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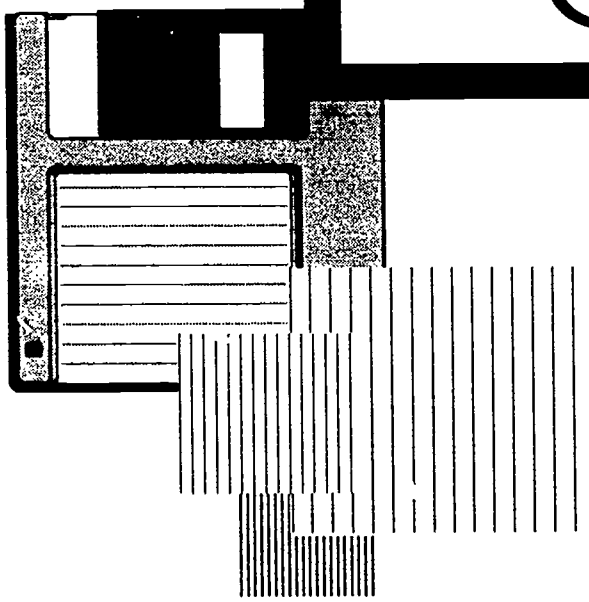
ABSTRACT

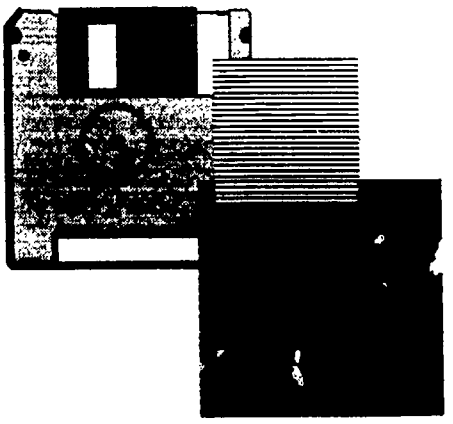
This guide focuses on use of the North Carolina Vocational Competency Achievement Tracking System (VoCATS)-designated software in the instructional management process. (VoCATS is a competency-based, computer-based instructional management system that allows the collection of data on student performance achievement prior to, during, and following instruction. Data are in the form of competency mastery status, pre- and posttest scores, and gain scores.) Four main sections help the user do the following: (1) make and manage tests using TestBuilder; (2) make changes in the bank; (3) scan and score tests and process reports; and (4) manage information with TestMate and TestTracker. Appendixes provide the following information: hardware and software needed and how to install VoCATS-designated software; configuring the system; installing item banks and graphic images; naming conventions; suggested subtest names; using student and teacher directions; and available reports. (YLB)

CE

VoCATS

USER GUIDE





VOCATIONAL AND TECHNICAL EDUCATION SERVICES

NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION

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Activities and procedures within the Division of Vocational and Technical Education Services are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin or handicap.

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Introduction

The North Carolina Vocational Competency Achievement Tracking System (VoCATS) helps local school systems acquire the information they need. Information about the current level of student performance in vocational and technical education programs is required as a "baseline" for setting performance goals. Comparable data must be compiled annually to determine if milestones have been reached. Teachers need data throughout the year to help them assess what is taking place in their classrooms.

VoCATS is a competency-based, computer-based instructional management system. It allows the collection of data on student performance achievement prior to, during and following instruction. Data are in the form of competency mastery status, pre- and posttest scores and gain scores. Information obtained from these data can be used by local school administrators and vocational and technical educators as an instructional management tool, to document student gains and to demonstrate competency mastery.

The VoCATS User Guide focuses on use of VoCATS-designated software in the instructional management process. Its four main sections will help you learn to edit or create items, build tests, scan and score tests and generate reports on the results. Additional sections will be added as they are available.

This guide is being published in draft form to allow users to test its instructions carefully. We need your comments to make the guide better. Please complete the VoCATS User Guide Comment Form that follows and return it to the address indicated by June 15, 1993.

For more information on the Vocational Competency Achievement Tracking System, contact the North Carolina Department of Public Instruction, Division of Vocational and Technical Education Services, 919/715-1675.

VoCATS User Guide Comment Form

Name _____ Date_____

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Please answer the following questions based on your experiences with the February 1993 draft of the VoCATS User Guide. Use the back of this form and additional pages if necessary.

1. What is your overall impression of the guide?

   _____ Excellent
   _____ Good
   _____ Average
   _____ Below average
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2. Would you be willing to purchase copies of the guide for your local use?

3. What topics are not included that you think should be added to the guide?

3. What topics are included that should be omitted?

4. What topics need to have more details?

5. What is your impression of the quality of illustrations? Does the guide need more illustrations? Fewer?

6. Please specifiy any topics where the instructions do not work as given. Give specific page number.

Return this form by June 15, 1993, to: VoCATS Trouble Shooting, Department of Public Instruction, Education Building Room 539, 116 West Edenton Street, Raleigh, North Carolina 27603-1712 919/722-1526.

Section I
Making and managing tests using TestBuilder

Section I

Making and managing tests using TestBuilder

A. Use the course blueprint to develop a test blueprint

Using the course blueprint, determine how many items from each objective should be on the test.

1. Constructing a test for the entire course or program.

The percentages in column 5 of the blueprint show the weights of each objective in the course based on the total course (or program) equalling 100 percent.

Use this percentage to determine the number of items that should be included from each objective. The following formula tells you exactly how many items to include:

Number of items from objective = (N/100) x %

(where N is the number of items to be on the entire test and % is the course weight shown in column 5). For example, for an objective that has a course weight of 2 percent and constructing a 200-item test, the number of items would be determined as follows:

Number of items from objective = (200/100) x 2 = 2 x 2 = 4

You may need to round the number of items up or down to the nearest whole number to compensate for fractional course weights. For example, for an objective that has a course weight of 0.5 percent and constructing a 100-item test, the number of items would be determined as follows:

Number of items = (100/100) x .5 = 1 x .5 = .5 (round up to 1)

In general, if you round percentages of .5 or higher up, you will end up with the correct number of items on your test. However, you may occasionally need to make decisions as a result of your rounding. For example, if you end up with 102 items on your test rather than 100, you should find two objectives that were close to the cutoff and round down rather than up. If that does not solve the problem, you will have to arbitrarily determine two places to eliminate items.

Objectives for which a recommended number of hours is indicated in column 3 but for which no weight is shown are applications of cognitive knowledge taught in other objectives. The objective where no weight is shown should not be allocated additional items on the test for an entire course.

2. **Constructing a test for an entire unit.**

The percentages in column 4 of the blueprint show the weights of each objective based on the total unit equalling 100 percent.

Use this percentage to determine the number of items that should be included from each objective. The following formula tells you exactly how many items to include:

Number of items from objective = (N/100) x %

(where N is the number of items to be on the entire test and % is the unit weight shown in column 4). For example, for an objective that has a unit weight of 16 percent and constructing a 50-item test, the number of items would be determined as follows:

Number of items from objective = (50/100) x 16 = 1/2 x 16 = 8

Use the same procedures for rounding as given in method 1.

3. **Constructing a test for selected objectives from within a unit or objectives that come from multiple units.**

The percentages in column 5 of the blueprint show the weights of each objective in the course based on the total course (or program) equalling 100 percent.

Use this percentage to determine the number of items that should be included from each objective. The following formula tells you exactly how many items to include:

Number of items from objective = (N) (X/100) x %

(where N is the number of items to be on the entire test, X is the sum of the course weights [from column 5] of the objectives to be included on the test and % is the course weight of the specific objective). For example, constructing a

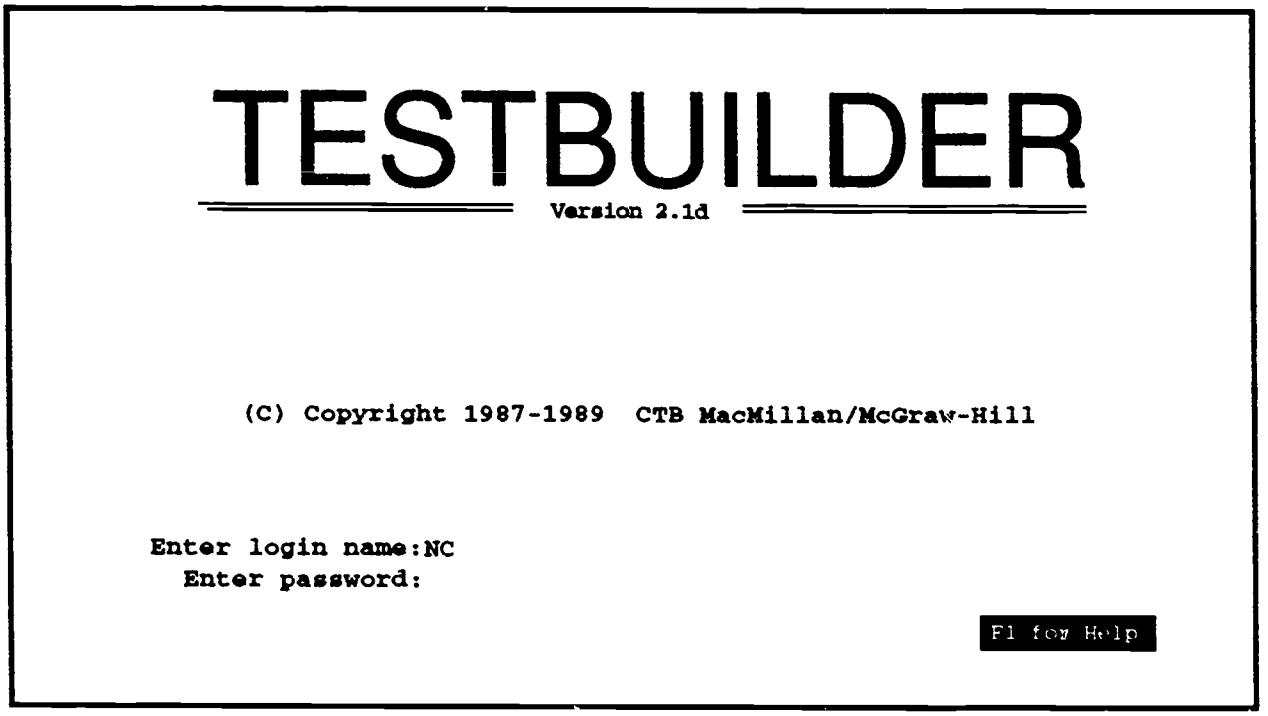

Fig. I-1. TestBuilder title screen.

20-item test, the number of items would be determined as follows:

From BP: Objective 003.01, course weight = 4 percent
Objective 003.02, course weight = .5 percent
Objective 003.03, course weight = 3 percent
Objective 003.04, course weight = 2.5 percent

From Obj. 003.01 = (20) (10/100) x 4 = 200/100 x 4 = 2 x 4 = 8 items
From Obj. 003.02 = (20) (10/100) x .5 = 200/100 x .5 = 2 x .5 = 1 items
From Obj. 003.03 = (20) (10/100) x 3 = 200/100 x 3 = 2 x 3 = 6 items
From Obj. 003.04 = (20) (10/100) x 2.5 = 200/100 x 2.5 = 2 x 2.5 = 5 items

B. Building a test using TestBuilder

Before you begin, you must install VoCATS-designated software (Appendix A), configure your system (Appendix B) and install item banks and graphic images (Appendix C).

When your system is ready to go, use TestBuilder to construct the test based on the number of items for each objective that you determined above.

1. **Open TestBuilder**

At the C-prompt, type: TB <ENTER>

This command calls up TestBuilder. Immediately a message appears on your

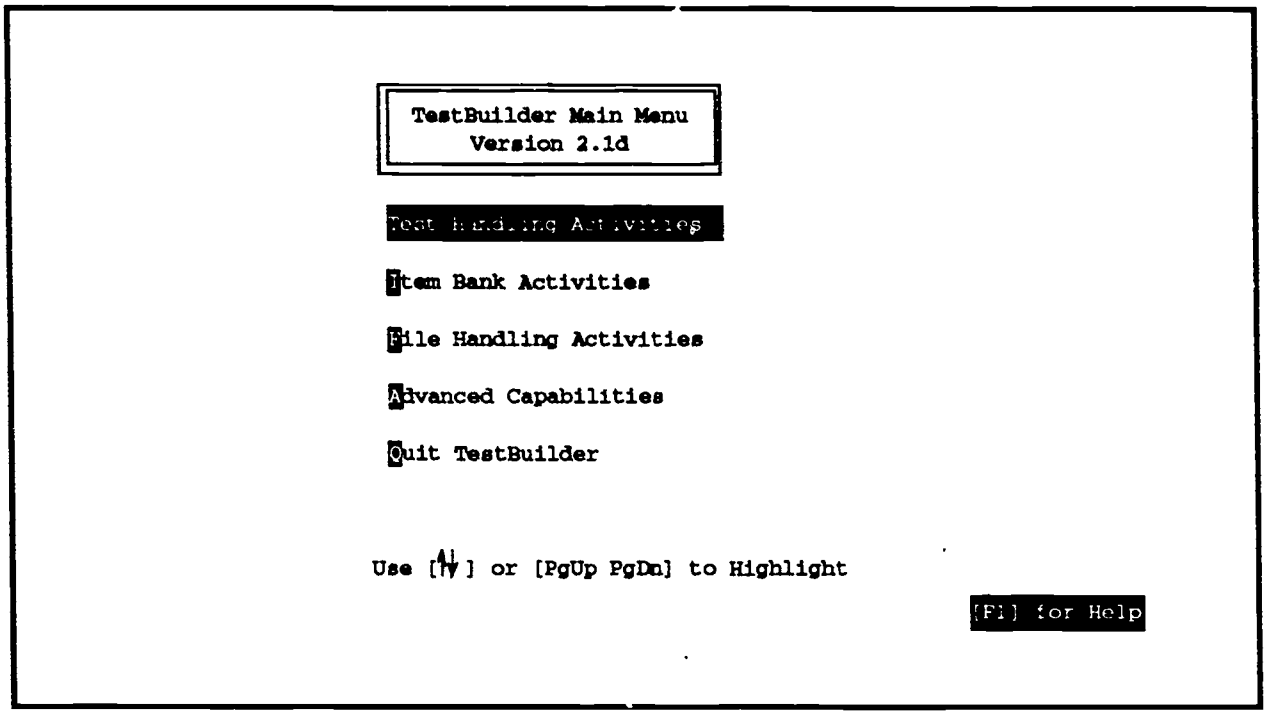

Fig. I-2. TestBuilder Main Menu.

screen that says "Name of list device [PRN]:" If your cursor is blinking at the end of the line that contains this message, you need to press the <ENTER> key. If the cursor does not appear on the screen or shows up near the bottom left corner, just wait (DO NOT press <ENTER> or you will exit TestBuilder and return to the C-prompt).

As the program loads, you will see an INSET information screen. INSET is a background program that makes it possible for TestBuilder to operate. For more information about INSET and how to change its settings, see the INSET manual or Appendix B, Configuring your system. Do not press any keys while the INSET screen is displayed.

2. **Log on.** When the TestBuilder title screen (Fig. I-1) appears, type your login name in the space beside the blinking cursor. Your login must be typed exactly as it is registered in the computer. If you make an error as you type, use the backspace key to erase the error and rekey the information correctly. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press <ENTER>. If you type your login or password incorrectly, you will exit TestBuilder and return to the C-prompt. If you are typing your login and password exactly as they were given to you but are unable to enter the program, see your system administrator for assistance.

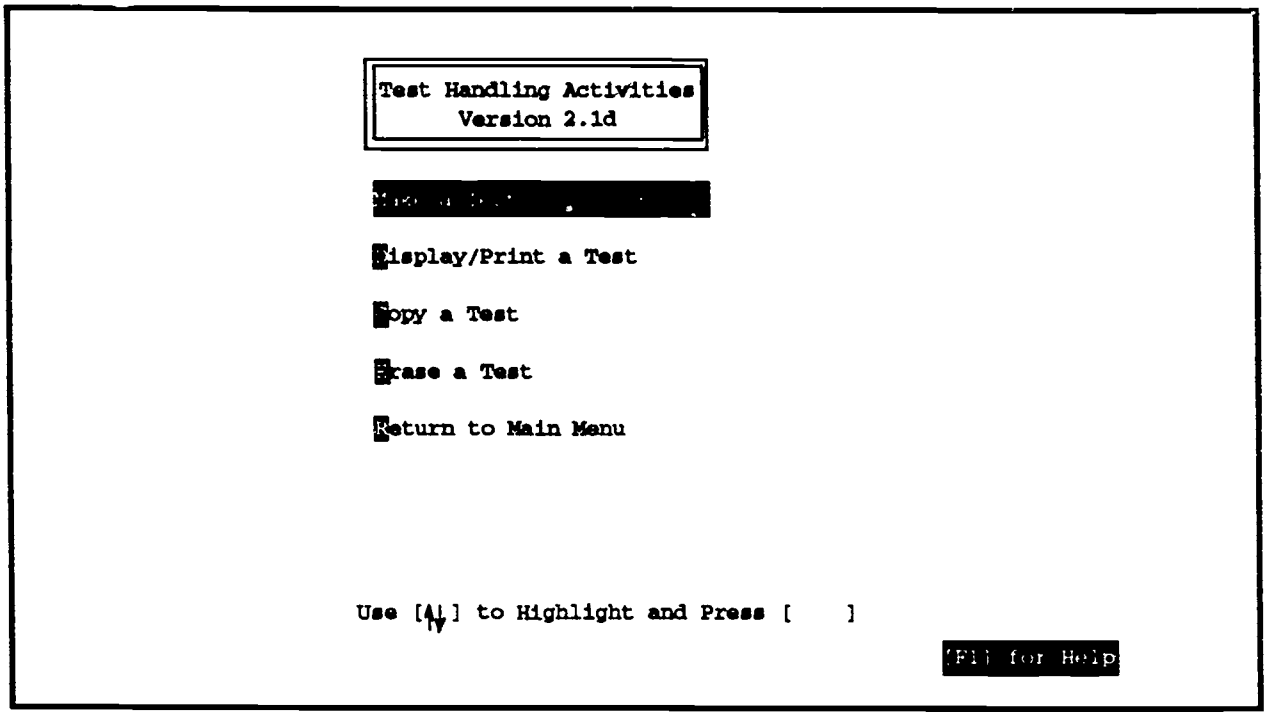

Fig. I-3. Test Handling Activities menu.

3. **Enter Test Handling Activities.** The TestBuilder Main Menu (Fig. I-2) is displayed on the screen. You can tell it is the Testbuilder Main Menu because those words and the version number appear in a box at the top of the screen.

   (NOTE: These instructions as based on TestBuilder Version 2.1d. If your screen indicates you are operating a version earlier than 2.1d, you need to install the correct version. Appropriate diskettes for copies of TestBuilder purchased for you by the Department of Public Instruction were distributed to vocational directors at the 1992 Vocational and Technical Education Summer Workshop. If you are paying for "Support" for copies of TestBuilder purchased by your local school system, you should have received upgrades in October. Call the Division of Vocational and Technical Education Services or CTB MacMillan/McGraw-Hill for more information. If your display indicates you are operating a version later than 2.1d, there may be a few minor changes in the way your program operates. Refer to your most recent Te..Builder manual for assistance and watch for revisions to the VoCATS User Guide soon.)

   There are two ways to move around in TestBuilder. Either use the arrow keys to highlight the function you want to use and press the <ENTER> key, or press the highlighted letter of the function. If you move around in the program by pressing the highlighted key in the operation you wish to invoke, DO NOT press <ENTER> after you press the highlighted key.

   To begin making a test, use the up and down arrow keys to highlight Test Handling Activities and press <ENTER>, or press T.

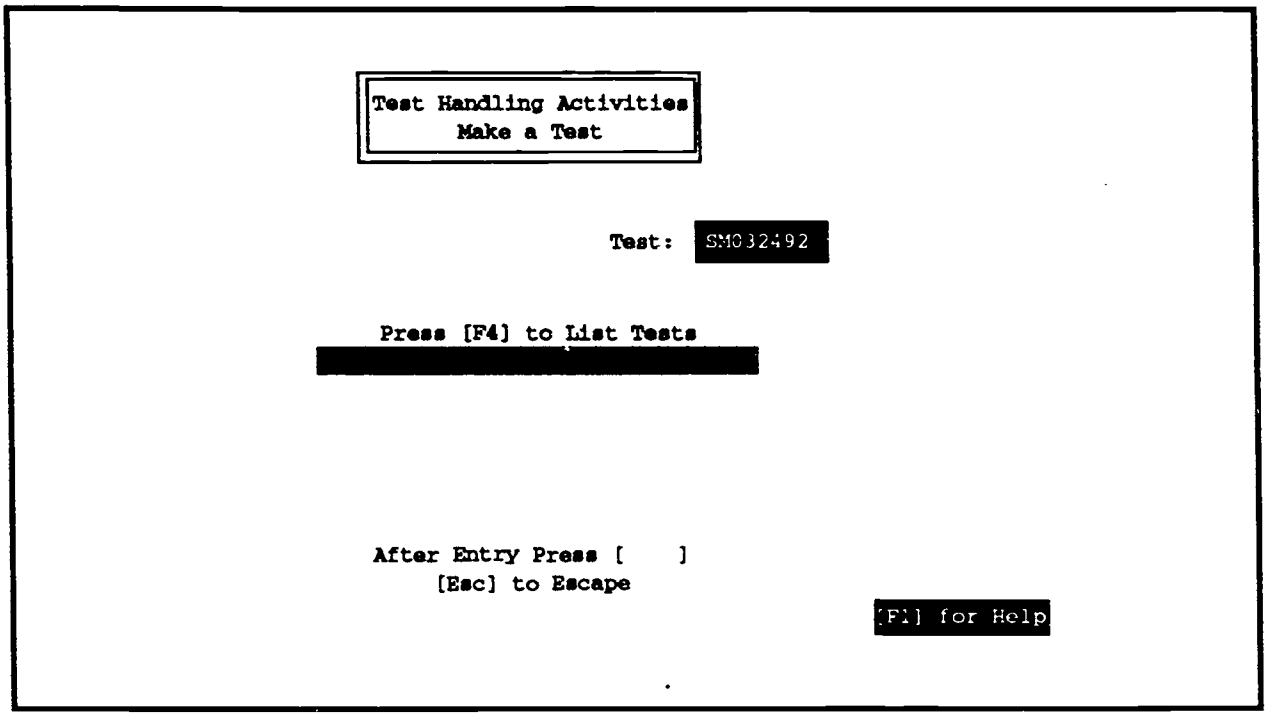

Fig. I-4. Test name screen.

4. **Enter Make a Test.** The Test Handling Activities menu (Fig. I-3) is displayed on the screen. Use the up and down arrow keys to highlight Make a Test and press <ENTER>, or press M.

