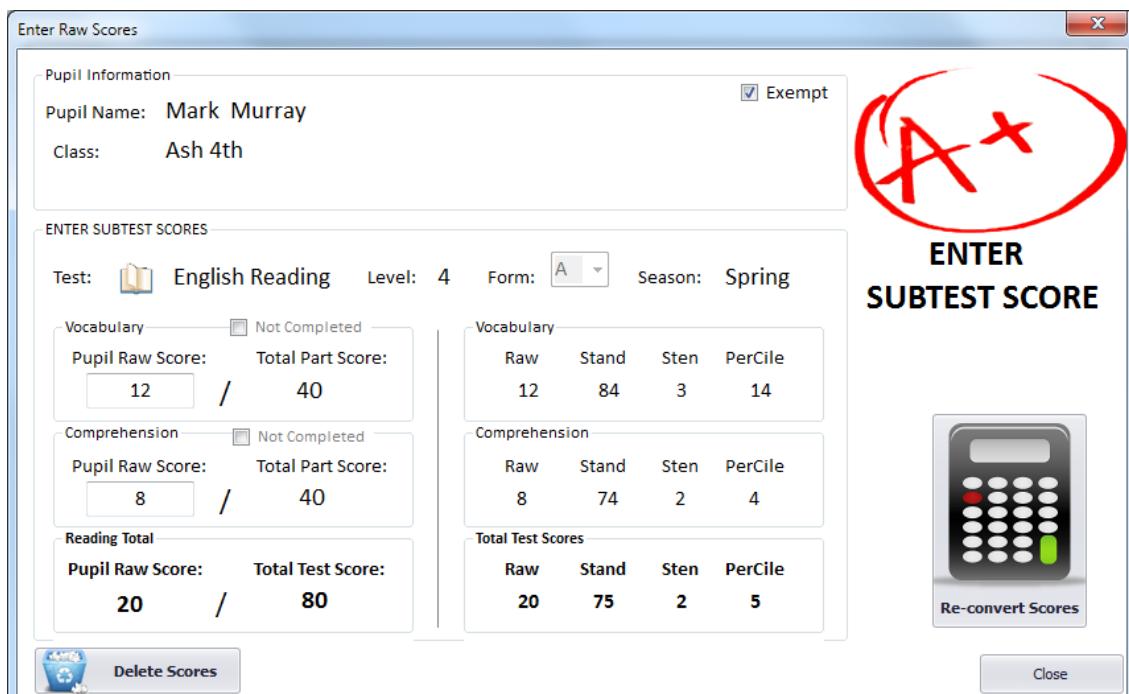
Figure 9.18 shows Mark is to be transferred back to Fifth class (right side). Note that the School Year is the same on both left and right sides of the screen.

Figure 9.18: Transfer of Pupil back from Fourth to Fifth Class within the Same School Year
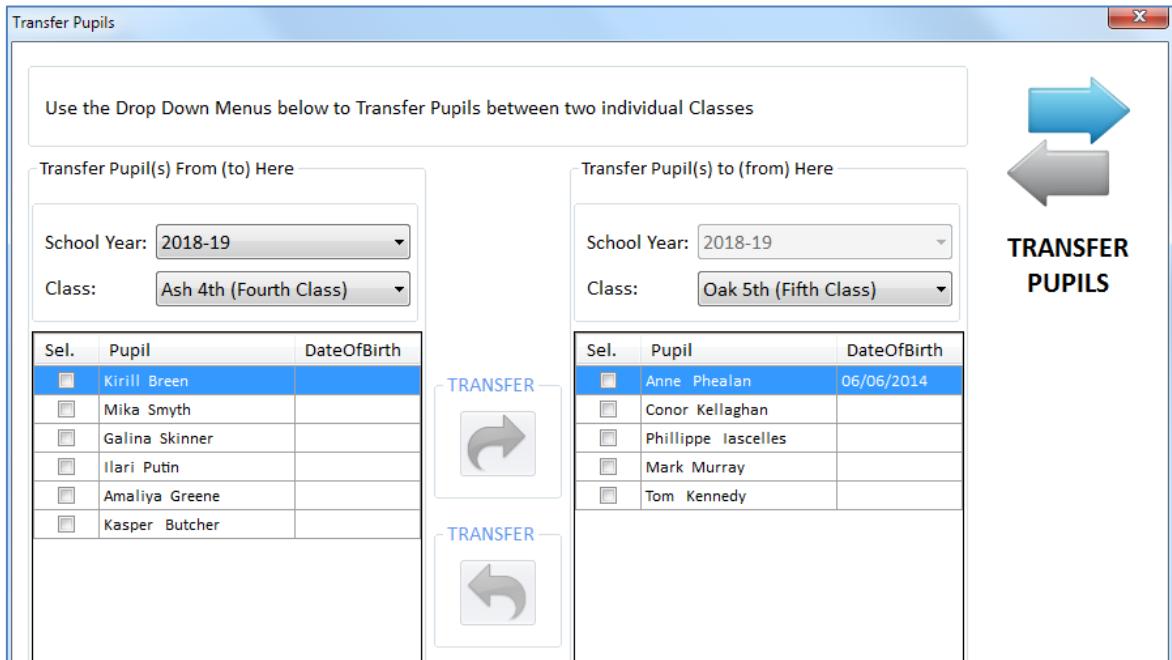
Finally, Figure 9.19 shows a class report for Conor's class. Note that five of the pupils have completed Level 5, Form A of the English Reading test, whereas-Conor has completed Level 4, Form B. His 'exempt' status is given as 'True'. This is to ensure that his score on the easier level of the test does 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 14** and **15**.

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

School:				Grade:	Fifth Class			Date Of Test:	06/06/2019		
Roll No.:				Class Name: Aspen 5th							

Pupil Name	Exempt	Level & Form	Overall Reading				Vocabulary				Comprehension			
			Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank
Anne Phelan	False	5A-Spring	70	115	8	84	40	132	10	98	30	102	6	55
Mark Murray	True	4B-Spring	35	92	4	30	20	94	5	35	15	90	4	25
Tom Kennedy	False	5B-Spring	50	95	5	37	30	101	6	53	20	92	4	30
Conor Kellaghan	False	5A-Spring	41	89	4	24	20	88	4	21	21	93	5	32
Phillippe Iascelles	False	5A-Spring	30	81	3	10	13	81	3	10	17	86	4	18
Class Average:				95				101				93		
National Average:				100	5.5	50		100	5.5	50		100	5.5	50

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 useful if you want scores for text types and comprehension processes in *reading*, or mathematics content areas and processes in *mathematics*.

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	Import Pupil Scores
Description	Enter raw scores for parts of a test – e.g., DPMT-New (Parts A and B), DPRT-New (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. Note: In the case of reading, it is important to ensure that a score is entered against all items.	Import scores from a Microsoft Excel spreadsheet that already contains subtest and total scores. Availing of the ERC's machine-scoring service provides a suitable spreadsheet.
Overview of Procedure for Scoring Pupils' Answers	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 **Convert Scores** to generate Standard Scores, Sten Scores and Percentile Ranks.	**Multiple-choice items:** 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. **Short answer & correct/incorrect items:** For each item, score the pupil's answer and use the drop-down list to indicate if the answer is **Correct** or **Incorrect**. **WARNING**: Parts of the *TGD* ask *ceart/mícheart* questions. A pupil may write ✓ (a tick for *ceart*), but this might in fact be the ***wrong*** answer. In this case, you should score the response as *incorrect (mícheart* in the drop-down list). When you complete a subtest, the System saves the raw score for that part of the test.	If scores have already been calculated (for example, by using the ERC's machine-coring service and having the results returned to you), subtest and total scores should already be present on the import spreadsheet. It will be necessary, however, to enter the relevant pupil IDs on the import spreadsheet. The IDs can most easily be found by exporting the pupil list for each class that is having its scores imported (see **Chapter 6.4).**
How to …	See **Chapter 11** for details	See **Chapter 12** for details	See **Chapter 13** 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.

Chapter 13 provides information on importing pupil scores from a spreadsheet.

For the **first two** options, 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 (*2nd Willow* 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 , Spring has been selected. This means that the Spring norms for Level 5, 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** (where relevant).

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 subject in reverse order.

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

4. **Select** the pupil(s) whose test results you want to enter. <u>You should tick the subset of pupils who took the same level and form of the test that you selected or select the next pupil on the list for whom you want to enter scores</u>. 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: Item-by-Item**.

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 and year, you will be prompted that scores already exist and you will be asked if you want to replace them (Figure 10.4).

Figure 10.4: Warning that SubTest Scores already exist
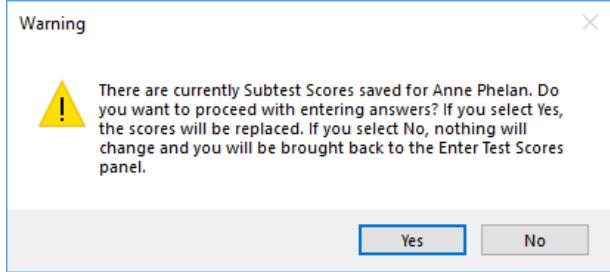
If you select **No** in Figure 10.4, then the previous scores are retained, but, if you select **Yes,** the previous scores will be deleted and the system will then proceed to the scoring screen option that you have just selected.

You cannot **Enter Subtest Scores** for a pupil for whom you have already entered scores using the **Enter Answers** option for the same test, level, form, season and year. If you do so, a red warning message will be displayed in the Pupil Information section of the Enter Raw Scores window. Figure 10.5 shows the text of the message.

Figure 10.5: Warning that Item Scores already exist

WARNING: These Scores were entered in the Enter Answers form. To edit and delete these scores please return to the Enter Answers form.

You will also get the following message (Figure 10.6), before the Enter Raw Scores window closes

Figure 10.6: Message that Item Scores already exist
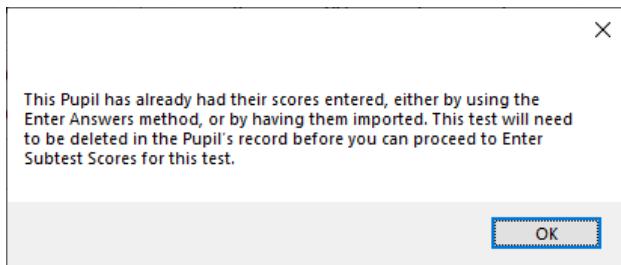
Note: If you wish to enter **SubTest Scores** for this pupil then click **Close** and then click **Enter Answers** for this pupil. From here you can delete the answers for this pupil by clicking **Delete Answers;** you will be prompted with a message similar to the one in **Figure 10.7**; click **Yes** to delete all answers for this pupil.

Figure 10.7: Delete All Answers Message
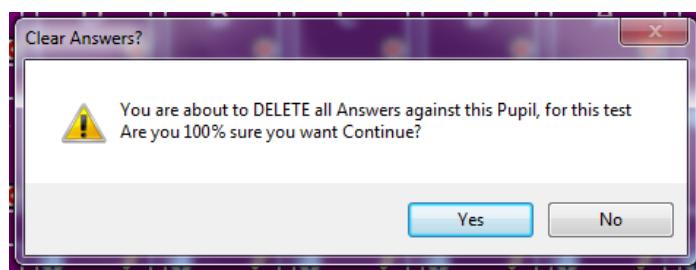
11. Entering Subtest Scores

Note: Before you enter subtest scores, you should <u>first</u> 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. total raw score) as Standard Scores, Percentile Ranks, and Sten Scores are generated by the Scoring System.

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 Conor Kellaghan in Fifth class has been selected as he took Level 5 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

3. Select the test you want to score, ensuring that you have chosen the correct **Level**, and **Season** (where a choice is available).
4. **Select** the pupil(s) whose scores you want to enter. In Figure 11.1, Conor Kellaghan has been selected. You can also select other pupils who have taken the same form of the test as Conor as scores in respect of all pupils taking the same form of the test can be entered together.

11.1 Entering Raw Scores

For the DPRT-New, you can enter raw scores for **Vocabulary** and **Comprehension** for Levels 1-6, and, **Word Analysis** for Level 1 as well. For the DPMT-New, you can enter raw scores for **Parts A** and **B.** For the TGD you can enter raw scores for **Léamh-Fóclóir** and **Léamhthuiscint,** as well as the optional **Éisteacht** at all levels and **Litriú** at Level 4 (Irish-medium Schools).

1. Select **Enter Subtest Scores/Cláraigh Scóir na bhFothrialacha** (Figure 11.1). The **Enter Raw Scores** screen is shown for the first of the pupil you selected (Mark Kellaghan), as shown in Figure 11.2.