5. **Name the test.** Type the name under which you want the computer to store your test (Fig. I-4). Press the <ENTER> key.

   When naming the test, you are limited to eight characters and cannot use slashes, spaces, periods or hyphens. Test names must be unique. The test name does not appear on the test itself, but will appear on the scoring key and some reports. We recommend naming the test by your initials (or the initials of the person for whom you are making the test), followed by six numerals that represent the month, the day and the year the test was made. For example, SM032492 would be the third test made March 24, 1992, by Sandra Merritt. If you make more than one test in a day, you will need to use the previous or following day's date for clarity. It will probably be useful if you keep a log of the tests you make and how they are named.

   For additional information on naming and managing tests and other types of files created by TestBuilder and TestMate, see Appendix D, Naming Conventions.

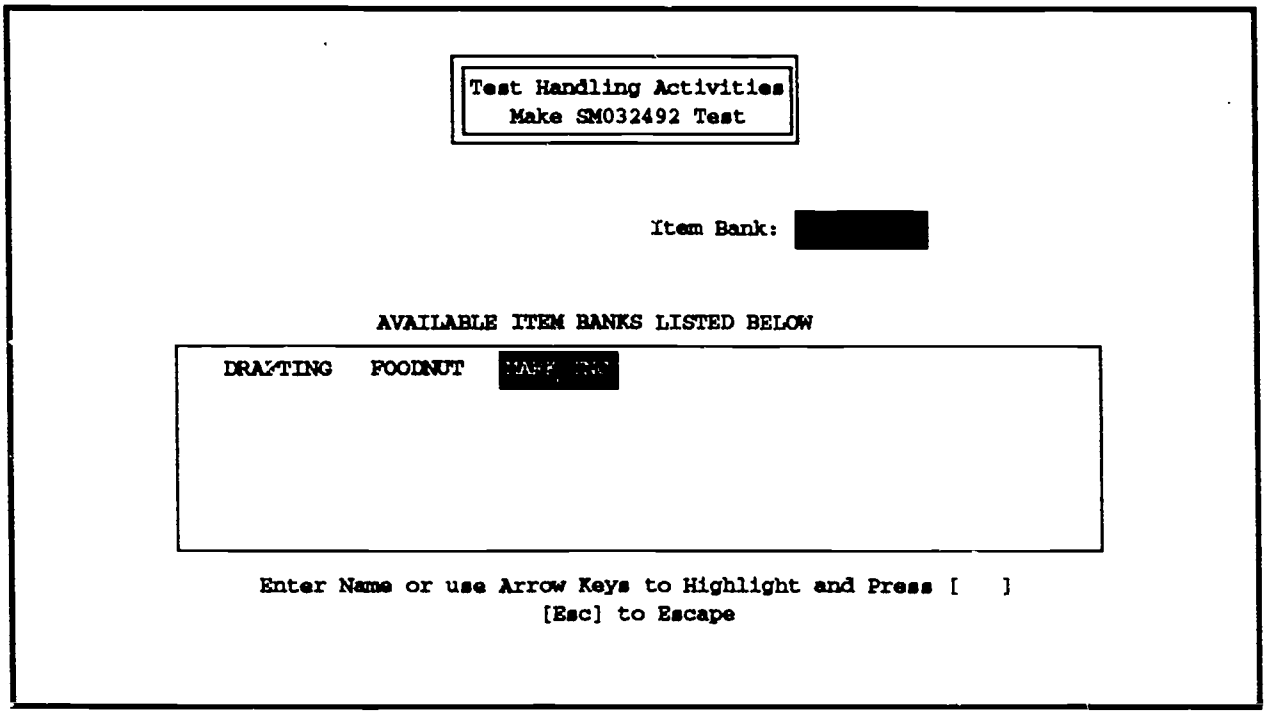

Fig. I-5. Available competency/test-item banks.

6. **Select the item bank.** Press [F4] to display the available competency/test-item banks (Fig. I-5). Use the arrow key to highlight the bank you wish to use to make your test and press <ENTER>.

7. **Select group.** TestBuilder allows you to create subgroups (or tagged groups) of items based on characteristics of the items. For example, a tagged group may be created that contains only machine-scorable items or only items for the first level of a program. (For more information on making tagged groups, see Section II, Making Changes to the Bank.) If there are no tagged groups in your bank or you do not want to make a test using the groups that have been created, follow the directions under *a. Using all available items in the bank.* If you want to use one of the tagged groups, follow the directions under *b. Using tagged group of items.*

   a. Using all available items in the bank.

   If no tagged groups have been created for the bank you are using, you will move directly to the top level of the bank. However, if one or more tagged groups have been made, an Available Select Groups screen appears (Fig. I-6). Highlight "All Available Items" if you wish to make your test using all items in the bank. Press <ENTER>.

   You will enter the bank at its top level (usually course title and number, see Fig. I-7). Press F to move forward to where the unit titles are displayed in the box in the center of the screen. Use the arrow key to move the highlight bar to the first

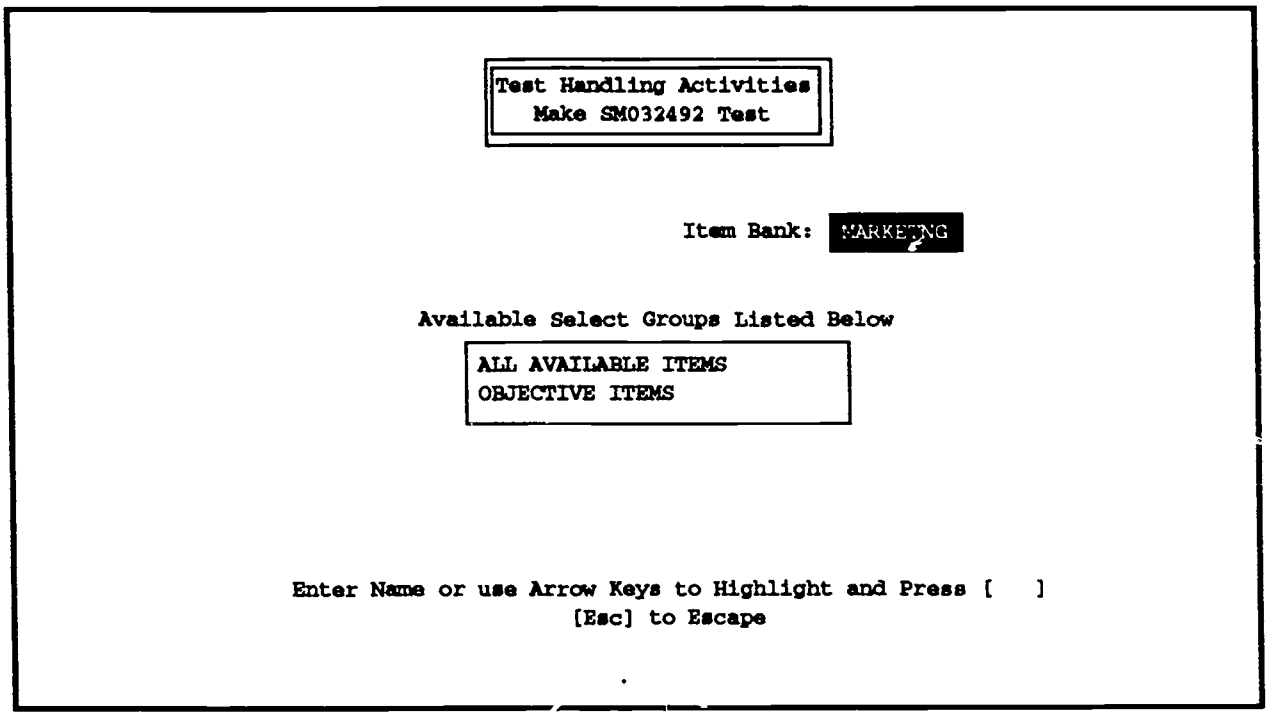

Fig. I-6. Available Select Groups screen.

unit that includes objectives that need to be included on your test. Press F to move forward to where the competency statement(s) are displayed in the box in the center of the screen. Use the arrow keys to move the highlight bar to the first competency that includes objectives that need to be included on your test. Press F to move forward to the Set Count screen, where the objectives and information about the size of the item pool for each objective are displayed in the box in the center of the screen. (The box contains only the objectives included within the competency that was highlighted when you pressed the F key. To move to the objectives within the next competency, press N. To move to the objectives within the previous competency, press P.)

Go to step 8 to continue making your test.

b. Using tagged group of items.

If you want to use one of the tagged groups, use the arrow keys to move the highlight bar to the label assigned to that group. Press <ENTER>. You will move directly to the Set Count screen, where objectives and information about the size of the item pool for each objective are displayed. Objectives in this box are displayed consecutively and are not divided by competency.

Go to step 8 to continue making your test.

8. **Select items.** Refer to your test blueprint to determine the number of items to select from each objective. You can select items for your test using three methods: Random, Viewed or Ordered. Using Random selection, you tell the com-

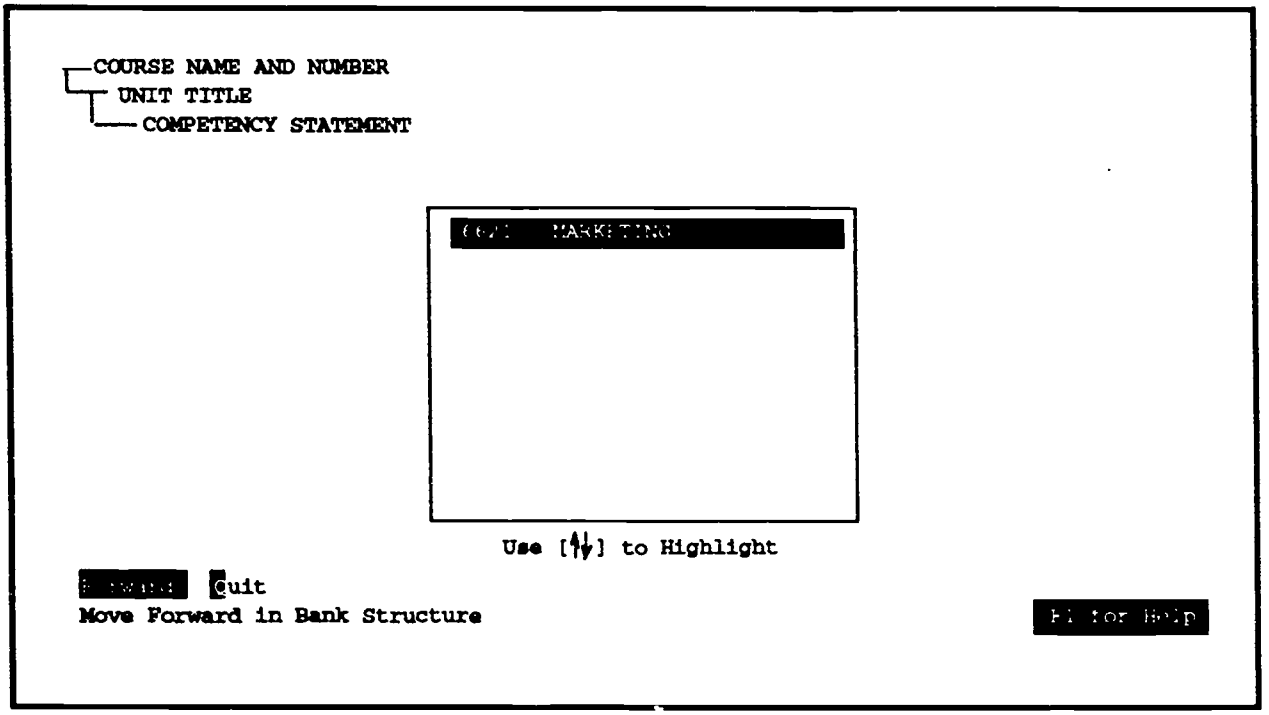

Fig. I-7. Top level of the bank.

puter how many items to include from each objective and the computer picks the items that will be included on the test. Using Viewed selection, you are able to look at each item within the objective and tell the computer whether you want it to be on the test. Using Ordered selection, you can tell the computer which specific items by number should go on the test and in what order.

You can also combine the three methods of selection. For example, you can view and select a certain number of items within a particular objective, then tell the computer to randomly select additional items from that objective. Or, using a test that has already been created, you can delete items, insert items or reorder items.

a. Random selection.

Beginning at the screen that displays the top level of the bank (generally course title and number) (Fig. I-7), use the up and down arrow keys to highlight the course for which you wish to test. Press <ENTER> or press F. Use the up and down arrow keys to highlight the unit in which you wish to begin testing. Press <ENTER> or press F. Use the arrow keys to highlight the competency in which you wish to begin testing. Press <ENTER> or press F.

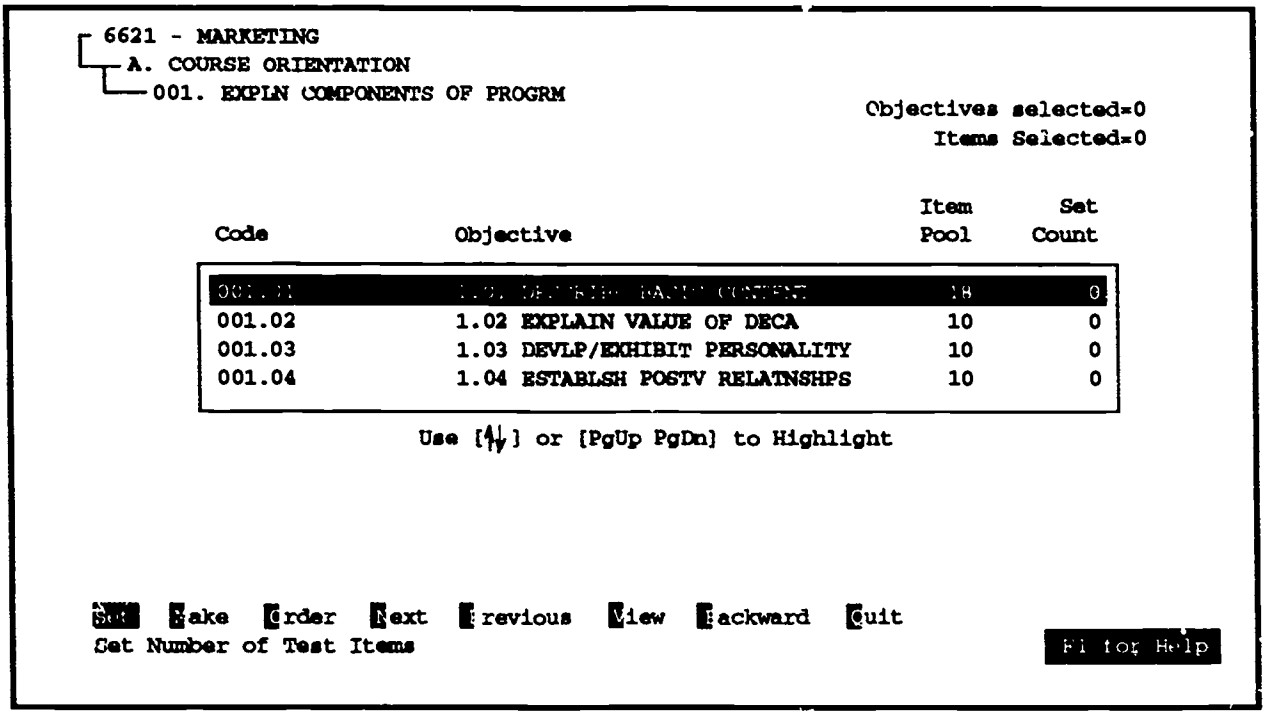

Fig. I-8. Set Count screen.

When the Set Count screen is displayed (Fig. I-8), use the arrow keys to highlight the objective in which you wish to begin testing. Make sure Set is highlighted in the lower left corner of the screen. Press <ENTER> or press S to move to the Set Count function.Type the number of items you wish to include on your test from the highlighted objective. (You cannot set a count higher than the available count showing in the item pool.) Press <ENTER>.

The highlight bar moves automatically to the next objective. Press <ENTER> or press S to move to the Set Count function. Type the number of items you wish to include on your test from the highlighted objective. Press <ENTER>. Repeat for each objective that you wish to include on the test within the competency. After you set the count for the final objective within the competency, the highlight bar remains on that objective. To move to another competency, either press N (for next) or P (for previous), or press B (backward), move the highlight bar to the next competency from which you wish to include items, and press F (forward) to move to the that competency. (If there is only one competency within a unit, you will need to press B twice to return to the unit title level of the bank. Move the highlight bar to the next unit from which you wish to include items on the test. Press F. Move the highlight bar to the next competency from which you wish to include items. Press F again.) Notice that a running count of the number of objectives selected and the number of items selected appears in the upper right corner of your screen.

After you have set the number of items you wish to include from each objective, use the left and right arrow keys to move the highlight bar on the bottom of the screen to Make and press <ENTER>, or press M.

Move to step 9 to continue making your test.

b. Viewed selection.

Beginning at the screen that displays the top level of the bank (Fig. I-7), use the arrow keys to highlight the course for which you wish to test. Press <ENTER> or press F. Use the up and down arrow keys to highlight the unit in which you wish to begin testing. Press <ENTER> or press F. Use the up and down arrow keys to highlight the competency in which you wish to begin testing. Press <ENTER> or press F.

Use the arrow keys to highlight the objective in which you wish to begin testing. (See Fig. I-8.) Use the left and right arrow keys to highlight View on the bottom of the screen and press <ENTER>, or press V.

The first item under the highlighted objective is displayed on the screen. Read the item to determine whether you wish to use it on your test. If so, use the left and right arrow keys to highlight **Include** on the bottom of your screen and press <ENTER>, or press I. After you select an item, the display moves to the next item. If you do not want to select a particular item, make sure Next is highlighted on the bottom of your screen and press <ENTER>, or press N.

If you change your mind about selecting an item, use the arrow keys to highlight Previous and press <ENTER>, or press P to move to the previous item. Pressing the I key again will uninclude the previously selected item.

When you have viewed all the items within an objective, the display moves back to the Set Count screen, which shows the objectives and the number of items in the pool for each objective. To return to this screen at any time from within the View mode, use the left and right arrow keys to highlight Leave and press <ENTER>, or press L.

In this mode, you can also view images that are attached to an item. If the item displayed on the screen contains an image number in brackets (for example, [0030405]), hold down the ALT key and press F10. Press the <ENTER> key four times. The computer should make a clicking sound as it displays the image on the screen. If the computer beeps at you during this process, there is either something wrong with the images path established for your bank or there are no images in the indicated subdirectory.

After you have displayed the image, press the ESCAPE key once to return to the view item screen.

After you have viewed and selected any items you wish to include on your test, use the left and right arrow keys to highlight Make and press <ENTER>, or press M.

Move to step 9 to continue making your test.

c. Using both random and viewed selection.

You can also use a combination of random and viewed selection to pick items for your test. After you have selected any items you definitely want to include using viewed selection, return to the Set Count screen. Move the highlight bar to the first objective you want to include on the test. The number of items you

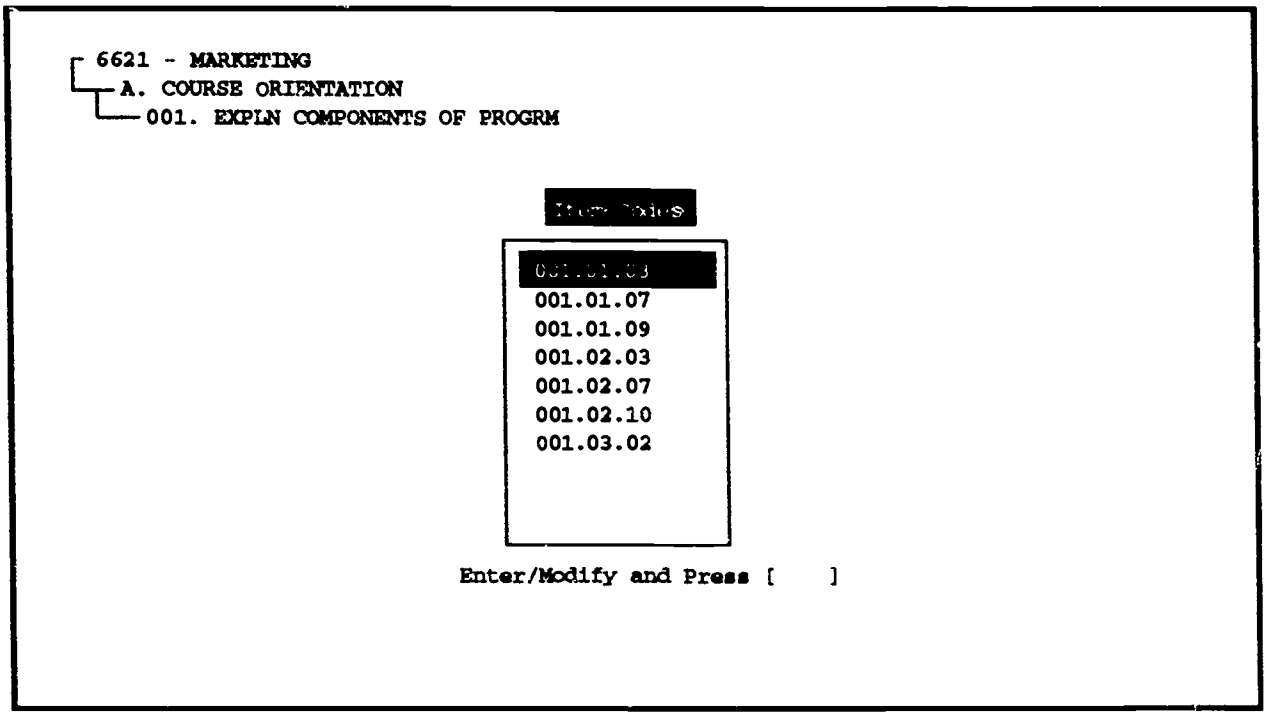

Fig. I-9. Ordered selection screen.

selected should show in "Set Count."

Use the left and right arrow keys to highlight Set on the bottom of the screen and press <ENTER>, or press S. Type the total number of items you want on your test from that objective. Press <ENTER>. The number you set replaces the set count that was displayed previously. After you have set the count for each objective you want included on your test, use the left and right arrow keys to highlight Make on the bottom of the screen and press <ENTER>, or press M. The test will then include the items you tagged plus as many randomly selected items under each objective as are needed to bring the number up to the set count.

Move to step 9 to continue making your test.

d. Ordered selection.

By using a hard copy of the test-item bank, you can generate a test using the item code number. You can also use the Order function to add or delete items on a test after it has been made.

To make a test. Beginning at the screen that displays the top level of the bank (generally course title and number), use the arrow keys to highlight the name of the course for which you wish to test. Press <ENTER> or F three times. (It does not matter if you are within the specific competency or highlighting the specific objective you wish to test.)