Figure 11.2: Enter Raw Scores Screen – Selecting Test Form

2. Select the form of the test taken by the pupil or group of pupils selected.
3. For **Vocabulary**, **Comprehension** and **Word Analysis (level 1 only)**, 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, and haven't entered scores, you cannot convert scores (See information below on incomplete test parts).

Figure 11.3: Enter Raw Scores Screen – Entering Scores

4. If the pupils' scores are to be excluded from the calculation of average scores on the school and class reports, click **Exempt.** You can still enter tests scores, even if the pupil is exempted. You still need to enter 'not completed' for any test parts that the exempted pupil did not attempt (See information below on exempting pupils).

5. Click the **Convert Scores** icon (the calculator). You will receive a message: 'Pupil's scores saved successfully' (Figure 11.4). The scores are saved and the converted scores (percentiles, etc.) are shown on the screen (Figure 11.4).

Figure 11.4: Raw Scores Save Prompt
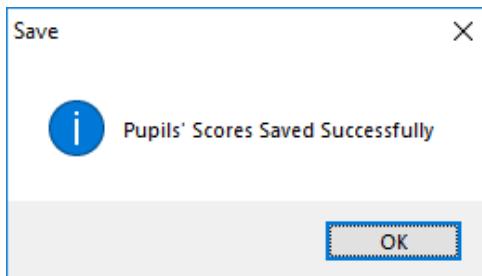
Note: You must click **Convert Scores** to save the pupil's Standard Score, Sten Score and Percentile Rank to the database.

Note: When you select **Convert Scores**, and the raw scores have been converted, a Re-Convert Scores button appears (Figure 11.5, bottom right corner). This should be used if you make a change to a pupil's raw scores or exemption status, or enter scores for sections not completed earlier.

Figure 11.5: Enter Raw Scores Screen – Scores Converted

6. Either continue entering scores for other pupils taking the same form of the test (click **Next Pupil**) or click **Close** to exit.

7. 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 will be prompted with the message in Figure 11.6.

Figure 11.6: Scores Not Saved Message
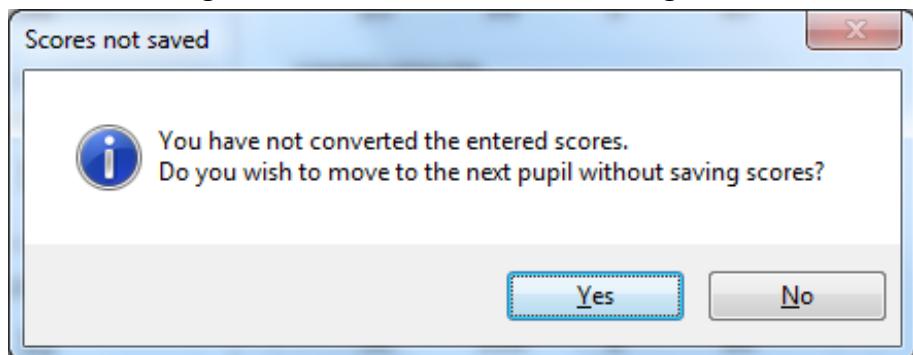
8. If you wish to save your scores, Select **No**. Click on **Convert** or **Re-Convert Scores** to save the pupil's scores before moving on to the next pupil. If you wish to discard any change you may have made, select **Yes.**

Note: You <u>must</u> click the **(Re-)Convert Scores** icon <u>before</u> you click **Next** or **Previous Pupil** or **Close.** 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 <u>MUST</u> 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. 4) and you will be asked if you are sure you want to delete the scores (Figure 11.7). 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 reports.

Figure 11.7: Scores Delete Prompt
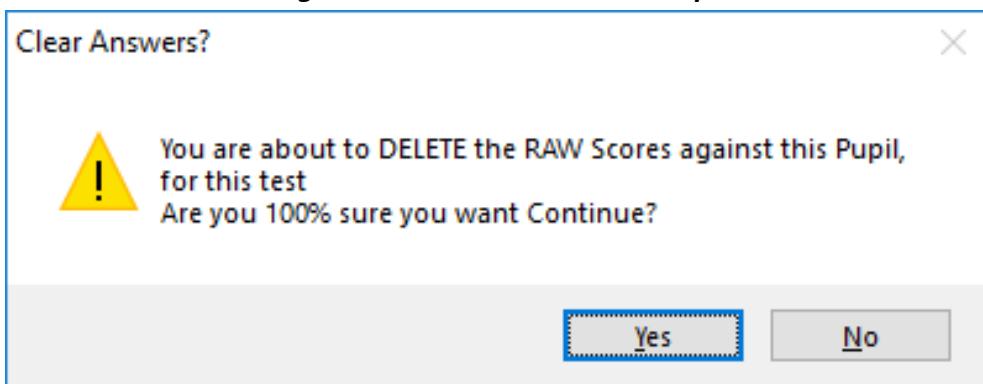
3. If you select **Yes** the pupil's scores will be deleted. If you select **No** you will be returned to the subtest scoring screen.

11.2. 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 (see Figure 11.8). Part scores (e.g., for Reading Vocabulary but not Reading Comprehension) 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.

Figure 11. 8: Not Completed Reading (Comprehension)

Note: If you click on **Convert Scores** before entering a score or selecting 'Not Completed' for all parts (even optional parts) you will get the message in Figure 11.9. Click **OK** and then enter a score for every section, or mark any section with no score as Not Completed. Then click on **(Re-)Convert**. This also applies to Mathematics and Gaeilge as <u>all</u> parts of the tests need to have something against them.

Figure 11.9: Warning on Incomplete Subtest
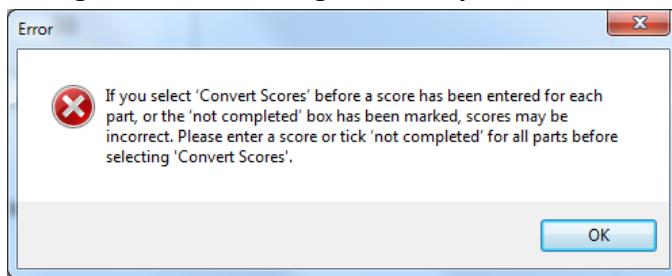
2. *Mathematics:* In order to be given an overall Raw Score, Sten Score, Standard Score and Percentile Rank for mathematics, a pupil needs to complete all parts of the mathematics test (Parts A and B). You will see a Raw score for Total Test, but no standard score or percentile rank. Any parts that have not been completed should be marked as **Not Completed** (Figure 11.10), otherwise scores can't be converted (see note above and Figure 11.9).
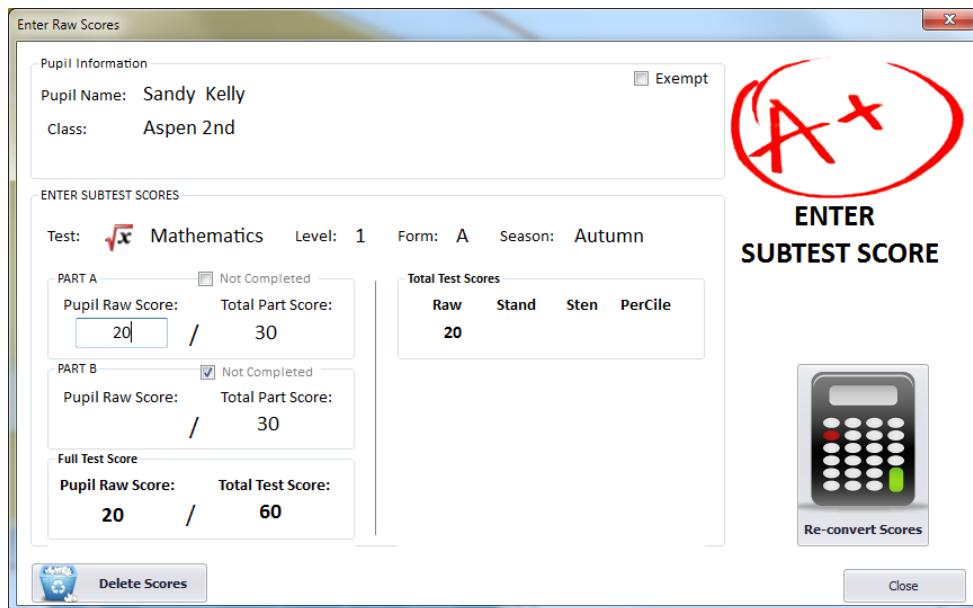
3. *Gaeilge:* Because Éisteacht and Litriú are optional on the Triail Ghaeilge, they do not contribute to overall reading (Léamh Iomlán). Again, however, you must mark **Gan a Bheith Déanta** to indicate that the pupil has not completed Éisteacht or Litriú (Level 4, Irish-medium schools only); otherwise scores can't be converted.

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, uncheck the section missed, and enter the raw score, provided you haven't used the enter answer method (**Chapter 12**) to enter their score. You should then click on **Re-Convert Scores** to calculate the new total and other scores. The recalculated scores should then feed through the Individual, Class and School Reports (if all core parts have been completed).

11.3. 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 11.7 for English reading, Figure 11.9 for mathematics)). Then select **(Re-)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. This pupil will be counted as exempt (rather than absent) on the School Report.

3. 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 11.7 for Reading, Figure 11.9 for maths). 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. This pupil will be counted as exempt (rather than absent) on the School Report.

4. If an exempt pupil did not do any of the test and you want their name to appear on the Class Report or be counted as being exempt on the School Report, you need to tick the **Not Completed** box for all parts of the test. You can do this for either Form A or Form B. Then select **(Re-)Convert Scores** (see Figure 11.11). Note that converted scores (e.g., Standard Scores) are not provided for this pupil. This pupil will be counted as exempt (rather than absent) on the School Report.

Figure 11.11: Enter Scores – Pupil Exempt and didn't complete any part of the test
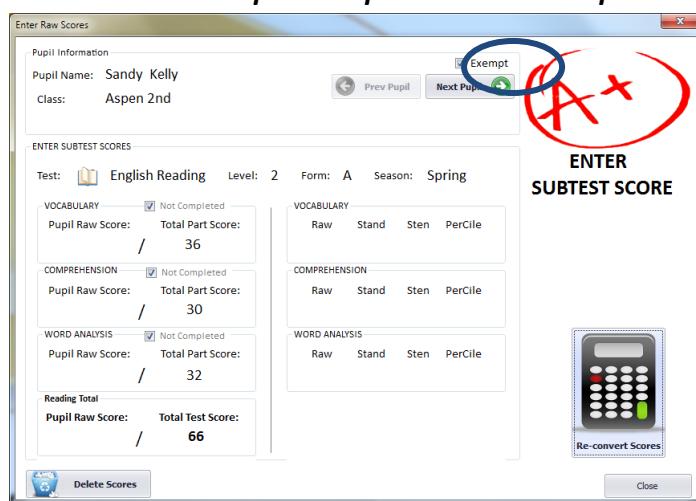
Note: You can return to the Enter Raw Scores window at any time, and change a pupil's status to **Exempted**. However, you must then click on **Re-Convert** Scores to register the pupil's exempt status. Similarly, you can change a pupil's status from exempted back to not exempted, by un-ticking the Exempt 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 Item-by-Item

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.

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, Aspen 5th is selected.
3. Select the test you want to score, ensuring that you have chosen the correct **Level** and **Season**. In the example, Mathematics Level 5 Spring has been selected.

Figure 12.1: Select Pupils Screen

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** Tom Kennedy has been selected.

5. Click **Enter Answers/Comhlánaigh na Freagraí**. The **Enter Pupil Answers** screen on which to enter the scores for Tom Kennedy is shown in 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
  - **Tab** to move from one question to the next

Entering Other Types of Answers

Not all items are in multiple-choice format. We strongly recommend that you score 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 C for correct, I for Incorrect, N for No Answer, and I for Invalid (Toggle/select I again if Incorrect appears first to change to Invalid and vice versa). For the Triail Ghaeilge, use C for Ceart and M for Mícheart, F for Freagra ar lár, and N for Neamhbhailí.

Figure 12.3: Drop-down Menus for Other (Non-Multiple-Choice) Answers for Mathematics Test and Triail Ghaeilge
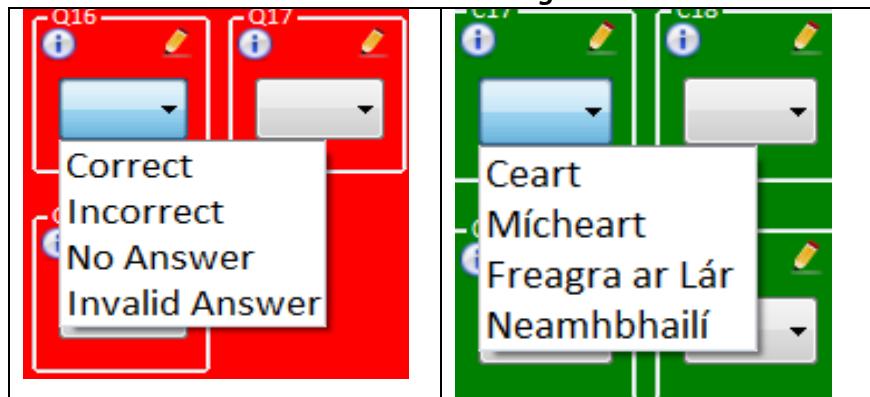
12.1. Fixing Incorrect Scores and Deleting Scores

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
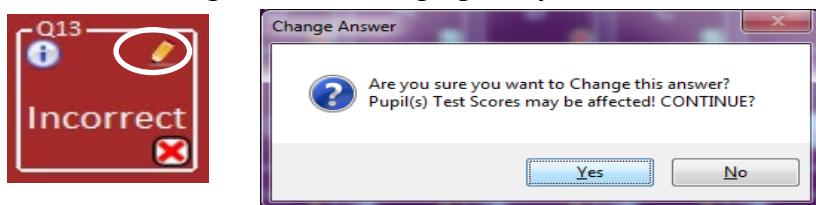
Note: You need to click on 'Update Scores' to register your change if this section has already been completed (see below).

12.2. Registering an Answer

Occasionally, an answer may not register properly, for example, because it was entered in 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

12.3   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 **Chapters 10** and **11** 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 - Before
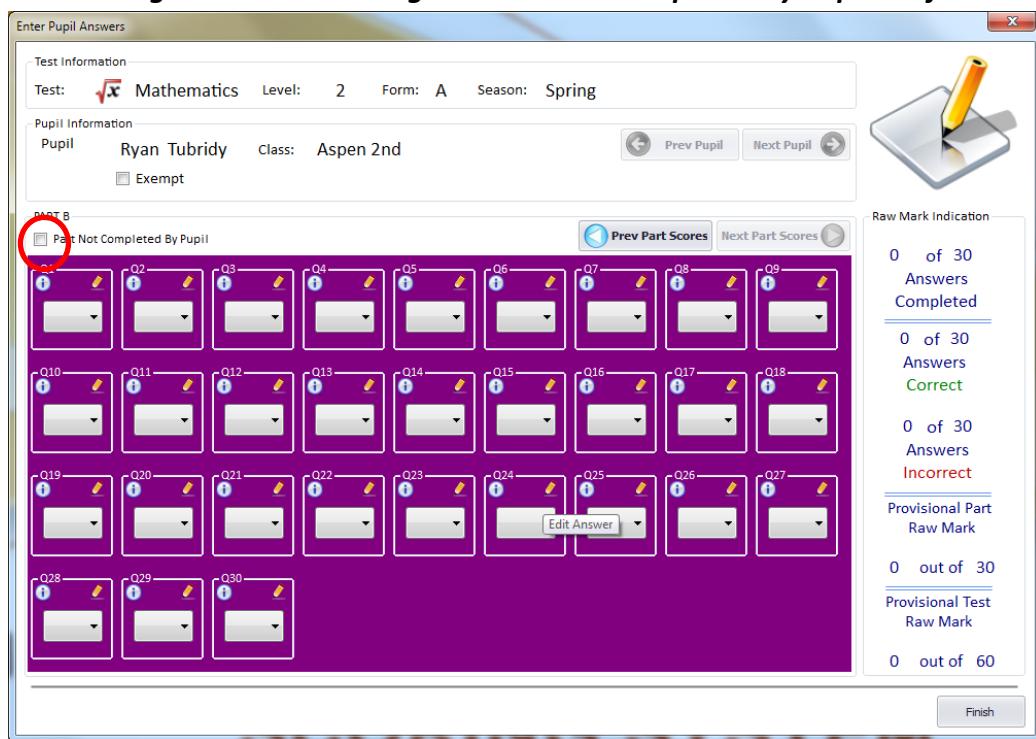
It is recommended that, in the case of English reading, you do not use 'Part Not Completed by Pupil' when entering answers, and hence only enter answers for pupils who have completed both parts of the test (Levels 2-6). This is because the system reports overall scores based on the part of the test completed by the pupil and hence underestimates performance. If no scores are entered in respect of a pupil, s/he is deemed to be absent.

If someone did not complete the test, it is better to use the Enter Raw Scores method if you wish to enter their scores, because any subtest scores calculated will be underestimated as standard scores, sten scores and percentile ranks are based on all parts being completed.

Figure 12.7 shows a completed screen after the 'Not Completed by Pupil' box has been ticked. Click on 'Finish' to save.

Figure 12.7: Recording Test Part Not Completed by Pupil
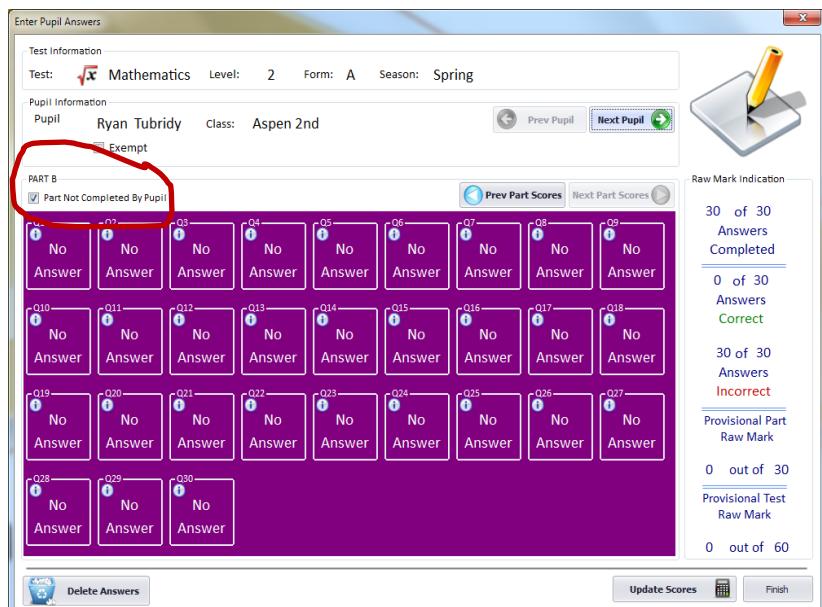
12.4 Saving Responses

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.

Note: You **must** enter a response for <u>every</u> 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.

In the event that you make a change to a score in the course of entering scores within a part of a test, you will be asked to Update Scores. This can be done by clicking Update Scores button at the bottom right side of the screen next to the Finish button.

After entering part of the test, click **Next Part Scores**. This brings you to the item entry screen for the next part. Once you have entered the last item, the data you have entered will be automatically saved (as per above).

You can only proceed to the next pupil once you have recorded all items for the current pupil (you cannot move between pupils whose data are incomplete). In Figure 12.6, you can see the greyed-out buttons for Next and Previous pupils. In

Figure 12.7 when all sections have been completed, it is possible to proceed to the Next pupil. (Because Ryan Tubridy was the first pupil on the list of selected pupils taking a particular form of the test, you cannot choose Previous pupil in this case).

You can now continue entering responses for other pupils you selected who completed the same test, by clicking on Next Pupil (see Figure 12.7). If you have finished entering scores for an individual pupil or for the last pupil in a set, click on **Finish**.

The only button available when entering test answers is the Finish button. If you click on this before you finish entering scores, you will be prompted as whether you want to continue entering scores or not (see Figure 12.8).

Figure 12.8: Warning that Test is Incomplete
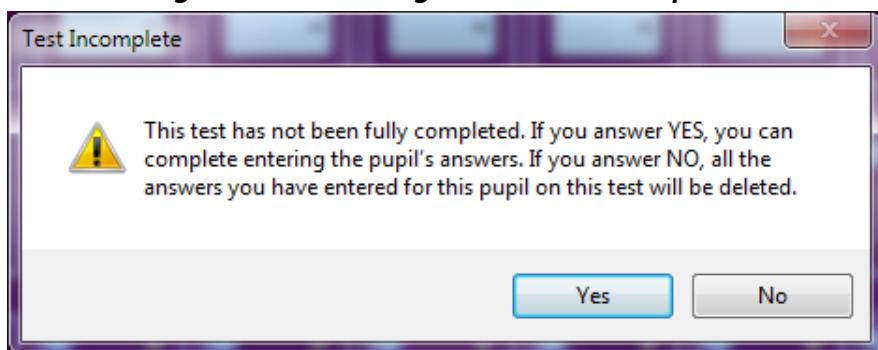
If you answer **Yes**, you can continue to enter answers. If you select **No**, all items you have entered will be deleted or lost.

12.5   Using the Update Scores Button

Once all of the answers have been entered for each section in respect of the current pupil, you will see an **'Update Scores'** button at the end of the screen (see Figure 12.7). Normally, all scores are saved when you select 'Finish'. However, if you go back and change an answer and you click 'Finish', you will be prompted to use the 'Update Scores' button to save any answers you have changed (see Figure 12.9).

Figure 12.9: Scores Not Updated Warning
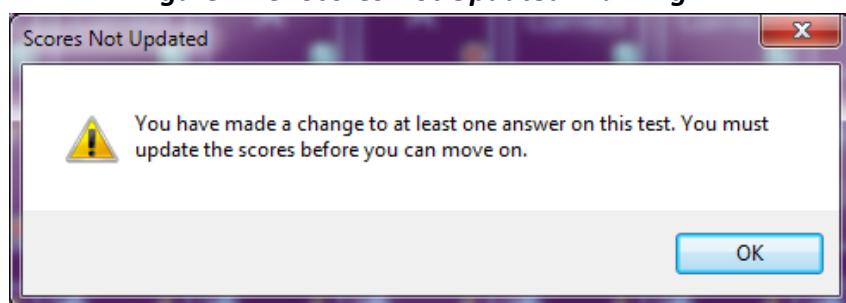
You should click **OK** and then click on the **Update Scores** buttons before you can proceed.

12.6   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 12.10).

Figure 12.10: Exempting a Pupil
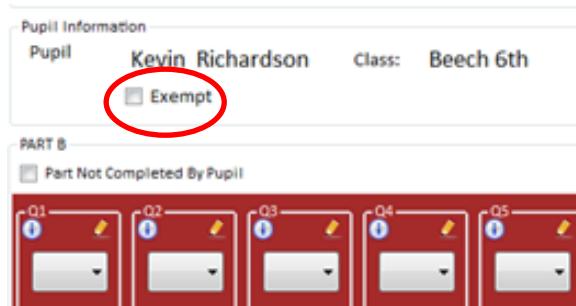
3. If a pupil has not attempted any item in a section, tick, "**Part Not Completed by Pupil**".

12.7   Moving from Enter Scores to Enter Answers

If you have already Entered Scores in respect of a pupil, and you want to now Enter Answers, you should proceed as follows:

1. Select Enter Test Scores, select the target pupil, and select the relevant test. Then select Enter Answers (see **Chapter 10**).

2. As subtest scores have already been entered for the pupil on the selected test, you will see the message in Figure 12.11.

Figure 12.11: Warning: Subtest Scores Will Be Deleted when Entering Answers
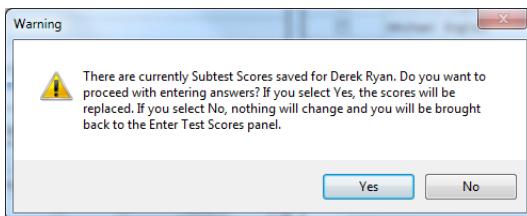
3. Click on Yes if you wish to enter answers. If this option is selected, any previously entered scores will be deleted for the selected test, form and season. The programme will then take you to the screen for entering answers and you can enter them in the way that is shown in the first part of this chapter.

Note: If you have already entered answers, and you try to enter scores, you will
see the message in red near the top of the subtest scores (see Figure 12.12).
The message is as follows:

WARNING: These scores were entered in the Enter Answers form. To edit or
delete these scores, please return to the Enter Answers form.