Use the left and right arrow keys to highlight Order on the bottom of the screen and press <ENTER>, or press O. The Ordered Selection Screen (Fig. I-9)

appears on your screen. In the box in the center of your screen, type the seven-digit item code for each item you wish to appear on the test, in the order in which they are to appear. Include the periods. After you type each item code, use the arrow keys to move down one line to type the next item code. After the last item code, press <ENTER>. Then use the arrow keys to return the highlight bar to the last item code. Use the left and right arrow keys to highlight Make and press <ENTER>, or press M.

Move to step 9 to continue making your test.

To alter a test that has already been made. When the computer asks you for the name of your test, press [F4]. Use the arrow keys to highlight the name of the test you wish to edit. Press <ENTER>. The display will automatically go to the screen that shows the objectives and the number of items in the pool for each objective, with the count already set.

Use the arrow keys to highlight Order and press <ENTER>, or press O. The box appears with the item codes in the order they are on the test. Use the up and down arrow keys to highlight any item you wish to delete. Press D, then press [F8] to complete the delete. Use the up and down arrow keys to highlight the item following the place you wish to insert an item. Press "I," then press [F8] to complete the insert. Type the complete item code in the blank space in the box. Press <ENTER>.

When you have made all the changes needed in the test, press <ENTER>. Use the up and down arrow keys to highlight any item code. Use the left and right arrow keys to highlight Make and press <ENTER>, or press M.

Move to step 9 to continue making your test.

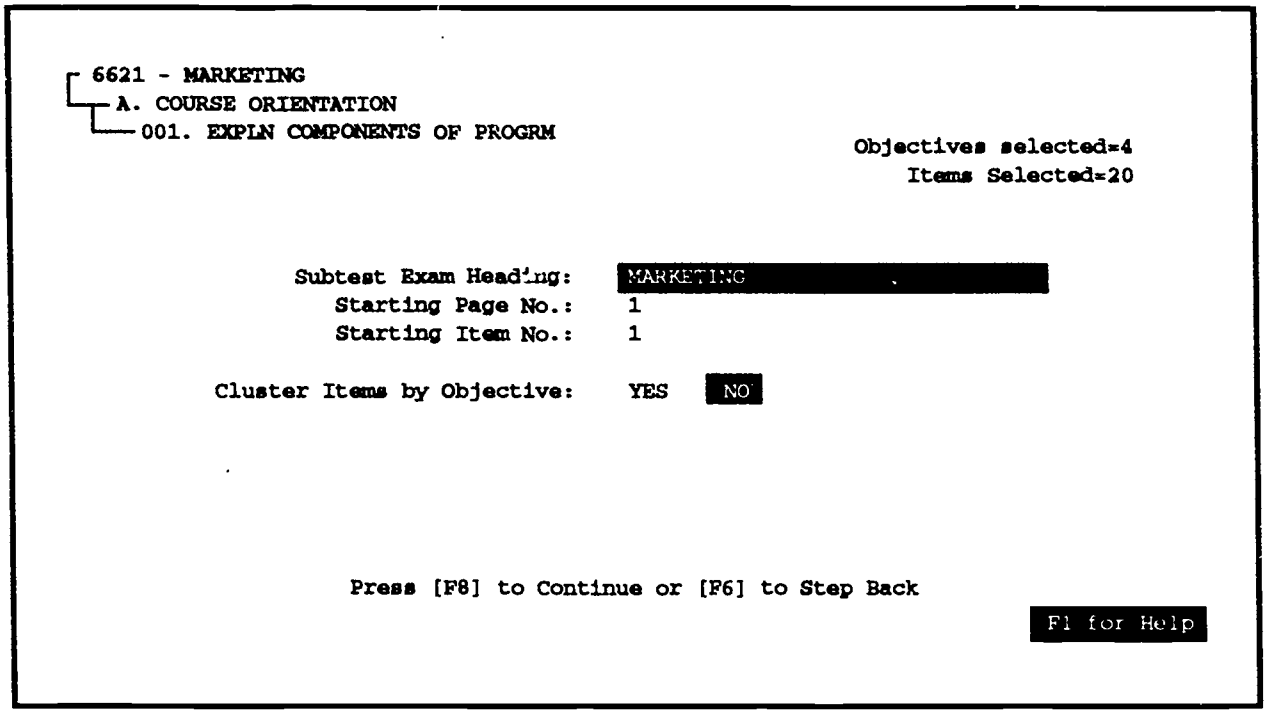

Fig. I-10. Subtest Exam Heading screen.

9. **Establish links to TestMate.** The Subtest Exam Heading screen (Fig. I-10) comes up automatically. The Subtest Exam Heading is printed on the top of each page of your test. (When TestBuilder refers to subtests at this point, it is actually referring to individual tests.) For tracking purposes, the Subtest Exam Heading **must be identical for each test you give in a particular course.** In order to be consistent, always use the Suggested Subtest Exam Heading for your course or program as it appears on the list in Appendix E. Leave spaces between words or abbreviations for words, but not between hyphens and words. Be sure to distinguish between year and semester courses as shown in the appendix. Press <ENTER>.

   You may change the starting page number and starting item number if you wish (perhaps to reuse answer sheets beginning at a higher number). Press <ENTER> twice to accept page 1 and item 1. Test items may be clustered by objective. However, this may result in confusion in your test because the test directions will be repeated each time a new objective begins. Use the left and right arrow keys to highlight "NO." Press <ENTER>. (You MUST press <ENTER> here.) Press [F8] to continue. Messages appear on the screen as the test and answer key are built.

   A box appears in the center of your screen telling you how many items are included in your test. Unless you want to make another subtest, press "N" to tell the computer that this is the end of your test.

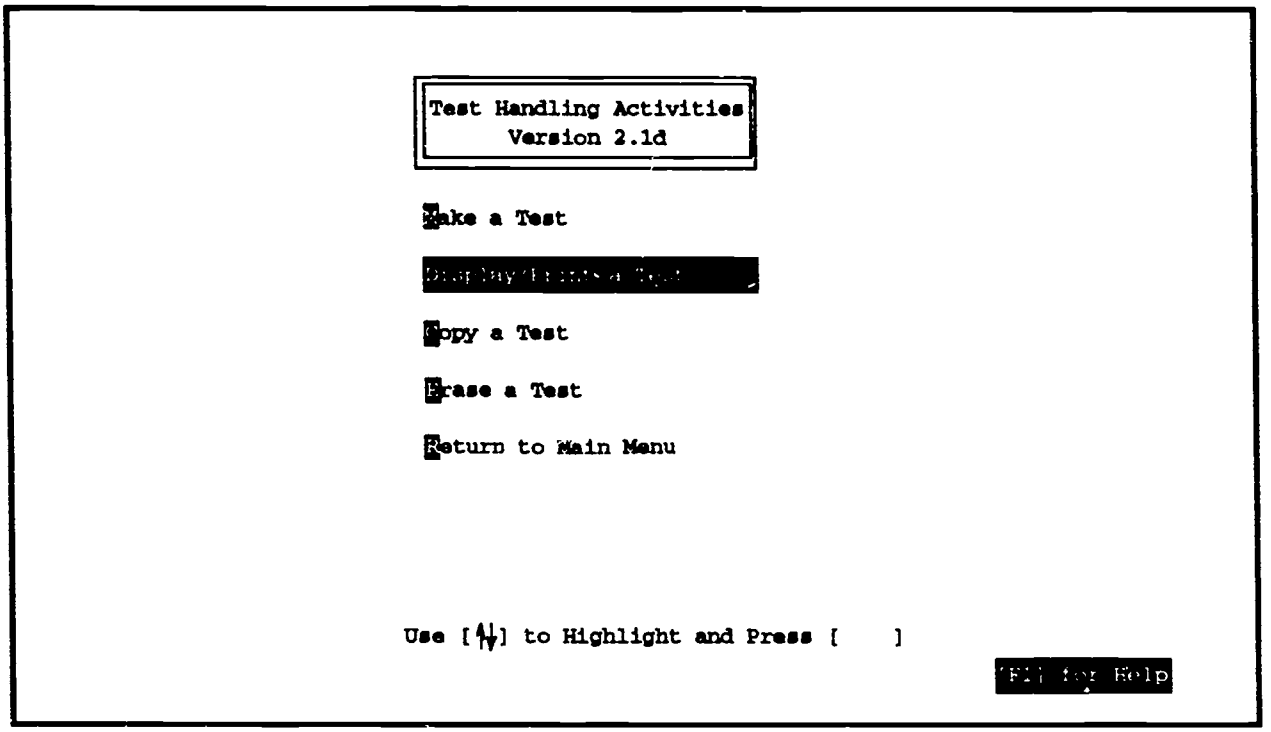

Fig. i-11. Test Handling Activities menu.

If TestMate has been installed and set up on your computer, a TestMate Report heading screen will appear. It is less confusing to set these links in TestMate itself. (For more information about setting links to TestMate, see Section III, Scanning/Scoring Tests and Processing Reports.) DO NOT type anything on the Batch Description or TestTracker Name lines. Press [F8] to continue.

A message appears on the screen as the scoring key is built.

C. Display/print a test

NOTE: You do not need to restart the program before each operation. If you built the test using the directions above, begin the print/display function with step 6. If you are already in TestBuilder, go to the Main Menu and begin with step 3.

1. **Open Testbuilder**

   At the C-prompt, type: TB <ENTER>

2. **Log on.** When the TestBuilder title screen appears, type your login name in the space beside the blinking cursor. Your login must be typed exactly as it is registered in the computer.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press the <ENTER> key.

3. **Enter Test Handling Activities.** The TestBuilder Main Menu is displayed on the screen. Use the up and down arrow keys to highlight Test Handling Activities and press the <ENTER> key, or press T.

4. **Enter Display/Print a Test.** The Test Handling Activities menu (Fig. I-11) is displayed on the screen. Use the up and down arrow keys to highlight Display/ Print a Test and press <ENTER>, or press D to automatically enter Display/ Print a Test.

5. **Select test.** If the name of the test you wish to display or print appears in the small box on your screen, press <ENTER>. If the name of the test you are working with does not appear, press [F4] to list the available tests. Use the arrow keys to highlight the test you wish to display or print. Press <ENTER>.

6. **Choose display or print.**

   a. To display the test document.

   The Display/Print Test screen (Fig. I-12) appears. Use the arrow keys to move the cursor until the word "Yes" appears directly under Display on the Test Document line. Press <ENTER> twice.

   The test document appears on your screen. Use the up and down arrows or PageUp and PageDown keys to move to the parts of the document above or below what shows in the window. Item numbers do not show on the display but will appear on the test when it is printed. The code linking graphics to the items on the test appears in the display in place of the entire graphic itself. The graphic will appear on the test when it is printed.

   When you are through looking at the test, press [ESCAPE] to exit.

   b. To print the test document.

   When you press escape, you should return to the Display/Print Test screen (Fig. I-12). Use the arrow keys to move the cursor until the word "Yes" appears directly under Print on the Test Document line. Press <ENTER> three times. (If you do not want to print the entire test, you can change the starting and ending page numbers in the print routine. For example, to print only page 2, use the arrow keys until the word "Yes" appears directly under Print on the Test Document line. Press <ENTER>. Type the numeral 2. Press <ENTER>. Type the numeral 2 again. Press <ENTER>.)

   DO NOT try to print if your computer is not connected to a printer. The program will freeze and you will have to reboot to recover.

7. **Display or print related documents.** You can also display or print related documents from the display/print box. Use the same procedure as printing or displaying a test.

   a. Display or print Scoring Key.

   The Scoring Key contains important information about the contents of your test. Its heading includes the eight-character Test Name you have assigned to your

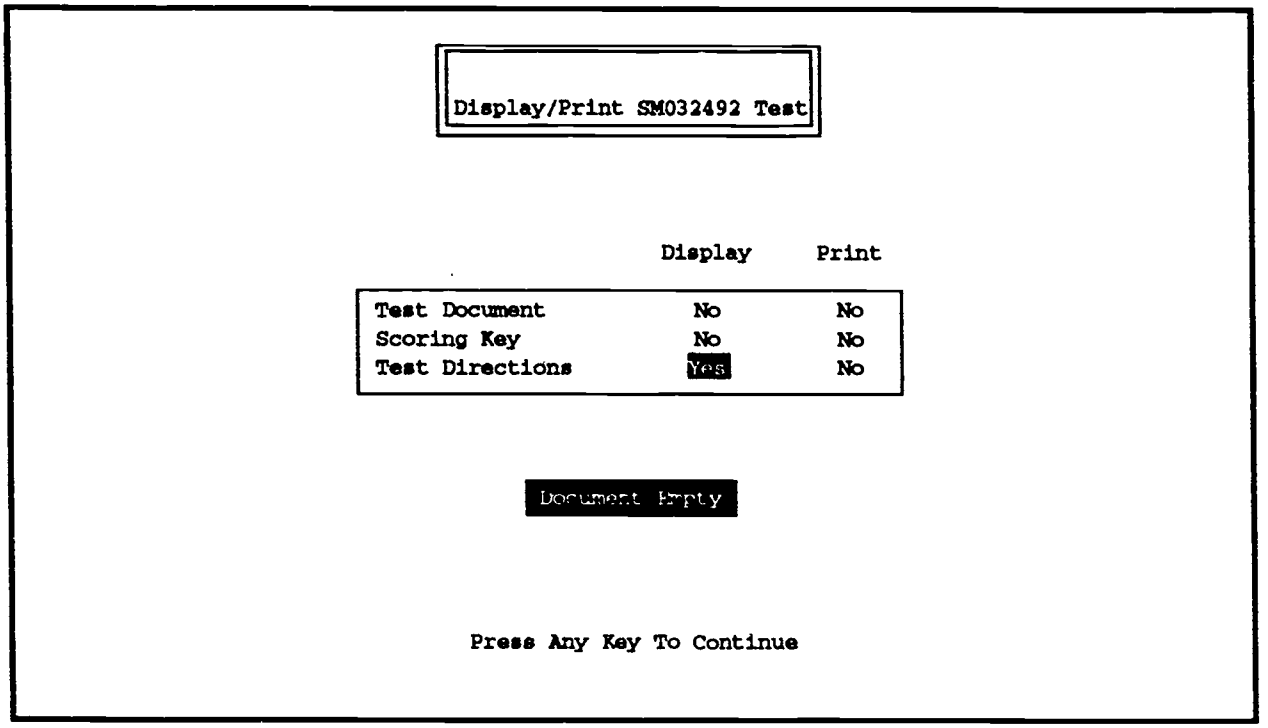

Fig. I-12. Display/Print Test screen.

test, the scan forms for which it is configured (for VoCATS, always GPFORMS) and the description if you gave the test one in the TestMate Report Heading screen (here called Test Label).

After giving some general information about your test, the Scoring Key provides the answer key to machine-scorable items.

You can change the starting and ending page numbers when you print the Scoring Key. (For example, the answer key always appears on page one. If you are interested only in the answers, tell the computer to start printing on page 1 and end printing on page 1.)

In addition to the answer key, the Scoring Key gives you a list of the item codes, objectives tested, objective codes, the number of items that measure each objective, which specific items measure each objective, and the number of items that the student must get correct to achieve mastery or partial mastery on each objective. The Scoring Key can be quite lengthy, so it is important to print out just the parts you need.

b. Display or print Test Directions.

Any information about your test that does not appear in the Scoring Key is provided in Test Directions. For example, the complete answer for test items that require more than a single alphabetical letter response (completion, short answer, essay, performance) appears in the Test Directions. Also, any special instructions for the teacher are provided in the Test Directions.

(NOTE: To make it easier to use a computer to score tests, some banks have "A" entered as the Item Answer for any item that requires more than a single alphabetical letter response. The teacher can manually score student responses for these items, then bubble in A on the student's answer sheet if the student has correctly answered the item. Using this convention enables tracking of objectives that are tested using nonmachine-scorable items without having to manually enter student performance into the computer.)

If there are no Test Directions, the message Document Empty will appear on the screen when you try to display or print.

D. Managing test files

Once you have printed your Test Document, Scoring Key and Test Directions, you should copy the test onto a diskette and erase it from the hard drive. This keeps the hard drive from becoming overcrowded with outdated tests. Should you need the test again, you can reinstall it from the diskette.

NOTE: You do not need to restart the program before each operation. If you are already in TestBuilder, pick up the directions from the Test Handling Activities menu.

How to copy a test

1. **Open TestBuilder**

   At the C-prompt, type: TB <ENTER>

2. **Log on.** When the Testbuilder title screen appears, type your login name in the space beside the blinking cursor. Press the <ENTER> key. The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press the <ENTER> key.

3. **Enter Test Handling Activities.** Use the up and down arrow keys to highlight Test Handling Activities and press <ENTER>, or press T.

4. **Enter Copy a Test.** Use the up and down arrow keys to highlight Copy a Test and press <ENTER>, or press C.

5. **Select test.** Type the name of your test in the highlighted box on the Copy a Test screen and press <ENTER> (or press [F4] to list tests on the hard drive available for copying, use the arrow keys to highlight the test you wish to copy and press <ENTER>).

6. **Ready the drive.** Put a formatted diskette into the external drive of your computer. (You can copy multiple tests on one diskette. The computer will tell you when there is not enough space on the diskette to copy another test.) The computer asks you which drive you are using. The default is A, so if you are using the A drive, press <ENTER>. If you are using another drive, type the letter of the drive. **DO NOT** press <ENTER> after you type the letter of the drive.

7. **Copy the test.** When prompted by the computer, press <ENTER>. Wait. The computer will tell you when copying is complete. Remove the diskette from the drive and clearly label it with the test name, item bank name and date of the copy. Press any key to continue.

How to erase a test

1. **Open TestBuilder**

   At the C-prompt, type: TB <ENTER>

2. **Log on.** When the TestBuilder title screen appears, type your login name in the space beside the blinking cursor. Press the <ENTER> key. The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press the <ENTER> key.

3. **Enter Test Handling Activities.** Use the up and down arrow keys to highlight Test Handling Activities and press <ENTER>, or press T.

4. **Enter Erase a Test.** Use the up and down arrow keys to highlight Erase a Test and press <ENTER>, or press E.

5. **Select the test.** Type the name of your test in the highlighted box on the Erase a Test screen and press <ENTER> (or press [F4] to to list tests on the hard drive available for erasure, use the arrow keys to highlight the test you wish to erase and press <ENTER>).

6. **Erase the test.** When prompted by the computer, press [F8] to continue the erase. Wait. The computer will tell you when erasure is complete. Press any key to continue.

How to copy a test onto another computer using TestBuilder

NOTE: There is an error in TestBuilder 2.1d that causes the test files to be copied incorrectly using the procedure below. If you are using version 2.1d, see page I-19 for instructions on how to copy a test using DOS.

1. **Open TestBuilder**

   At the C-prompt, type: TB <ENTER>

2. **Log on.** When the TestBuilder title screen appears, type your login name in the

space beside the blinking cursor. Press the <ENTER> key. The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press the <ENTER> key.

3. **Enter Test Handling Activities.** Use the up and down arrow keys to highlight Test Handling Activities and press <ENTER>, or press T.

4. **Enter Copy a Test.** Use the up and down arrow keys to highlight Copy a Test and press <ENTER>, or press C.

5. **Select test.** Put the test diskette into the external drive of your computer. Press the left arrow key once. This moves the cursor to the designation of the drive that holds the disk on which the test you wish to install has been copied. Type the alphabetical designation of the drive. Type the name of your test in the highlighted box on the Copy a Test screen and press <ENTER> (or press [F4] to list tests available for copying from the diskette, use the arrow keys to highlight the test you wish to copy and press <ENTER>).

6. **Copy the test.** When prompted by the computer, press <ENTER>. Wait. The computer will tell you when copying is complete. Press any key to continue.

How to copy a test onto another computer using DOS

1. **Change into the DGS subdirectory.**

   At the C-prompt, type: CD\DGS

2. **Insert the diskette** on which you earlier copied the test into the A drive of your computer.

3. **At the C\DGS-prompt,** type: COPY A:XXXXXXXX.* <ENTER> where XXXXXXXX is the computer file name of the test you wish to score.

   For example, Sandra Merritt would type

   COPY A:SM032492.*

   to copy the test she made earlier. The asterisk tells the computer to copy all related files no matter what the three-letter extension. You should see a message that some or all of the following files are copying: XXXXXXXX.TST, XXXXXXXX.TDT, XXXXXXXX.PRM and XXXXXXXX.TPT.

E. Making a tagged group

NOTE: You do not have to reenter the software to perform this operation. If you are already in TestBuilder, pick up at the TestBuilder Main Menu screen.

You can create a group of items within your bank that meet one or more criteria. For example, you can make a group that contains all machine-scorable items, then easily use this group to built a test that contains only machine-scorable items. This is a much simpler process than viewing individual items to include on a test only those that meet your criterion.

1. **Open Testbuilder**

   At the C-prompt, type: TB <ENTER>

2. **Log on.** When the TestBuilder title screen appears, type your login name in the space beside the blinking cursor. Press the <ENTER> key.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press the <ENTER> key.

3. **Enter Item Bank Activities.** The Testbuilder main menu is displayed on the screen. To make a tagged group, use the up and down arrow keys to highlight Item Bank Activities and press <ENTER>, or press I.

4. **Enter Make/Modify Bank Contents.** Use the up and down arrow keys to highlight Make/Modify Bank Contents and press <ENTER>, or press M.

5. **Select the Bank.** Press [F4] to display the available item banks. Use the arrow keys to highlight the bank with which you plan to work. Press <ENTER>.

6. **Name the tagged group.** You will enter the bank at its top level, generally where the course title and number show in the box on the screen. For most types of tagged groups, you should begin at this level. Use the left and right arrow keys to highlight xTag and press <ENTER>, or press X.

   a. If any tagged groups have already been established for the bank in which you are working, a box will appear on the screen naming the groups. Use the arrow key to move the highlight bar below the bottom entry. Type a 24-character (or less) description of the tagged group and press <ENTER>.

   b. If this is the first tagged group in the bank, a small box appears on the screen. Type a 24-character (or less) description of the tagged group and press <ENTER>.