Figure 12.12: Subtest screen showing the warning above
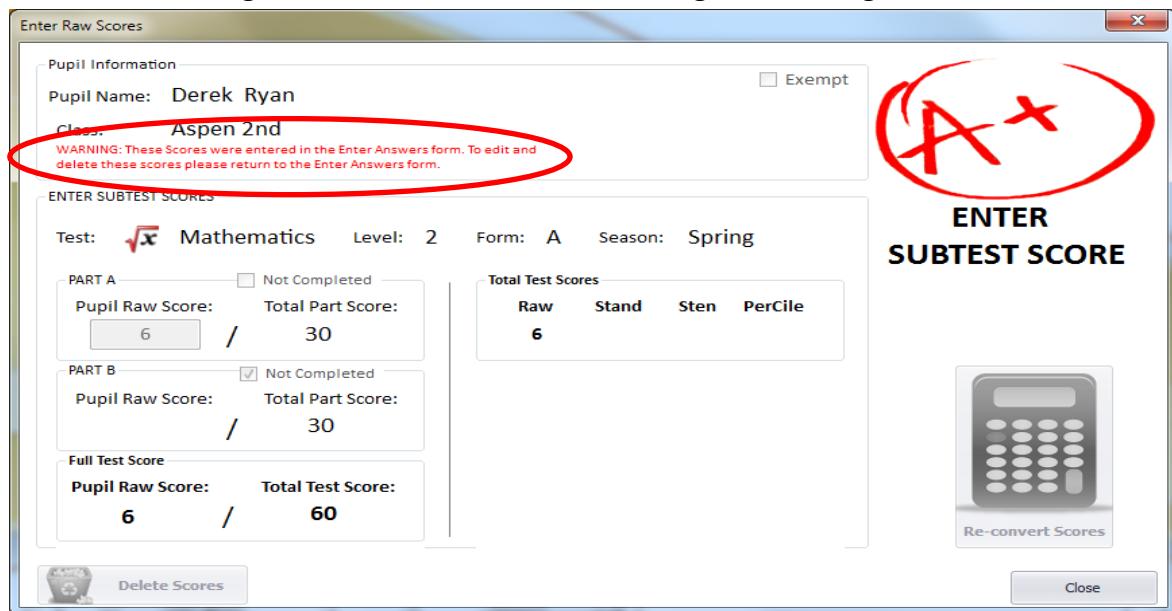
In front of this screen you will get the following message before this window closes (see
Figure 12.13)

Figure 12.13: Message that Item Scores already exist
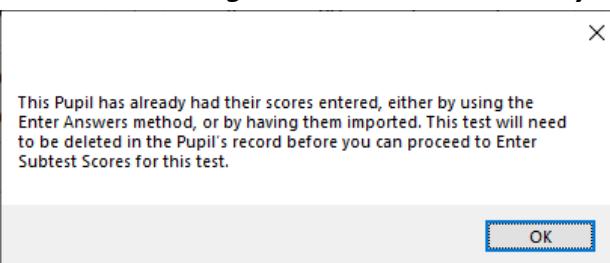
13. Importing Pupil Scores

Note: To import pupil scores, you must first have a spreadsheet that already contains the calculated scores and subscores for each pupil. If you have calculated the raw and standardised scores yourself, they can be manually entered into the Import Template (see **13.3**). If you have availed of the ERC's machine-scoring service for Levels 3–6 of the English Reading and Maths tests, you will be provided with a spreadsheet containing these scores. In either case, it is necessary to **enter the correct Pupil ID** for each pupil whose scores are being imported.

13.1 Entering Pupil IDs

1. See **Section 6.4** for information on how to export a list of pupils for a given class. This exported list will have a column listing the Pupil ID for each pupil.
2. Open your results spreadsheet and copy the correct Pupil IDs into the column labelled "PupilID" next to the pupil's names.
3. When all Pupil IDs have been entered into the results spreadsheet, save the file.

13.2 Importing the Results File

1. In the Base Screen, click the **Reports** icon (left side of screen), and select **Import Pupil Scores** (Figure 13.1).

Figure 13.1: Import Pupil Scores Icon

2. Use the drop-down menus to select the Class and Subject for which you wish to import scores.
   Note: Please ensure that you have selected the correct Class and Subject. Incorrectly imported results will affect the school report, as well as the class and individual reports for the relevant pupils.
3. Click the **Upload** button (Figure 13.2). Navigate to where your results spreadsheet has been saved, and click Open.

Figure 13.2: Import Test Scores Window
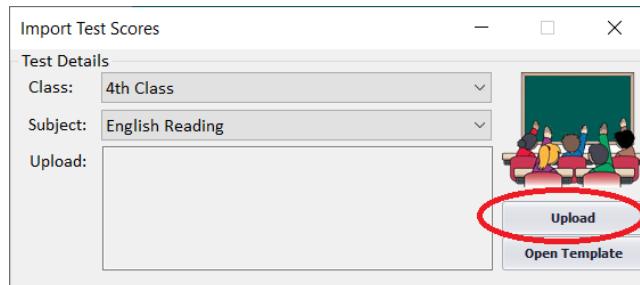
4. The file location will be displayed in the Import Test Scores window. Click **Import Scores** to finish the importing process. A notification will pop up to notify that scores have been added successfully (Figure 13.3).

Figure 13.3: Score Import Confirmation Message
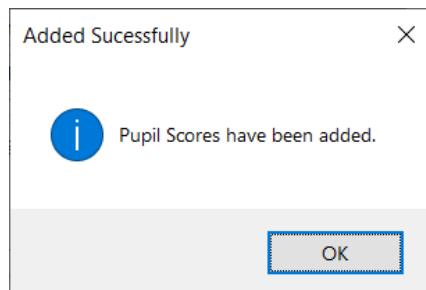
13.3   Scores Import Template

If you have previously calculated pupil scores yourself, you can enter them into the Scores Import Template.

1. In the Import Test Scores window, select **Open Template** (Figure 13.4).

Figure 13.4: Opening the Scores Import Template
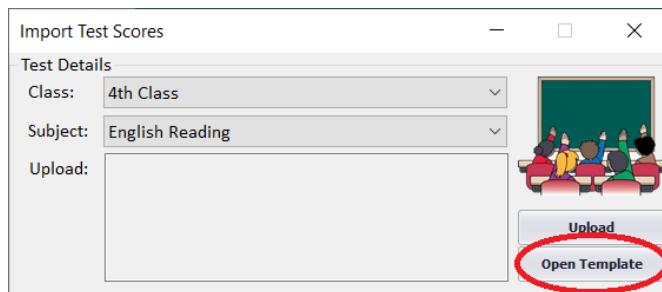
2. Scores can be manually entered or copied into the relevant fields.
3. It is not necessary to enter pupil names; only their unique Pupil IDs are necessary. The process for entering Pupil IDs is detailed in section **13.1**.
4. When all of the Pupil IDs and results information has been entered, save the spreadsheet file.
5. The steps outlined in section **13.2** can now be followed to import the results file.

14. 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. The following reports are generated:

- **English reading** - Word Analysis (Level 1), Reading Vocabulary, Reading Comprehension and Overall Reading, and, where Enter Answers (see **Chapter 12**), Text Type scores (Literary and Informational) and Comprehension Processes (Retrieve & Infer, Interpret & Evaluate).
- **Mathematics** - Overall Mathematics, and, where Enter Answers has been used, Processes Skills (Understand & Implement; Integrate, Reason & Problem Solve) and Content Areas (Number/Algebra, Measures and Shape & Space/Data & Chance)
- **Gaeilge** – Scór Iomlán don Léitheoireacht (Léamh Iomlán), don Éisteacht/Labhairt agus, i gcás Leibhéal 4 (Scoileanna Lán-Ghaeilge/Gaeltachta), Litriú.

Note the following general points about class reports:

- Class average scores are based only on completed and non-exempt tests.
- If a pupil does two forms of a test (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.*
- The standard score is the only score that is averaged at class level. You can derive an average percentile score or Sten score by converting the average standard score. You can use the test manual to do this or you can use the following link: http://www.erc.ie/documents/Standard_score_conversion.xlsx
- If a pupil has not completed a section of the test that contributes to a Total Reading, Total Maths or Léamh Iomlán score, they will not have a Total Score, and none of their scores will be represented in class average Standard Score or Sten Score distributions.

14.1. Generating an Overall Class Report – English Reading

This section explains how to generate a report for English Reading. A similar procedure is followed for generating reports for Maths and for the Triail Ghaeilge.

1. On the Base Screen, click the **Reports** icon, then **Reading**, and then Class **Reports**. The **Class Selection** screen is shown (Figure 14.1).
2. Select the appropriate class, using the drop-down menu if needed.
3. Decide if you want to view a report for tests taken in either autumn (where available) or spring. The system defaults to spring.

4. 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 14.1, we selected [English] Reading as the subject, then Aspen 2nd as the class, and finally last name in descending order (the default). This report can only be viewed in English. Mathematics reports are the only reports that can be viewed in English or Gaeilge. Reports based on the Triail Ghaeilge are in Irish only.

Figure 14.1: Selecting a Class for a Class Report
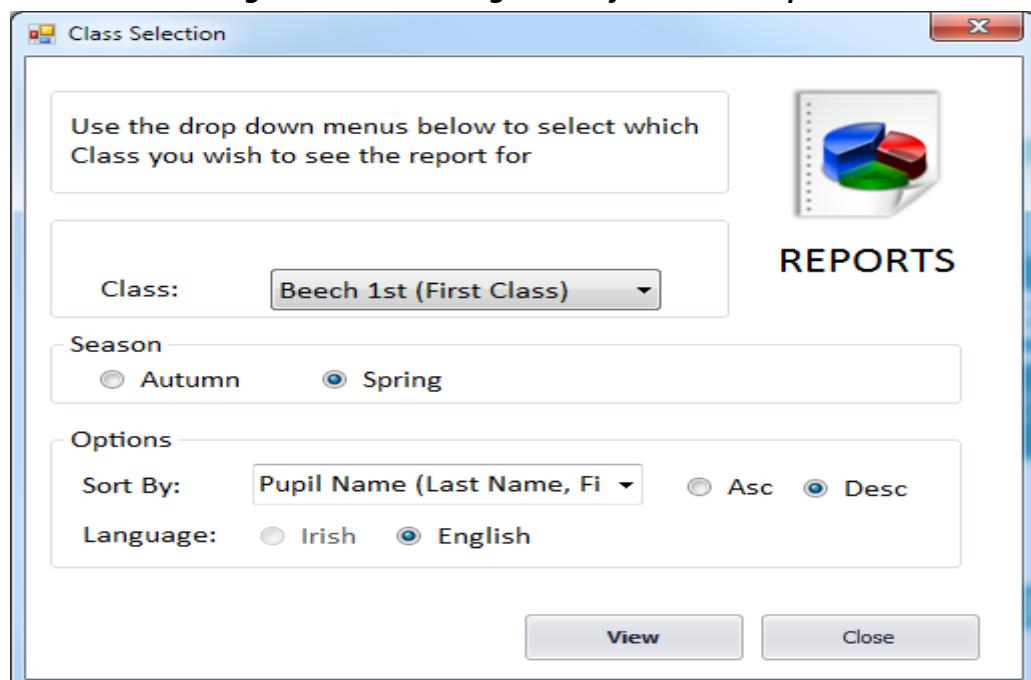
5. Click **View** and wait for the report to generate itself (Figure 14.2).

The following bulleted comments about Figure 14.2 may help you to interpret class reports more generally.

- Instead of STen scores and percentile ranks, the report for First class includes criterion-referenced descriptions based on overall standard scores. Hence, two pupils (Bela Cleary, Alan Blake) who have high standard scores are deemed to have performed 'Comfortably above criterion'. Aliz Dillon, whose standard score is just above the criterion (cut-off) is deemed to be 'Just above criterion'. Ksenia Murphy, who did poorly overall, is deemed not to have reached the criterion level ('Criterion not reached').
- There are no scores against Magdalena Burke because she was exempted from the test. Her teacher ticked the exempted box on the Enter Scores screen, and also ticked part 'Not Completed' for each of Word Analysis, Vocabulary and Reading Comprehension.

Figure 14.2: Sample Class Report – English Reading

Educational Research Centre
Foras Taighde ar Oideachas

Educational Research Centre
St Patrick's Campus (DCU)
Drumcondra, Dublin 9

Drumcondra Primary READING Test: Class Report

School: Grade: First Class   Date Of Test: 07/06/2019

Roll No.:   Class Name: Beech 1st

Pupil Name	Exempt	Level & Form	Overall Reading			Word Analysis		Vocabulary		Comprehension	
			Raw Score	Standard Score	Overall Criterion Level	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
Ksenia Murphy	False	1A-Spring	17	69	Criterion not reached	6	68	3	65	8	83
Aliz Dillon	False	1B-Spring	52	92	Just above criterion	22	91	11	93	19	95
Bela Cleary	False	1A-Spring	66	103	Comfortably above criterion	22	95	22	125	22	104
Magdelana Burke	True	1A-Spring									
Alan Blake	False	1A-Spring	88	140	Comfortably above criterion	34	130	22	125	32	135

Class Average: 101   96   102   104

National Average: 100   100   100   100

- The class average score for Overall Reading (101) is based on the scores of pupils with valid Overall 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, Magdalena Burke was not included.