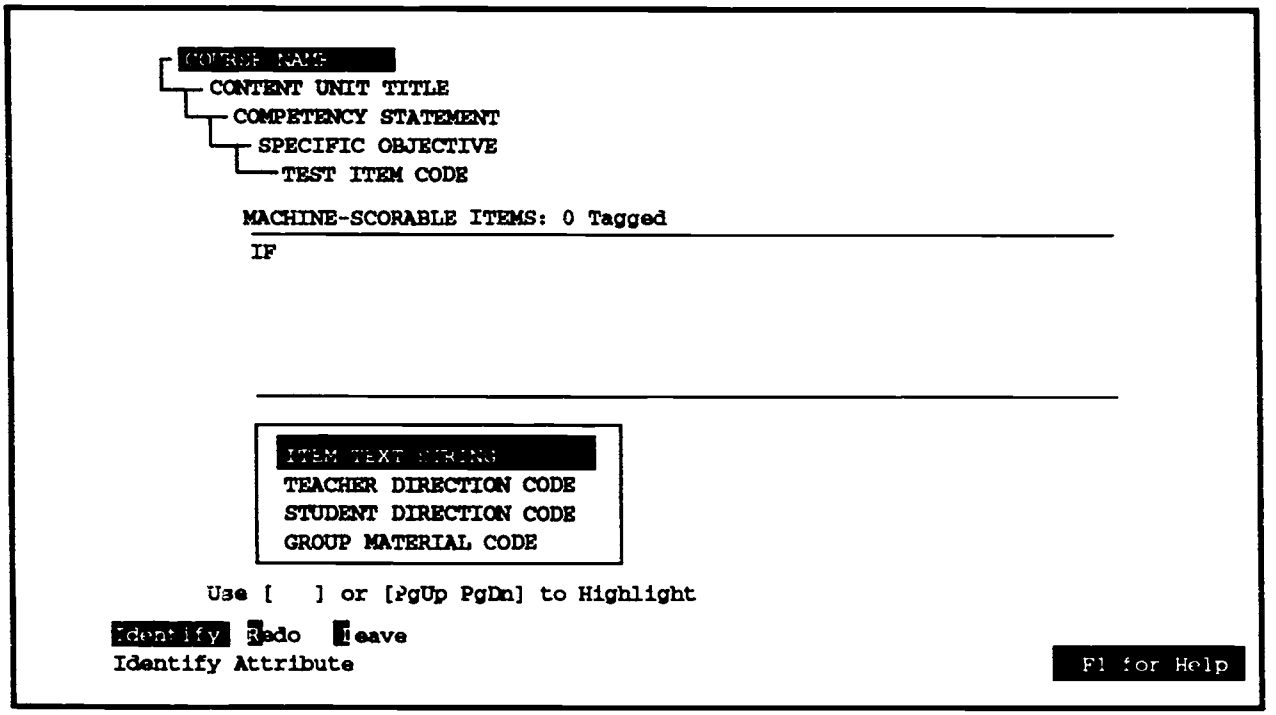

Fig. I-13. Attribute selection screen.

7. **Select the items for your group.** The computer shows you the label of your group and indicates 0 items are tagged.

   a. Attribute method.

   Use the left and right arrow keys to highlight Identify and press <ENTER>, or press I. Use the left and right arrow keys to highlight Attribute and press <ENTER>, or press A. When the Attribute Selection Screen appears (Fig. I-13), use the up and down arrow keys to select the category of items you want to include in your group. Press <ENTER>. Enter the EXACT value items should have on the attribute selected to be tagged for your group. Press <ENTER>. For example, if you want only items in your group that have been created for the first level of your course, select "Course Level" as the category and 1 as the value.

   Go to step 8 to complete tagging group.

   b. Hierarchy method.

   The hierarchy method of selection tells the computer to include in the tagged group any items accessed directly through the active screen. For example, if you are working in a bank that contains two courses (Level 1 and Level 2) of one program, the top level of the bank probably shows those courses separately. If you enter the hierarchy method at that level, you will tag all items in the bank. If you highlight the first level and press <ENTER>, you will move to the top level within the first course. If you enter the hierarchy method at this level, you will tag all items within the first level only.

Use the F (for forward) and B (for backward) keys to get to the appropriate level of the bank. Use the left and right arrow keys to highlight Identify and press <ENTER>, or press I. Use the left and right arrow keys to highlight Hierarchy and press <ENTER>, or press H. Wait. You can see the number of items in the tagged group increase as the computer moves through the bank.

Go to step 8 to complete making a tagged group.

8. Save the tagged group. When the tagging function is complete, the computer returns to the active screen. Press X again to re-enter the tagging function, then press Z to save the tagged group.

How to create a test that uses only machine-scorable items

1. **Enter TestBuilder.** Use a login and password that have been established for your computer using developer access.

2. **Enter Item Bank Activities.** Use the arrow keys to highlight Item Bank Activities and press <ENTER>, or press I.

3. **Enter Make/Modify Bank Contents.** Use the arrow keys to highlight Make/Modify Bank Contents and press <ENTER>, or press M.

4. **Select the Bank.** Press [F4]. Use the arrow keys to highlight the item bank you wish to use to make a test. Press <ENTER>.

5. **Determine method of selection.** Move forward in the bank until a complete item appears on the screen. Press A (for attributes). Check the attribute listing that appears on the bottom right side of your screen to see if an Item Type attribute has been keyed in. (The Item Type should have a two-letter code that specifies the type of item. For example, MC means a multiple choice item, SA means short answer.)

6. **Return to top of structure.** Press [ESCAPE] until the computer beeps. You should be at the top level of the item bank structure.

7. **Name the tagged group.** Press X.

   a. If any tagged groups have already been established for the bank in which you are working, a box will appear on the screen naming the groups. Use the arrow key to move the highlight bar below the bottom entry. Type the tag group name: MACHINE-SCORABLE ITEMS. Then press <ENTER>.

   b. If this is the first tagged group in the bank, a small box appears on the screen. Type the tag group name: MACHINE-SCORABLE ITEMS. Then press <ENTER>.

8. **Select the items for your group.** Press I to begin identification of items for the group. Press A. This tells the program you wish to use attributes to select the items that will be part of this tagged group.

a. If the Item Type attribute was keyed in for the bank in which you are working, use the arrow keys to move the highlight bar to "Item Type." Press <ENTER>. Use the arrow keys to move the highlight bar to "Is Equal To." Press <ENTER>. A small box appears on the screen. Key in MC. (Do not type quotation marks. They are added automatically). Press <ENTER>. Use the arrow keys to move the highlight bar to "OR." Press <ENTER>. Use the arrow keys to move the highlight bar to "Item Type." Press <ENTER>. Use the arrow keys to move the highlight bar to "Is Equal To." Press <ENTER>. A small box appears on the screen. Key in TF. Press <ENTER>. Press B (for begin).

b. If the Item Type attribute was not keyed in, follow the same procedure but use "Student Direction Code" values MC-01 and TF-01. "Is Equal To" is selected automatically if Student Direction Code is your attribute.

You should be able to watch the computer include items in the tag group. When the operation stops, press Q to exit the item bank. Press R to return to the TestBuilder Main Menu.

9. **Enter Test Handling Activities.** Use the up and down arrow keys to highlight Test Handling Activities and press <ENTER>, or press T.

10. **Enter Make a Test.** Use the up and down arrow keys to highlight Make a Test and press <ENTER>, or press M.

11. **Name the test.** Name the test following the naming convention explained earlier. Press <ENTER>.

12. **Select the item bank.** Press [F4]. Use the arrow key to highlight the bank in which you just set up the Machine scorable tag group. Press <ENTER>.

13. **Select group.** A box appears in the middle of the screen that lists "All Available Items" and any tag groups that have been established for that bank. Use the arrow keys to move the highlight bar to "Machine scorable." Press <ENTER>.

14. **Make your test.** Continue to make the test as usual. The item pool that shows for each objective will include only those items that are either multiple choice or true-false.

F. Special functions

How to print out the entire contents of a bank using the Test Handling Activities

1. **Enter TestBuilder.**

   At the C-prompt, type: TB <ENTER>

2. **Enter Test Handling Activities.** Use the arrow keys to highlight Test Handling Activities. Press <ENTER>.

3. **Enter Make a Test.** Use the arrow keys to highlight Make a Test. Press <ENTER>.

4. **Name the first section of the bank.** Type the numeral 1 followed by as much of the bank name as will fit in the space given for the test name. Press <ENTER>.

5. **Select the bank.** Press [F4]. Use the arrow keys to highlight the item bank for which you wish to print the entire contents. Press <ENTER>.

6. **Move to the Set Count screen.** Use the F (for forward) and B (for backward) keys to move forward in the bank until the objectives for the first competency appear on the screen. Set the number of items for each objective for the first competency equal to the number of items in the pool. After you have set the number of items for all objectives within the first competency, press M to make the test.

7. **Set Subtest Exam Heading.** Type the competency number and an abbreviation for the competency content. You have 18 characters, including periods, spaces, hyphens and slashes. *(NOTE: This is not the way Subtest Exam Heading is used when making a test that will be administered to students. See Section B for information on how to use Subtest Exam Heading properly.)* Leave the beginning page numbers and item numbers as the computer suggests, and tell TestBuilder "YES" when it asks whether to cluster items by objective. *(NOTE: This also differs from the directions for making a test that will be administered to students.)*

8. **Make another subtest.** When TestBuilder asks whether you want to make another subtest, press Y for yes. Repeat steps 6 and 7 for each competency within the first unit of the bank.

9. **Begin a new test.** When you move to the next unit, begin a new test. Follow steps 4 through 8 for each unit within the bank. *(NOTE: For extremely large units or for banks with a large number of graphics, you may need to break into additional subtests or begin new tests more frequently to avoid filling the memory of the computer.)*

10. **Print.** Be sure to print out the test, the answer key and any test directions.

Section II
Making changes in the bank

Section II

Making changes in the bank

A. Editing item contents

You may want to change items that are already part of the bank—to correct typographical errors, add or edit student or teacher directions or make other needed changes.

If you are changing items that are part of the state competency/test-item bank, you must be sure your changes are correct. Remember to use a login with the correct access level for the operation you wish to perform.

Before you begin working in TestBuilder™, check the Scoring Key. Write down the complete seven-digit item code for each item you wish to change.

1. **Open TestBuilder**

   At the C-prompt, type: TB <ENTER>

   This command calls up TestBuilder. Immediately a message appears on your screen that says "Name of list device [PRN]:" If your cursor is blinking at the end of the line that contains this message, you need to press the <ENTER> key. If the cursor does not appear on the screen or shows up near the bottom left corner, just wait. (**DO NOT** press <ENTER> or you will exit TestBuilder and return to the C-prompt).

   As the program loads, you will see an INSET information screen. INSET is a background program that makes it possible for TestBuilder to operate. For more information about INSET and how to change its settings, see Appendix B, Configuring your system. Do not press any keys while the INSET screen is displayed.

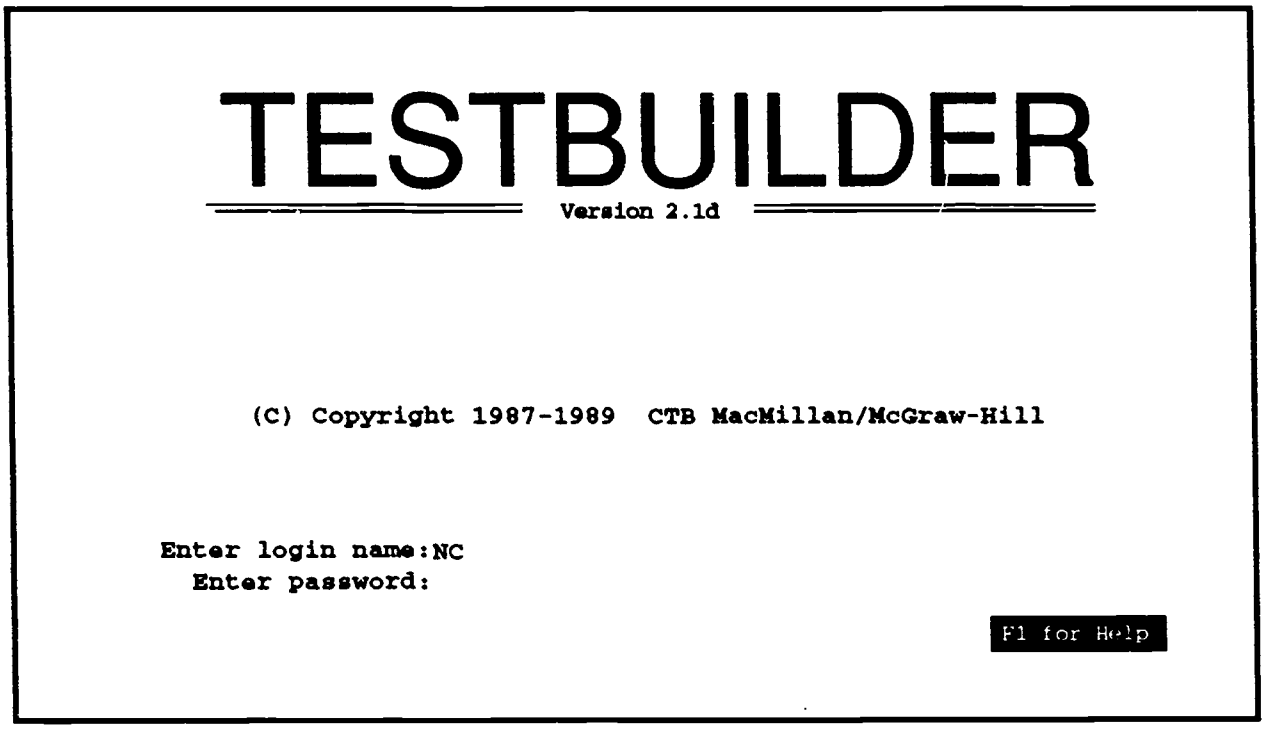

Fig. II-1. TestBuilder title screen.

2. **Log on.** When the TestBuilder title screen (Fig. II-1) appears, type your login name in the space beside the blinking cursor. Your login must be typed exactly as it is registered in the computer. If you make an error as you type, use the backspace key to erase the error and rekey the information correctly. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press <ENTER>. If you type your login or password incorrectly, you will exit TestBuilder and return to the C-prompt. If you are typing your login and password exactly as they were given to you but are unable to enter the program, see your system operator for assistance.

3. **Enter Item Bank Activities.** The TestBuilder Main Menu (Fig. II-2) is displayed on the screen. You can tell it is the TestBuilder Main Menu because those words and the version number appear in a box at the top of the screen.

   There are two ways to move around in TestBuilder. Either use the arrow keys to highlight the function you want to use and press <ENTER>, or press the highlighted letter of the function. If you move around in the program by pressing the highlighted key in the operation you wish to invoke, DO NOT press <ENTER> after you press the highlighted key.

   Use the up and down arrow keys to highlight Item Bank Activities and press <ENTER>, or press I.

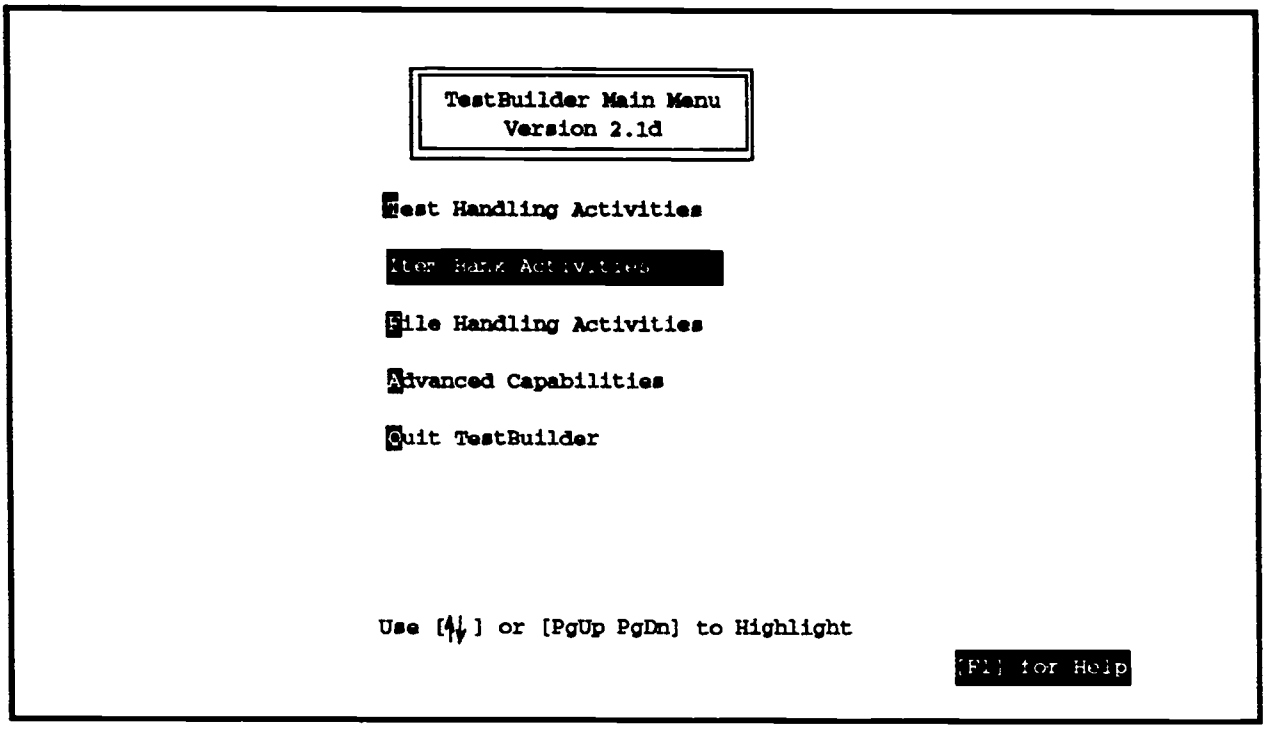

Fig. II-2. TestBuilder Main Menu.

NOTE: You cannot make changes in Test Handling Activities. If you have made a test and find changes you wish to make, you must go to Item Bank Activities. See p. I-13 and II-17 for more information about how to correct items that already appear on a test.

4. **Enter Make/Modify Bank Contents.** The Item Bank Activities menu (Fig. II-3) is displayed on the screen. Use the up and down arrow keys to highlight Make/Modify Bank Contents and press <ENTER>, or press M.

5. **Select the item bank.** Press [F4] to display the available competency/test-item banks. Use the arrow key to highlight the bank you wish to use to make your test and press <ENTER>.

6. **Go to item you wish to change.** TestBuilder displays a screen that shows the top level of the bank.

   Use the left and right arrow keys to highlight Jump (on the selections across the bottom of your screen) and press <ENTER>, or press J.

   Use the left and right arrow keys to highlight Code and press <ENTER>, or press C.

   Type the exact seven-digit item number of the item you wish to correct, including periods. Press <ENTER>. The item you wish to change is displayed on the screen. (If you see a message that tells you the code is not found, check the item code carefully on your Scoring Key and try again.)

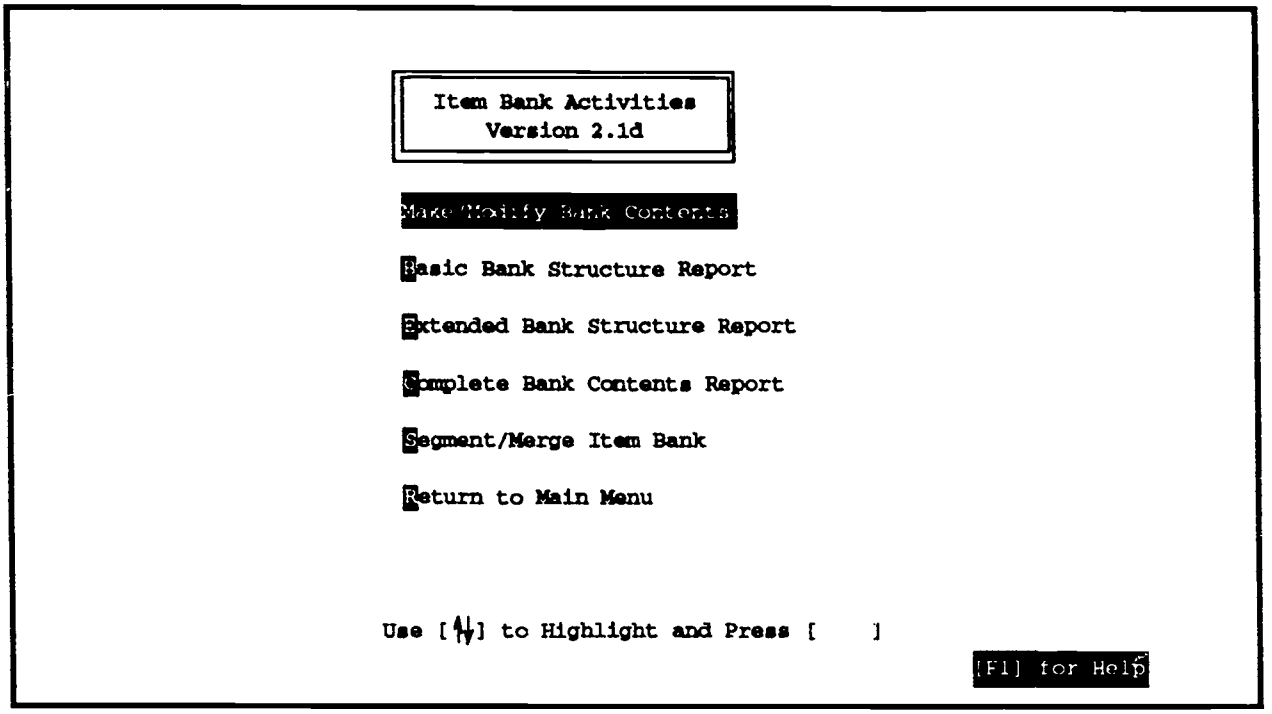

Fig. II-3. Item Bank Activities menu.

7. **Make your changes.** Use the directions on the following pages to make necessary changes.

8. **Go to the next item you wish to change.** Use the left and right arrow keys to highlight Jump and press <ENTER>, or press J. Use the left and right arrow keys to highlight Code and press <ENTER>, or press C. Type the exact seven-digit number of the item you wish to correct, including periods. Press <ENTER>.

9. **Exit Item Bank Activities.** When you have made all the changes in the bank you wish, press Q (for quit). This closes the item bank and returns you to the Item Bank Activities menu. Use the up and down arrow keys to highlight Return to Main Menu and press <ENTER>, or press R.

B. Editing item materials

The item display screen (Fig. II-4) shows the text of the item and indicates the materials that have been linked to the item. Use the following directions to add, delete or edit the text of materials attached to an item: Teacher Directions, Student Directions, Group Materials, Oral Directions or Item Answer.