Note: By default, if a pupil does not have a score or exemption recorded against them, they will not appear on the Class list, and will be recorded as being absent on the School Report. Hence, it is important to indicate that the pupil was exempt, and did not complete any part of the test.

Figure 14.3 shows the second page of the Class Report for Level 4 of the test. This shows performance on Text Types and Reading Processes.

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

- Mika Smyth is the only pupil for whom the Enter Answers module has been used. This means that there are data on her performance on Text Types (Literacy and Information) and on Comprehension Processes (Retrieve & Infer; Interpret & Evaluate).

- There are no real differences between Mika's scores on the Text Types (standard scores of 99 on questions based on Literacy texts and 96 on questions based on informational texts. The difference is 3 score points. A larger difference (15 score points or so) would be required before it can be concluded that there is a real difference across text types/purposes.

- Similarly, there is a relatively small difference between Mika's standard scores on the reading comprehension processes of Retrieve & Infer and Interpret & Evaluate. The 7-point difference in favour of Interpret & Evaluate questions is not large enough to reach statistical significance.

Figure 14.3: Sample Class Report – English Reading – Page 2

Educational Research Centre
St Patrick's Campus (DCU)
Drumcondra, Dublin 9

Drumcondra Primary READING Test: Class Report

School: Grade: Fourth Class   Date Of Test: 06/06/2019

Roll No.:   Class Name: Ash 4th

| Pupil Name | Exempt | Level & Form | Text Types/Purposes | | | | | | | | Comprehension Processes | | | | | | | |
| | | | Literary | | | | Informational | | | | Retrieve & Infer | | | | Interpret & Evaluate | | | |
			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
Mika Smyth	False	4A-Spring	10	99	5	47	10	96	5	39	10	94	5	35	10	101	6	53
Galina Skinner	True	4A-Spring																
Ilari Putin	False	4B-Spring																
Amaliya Greene	False	4A-Spring																
Kasper Butcher	False	4A-Spring																
Class Average:				99				96				94				101		
National Average:				100	5.5	50		100	5.5	50		100	5.5	50		100	5.5	50

14.2. Generating a Class Report – Mathematics

The procedure for generating a class report for mathematics is similar to that for reading.
Select Reports, Mathematics, Class Reports, General (Figure 14.4)

Figure 14.4: Generating a Class Report – Mathematics
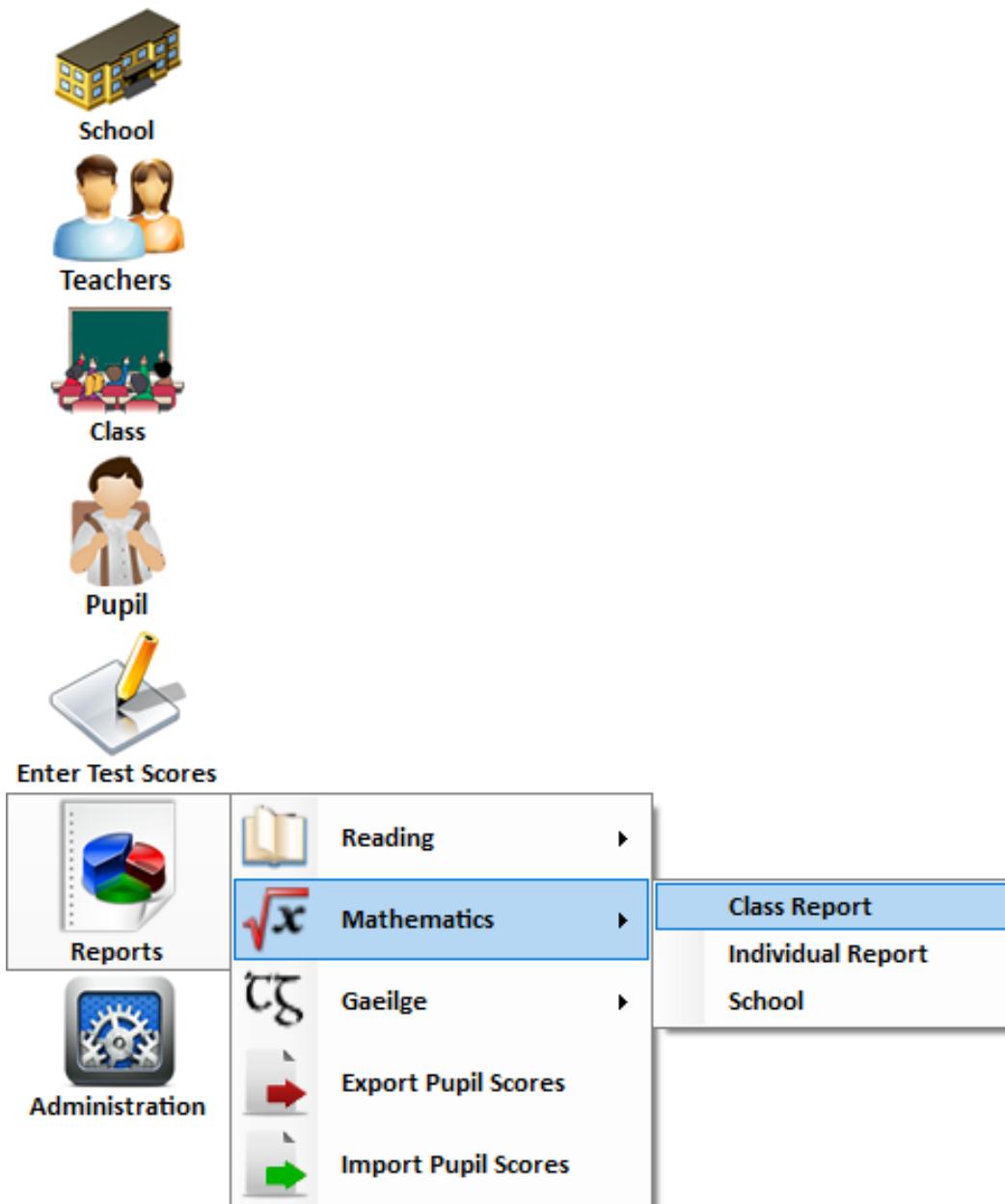
Following this, select the class group for whom the report is to be generated.

The sample Class Report for mathematics shows that:

- There are no scores recorded against Shari Callaghan, because she was exempted from testing.
- There are no subscale scores recorded for Mary Murray and Phillippe Iascelles because the Enter Scores module was used for these pupils.
- There are subscale score entered in respect of Anne Phelan and Conor Kellaghan because the Enter Answers module was used for these pupils.
- In the case of Anne Phelan, performance on Integrate, Reason and Problem Solve items was some 33 standard score points higher than on Understand and Implement. A different that is this large can be viewed as substantive.
- The difference of 5 standard score points for Conor Kellaghan on Understand & Implement, compared with Integrate, Reason and Problem Solve is small and not likely the be substantive (it is well below the required 15 score points).

Figure 14.6 shows the second page of the Mathematics report. Here scores are reported in respect of two students – Anne Phelan and Connor Kellaghan. This is because their teachers used Enter Answers to record their performance.

Figure 14.6: Sample Class Report – Mathematics – Page 2

Educational Research Centre
St Patrick's Campus (DCU)
Drumcondra, Dublin 9

Drumcondra Primary MATHEMATICS Test: Class Report

School: Grade: Fifth Class   Date Of Test: 07/06/2019

Roll No.:   Class Name: Aspen 5th

Pupil Name	Exempt	Level & Form	Number/Algebra				Measures				Shape & Space/Data & Chance			
			Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank	Raw Score	Standard Score	Sten Score	%ile Rank
Anne Phelan	False	5B-Spring	13	96	5	39	7	98	5	45	12	106	6	66
Mark Murray	False	5A-Spring												
Conor Kellaghan	False	5A-Spring	16	106	6	66	9	108	7	70	9	100	6	50
Phillippe Iascelles	False	5B-Spring												
Shari Callaghan	True	5A-Spring												
Class Average:			101				103				103			
National Average:			100	5.5	50		100	5.5	50		100	5.5	50	

14.3 Interpreting a Class Report for Gaeilge

Figure 14.7 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 14.7 – Sample Gaeilge Class Report

Ainm an Dalta	Díolúnithe	Cineál/ Leibhéal/ Foirm/ Séasúr	Léamh - Foclóir				Léamh - Tuiscint				Léamh - Iomlán				Litriú				Éisteacht			
			Amh Scór	Scór Caigh	Scór Sten	Peir cintíl	Amh Scór	Scór Caigh	Scór Sten	Peir cintíl	Amh Scór	Scór Caigh	Scór Sten	Peir cintíl	Amh Scór	Scór Caigh	Scór Sten	Peir cintíl	Amh Scór	Scór Caigh	Scór Sten	Peir cintíl
John Quinn	☐	G4A-Spr	27	125	9	95	30	104	6	61	57	113	7	81					23	88	4	21
Peter O'Connel	☐	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	☐	G4A-Spr					32	110	7	75					42	140	10	99	29	107	6	68
Jim Mc Kensie	☐	G4A-Spr	25	114	7	82									39	140	10	99	30	111	7	77
James Cole	☐	G4A-Spr	25	114	7	82	31	107	6	68	56	111	7	77	38	138	10	99				
Meanscór an Ranga			116				110				113				140				103			
Meanscór Násiúnta			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 Léámh-Foclóir or on Léámh-Iomlán (which is based on combined performance on Léamh-Foclóir and Léamhthuiscint.
- Similarly, Jim McKensie was absent for Léamhthuiscint. Therefore, no scores are shown for Jim on Léamhthuiscint or on Léámh-Iomlán.

CHECK LÉÁMH THUISCINT ETC

- 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 (Meánscór) Násiúnta of 100.

14.4 Managing Class Reports

The information in this section applies to all reports (School, Class and Individual).

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 Export to icon on the right corner of the report screen, as shown in Figure 14.8. Select the format in which you want to save the report. You will be asked to indicate where you want the report to be saved to in the selected format.

Figure 14.8: Save Icon on Class Report
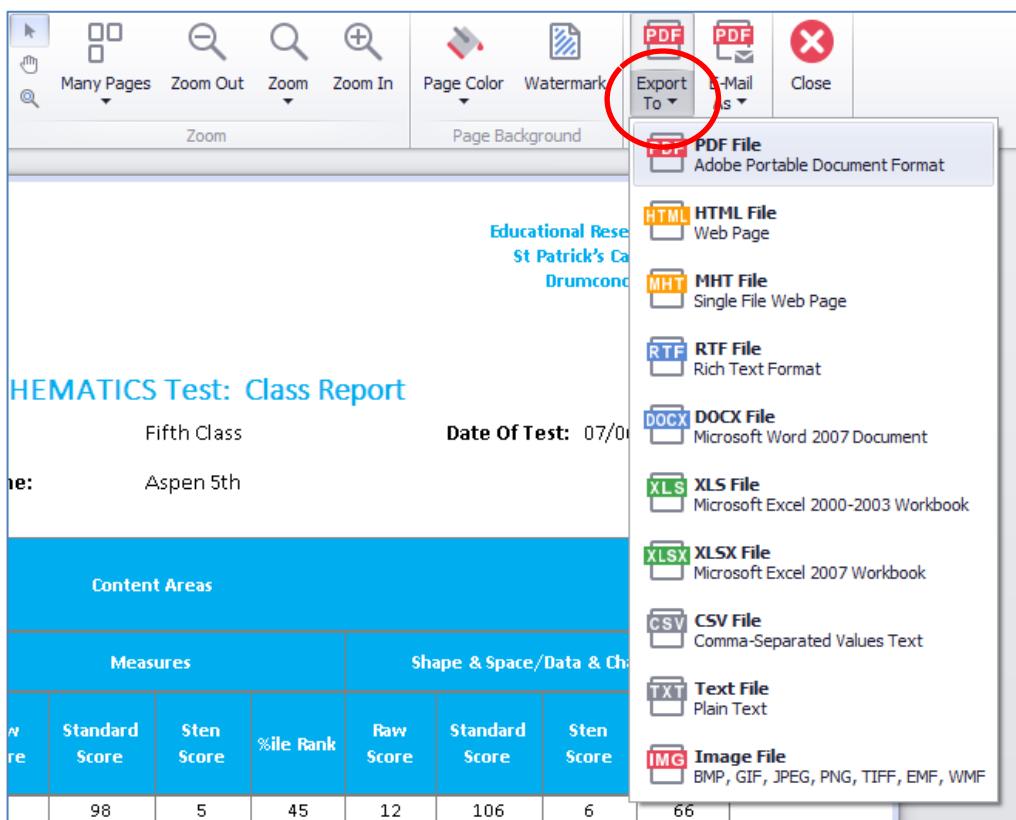
We recommend that you select the **PDF** option, as this is the most stable. Assign an appropriate **File Name** to the report – e.g. Aspen 5th 0519 – Maths Class Report.