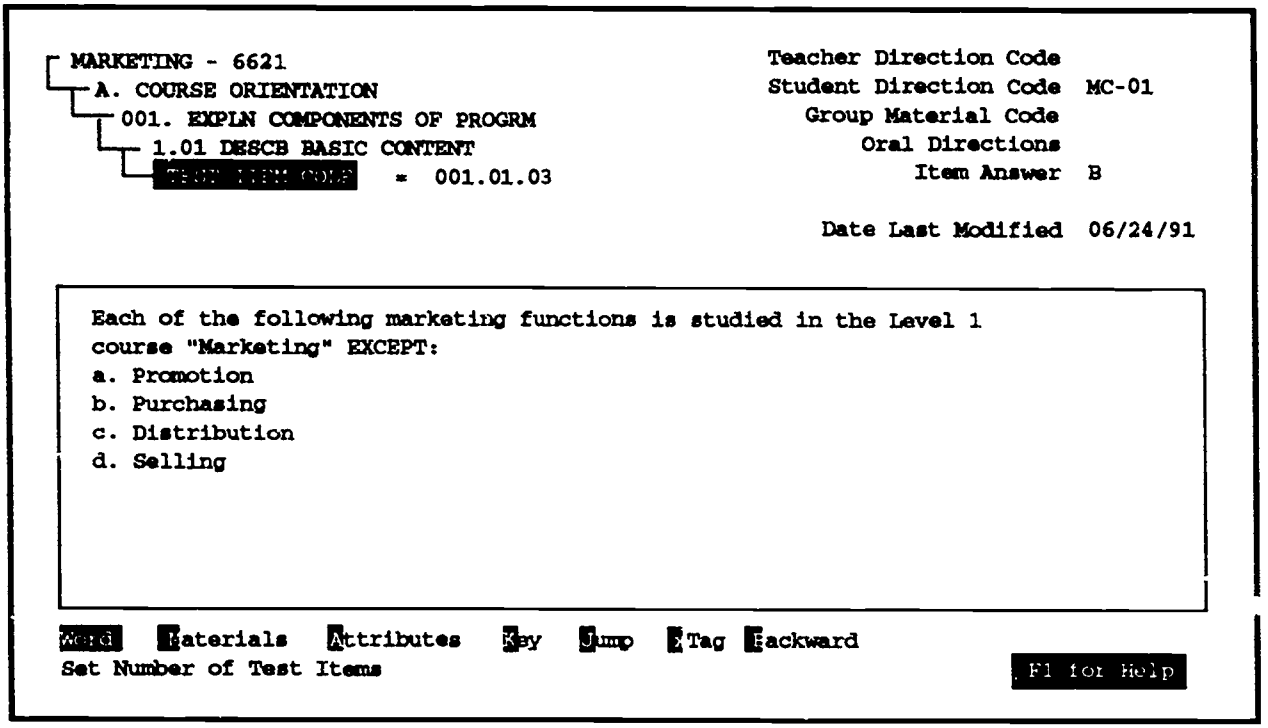

Fig. II-4. Item display screen.

How to change the text of an existing item

7a. Correct the item. With the item displayed on your screen, use the left and right arrow keys to highlight Word and press <ENTER>, or press W. Use the left and right arrow keys to highlight Edit and press <ENTER>, or press E. Type your corrections. *(NOTE: The default mode for this word processor is REPLACE, so any characters you type will overtype what is already there. If you want to be in the INSERT mode, press the INSERT key on your keyboard before you start typing.)* Press [F10] to save your changes. The display returns to the item display screen. You should be able to see that your changes have been made.

How to edit Student Directions

Each item should have Student Directions linked to it. These directions appear on the test with the item. Items are grouped with other items that utilize the same Student Directions. When possible, use directions from the list of Standardized Student Directions (see Appendix F) that are loaded into every bank.

You can edit the text of directions that are already part of the bank, delete directions, add directions and create your own directions. Before you begin work, plan carefully.

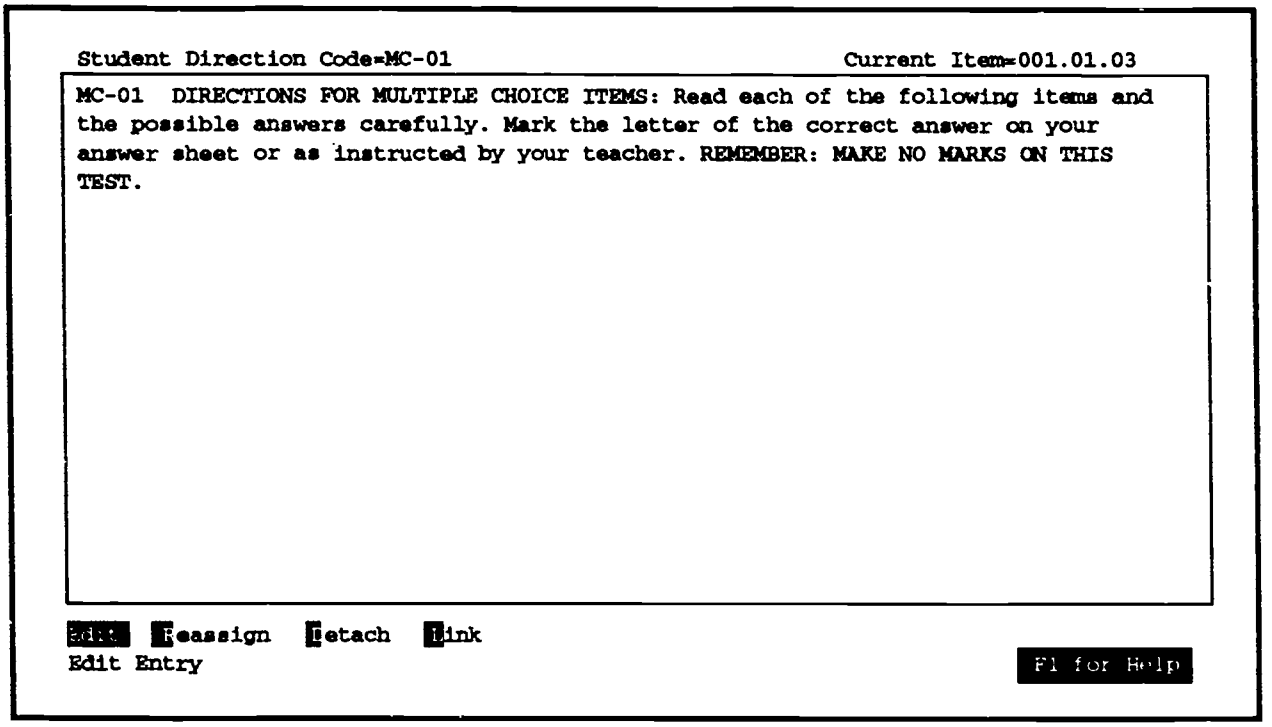

Fig. II-5 Student Direction screen.

7a. Access the Student Direction Code line. With the item displayed on your screen, use the left and right arrow keys to highlight Materials and press <ENTER>, or press M. Use the left and right arrow keys to highlight Student and press <ENTER>, or press S. If Student Directions have already been linked to the item, the Student Direction screen (Fig. II-5) will display the directions. Note the Student Direction Code is specified in the top left corner of the screen and the item code on the top right corner.

a. To detach existing directions. Use the left and right arrows to highlight Detach and press <ENTER>, or press D. The display will return to the item level, but the Student Direction Code will no longer be listed in the materials information in the top right corner. The directions are no longer linked to the item and will **NOT** appear on the test

b. To edit text of existing directions. Use the left and right arrow keys to highlight Edit and press <ENTER>, or press E. The computer makes a rude beep, which lets you know it is now in the word processing mode. Make any changes needed in the direction, using the arrow keys to move to the location where the change is needed. *(NOTE: The default mode for this word processor is REPLACE, so any characters you type will overtype what is already there. If you want to be in the INSERT mode, press the INSERT key on your keyboard before you start typing.)* Press [F10] to save your changes. The display will return to the item level. REMEMBER, if you edit an existing direction, the change will be reproduced every time the direction is linked to an item.

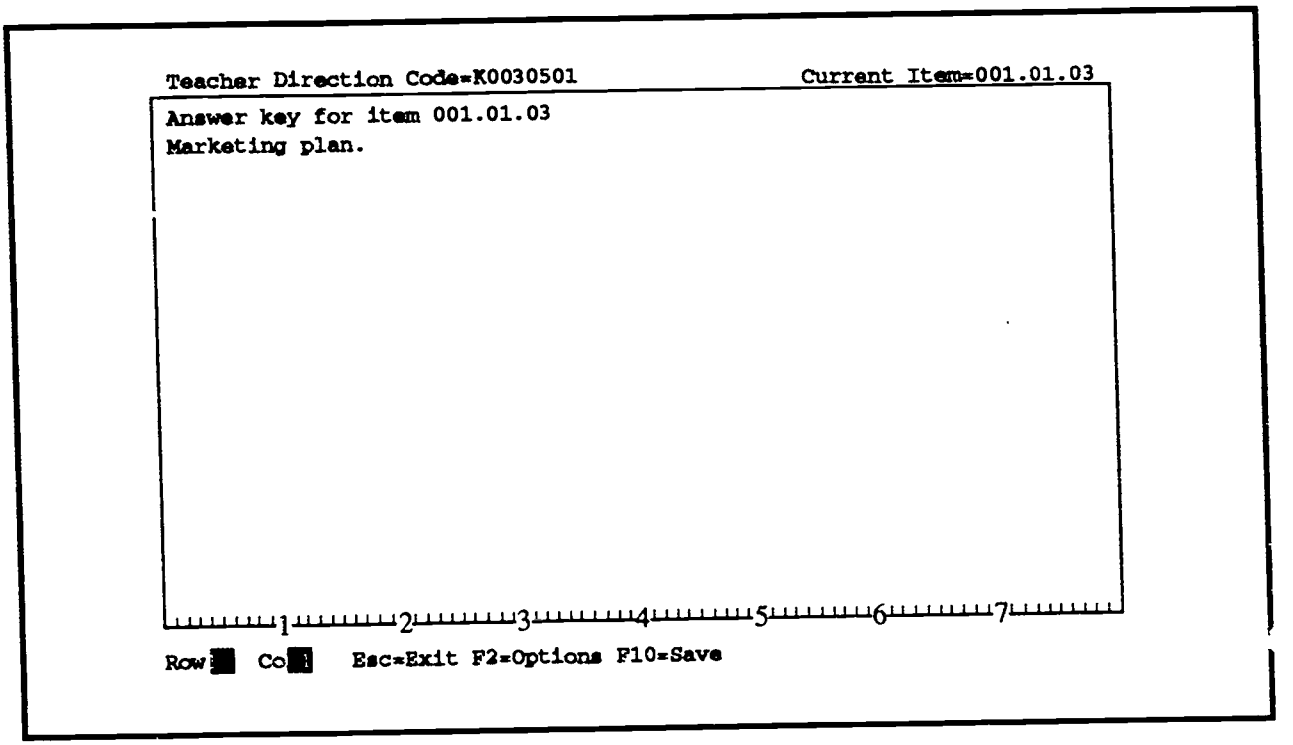

Fig. II-6. The word processing mode for Teacher Directions.

Code is specified in the top left corner of the screen and the item code on the top right corner.

a. To detach existing directions. Use the left and right arrows to highlight Detach and press <ENTER>, or press D. The display will return to the item level, but the Teacher Direction Code will no longer be listed in the materials information in the top right corner.

b. To edit text of existing directions. Use the left and right arrow keys to highlight Edit and press <ENTER>, or press E. The computer makes a rude beep, which lets you know it is now in the word processing mode (Fig. II-6). Make any changes needed in the direction, using the arrow keys to move to the location where the change is needed. *(NOTE: The default mode for this word processor is REPLACE, so any characters you type will overtype what is already there. If you want to be in the INSERT mode, press the INSERT key on your keyboard before you start typing.)* Press [F10] to save your changes. The display will return to the item level. REMEMBER, if you edit an existing direction, the change will be reproduced every time the direction is linked to an item.

c. To use existing direction as a basis for a new direction. Use the left and right arrow keys to highlight Reassign and press <ENTER>, or press R. You will be asked to reassign the direction to a new code. Type eight characters (or less) that describe the new directions. Keep a record of each new direction code you set up within a bank. Press <ENTER>. (According to our bank conventions, Teacher Directions are given the exact item code with periods omitted as their

name. If the Teacher Direction contains the item answer, begin the code with the letter K [for key]. For example, a Teacher Direction that contains the answer for item number 001.02.01 should be named K0010201.)

Follow step b above to edit the text of the direction so that it reads the way you want.

7b. **Type in the correct Teacher Direction Code if needed.** If no Teacher Directions were linked to your item, the cursor appears next to the Teacher Direction Code label in the top right corner.

d. To add a new direction. Type the exact test item code, omitting any periods. Press <ENTER>. The computer beeps and displays a blank screen. Type the exact Teacher Direction as you wish it to appear on your test. Let the computer wrap automatically at the end of each line. Press <ENTER> following the last line in the direction. Press [F10] to save your direction. Use the left and right arrow keys to highlight Link and press <ENTER>, or press L.

Group Materials and Oral Directions

Group Materials and Oral Directions provide additional information when it is important to an item. Group Materials allows you to ask questions about a single graphic or text file in as many different items as you wish. When the test is printed, any items that refer to the same Group Material Code are grouped together. The Group Material appears on the test only once.

Oral Directions provides a place for material that teachers should read to students before testing begins. You may be familiar with this concept from standardized testing, where it is important for directions to be repeated exactly as they are written. However, Oral Directions are seldom used in VoCATS.

You can make the same sorts of changes to Group Materials and Oral Directions as you can to Student or Teacher Directions.

7a. **Access the Group Materials or Oral Directions Code line.** With the item displayed on your screen, use the left and right arrow keys to highlight Materials and press <ENTER>, or press M. For Group Materials, use the left and right arrow keys to highlight Group and press <ENTER>, or press G. For Oral Directions, use the left and right arrow keys to highlight Oral and press <ENTER>, or press O. If Group Materials or Oral Directions have already been linked to the item, the screen will display the material. Note the Group Material or Oral Direction Code is specified in the top left corner of the screen and the item code on the top right corner.

a. To detach existing information. Use the left and right arrows to highlight Detach and press <ENTER>, or press D. The display will return to the item level, but the Group Material or Oral Direction Code will no longer be listed in the materials information in the top right corner.

b. To edit text of existing information. Use the left and right arrow keys to highlight Edit and press <ENTER>, or press E. The computer makes a rude beep, which lets you know it is now in the word processing mode. Make any changes needed in the information, using the arrow keys to move to the location where the change is needed. *(NOTE: The default mode for this word processor is REPLACE, so any characters you type will overtype what is already there. If you want to be in the INSERT mode, press the INSERT key on your keyboard before you start typing.)* Press [F10] to save your changes. The display will return to the item level. REMEMBER, if you edit an existing direction, the change will be reproduced every time the direction or material is linked to an item.

c. To use existing information as a basis for new information. Use the left and right arrow keys to highlight Reassign and press <ENTER>, or press R. You will be asked to reassign the direction to a new code. Type eight characters (or less) that describe the new information. Keep a record of each new direction code you set up within a bank. Press <ENTER>.

Follow step b above to edit the text of the direction so that it reads the way you want.

7b. Type in the correct Group Materials or Oral Direction Code if needed. If no Group Materials or Oral Directions were linked to your item, the cursor appears next to the corresponding label in the top right corner.

d. To add Group Materials or Oral Directions. Type the exact test item code, omitting any periods. Press <ENTER>. The computer beeps and displays a blank screen. Type the exact Group Materials or Oral Directions as you wish it to appear on your test. Let the computer wrap automatically at the end of each line. Press <ENTER> at the end of any paragraphs and following the last line in the material. Press [F10] to save your material. Use the left and right arrow keys to highlight Link and press <ENTER>, or press L.

How to add, change or delete Item Answers

An Item Answer should be linked to every item that requires a single-digit response. The Item Answer is displayed in the materials on the top right corner of your screen.

7a. Access the Item Answer line and enter the correct response. Use the left and right arrow keys to highlight Materials and press <ENTER>, or press M. Use the left and right arrow keys to highlight Item and press <ENTER>, or press I. Type the single-digit correct response to the item. (For a multiple-choice item, the response should be A, B, C, or D. For a true-false item, the response should be A if the item is true and B if it is false.) The display automatically returns to the item screen. You do not need to press <ENTER> or to save.

To delete the existing answer and leave the answer space blank, use the left and right arrow keys to highlight Materials and press <ENTER>, or press M. Use the left and right arrow keys to highlight Item and press <ENTER>, or press I. Press the backspace key once. Press <ENTER> to register the change.

C. Adding or changing attributes

Attributes are very important in the competency/test-item bank. A standard list of attributes is included in each bank. Items that are part of the state bank already have many of their attribute values assigned. You can add values for other attributes and change assigned values if appropriate. You can also create new attributes that will be useful in creating your own customized tests.

When you add local items to the bank, you must assign values to any attributes from the standardized list for which values are available.

Use the following directions to create new attributes or add, delete and edit attribute values.

1. **Open TestBuilder**

   At the C-prompt, type: TB <ENTER>

   This command calls up TestBuilder. Immediately a message appears on your screen that says "Name of list device [PRN]:" If your cursor is blinking at the end of the line that contains this message, you need to press the <ENTER> key. If the cursor does not appear on the screen or shows up near the bottom left corner, just wait.

2. **Log on. When the TestBuilder title screen** appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press <ENTER>.

3. **Enter Item Bank Activities.** The TestBuilder Main Menu is displayed on the screen. Use the up and down arrow keys to highlight Item Bank Activities and press <ENTER>, or press I.

4. **Enter Make/Modify Bank Contents.** The Item Bank Activities menu is displayed on the screen. Use the up and down arrow keys to highlight Make/ Modify Bank Contents and press <ENTER>, or press M.

5. **Select the item bank.** Press [F4] to display the available competency/test-item banks. Use the arrow key to highlight the bank in which you wish to modify attributes and press <ENTER>.

How to create new attributes and delete existing ones

6. **Enter the update attributes function.** Use the left and right arrow keys to highlight Update and press <ENTER>, or press U. Use the left and right arrow keys to highlight Attribute and press <ENTER>, or press A.

7. **Add new attributes.** A box that includes the standardized attribute list appears on your screen. You can move to additional attributes by using the down arrow. Move the highlight bar to the first blank line below the last attribute listed. Type the attribute you wish to add. You are limited to the space shown. After you have typed the attribute, press <ENTER>.

   To add additional attributes, press the down arrow once to move to the next blank line. Type the attribute. Press <ENTER>.

   Delete existing attributes. You can delete attribute labels by using the up and down arrows to move the highlight bar to the attribute you wish to delete. Use the left and right arrow keys to highlight Edit and press <ENTER>, or press E. Hold down the delete key until the line is completely erased. This will delete the attribute label and any assigned values throughout the bank. **CAUTION: You cannot delete attributes except from the bottom of the attribute list. Deleting a label in the middle of the list will cause all labels that follow it also to be deleted.**

   After you have keyed in all the new attributes you wish to add and deleted any you wish to eliminate, use the left and right arrow keys to highlight Save and press <ENTER>, or press S.

8. **Return to the top level of the bank.** Use the left and right arrow keys to highlight Leave and press <ENTER>, or press L. The display returns to the top level of the bank.

How to add, delete or edit attribute values

9. **Go to the item where you wish to add, delete or edit attribute values.** Use the left and right arrow keys to highlight Jump (on the selections across the bottom of your screen) and press <ENTER>, or press J. Use the left and right arrow keys to highlight Code and press <ENTER>, or press C.

   Type the exact seven-digit code of the item, including periods (this is the three-digit competency number, a period, the two-digit objective number, another period, and the two-digit item number). Press <ENTER>.The item appears on the screen.

10. **Display assigned attributes.** Use the left and right arrow keys to highlight

D. Adding new items to the bank

Use the following directions to add new items to the bank.

1. **Open TestBuilder**

   At the C-prompt, type: TB <ENTER>

   This command calls up TestBuilder. Immediately a message appears on your screen that says "Name of list device [PRN]:" If your cursor is blinking at the end of the line that contains this message, you need to press the <ENTER> key. If the cursor does not appear on the screen or shows up near the bottom left corner, just wait.

2. **Log on. When the TestBuilder title screen** appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press <ENTER>.

3. **Enter Item Bank Activities.** The TestBuilder Main Menu is displayed on the screen. Use the up and down arrow keys to highlight Item Bank Activities and press <ENTER>, or press I.

4. **Enter Make/Modify Bank Contents.** The Item Bank Activities menu is displayed on the screen. Use the up and down arrow keys to highlight Make/ Modify Bank Contents and press <ENTER>, or press M.

5. **Select the item bank.** Press [F4] to display the available competency/test-item banks. Use the arrow key to highlight the bank to which you wish to add items and press <ENTER>.

6. **Go to the specific objective where you wish to add an item.** TestBuilder displays a screen that shows the top level of the bank. Use the left and right arrow keys to highlight Jump (on the selections across the bottom of your screen) and press <ENTER>, or press J. Use the left and right arrow keys to highlight Code and press <ENTER>, or press C.

   Type the exact five-digit code of the objective where you wish to add an item,

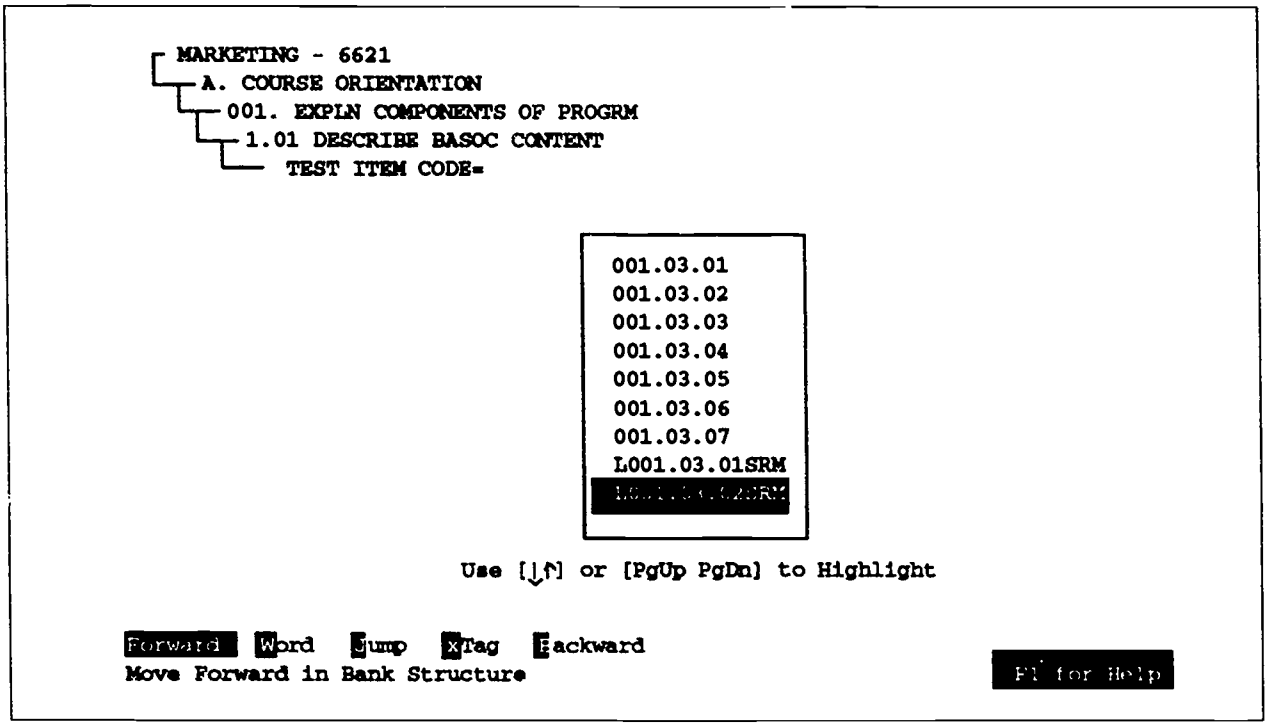

Fig. II-8. Adding item numbers to the list of items already linked to an objective.

including periods (this is the three-digit competency number, a period, then the two-digit objective number). Press <ENTER>. A list of the items already linked to that objective is displayed on the screen (Fig. II-8).