2. Save the report. You will be asked if you want to open it.
3. You may wish to password-protect the saved report as it contains confidential information.
4. Once you are sure it has been saved in the location 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 14.9. In the **Print** window select a printer and click **Print**. This allows you to select a print, select the number of copies to be made etc. The Quick Print Option allows you to print one copy of the report using default settings (printer etc.).

Figure 14.9: Print Icon on Class Report
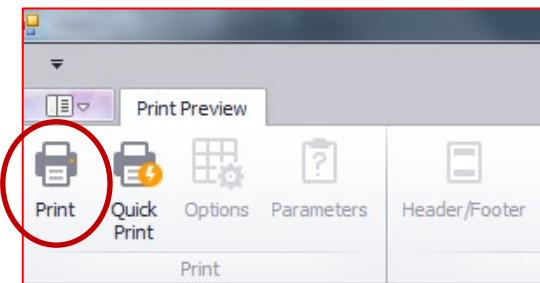
Navigating through Report Screens

You can navigate through the Class Reports by clicking on the backward or forward buttons (circled in Figure 14.10). You can also specify the page you wish to go to and press Return (right side of Figure 14.10).

Figure 14.10: Navigate Buttons on Class Report
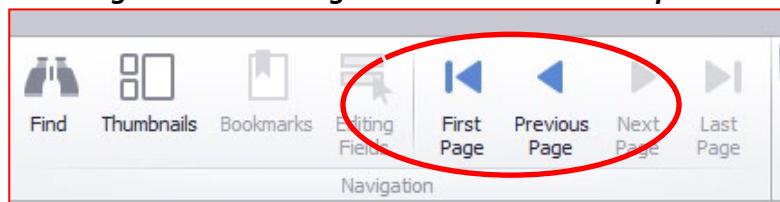
14.5 Exporting Pupil Scores

Class scores can also be exported to an Excel file (Figure 14.11). The resulting spreadsheet can then be edited directly, according to any requirements you may have.

Figure 14.11: Exporting Pupils Scores

You can select the class and subject for which to export scores. The Form of the tests taken (Form A, Form B, or both) can also be specified for inclusion in the Excel file.

15. Generating a School Report

You can generate two types of School Report, summarising scores achieved at school level (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 relevant circulars.)

Note: If you include Senior Infant pupils, they will be counted as absent for sections of the School Report which are based on all pupils across all grade levels. In the case of Irish medium schools, where pupils take the Triail Ghaeilge in Senior Infants, they will be included in the School Report for the Triail Ghaeilge, but will be marked absent for English reading and maths, as tests are not offered as these levels, but they are still considered to be enrolled in the school.

Both forms of School Report include the following:
- Grade-level data 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 pupils in 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 14**.
- A School-wide section summarising performance data of all pupils in the school for whom valid, complete tests 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 <u>not</u> exempted from testing (see **Chapter 11** for more details).
- They were tested in Spring (now the default for English reading and maths) (Autumn scores are <u>not</u> included).
- They completed <u>all</u> 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 15.1).

3. Select the language of the report – Irish or English. This option is available only for Mathematics.

Figure 15.1: School Report: Select School Year and Class Levels Screen
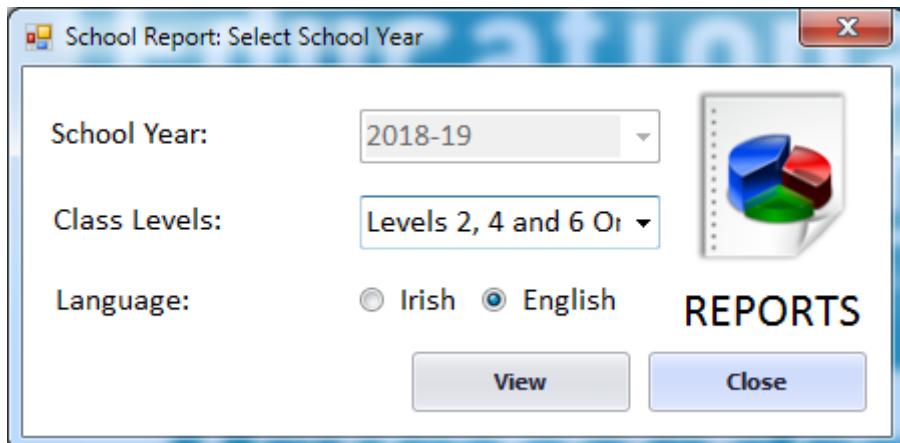
4. Click **View**. Sample output for Fourth grade is shown in Figure 15.2.

Figure 15.2: Whole School Report – All Fifth Classes (Fifth Grade)

	Average Level Scores	Number of Pupils					Number of Pupils by Sten Score										Lower Achieving Pupils	
	Standard Score	Exemp	Incl.	Total Enr	Absent		1	2	3	4	5	6	7	8	9	10	<= 10th %il	<= 12th %ile
Fifth Class	94	1	4	6	1	Number	0	0	1	0	1	2	0	0	0	0	1	1
						%	0	0	25	0	25	50	0	0	0	0	25	25
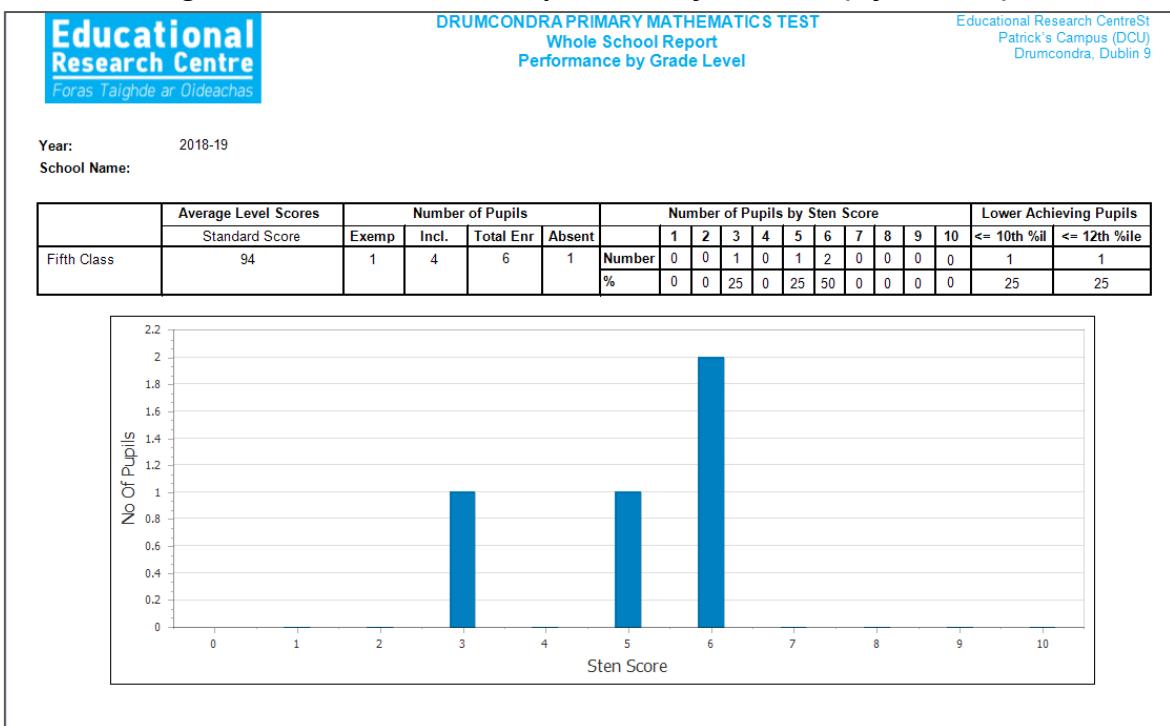
5. To move between classes on the School Report, use the backward and forward arrows at the top of the screen. Some key features of Figure 15.2 are as follows:
6. There are 6 pupils enrolled across all Fourth classes in the school. Four contribute to the average score and distribution of Sten Scores, while one is exempted and one is absent. You can locate the identity of an exempted or absent pupil by searching through the relevant class report for each Fifth class (**Chapter 14**). If a pupil is absent from the Class Reports, it means that no test scores or incomplete test parts were recorded against him/her.

7. 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. Relevant information on STen scores can be drawn from the table of Sten scores in the Grade level Report.

The graph on Figure 15.2 shows the percentage of pupils at each Sten Score interval. You can compare this to the theoretical normal. Note that, with small numbers of non-random pupils, it is quite likely that the distribution of Sten Scores will *not* resemble the theoretical normal distribution.

The last page on the School Report provides a summary of the performance of all students in a school on mathematics. 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 classes (if selected).

Printing and Saving School Reports

The procedures for printing and saving School Reports are identical to those for printing and saving Class Reports (see end of **Chapter 14**).

16.   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 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 16.1).

Figure 16.1: Screenshot: Generating an Individual Report for a Current Pupil
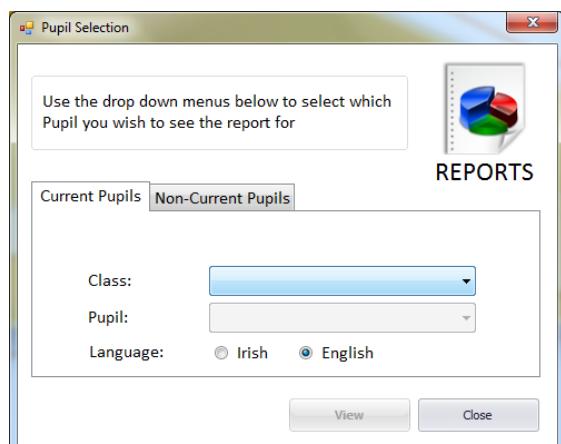
Note: **Current Pupils** is the default tab selected, but you can also generate reports for a past pupil by clicking the **Non-Current Pupils** tab and searching for the pupil (see example later in this chapter).

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 16.2 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 16.2: Individual Pupil Report for Mathematics

Educational Research Centre St. Patrick's College, Dublin 9								STUDENT REPORT					DRUMCONDRA PRIMARY MATHEMATICS TEST - REVISED			

Name: Michael Casey

School: Millmount National School

Date of Birth:

Today's Date: 19/06/2017

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 BandScore	Number & Algebra	Shape & Space	Measures	Data	Recall	Implement	Reason	Connect	Solve Problems
Third Class - 2015-16	☐	3A-Spr		107	68	6	Higher Level (Band 4)	73	46	60	56	62	82	45	75	74
Fourth Class - 2016-17	☐	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. 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 14**.

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. It is also available on the Scoring System Memory Key or in a folder into 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, follow 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 16.3).

Figure 16.3 – Generating an Individual Student Report for a Non-Current Pupil
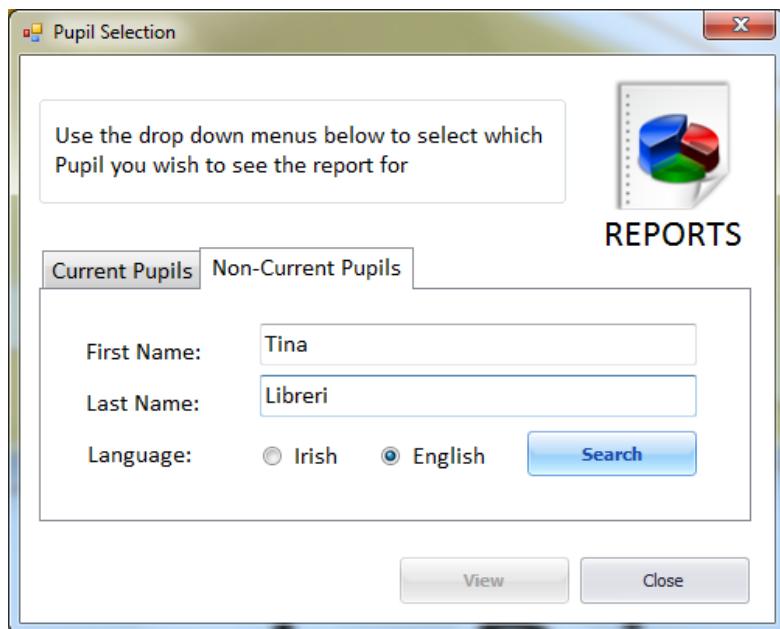
2. The target pupil's name should appear on a list. Double click on the pupil's name. An individual report should open (Figure 16.4).