7. **Add the test item code for your new item.** Use the up and down arrow keys to move the highlight bar below the last item for the objective. (You cannot leave any blank spaces.) Type the exact item code of the item you wish to add. For clarity, we suggest using the same convention for numbering items as is already used in the bank, with each item number preceded by an upper-case L (for local). If more than one person is adding items to a particular bank, you may wish to have users follow the item number with their initials to show who created the item. (However, any user can access any item in the bank.)

   For example, if Sandra Merritt is adding an item to objective 001.03, and there are no other local items currently linked to that objective, the item could be numbered L001.03.01SRM.

   Press <ENTER>. (You can follow these directions to add all the test item codes for new items within a particular objective at the same time before you begin keying in the items themselves.)

8. **Enter the item content.** After you have added all new item codes you plan to use within a particular objective, use the up and down arrow keys to highlight the first new item code. Press <ENTER>. A blank screen is displayed and the computer makes a rude beep to let you know it is in the word processing mode.

   Type the exact content of the item, taking care to follow all established conven-

tions for the VoCATS item banks, grammar rules, etc. Let the computer wrap automatically at the end of each line. Press <ENTER> after each paragraph and after the final line in the item. Press [F10] to save. The computer returns to the item display screen, with the item you have just added appearing in the box.

9. **Enter related materials.** You must link Student Directions to each item you add to the bank. Directions on using existing Student Directions or creating your own appear earlier in this section.

   You may add Teacher Directions, Group Materials and Oral Directions if appropriate for the item. Directions on how to use these materials also appear earlier in this section.

   If the item is multiple choice or true-false, you must include an Item Answer in the materials information. Directions on how to add an Item Answer also appear earlier in this section.

   If the item does not have a single-digit response, you must include the correct answer, a list of possible answers, scoring criteria or anything else teachers will need to administer or score the item. This information should be included in Teacher Directions.

10. **Enter appropriate attributes.** You must include available attribute information with each item. Instructions on how to key in attributes to the standard attribute list that is already part of each item bank or how to enter a new attribute appear earlier in this section.

11. **Go to the next item you wish to add.** Use the left and right arrow keys to highlight Backward and press <ENTER>, or press B. The display returns to the box where the item codes are listed. Use the up and down arrow keys to highlight the item code for the next item you wish to add. Press <ENTER>. Repeat Steps 8, 9 and 10 for each new item within the particular objective.

12. **Add any other items you wish in the bank.** Repeat Steps 6-10 for any items you wish to add under other objectives.

E. Remaking a test to retrieve correct items

If you have made changes or corrections in an item bank and need these changes to appear on a test you have already made, use these instructions to remake the test.

1. **Open TestBuilder**

   At the C-prompt, type: **TB** <ENTER>

2. **Log on.** When the TestBuilder title screen appears, type your login name in the space beside the blinking cursor. Your login must be typed exactly as it is registered in the computer.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press the <ENTER> key.

3. **Enter Test Handling Activities.** Use the up and down arrow keys to highlight Test handling Activities and press <ENTER>, or press T.

4. **Enter Make a Test.** Use the up and down arrow keys to highlight Make a Test and press <ENTER>, or press M.

5. **Select test.** Type the exact name of the test that contains the items you corrected, or press [F4] to list available tests and use the arrow keys to highlight the test you wish to change. Press <ENTER>.

6. **Remake test.** The set count screen for the test is displayed. Note that only the objectives on which you selected items are included. Use the left and right arrow keys to highlight Order and press <ENTER>. **DO NOT** make any changes. Use the left and right arrow keys to highlight Make and press <ENTER>, or press M. **DO NOT** change the subtest heading and links to TestMate unless they have been set incorrectly.

   Press [F8]. When the computer asks you if you want to make another subtest, press N. (**DO NOT** press <ENTER>.) Press [F8] again.

7. **Display or print test.** Follow the directions in Section I, Making and Managing Tests, to display or print your test. All corrections you made should appear in the proper place on the remade test. Be sure to reprint the Scoring Key and Test Directions if necessary.

Section III
Scanning and scoring tests and processing reports

Section III

Scanning and scoring tests and processing reports

A. How to scan tests

1. Get the answer keys needed.

FOR STATEWIDE PRETESTS AND POSTTESTS

Copy the scoring keys needed.

Insert the Scoring Keys diskette (either Pretests or Posttests) into the A drive of your computer.

To copy all scoring keys

a. At the C-prompt, type: CD\DGS <ENTER>

b. At the C\DGS-prompt, type: COPY A:*.* <ENTER>

(NOTE: The asterisk is a "wild card." Here, it tells the computer to go to drive A and copy files with any combination of letters and numbers, a period and any extension.)

To copy the scoring key for a specific test

a. At the C-prompt, type: CD\DGS <ENTER>

b. At the C\DGS-prompt, type: COPY A:XXXXXXXX.PRM <ENTER> where XXXXXXXX is the computer file name of the test you wish to score. PRM is the file extension for the scoring key.

NOTE: You do not need to install any banks to be able to score pretests or posttests.

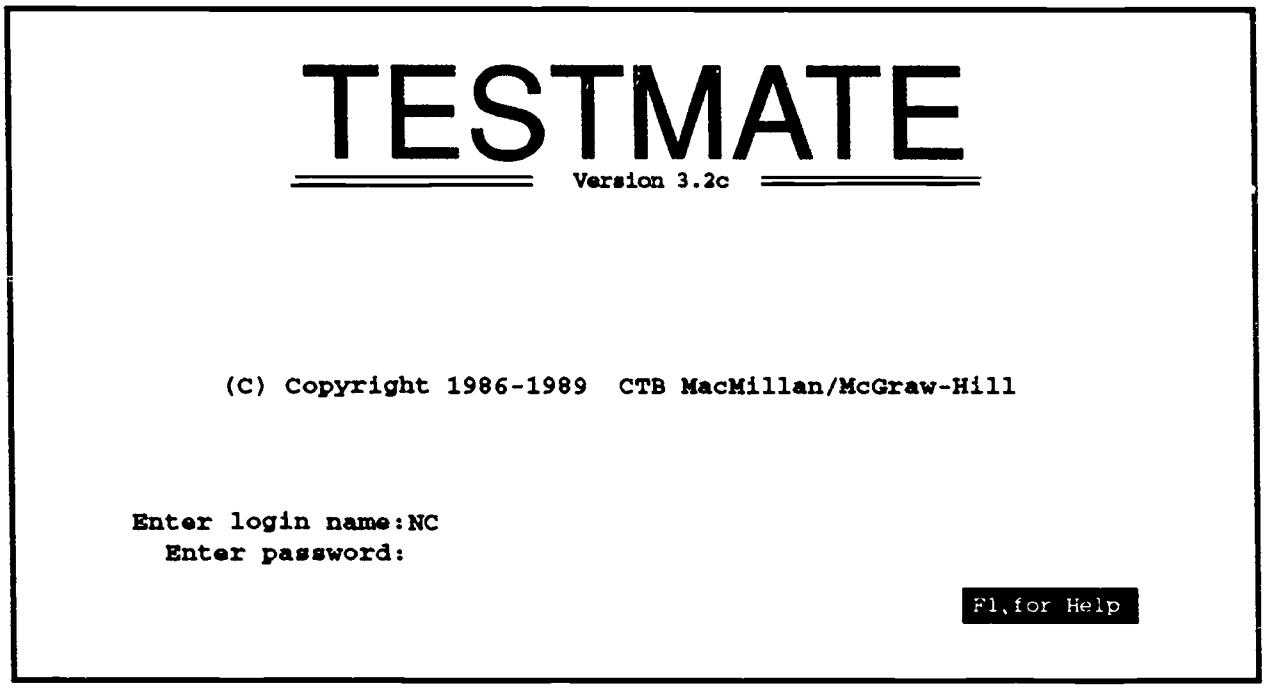

Fig. III-1 TestMate title screen.

FOR INTERIM TESTS CREATED LOCALLY

If the test was created on the computer on which you are working

The scoring key should automatically transfer to TestMate. If the test does not show up, there is probably a problem with your data path. See Appendix B for more information on setting the data path. See p. B-2 for instructions on how to verify the data path in TestBuilder and p. B-4 for how to verify the data path in TestMate.

If the test was created on another computer

See Section I (p. I-18) for instructions on how to copy a test onto a diskette.

See Section I (p. I-19 and I-20) for instructions on how to recopy the test from the diskette onto the computer on which you will be scanning and scoring.

2. Confirm/edit test information

1. Enter TestMate

At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen (Fig. III-1) appears, type your login name in the space beside the blinking cursor. Your login must be typed exactly as it is registered in the computer. If you make an error as you type, use the backspace key to erase the error and rekey the information correctly. Press <ENTER>.

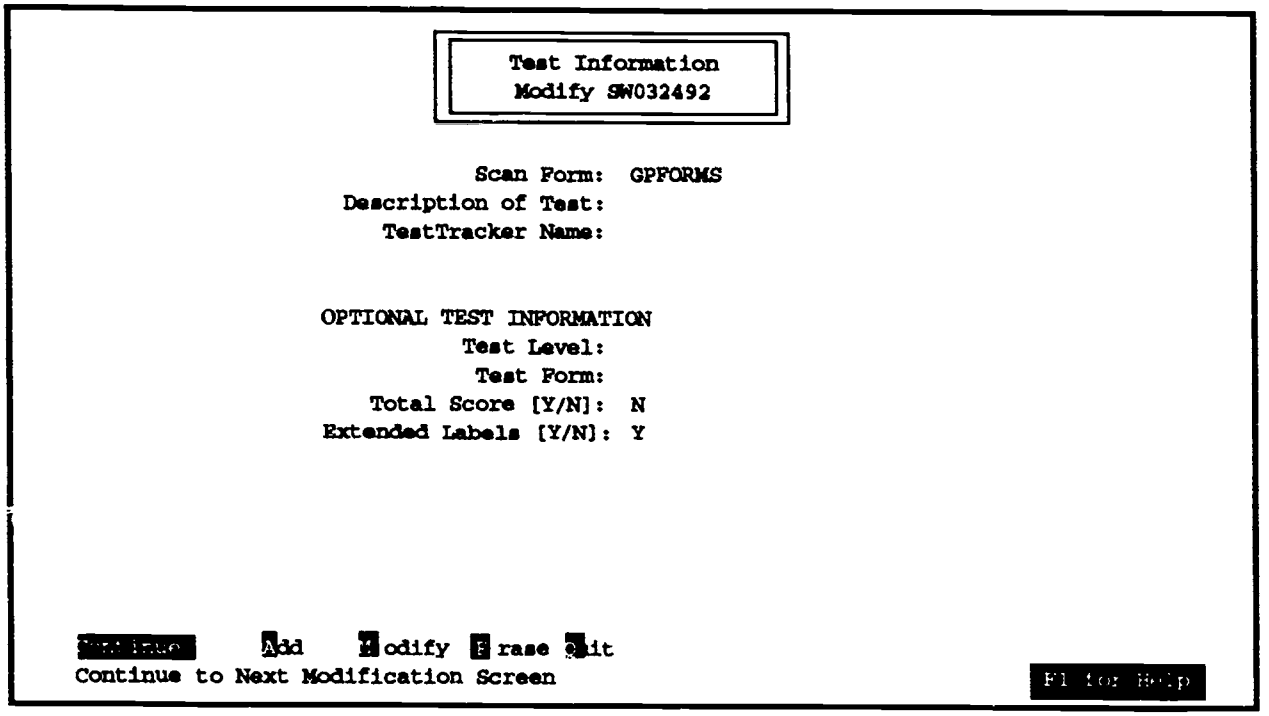

Fig. III-2. Build Test Information menu.

The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. For security purposes, the password will not be displayed as you type it. Press <ENTER>. If you type your login or password incorrectly, you will exit TestMate and return to the C-prompt. If you are typing your login and password exactly as they were given to you but are unable to enter the program, see your system administrator for assistance.

3. **Enter Build Test Information.** At the main menu, use the arrow keys to highlight Build Test Information. Press <ENTER>. Use the arrow keys to highlight Make or Modify Test Information. Press <ENTER>. Press F4 to list available tests. Use the arrow keys to highlight the test you wish to score. Press <ENTER>.

4. **Modify Test Description.** Use the left and right arrow keys to highlight Modify on the menu at the bottom of the screen and press <ENTER>. Press the down arrow one time to move to the Description of Test line. Type the suggested subtest abbreviation (see attached list) in the space provided for the test description. Press <ENTER>.

5. **Type or select the name of your TestTracker file.** Type the eight-digit TestTracker file name (use the naming conventions explained below and in Appendix D), or press F4 to list available Tracker files and use the arrow keys to highlight the file you wish to use to track data throughout the year.

There are three options for how to set up Tracker names:

1) If you are scanning data in one place for the entire system, the Tracker Name should be the four-digit course code, a hyphen, and the three-digit LEA code.

   Using this convention, Computer Applications II classes in the New Hanover Schools would be given the following Tracker Name: 6412-650. Header sheets would be used to separate the classes by school, by teacher and by period so that reports would be available as needed. An LEA-wide report could be produced without additional manipulation of Tracker files.

2) If you are scanning data in one place but setting up separate files for each school, or if you are scanning data on a separate computer for each school, the Tracker Name should be the four-digit course code, an alphabetical designation that indicates which school, and the three-digit LEA code. (If there are more than 26 schools in your local unit, you will need to distinguish further.)

   Using this convention, Computer Applications II classes at Hoggard High School would be given the following batch description: 6412C650. (You may use whatever system you wish to determine which school is assigned which letter. You must use the same system throughout your scanning process.) Header sheets would be used to separate the classes by teacher and by period so that reports would be available as needed. Tracker files would need to be merged in order to produce an LEA-wide report.

3) If you are scanning data in one place but setting up separate files for each teacher each period, or if you are scanning data for different teachers on different computers (one or more per computer), the Tracker Name should be the four-digit course code, followed immediately by the first three letters of the teacher's last name (or a three-letter designation for an individual teacher) and a numeral that indicates the period.

   Using this convention, Sandra Merritt's first period Computer Applications II class at Hoggard High School would be given the following batch description: 6412MER1. Tracker files would need to be merged in order to produce an LEA-wide report or a school-wide report.

Press <ENTER> five times. (This moves you through selections not applicable for VoCATS.)

6. **Modify Subtest Name.** Use the left and right arrow keys to highlight Modify on the menu at the bottom of the screen and press <ENTER>. Type the suggested subtest abbreviation from Appendix E in the space provided for the subtest name. (If you entered this correctly in TestBuilder, the proper subtest name should automatically transfer to TestMate.) Note that the number of items on the test and the number of objectives tested appear on the screen. **DO NOT** change these. Press <ENTER> five times.

   Press F10 to save your selections.

3. Check student answer sheets

1. **Student name:** The student's last name should begin in the leftmost column under NAME. The corresponding letter should be bubbled in in each column. Skip a column between last and first name and first name and middle initial. The blank should be bubbled in in any column that was skipped. Do not worry if the student's name is too long to fit in the available spaces.

2. **Identification number:** A unique number assigned to that student should begin in the leftmost column under IDENTIFICATION NUMBER. It is easiest to use the student's social security number. However, you may use the SIMS number assigned to that student if you prefer. If you use the SIMS number, you must usethe SIMS number for all students in your system. If you use the SIMS number, be sure to begin in the leftmost column. You do not need to put any zeros in front of the number in order for it to be a certain number of digits long. However, if you do add zeros, you must continue to do so exactly the same way throughout the year.

   NOTE: In order for student test results to track, both student name and number must match exactly on every test given during the year.

   If you are importing data from SIMS or another data base, students do not need to fill in the rest of the demographic information on the answer sheet. Directions are included here for those systems that wish to include such information at this time.

3. **Birth date:** Students should bubble-in the circle corresponding to the month in which they were born in the column under MO. Students should write in two digits that represent the day on which they were born under DAY (note that birth dates of a single digit should be preceeded by a zero) and bubble in the corresponding numbers under the day columns. Students should write the last two digits of the year in which they were born under YR. and bubble in the corresponding numbers under the yr columns.

4. **Special populations codes:** Columns K through P are used to identify students who are designated as special populations. This information should be coded by the teacher or VoCATS coordinator, not students. Use the following table to determine which numbers to bubble-in for special populations codes. You may bubble-in only one number per column, but should use as many columns as are applicable.

Designation	Column	Bubble-in number
Academically Disadvantaged	K	0
Economically Disadvantaged	K	1
Limited English Proficiency	K	2
Academically Gifted	L	0
Autistic	L	1
Learning Disabled	L	2
Educable Mentally Handicapped	M	0
Pregnant or Parenting Teen	M	1
Deaf/Blind	M	2
Emotionally Handicapped	N	0
Physically Handicapped	N	1
Other Health Impaired	N	2
Trainable Mentally Handicapped	O	0
Hearing Impaired	O	1
Speech/Language	O	2
Multihandicapped	P	0
Visually Impaired	P	1
Severely/Profoundly Handicapped	P	2

5. **Sex:** The student should bubble in M for male or F for female.

6. **Grade:** Students should bubble in the number for the grade in which they are currently enrolled.

4. Complete appropriate header sheets

You must keep track of results by building and individual teacher in order to produce reports by targeted programs. However, you do not need to use header sheets. If you do not use header sheets, you can manually key in the appropriate header information before scanning. You can reuse header sheets until they are too bent to feed through the scanner. If you are using header sheets, you should use either one TestMate Combination header or one each Building header and Grade/Class header for each teacher/each period.

TestMate Combination header

1. **Building name:** The name of the school should begin in the leftmost column under BUILDING NAME. Bubble-in the appropriate letters under each column.

2. **Teacher name:** The teacher's last name should begin in the leftmost column under GRADE/CLASS NAME. The corresponding letter should be bubbled-in in each column. Do not use a first name or initial unless you need it to clarify teachers with the same name. Skip a column between last and first names if you use a first name. The blank should be bubbled-in in any column that was skipped. Skip a column after the teacher's name. Bubble in a letter to designate the class period. (For example, A means first period, B second, etc.)

3. **Number of students tested:** Do not fill in this space.

4. **Codes:** The four-digit state course code should appear in columns A, B, C and D. (If you have two levels of students enrolled with the same teacher, same period, you will need two headers, one with the number for the first level of the course, one with the number for the second level.) Do not worry about the fact that the heading says BUILDING CODES.

5. **Grade:** Do not bubble in anything in this space.

6. **Level:** Do not bubble in anything in this space.

7. **Form unit:** Do not bubble in anything in this space.

Building header

Even if there is only one school in your LEA in which testing takes place, it is helpful to use a building header.

1. **Building name:** The name of the school should begin in the leftmost column under BUILDING NAME. Bubble-in the appropriate letters under each column.

2. **Sheet count:** Do not fill in this space.

3. **Codes:** Do not fill in this space.

Grade/Class header

1. **Teacher name:** The teacher's last name should begin in the leftmost column under GRADE/CLASS NAME. The corresponding letter should be bubbled-in in each column. Do not use a first name or initial unless you need it to clarify teachers with the same name. Skip a column between last and first names if you use a first name. The blank should be bubbled in in any column that was skipped. Bubble in a letter to designate the class period. (For example, A means first period, B second, etc.)

2. **Sheet count:** Do not fill in this space.

3. **Codes:** The four-digit state course code should appear in columns A, B, C and D. (If you have two levels of students enrolled with the same teacher and same period, you will need two headers, one with the number for the first level of the course, one with the number for the second level.) Bubble in the corresponding number under each column. Skip column E. Do not bubble in any number in this column. Do not write anything in columns F through O or bubble in any numbers.

4. **Grade:** Do not bubble-in anything in this space.
5. **Level:** Do not bubble-in anything in this space.
6. **Form:** Do not bubble-in anything in this space.

5. Arrange answer sheets

Determine how you wish to set up TestMate batches and arrange your answer sheets. There are three options for how to set up TestMate batches. You should use the same option you selected for naming Tracker files (see p. III-3).

1. If you are scanning data in **one place** for the entire system, you will have one batch that includes every student enrolled in a particular course. Arrange answer sheets in the following order:

B1. First building header (Omit if you are using TestMate Combination)

1. Grade/class header for an individual teacher/single period (Or TestMate Combination)

2 *All answer sheets for the students in that teacher's class during that period (the answer sheets can come in any order)*

3. Second grade/class header for individual teacher/single period (Or Combination)

4. *All answer sheets for the students in the class represented by the header*. Grade/class headers and student answer sheets follow until all teachers from the first school teaching that course and all periods in which it is taught have been included.

B2. Second building header (Omit if you are using TestMate Combination)

1. First grade/class header for individual teacher/single period (Or Combination)

2 *All answer sheets for the students in that teacher's class during that period (the answer sheets can come in any order)*

3. Second grade/class header for individual teacher/single period (Or Combination)

4. *All answer sheets for the students in the class represented by the header*. Grade/class headers and student answer sheets follow until all teachers from the second school teaching that course and all periods in which it is taught have been included.Grade/class header for an individual teacher/single period (Or TestMate Combination)

B3. Building headers continue until all buildings in which the course is taught have been included

b. If you are scanning data in one place but setting up separate files for each school, or if you are scanning data on a separate computer for each school, there will be a separate batch for each school. Arrange answer sheets in the same order as above. After all sheets are scanned for the first building, you will need to start a new batch for the second building.

c. If you are scanning data in one place but setting up separate files for each teacher each period, or if you are scanning data for different teachers on different computers (one or more per computer), there will be a separate batch for each teacher each class period. Arrange answer sheets in the same order as above. After the first teacher/single period is scanned, you will need to start a new batch for the second teacher/single period. Note that if you are using this plan, individual teachers will have separate batches for each period they teach. You should scan the appropriate building header as the first sheet of each batch.

NOTE: TestMate can handle only 70 batches at one time. If you are using method 2 or 3 above you will likely have more batches than 70. You must backup batches as they are scored and reports generated. After being backed up, you can erase the batches from your hard drive. Batches can be reinstalled later if needed. You will also need to backup and erase TestTracker files to keep their number at less than 70.

6. Scan the tests

The procedure for scanning tests varies depending on which type of scanner you use. Follow the instructions for your scanner given below.

Using SCANTRON scanners

1. **Install SCANTRON driver.** Place the FCP8 TestMate forms driver diskette from CTB into the A drive of your computer.

   a. At the C-prompt, type: CD\DGS <ENTER>

   b. At the C\DGS-prompt, type: COPY A:*.* <ENTER>

2. **Enter the offline scanning program.** At the C\DGS-prompt, type: FCP8

   This initiates the scanning program. Be sure your scanner is attached to the computer and turned on.

3. **Load program.** From the main menu, press 2. This downloads the MARCS/FCP program to the reader. When prompted for a form, type GPFORMS and press <ENTER>. Green send/receive lights on the scanner will blink as the form description is downloaded. When prompted, press any key to continue.

4. **Scan documents.** Put the first batch of answer sheets in the scanner (ordered according to the sequence in step 12 above). From the main menu, press 3. Enter the path name: c:\DGS\XXXXXXXX.INP, where XXXXXXXX is the computer file name of the scoring key and INP designates input data.

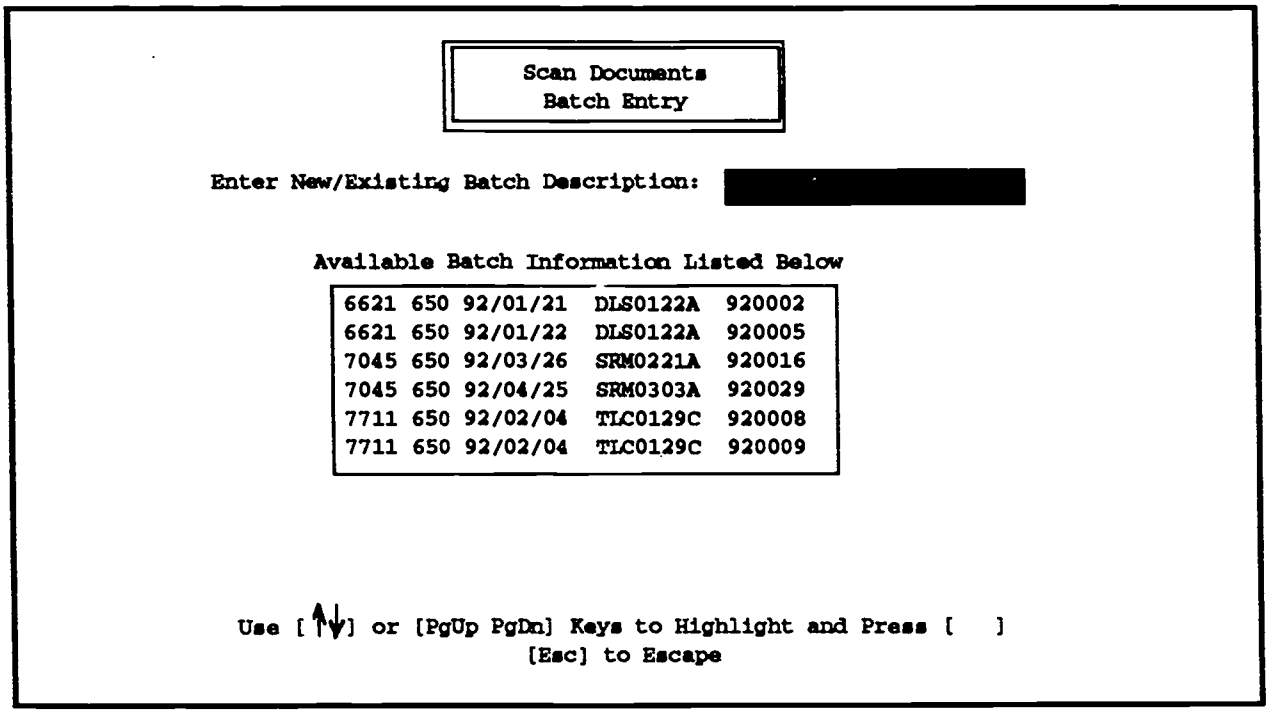

Fig. III-3. Enter batch description screen.

Always send your data to the DGS subdirectory. Substitute the computer file name of the scoring key for the test you will be scoring for the XXXXXXXX in the path name shown above. If you will be creating more than one batch using the same test, begin the file name with a numerical designation. You may need to make a few adjustments in the file name to keep it within eight characters. Just be sure you can recognize which data belongs to which test.

For example, the computer file name for the Textiles pretest is TEXTILES. Name the data for the first batch you wish to scan 1TEXTILE.INP, the data for the second batch 2TEXTILE.INP, etc.

The answer sheets will scan. When all documents are scanned, press END on the scanner, then press any key on the keyboard to continue.

If you are scanning data for more than one batch, put the second batch of answer sheets in the scanner. From the main menu, press 3. Enter the path name: c:\DGS\XXXXXXXX.INP (substituting the correct file name for the XXXXXXXX as indicated above). When all documents are scanned, press END on the scanner, then press any key on the keyboard to continue.

Press the slash on your computer keyboard to exit the scanning program.

5. **Enter TestMate.** At the C-prompt, type: TM <ENTER>. Type your login name. Press <ENTER>. Type your password. Press <ENTER>.

6. **Create a batch.** Use the up and down arrow keys to highlight Scan Documents and press <ENTER>. Type the new or existing batch description in the space provided (see Fig. III-3) and press <ENTER>, or press F4 to list available

batches, use the up and down arrows to highlight the batch you to which you wish to add students and press <ENTER>.

Use the following conventions for naming batches:

1) If you are scanning data in **one place** for the entire system, use the four-digit course code, a space, the three-digit LEA code, another space, and the six-character designation for the date separated by slashes. (Note that TestTracker Files named using this convention used a hyphen rather than a space.)

   Using this convention, Computer Applications II classes in the New Hanover Schools would be given the following batch description: 6412 650 09/02/92. Header sheets would be used to separate the classes by school, by teacher and by period so that reports would be available as needed. An LEA-wide report could be produced without additional manipulation of batches.

2) If you are scanning data in one place but setting up **separate files for each school,** or if you are scanning data on a separate computer for each school, the batch description should be the four-digit course code, a space, the three-digit LEA code followed immediately (no space) by the three-digit school code, another space, and the six-character designation for the date (not separated by slashes—there's not enough space).

   Using this convention, Computer Applications II classes at Hoggard High School would be given the following batch description: 6412 650342 090292. Header sheets would be used to separate the classes by teacher and by period so that reports would be available as needed. Batches would need to be merged in order to produce an LEA-wide report.

3) If you are scanning data in one place but setting up **separate files for each teacher each period**, or if you are scanning data for different teachers on different computers (one or more per computer), the convention for naming batches varies depending on whether you are working with statewide pretests and posttests or with interim tests.

   Pretests and Posttests

   The batch description should be the four-digit course code, a space, the three-digit LEA code followed immediately (no space) by the three-digit school code, a space, and the first five letters of the teacher's last name followed immediately (no space) by a numeral that indicates the period.

   Using this convention, Sandra Merritt's first period Computer Applications II class at Hoggard High School would be given the following batch description: 6412 650342 MERRI1. Batches would need to be merged in order to produce an LEA-wide report or a school-wide report.

   Interim Tests

   Use as the batch description the teacher's last name, a space, the number of the period, another space, and the date the test was administered. Using

this convention, the batch description for a test given by Sandra Merritt to her first period Computer Applications II class at Hoggard High School on November 3, 1992, would be MERRITT 1 11/03/92.

NOTE ABOUT TESTMATE BATCHES: You may use any of the naming conventions above, but you must create a new batch for each new test. Using the same batch description merely adds students to the existing batch, scoring them against the original test.

Press F4 and use the arrow keys to highlight the test administered. Press <ENTER>.

Type the two-digit code that represents the month the test was given, press <ENTER>; type the two-digit code that represents the day the test was given, press <ENTER>; and type last two digits of the year the test was given and press <ENTER>. The computer will show you it is creating a batch.

7. **Load scanned data.** When the display returns to the Scan Documents menu, use the up and down arrow keys to highlight Load Scanned Data. Press <ENTER>. Press C. Press F4 to list the available data files. Use the arrow keys to highlight the data file you wish to import into the batch. Press <ENTER> twice. When the load is complete, press R to return to the main menu.

Using NCS Scanners

1. **Be sure your scanners are configured correctly.** Call your vendor for assistance. Remember, to use TestMate, an OPSCAN 5 must be configured as a Sentry 3000.

2. **Enter TestMate.** At the C-prompt, type: TM <ENTER>. Type your login name. Press <ENTER>. Type your password. Press <ENTER>.

3. **Create a batch.** Use the up and down arrow keys to highlight Scan Documents and press <ENTER>. Type the new or existing batch description in the space provided (see Fig. III-3) and press <ENTER>, or press F4 to list available batches, use the up and down arrows to highlight the batch you to which you wish to add students and press <ENTER>.

   Use the following conventions for naming batches:

   1) If you are scanning data in **one place** for the entire system, use the four-digit course code, a space, the three-digit LEA code, another space, and the six-character designation for the date separated by slashes. (Note that TestTracker Files named using this convention used a hyphen rather than a space.)

      Using this convention, Computer Applications II classes in the New Hanover Schools would be given the following batch description: 6412 650 09/02/92. Header sheets would be used to separate the classes by school, by teacher and by period so that reports would be available as

needed. An LEA-wide report could be produced without additional manipulation of batches.

2) If you are scanning data in one place but setting up **separate files for each school,** or if you are scanning data on a separate computer for each school, the batch description should be the four-digit course code, a space, the three-digit LEA code followed immediately (no space) by the three-digit school code, another space, and the six-character designation for the date (not separated by slashes—there's not enough space).

   Using this convention, Computer Applications II classes at Hoggard High School would be given the following batch description: 6412 650342 090292. Header sheets would be used to separate the classes by teacher and by period so that reports would be available as needed. Batches would need to be merged in order to produce an LEA-wide report.

3) If you are scanning data in one place but setting up **separate files for each teacher each period,** or if you are scanning data for different teachers on different computers (one or more per computer), the convention for naming batches varies depending on whether you are working with statewide pretests and posttests or with interim tests.

   Pretests and Posttests

   The batch description should be the four-digit course code, a space, the three-digit LEA code followed immediately (no space) by the three-digit school code, a space, and the first five letters of the teacher's last name followed immediately (no space) by a numeral that indicates the period.

   Using this convention, Sandra Merritt's first period Computer Applications II class at Hoggard High School would be given the following batch description: 6412 650342 MERRI1. Batches would need to be merged in order to produce an LEA-wide report or a school-wide report.

   Interim Tests

   Use as the batch description the teacher's last name, a space, the number of the period, another space, and the date the test was administered. Using this convention, the batch description for a test given by Sandra Merritt to her first period Computer Applications II class at Hoggard High School on November 3, 1992, would be MERRITT 1 11/03/92.

NOTE ABOUT TESTMATE BATCHES: You may use any of the naming conventions above, but you must create a new batch for each new test. Using the same batch description merely adds students to the existing batch, scoring them against the original test.

Press F4 and use the arrow keys to highlight the test administered. Press <ENTER>.

Type the two-digit code that represents the month the test was given, press <ENTER>; type the two-digit code that represents the day the test was given, press <ENTER>; and type last two digits of the year the test was given and press <ENTER>. The computer will show you it is creating a batch.

4. **Begin scanning.** When the display returns to the Scan Documents menu, use the up and down arrows to highlight Begin Scanning and press <ENTER>. When the computer asks if you want a group list report, press N for no or Y to print out a list of students as they are scanned. (Group list appears to work more effectively with dot matrix printers.)

   Press Start on the scanner. Your screen will read "Scanning in Progress." If prompted with a message that says TestMate is waiting for information from the scanner, you may need to press Start again. When all documents for a particular batch have been scanned, press ESC to return to the main menu.

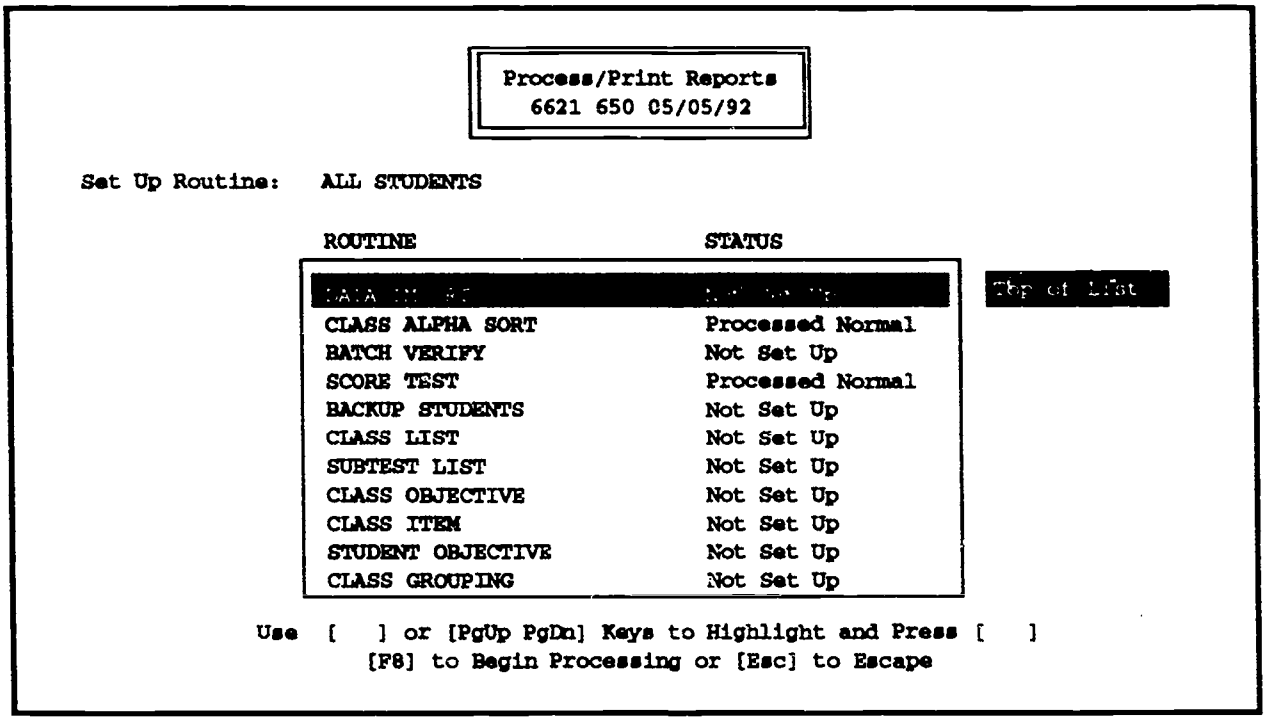

Fig. III-4. Process/Print Reports setup screen.

B. Scoring tests and processing reports

1. **Enter Process/Print Reports..**At the TestMate main menu, use the up and down arrow keys to highlight Process/Print Reports. Press <ENTER>. Press F4 to list available batches. Use the arrow keys to highlight the batch for which you wish to process reports. Press <ENTER>.

   Use the up and down arrow keys to highlight Setup/Process Routine. Press <ENTER>.

2. **Set up TestMate report options you wish.** (See Fig. III-4.) Use the up and down arrow keys to highlight CLASS ALPHA SORT. If the column under "Status" doesn't read "Ready to Process," press <ENTER>. If the column still doesn't read "Ready to Process," press <ENTER> again. If you inadvertently pass "Ready to Process," you can continue to press <ENTER> and "Ready to Process" will come up again. (NOTE: Please get in the habit of always processing CLASS ALPHA SORT whenever you score tests or process reports. This way if you have made a change, you can be sure your students will print out in correct alphabetical order.)

   Use the up and down arrow keys to highlight SCORE TEST. Press <ENTER> until the column under "Status" reads "Ready to Process." Repeat this procedure for any reports you wish to generate. (A complete list of available reports and selection procedures appear in Appendix G.)

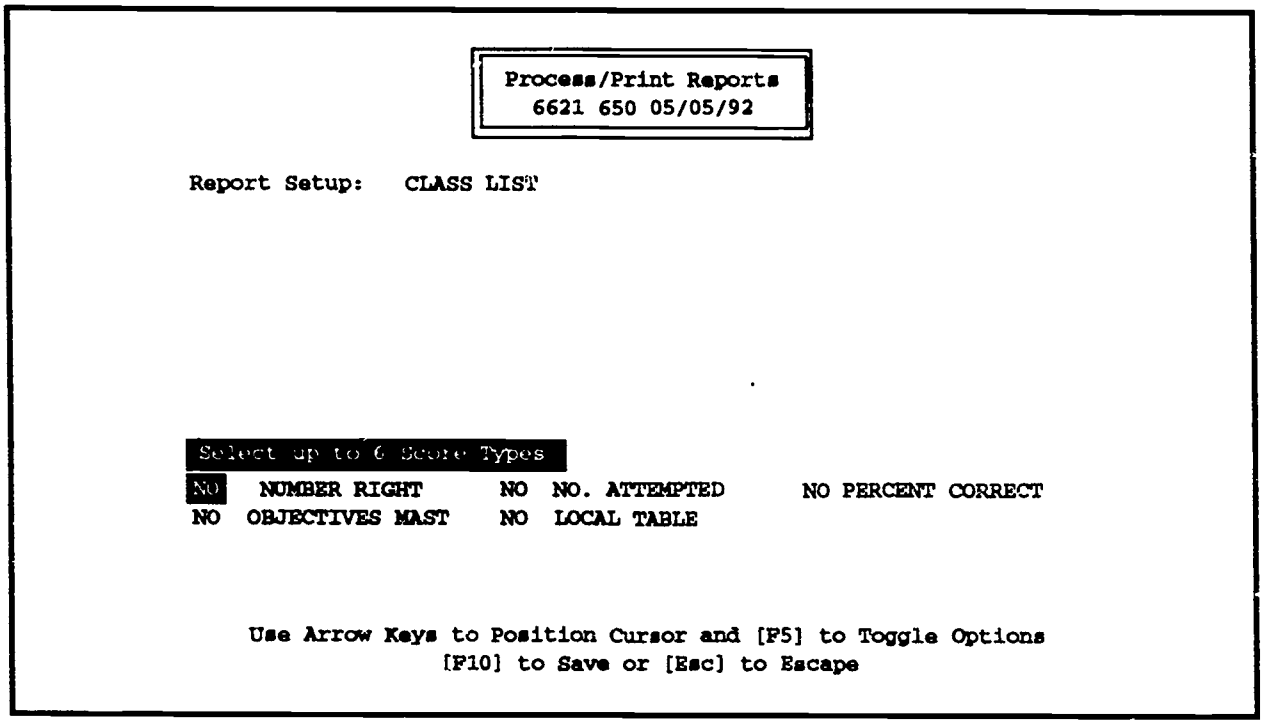

Fig. III-5. CLASS LIST report setup screen.

You must select BATCH VERIFY the first time you process reports in a particular batch and any time you have added students to the batch or modified student data.

NOTE: You DO NOT need to process every report every time. Don't process or print a report unless there are specific plans to use it.

Select the reports you wish to process at this time. (A complete list of available reports and selection procedures appear in Appendix G.) As you set up reports to be processed, you may be asked to select score types for some options. Use F5 to toggle from NO to YES on these options. Use the arrow keys to move to the next score type. (For example, Fig. III-5 shows the report setup screen for CLASS LIST.)

3. **Process reports.** Press F8 to begin processing. When the batch verify is completed, the computer will beep. Press any key to continue. (You may print out the batch verify report if you wish to check student's names, etc., at this time. See Print reports, Step 4 below.) To continue to process reports, use the arrow keys to highlight Setup/Process Routine and press <ENTER>. Press F8 to continue processing. If a Re-Enter Student Name Screen appears, press ESC twice to bypass.

   The first time you process reports being sent to a particular Tracker file, the computer will stop during processing and ask you for a Tracker batch description. You may either repeat the tracker name you have assigned to this file or type a brief description of the file's contents (for example, COMPUTER APP II HOGGARD).

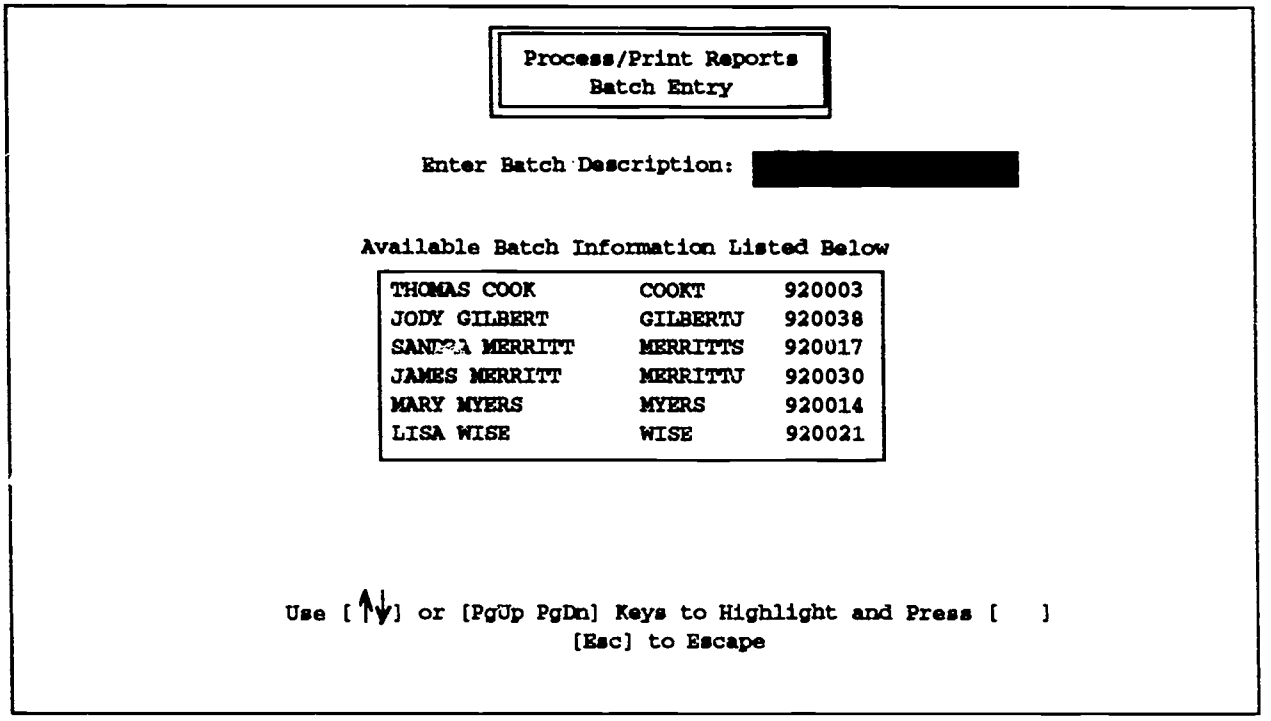

Fig. III-6. TestTracker: Enter batch description screen.