Figure 16.4 –Individual Student Report for a Non-Current Pupil

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 Gaeilge, 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 16.5). 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 115 and 106 respectively (see above for further interpretation).
   - Michael Casey was not given an exemption for any of the tests listed.

Figure 16.5: Pupil Completed Tests Window
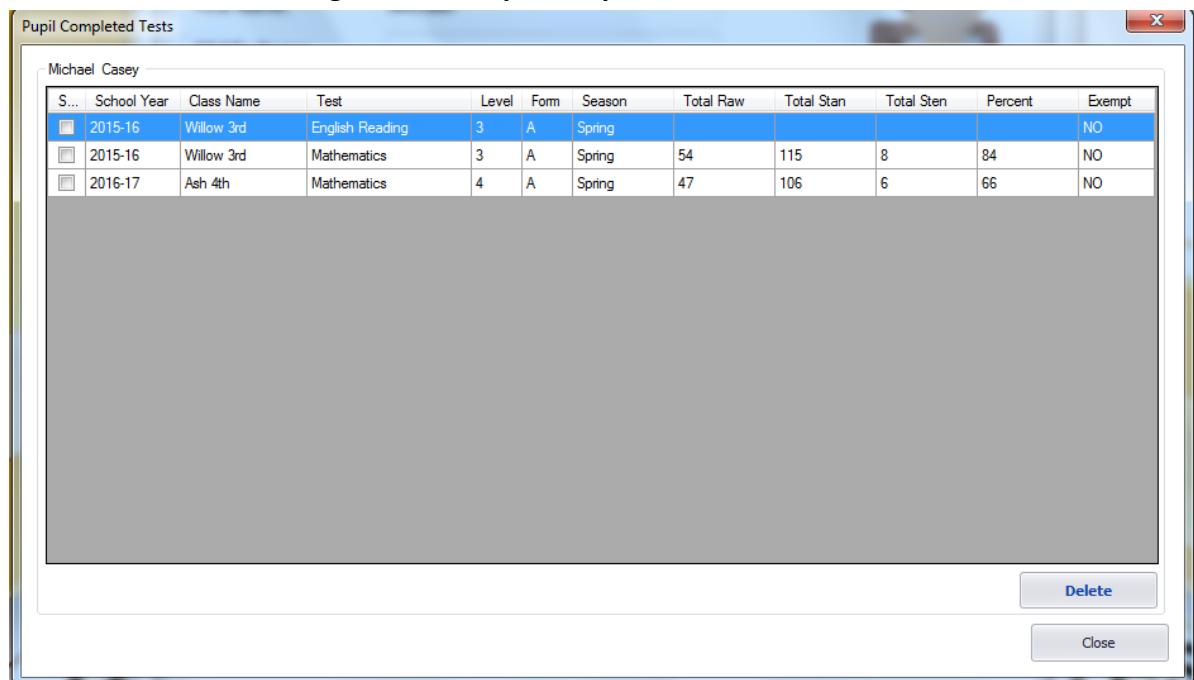
S...	School Year	Class Name	Test	Level	Form	Season	Total Raw	Total Stan	Total Sten	Percent	Exempt
☐	2015-16	Willow 3rd	English Reading	3	A	Spring					NO
☐	2015-16	Willow 3rd	Mathematics	3	A	Spring	54	115	8	84	NO
☐	2016-17	Ash 4th	Mathematics	4	A	Spring	47	106	6	66	NO

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. 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, providing screenshots where relevant. Also, provide your school roll number and phone number.

17. Regulating Access to the Scoring System

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

- **<u>Administrator</u>:** this level allows the user to control all aspects of the System.
- **<u>Teacher</u>:** this level allows access to the teacher's current class only.

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 <u>only</u> for their own current 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**) <u>before</u> 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.

17.1. Setting Up Access for New Users

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 17.1).

Figure 17.1: Add User Screen (Teacher Role)
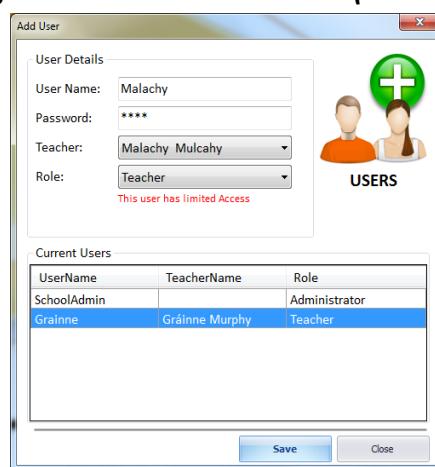
2. Add a **User Name** (*Malachy* is the example in Figure 17.1).
3. Add a **Password**.

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
7. Password.

17.2. Teacher Base 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 17.2 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 17.2: Pupil Search Screen (Teacher Role)
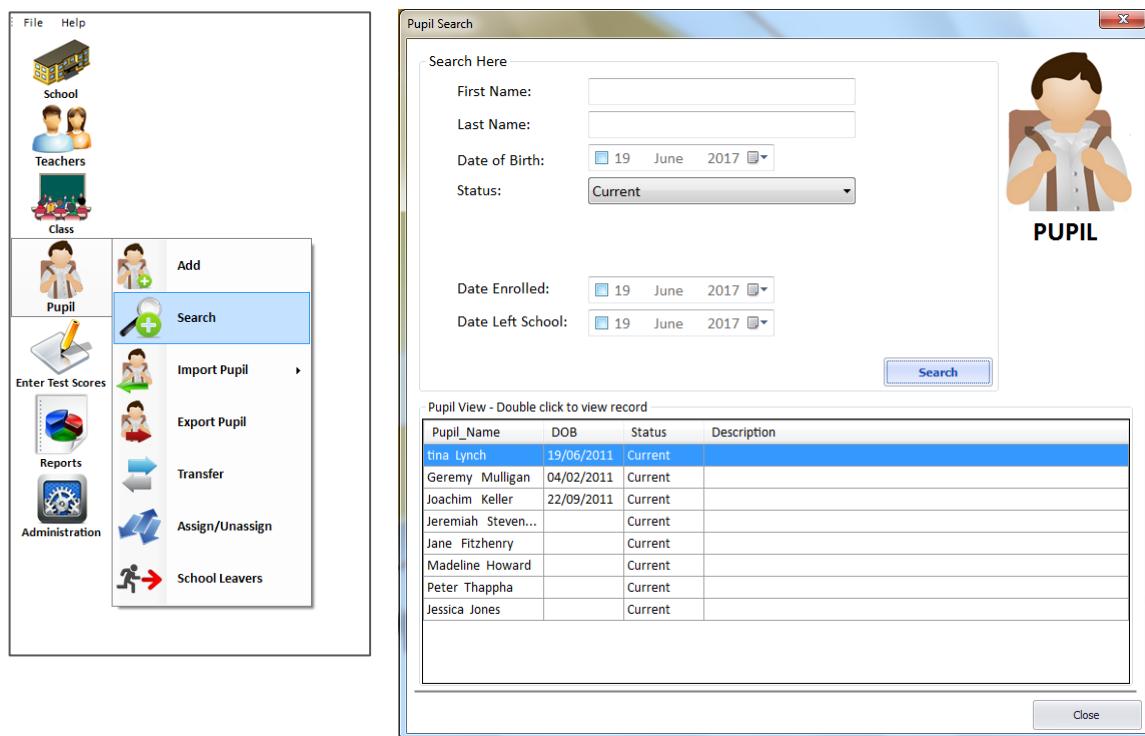
Figure 17.3 deals with entering pupil test scores (**Chapters 10-12**). Here, only the teacher's class (Aspen 2nd) is shown. There is no access to other classes.

Figure 17.3: Select Pupils Screen (Teacher Role)
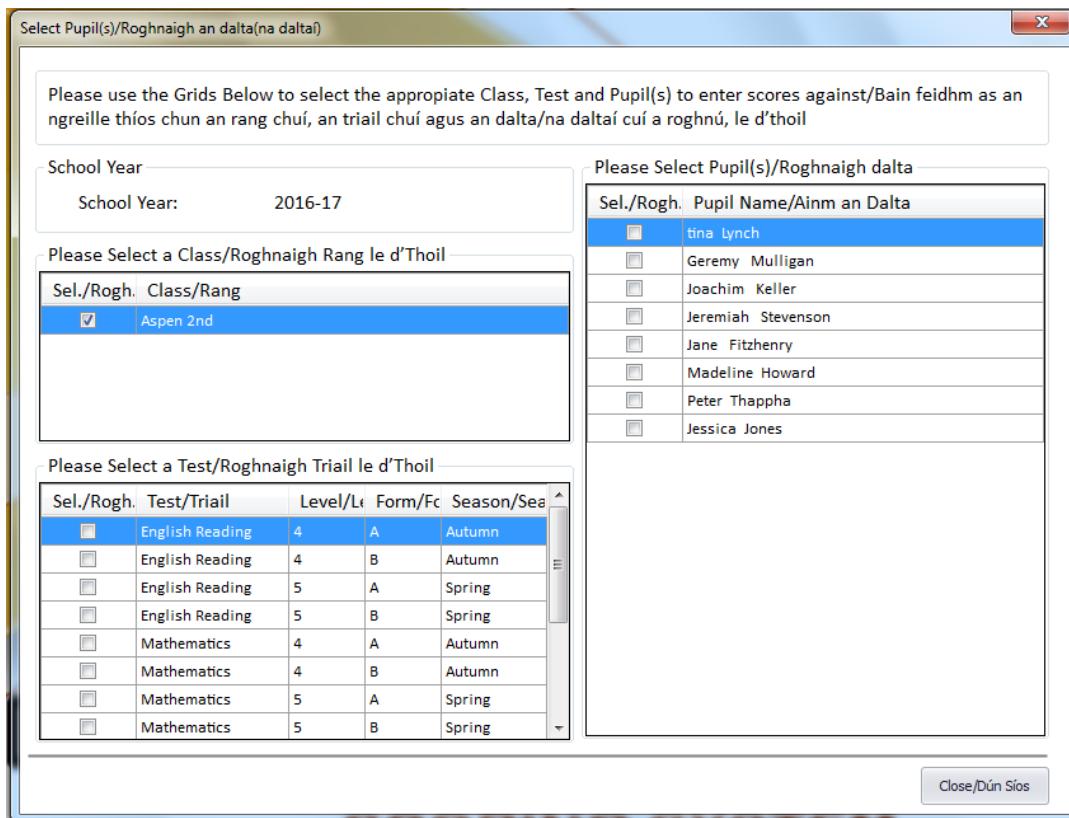
In Figure 17.4, the only classes for which a teacher can generate a Class report are his/her own classes. No other classes appear on the drop-down list.

Figure 17.4: Generating a Report (Teacher Role)
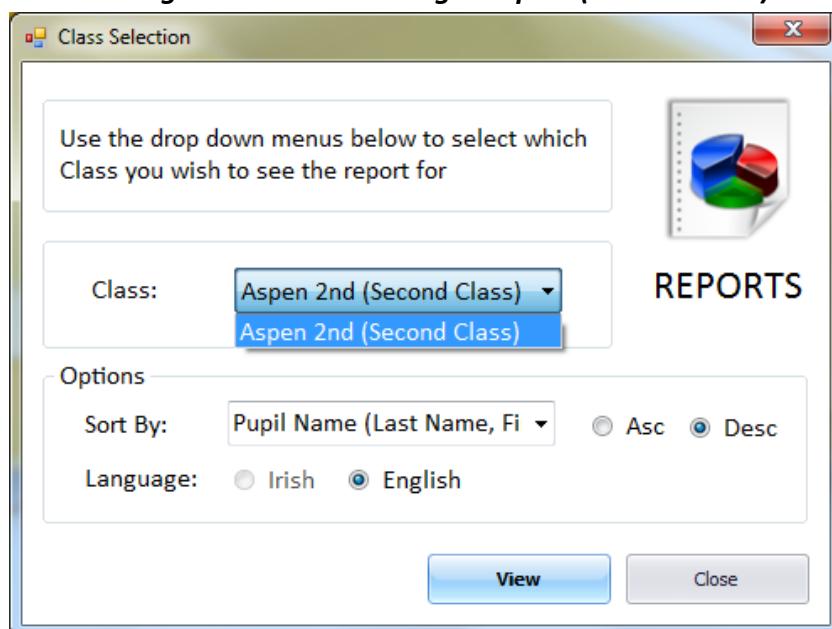
17.3. Changing a Password

> **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 17.5).

Figure 17.5: 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 17.5, 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 user password (initially set to **school**), 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.

18. Managing the Database

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 <u>exactly</u> as instructed. Failure to follow them may 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 an external hard disk, it needs 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). If your external drive has a different drive letter than when you set up the system, the system will not be able to find your database. You will get an error message.

In order to backup or make a copy of your database, you first need to locate it.

18.1 Locating the Database

If you don't know where the database is located, log into the Scoring System as administrator (User Name: schooladmin; Password: school). When the Base Screen comes up, select **Administration** and then **Change Database Location** (Figure 18.1).

1. Note the location of the database (in Figure 18.1, it is C:\Drumcondra Database\DTSS2019.mdb).

Figure 18.1: Location of Database

2. Leave the Scoring System and go to the location indicated (Figure 18.1). You can use 'File Explorer' or similar to do this.

18.2 Backing Up/Copying the Database

Copy the database you have located on to an external source such as an external drive or network folder. This will ensure that you have a backup of the database. This is important because, if your computer crashes or otherwise becomes unusable, you could lose everything and you might have to start from scratch again.

You should make a copy every time you make major changes to your data, such as entering results, or transferring pupils to their new classes. If your computer crashes or becomes unusable, you can copy your database to your computer once it has been fixed, or to a different computer, reinstall the Scoring System, and link it to the saved database (see **Appendix A**). This enables you to start from when you made your latest copy, rather than starting over from scratch.

18.3   Moving the Database to a New Location

To change the database location, you need to first locate your database (see above). Then set up the new location and copy the database into it. Next, re-direct all linked computers to the new database 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.

1. Ensure that <u>all</u> users (administrators, teachers) who use the database are logged out.
2. In File Explorer or similar, locate the database (it will have the file extension *.mdb*) (Figure 18.2).

Figure 18.2: Copying the Scoring System Database
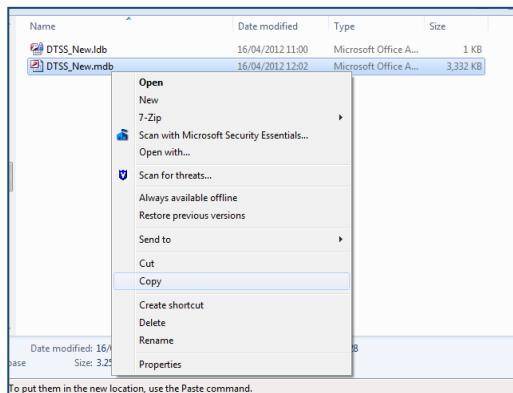
3. Click once on the .**mdb** file. Then, either:
   - Right-click your mouse and select **Copy** (as shown in Figure 18.2).
   - Press **Ctrl + C** to copy.

   Note: Do **not** delete/cut/move 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.

4. **Paste** the database to the new location (folder) using right-click and select **Paste** or press **Crtl + V** to paste.

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

5. Log on to the Scoring System.
6. On the Base Screen select **Administration** and **Change Database Location**.
   A screen similar to Figure 18.3 will appear, showing the location at which your database has been stored up to this point.

Figure 18.3: Original Database Location screen
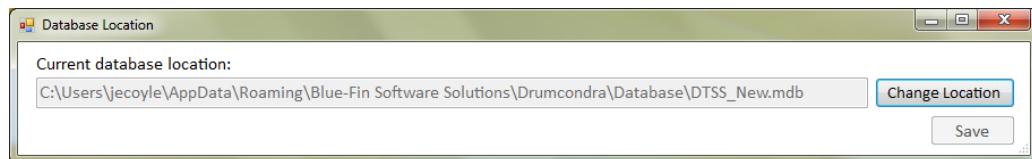
7. Click **Change Location**, then find your new location. Double-click the database or select it and then click **Open**. You will see a screen similar to Figure 18.4.

*Figure 18.4: New Database Location*
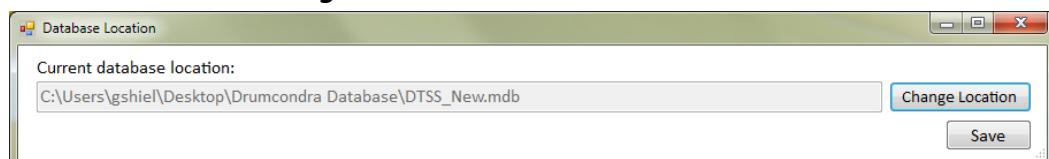
8. Click **Save**. A warning message asks if you are sure you want to change the location (Figure 18.5).

Figure 18.5: Prompt to Change Database Location
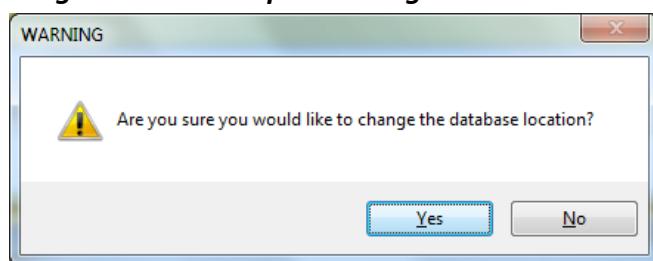
You will be notified of an update change (Figure 18.6).

Figure 18.6: Notification of Database Update
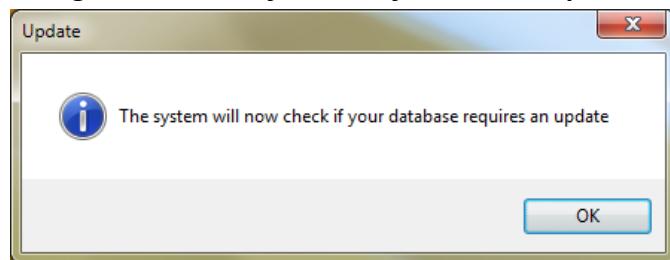
Click **OK**. This will ensure that the database is updated to match the latest version of the Scoring System.

9. Click **Yes** and you will get a message confirming that the database has been moved (Figure 18.7).

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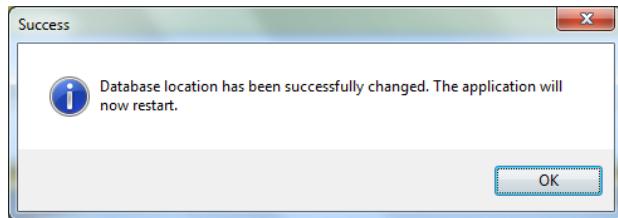
10. Click **OK**.

The Scoring System restarts, with the database in the new location.

11. Repeat steps 5-10 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.

18.4 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 a system administrator (see Figure 18.8), which in this case will be the Educational Research Centre (see contact details on front of this Manual).

*Figure 18.8: Error Message: Unable to Locate Database.*
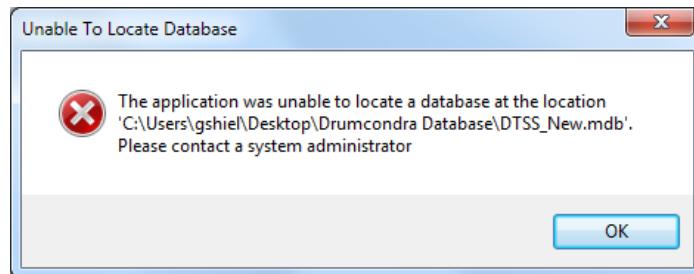
We don't recommend moving the database unless you absolutely need to, and only then by following the above procedures above. However, you may wish to move your database from the original location (see Figure 18.3), which is in a hidden part of the disk and not easy to retrieve in order to make a backup. If you have difficulty locating your database, please contact scoring@erc.ie for support with this. If you or someone else cleans up your desktop or computer, and the location of your database is changed or moved, the Scoring Programme will cease to function, and you will get the message in Figure 18.8.

19. Removing Previous 2019 Version

Copy or backup your database and also get its location as you will need this when you start the initial setup in **Chapter 2**; instructions for this are in **Chapter 18**.

1. Right-click on start button on bottom left and then select **Run** (Figure 19.1).

Figure 19.1: Selecting Run from menu
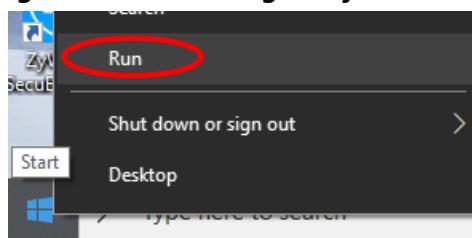
2. Type appwiz.cpl in the resulting box, then click **OK** (Figure 19.2).

*Figure 19.2: Getting list of applications installed*
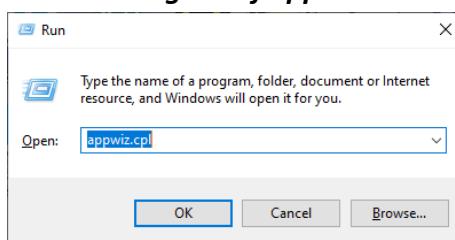
3. If you had the pre-2019 version installed you will see Drucondra_DPTS listed, do n<u>ot</u> uninstall this programme as you will need it for viewing pre-2019 test scores, you need to select DrumcondraRevisedTests_DPTS to uninstall, by double-clicking on it or selecting it and then clicking on **Uninstall** (Figure 19.3).

Figure 19.3: List of applications installed
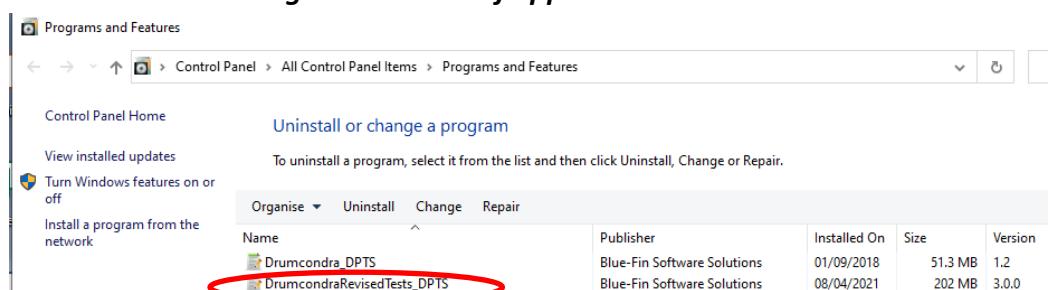
4. If prompted confirm that you wish to uninstall the programme (Figure 19.4)

Figure 19.4: Confirm uninstall
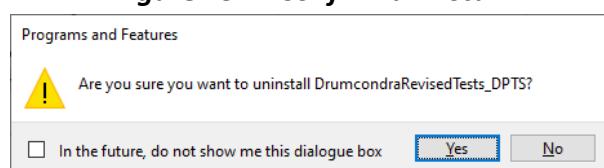
5. Answer Yes to User Control prompt if it appears, the application will then disappear from the list.

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20. Using the System Help File

To access the help file, select **Help** from the **Help** menu at the top of the screen (Figure 20.1).

Figure 20.1: Accessing the Help Menu

You are presented with six different headings, as shown in Figure 20.2.

Figure 20.2: Main Headings in the Help Menu
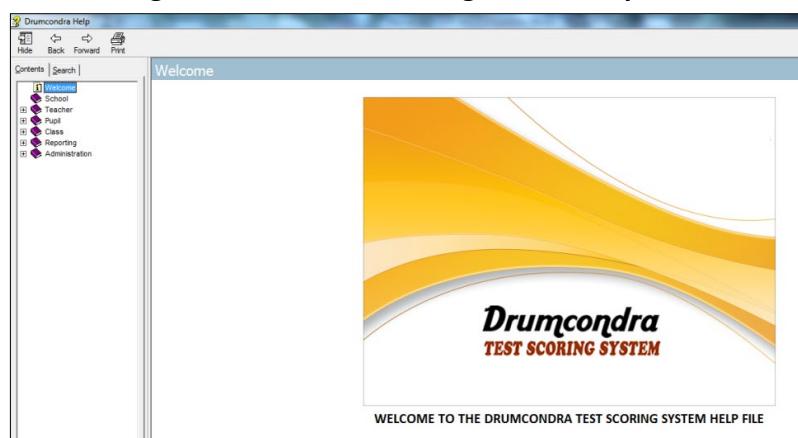
To choose the topic on which you require help:

- 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 20.3)

Figure 20.3: Example of Help Menu Topics