4. **Print reports.** When all reports show status "Ready to Print," press any key to continue. Use the up and down arrow keys to highlight Print Report. Press <ENTER>. Highlight the first report you wish to print. Press <ENTER> twice.

   After the report is printed, highlight the second report. Press <ENTER> twice. Continue until all reports have been printed.

5. **Generate reports on tracked student data if appropriate.**

   Information about individual students is tracked automatically if you have set Tracker Autoload to YES (see Appendix B) and if the student names, student numbers and subtest names are identical on the different tests you wish to track.

   You can generate reports that show tracked data after scoring one test in TestMate. Each time you score an additional test, the reports generated in TestTracker will change.

   Use the following procedure to generate TestTracker reports on tracked data.

   1. **Enter Advanced Capabilities in the TestMate main menu.** Use the up and down arrow keys to highlight Advanced Capabilities and press <ENTER>, or press A.

      Use the up and down arrow keys to highlight TestTracker Module and press <ENTER>.

   2. **Enter Process/Print Reports.** At the TestTracker main menu, use the up and down arrow keys to highlight Process/Print Reports. Press <ENTER>. Press F4 to list available batches. (See Fig. III-6.) Use the arrow keys to

highlight the batch for which you wish to process reports. Press <ENTER>.

Use the up and down arrow keys to highlight Setup/Process Routine. Press <ENTER>.

3. **Set up TestTracker report options you wish.** Use the up and down arrow keys to highlight CLASS ALPHA SORT. If the column under "Status" doesn't read "Ready to Process," press <ENTER>. If the column still doesn't read "Ready to Process," press <ENTER> again. If you inadvertently pass "Ready to Process," you can continue to press <ENTER> and "Ready to Process" will come up again. *(NOTE: Please get in the habit of always processing CLASS ALPHA SORT whenever you score tests or process reports. This way if you have made a change, you can be sure your students will print out in correct alphabetical order.)*

   Repeat this procedure for any reports you wish to generate. A complete list of available reports and selection options appears in Appendix G. As you set up reports to be processed, you may be asked to select score types for some options. Use F5 to toggle from NO to YES on these options. Use the arrow keys to move to the next score type.

4. **Process TestTracker reports.** Press F8 to begin processing.

5. **Print TestTracker reports.** When all reports show status "Ready to Print," press any key to continue. Use the up and down arrow keys to highlight Print Report. Press <ENTER>. Highlight the first report you wish to print. Press <ENTER> twice.

   After the report is printed, highlight the second report. Press <ENTER> twice. Continue until all reports have been printed.

Section IV
Managing information with TestMate and TestTracker

Section IV

Managing information with TestMate and TestTracker

A. Modifying student data in TestMate

If you find errors in your student information in the BATCH VERIFY report, or if you want to add special codes or other information that was not part of the original student data, you can modify student data.

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter Modify Student Data.** Use the up and down arrow keys to highlight Modify Student Data and press <ENTER>, or press M.

4. **Select a batch.** You will be asked to enter a batch description. Type the exact batch description you entered when you created or copied the batch OR press [F4] to list available batches and use the up and down arrow keys to highlight the batch you wish to score. Press <ENTER>.

5. **Enter Modify Student Data.** Use the up and down arrow keys to highlight Modify Student Data and press <ENTER>, or press M. (NOTE: You can also select this item on the Process/Print Reports menu.)

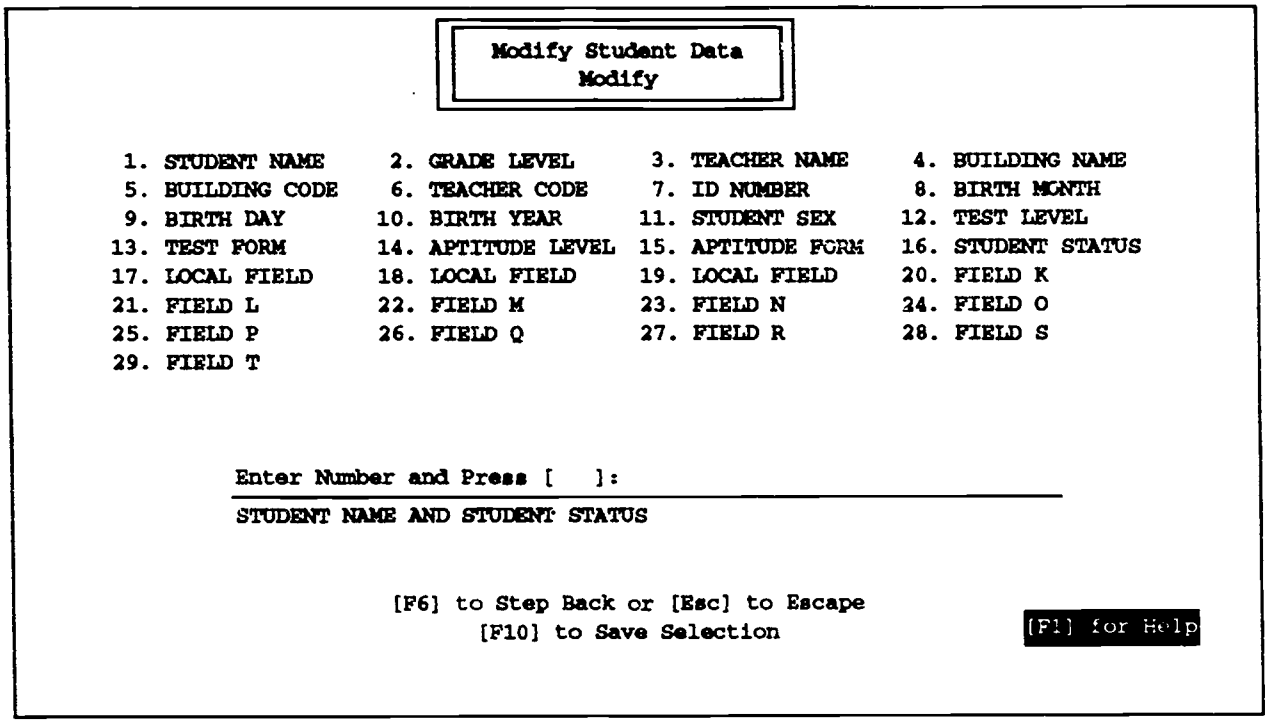

Fig. IV-1. Modify data screen.

6. **Enter Modify/Print Student Data.** The Modify Student Data menu is displayed. Use the up and down arrow keys to highlight Modify/Print Student Data and press <ENTER>, or press M. (NOTE: You must enter Modify Student Data three times — once before you select the batch and twice after.)

7. **Select Modify.** The computer asks whether you want to modify or print data. Type a 1 (you do not need to press <ENTER>).

8. **Choose data to be modified.** A list of possible data elements to be modified is displayed on the screen (Fig. IV-1). Type the number for each type of data you wish to review or change. Press <ENTER> after each entry. The elements are displayed on the bottom of the screen as you select them. For clarity, always select 1 (Student name) and 7 (Student number), even if you have no corrections to make in these fields. You can select only eight data elements at one time. If there are additional elements you wish to modify, you will have to run the modify procedure more than once.

   After you have selected all the data elements you wish to review or change, press [F10] to save your selection. The computer shows you your choices. Press [F8] to continue. The computer asks whether you want to modify all students or modify by reference number. (Each student is assigned a reference number. The reference number shows the order in which the students were scanned or added manually to the batch. The BATCH VERIFY report provides student reference numbers.) To modify all students, type 1 (you do not need to press <ENTER>). Wait.

9. **Modify data as appropriate.** The student data are displayed on the screen. Data appears in the order it is stored in the computer. If CLASS ALPHA SORT has been performed, data is in alphabetical order. Use the up and down arrows to move to a student you wish to modify. Type your correction(s). The corrections are saved automatically as they are typed. Use the <ENTER> key to move to columns to the right. Use the left arrow or the <ENTER> key to move to columns to the left. After you have finished making corrections, press [ESC]. YOUR CHANGES WILL BE SAVED.

10. **Return to Process/Print Reports.** Use the up and down arrow keys to highlight Process/Print Reports and press <ENTER> or press P. (NOTE: You can enter Process/Print Reports from several different menus. This is the same Process/Print Reports you entered previously from the main menu.)

    If you have already processed any reports, you must reprocess them to make sure your modified data is included. For example, if you changed the spelling in someone's name, you must reprocess CLASS ALPHA SORT to be sure the student is in alphabetical order by the correctly spelled name. You must also reprocess any other reports you have already processed to be sure that the student shows up correctly. See Section III for information on processing reports.

How to remove students from reports

TestMate does not have the capability of deleting students once they are part of a batch. However, you can tell the software to ignore certain students by changing their status to Inactive from Active. This means that although the data is still available, these students do not appear in any reports or aggregated statistics.

This ability is particularly useful for student answer sheets that have been scanned into the wrong batch or inadvertently scanned twice.

Use the directions for Modifying Student Data to change student status. Be sure to select field 16 (Student status). Change the A to an I for each student whose status you wish to change. Press [Escape].

Process (or reprocess) any reports you need. Students switched to Inactive status should no longer appear.

How to use Conditional Replace

Occasionally it is helpful to be able to change the same incorrect information in a number of student records within a batch. For example, a whole class of students may have been entered in the wrong grade level.

Use the directions for Modifying Student Data but instead of highlighting Modify/Print Student Data the third time, use the up and down arrow keys to

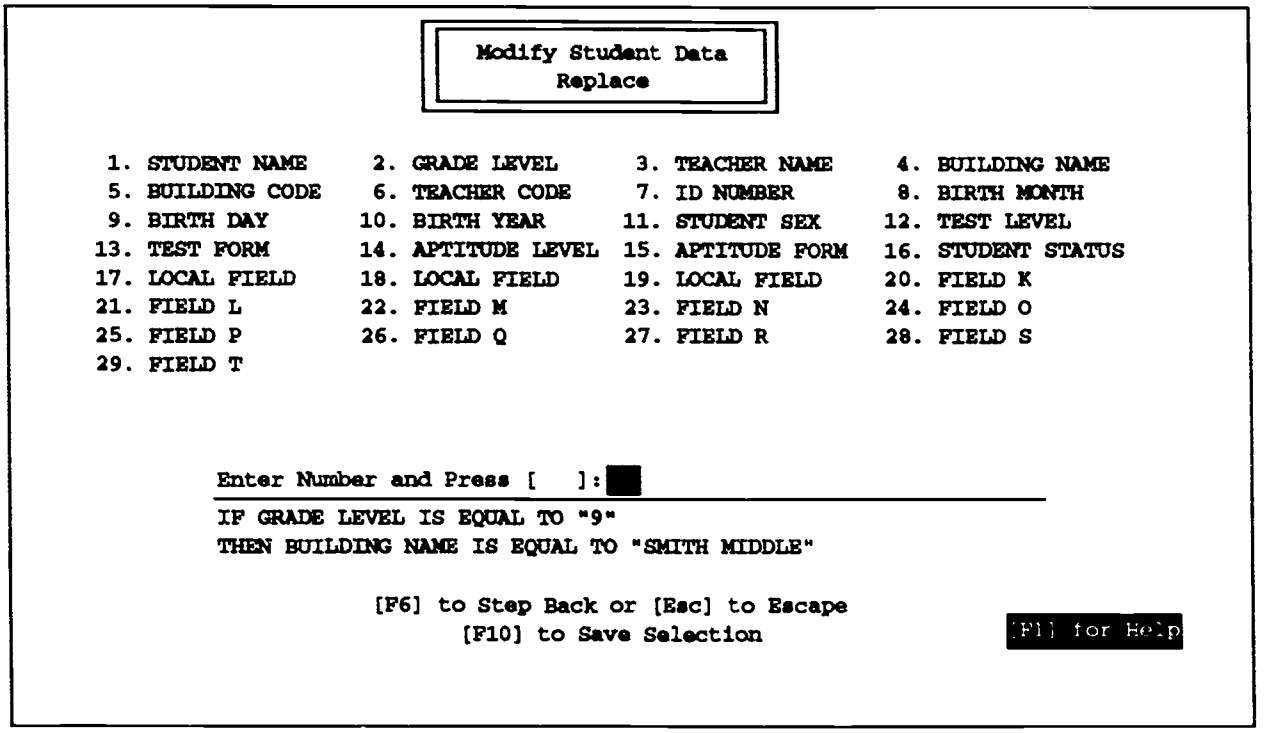

Fig. IV-2. Conditional Replace screen.

highlight Conditional Replace and press <ENTER>, or press C.

The computer prompts you for the field where the incorrect information is stored (Fig. IV-2). Type the one- or two-digit number that represents the field and press <ENTER>. Type the incorrect information in the box where the cursor is blinking and press <ENTER>.

The computer prompts you for the field where you want the new information to go. Type the one- or two-digit code that represents the field and press <ENTER>. Type the correct information in the box where the cursor is blinking and press <ENTER>.

(NOTE: You do not have to replace data in the same field. For example, you could tell the computer if students are listed in grade 9, then building name should be Smith Middle School.)

Press [F10] to save selection. The computer will tell you when the replace is complete and how many students had data replaced. Press any key to return to the Modify Student Data menu.

B. Other ways to manipulate your data in TestMate

Rank Student Data

It is often useful to rank students by score on a particular test . This allows you to identify students whose scores lie above or below certain limits or to organize students into groups with other students whose scores are similar.

Use the directions for Modifying Student Data, but instead of highlighting Modify/Print Student Data (the final time), use the up and down arrow keys to highlight Sort/Rank Student Data. (If you have already ranked the data or set up sort groups, the computer will give you the option of redefining an existing group or defining a new one. If this screen comes up, type the number that represents your choice. DO NOT press <ENTER>.) Press 2 to rank student data. DO NOT press <ENTER>. The computer will ask whether you want students ranked by district (everyone in the batch), by building (everyone within the school, schools ranked separately within the batch) or by teacher (all of a particular teacher's students, teachers ranked separately within each school within the batch). NOTE: If you have only one teacher in a batch, your only option is by teacher. Press the number that represents your choice.

The computer will show you all subtests represented in the batch. (For VoCATS, this is usually only one subtest.) Type the number that represents the test you want and press <ENTER>. The computer asks you to label the rank you are establishing. For VoCATS purposes, type "Rank." (NOTE: TestMate is designed for more than one subtest within a test. If it seems like some of your options here don't make sense, it is because they refer to tests with multiple subtests or to norm-referenced tests.)

The software will tell you when rank is complete. The computer will tell you for which reports your ranked students are available. Press any key to continue. The Process/Print Reports screen is displayed. Use the up and down arrow keys to highlight Setup/Process Routine and press <ENTER>, or press S.

Set up reports as instructed in Section III. The computer will give you the option of including RANK when it is available. For example, highlight CLASS LIST and press <ENTER>. The computer now tells you this report is available in CLASS ALPHA SORT (as originally generated) or RANK. If you do not want a CLASS ALPHA SORT report, press [F5] once. The selection should specify NO beside the CLASS ALPHA SORT option. Use the down arrow key to move the cursor beside RANK. Press [F5] once. The option should specify YES next to RANK. Use the arrow keys to move to any options you wish to select. When you have selected all options you wish, press [F10] to save. Press [F8] to begin processing.

The computer will tell you when processing is complete. Press any key to continue. If you want to display or print the report, see Section III.

If you want to generate reports using both alphabetized and ranked data, you must process the reports with the CLASS ALPHA SORT and RANK options selected.

Sort Student Data

Sort Student Data creates groups of students with the same response within a particular data field. Students can be sorted within the fields by alphabetical order or ranked by test score. You can have up to four different Ranks and Sorts on a batch of students.

Use the directions for Modifying Student Data, but instead of highlighting Modify/Print Student Data, use the up and down arrow keys to highlight Sort/ Rank Student Data.(If you have already ranked the data or set up sort groups, the computer will give you the option of redefining an existing group or defining a new one. If this screen comes up, type the number that represents your choice. DO NOT press <ENTER>.) Press 1 to sort student data.

The computer will ask you to identify data fields by which you wish to sort. Type the number that represents the first field you wish to include. Press <ENTER>. Type the number that represents each additional field you wish to sort. Press <ENTER>. (Your second variable will be sorted within the first, your third variable within the second, etc. For example, if your first field is Grade Level, your second field is building code and your third field is student sex, your report will show all students within the same grade together. Each grade level will be broken down into the specific school the students are from. Within each school, the students will be grouped by gender. Within each gender, students will be listed alphabetically.) You can nest up to eight fields in one Sort.

The computer will ask you to label the sort group you have created. For VoCATS purposes, type SORT BY and a brief explanation of the sort group. You are limited to the space shown. Press <ENTER>.

The software will tell you when Sort is complete. The computer will tell you for which reports you can use the Sort group you created. Press any key to continue. The Process/Print Reports screen is displayed. Use the up and down arrow keys to highlight Setup/Process Routine and press <ENTER>, or press S.

Set up reports as instructed in Section III. The computer will give you the option of including SORT BY when it is available. For example, highlight CLASS LIST and press <ENTER>. The computer now tells you this report is available in CLASS ALPHA SORT (as originally generated) or the sort group you just created (as well as any existing Rank or Sort groups). Use the down arrow key to move the cursor beside your Sort group. Press [F5] once. The option should specify YES next to SORT. Use the arrow keys to move to any options you wish to select. When you have selected all options you wish, press [F10] to save. Press [F8] to begin processing.

The computer will tell you when processing is complete. Press any key to continue. Instructions for how to display or print the report, appear on p. III-17.

Creating special groups

You can identify special groups of students based on the information on their student data fields, then generate reports for just these students. For example, if you use the unlabeled data fields to denote different types of special populations students, you can generate a report for any specific special populations category. (See Section III for suggestions on how to best use the unlabeled data fields.) NOTE: This procedure will not work unless data has been coded into answer sheets, keyed in using Modify Student Data procedure or imported from a data base such as SIMS.

Use the directions for Modifying Student Data, but instead of highlighting Modify/Print Student Data the third time, use the up and down arrow keys to highlight Identify Special Group.

The software will tell you when rank is complete. Press any key to continue. The Process/Print Reports screen is displayed. Use the up and down arrow keys to highlight Setup/Process Routine and press <ENTER>, or press S.

The computer will ask you to identify data fields by which you wish to group students. Type the number that represents the first field you wish to include. Press <ENTER>. The computer asks you to identify the Relational Operation that should be performed to select students for your group (equal to, greater than, less than, not equal to). Type the number that represents the relational operation you wish to perform. DO NOT press <ENTER>. The computer will ask you to enter the number or word that represents the students you want selected for your group. Type the appropriate response in the box where the cursor is blinking. Press <ENTER>. (For example, if you choose grade level as the field you wish to include, select greater than as the relational operation and select 9 as the appropriate response, students will be identified for your group who are in 10th, 11th or 12th grade.) You can use Boolean logic to incorporate additional selection criteria.

The computer will ask you to label the group you have created. For VoCATS purposes, type a brief explanation of the sort group. You are limited to the space shown. Press <ENTER>.

The computer will tell you when identification of the special group is complete and how many students have been identified. Press any key to continue.

The computer goes directly to the Set Up Routine screen. Setup and process any reports you wish for the special group you created (see p. III-15 and Appendix G). NOTE: If you have ranked your data or set up sort groups, you will have to determine which options to select for your special group. Display and print reports needed (see Section III).

When you open the Display or Print menus, you will now need to choose between all students or the special group you have created.

You can return to the Process/Print menu at any time. When you reopen the menu, you will need to choose between all students or the special group you have created.

C. Handling files in TestMate

There are specific ways you need to backup, erase, install and perform other functions on batches in TestMate. (Do not confuse this with copying and erasing tests. See Section II.)

Backup Batch

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Backup Batch.** Use the up and down arrow keys to highlight Backup Batch and press <ENTER>, or press B.

5. **Select a batch.** You will be asked to enter a batch description. Type the exact batch description you entered when you created or copied the batch OR press [F4] to list available batches and use the up and down arrow keys to highlight the batch you wish to copy. Press <ENTER>.

6. **Insert diskette.** Confirm that the letter that identifies the external drive on your computer is highlighted. (If the correct letter is not highlighted, type the correct letter. Do not press <ENTER> after you type the correct letter). Put a formatted diskette in the drive. (You can backup more than one batch on a diskette. The computer will tell you if there is not enough space to backup the batch on the diskette.) Press <ENTER>.

7. **Remove and label diskette.** The computer will tell you how many students were backed up and recommend a label for the diskette. If you have more than one batch backed up on a single diskette, be sure to include labels for each batch. Press any key to continue. Press [Escape] to return to the main menu.

Erase Batch

Do not erase a batch until you have backed it up on a diskette so it can be installed if needed at a later time.

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Erase Batch.** Use the up and down arrow keys to highlight Erase Batch and press <ENTER>, or press E.

5. **Select a batch.** You will be asked to enter a batch description. Type the exact batch description you entered when you created or copied the batch OR press [F4] to list available batches and use the up and down arrow keys to highlight the batch you wish to erase. Press <ENTER>.

6. **Continue.** The computer gives you a chance to review the file you have selected to erase (the name appears in the box on the top of the screen). Press [F8] to continue.

7. **Return to the main menu.** The computer will tell you when the erase is complete. Press any key to continue. Press [Escape] to return to the main menu.

Install Batch

To retrieve a backup copy of a batch and restore it to the hard drive, you use the Install procedure.

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Install Batch.** Use the up and down arrow keys to highlight Install Batch and press <ENTER>, or press I.

5. **Insert diskette.** Confirm that the letter that identifies the external drive on your computer is highlighted. (If the correct letter is not highlighted, type the correct letter. Do not press <ENTER> after you type the correct letter). Put the correct backup diskette in the drive. Press <ENTER>.

6. **Select a batch.** The computer will display available batches. Use the up and down arrow keys to select the batch you wish to install. Press <ENTER>. (If the batch already exists on the computer on which you are working, you cannot reinstall another copy. You must first erase the batch.)

7. **Complete installation.** The computer will tell you how many students were installed. Press any key to continue. Press [Escape] to return to the main menu.

Segment Batch

The segment procedure is one way to break a large batch down into smaller parts. Before you segment a batch, you must identify special groups (see p. IV-6).

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Segment Batch.** Use the up and down arrow keys to highlight Segment Batch and press <ENTER>, or press S.

5. **Create destination batch.** You will be asked to enter a destination batch. Type a new batch description, where you want to send the segmented part of the original batch. Press <ENTER>. Type the exact name of the test linked to that batch, or press [F4] to list available tests and use the up and down arrow keys to highlight the test to which the new batch should be linked. Press <ENTER>. Type a two-digit code that represents the month in which the test was given. Press <ENTER>. Type a two-digit code that represents the day on which the test was given. Press <ENTER>. Type a two-digit code that represents the year in which the test was given. Press <ENTER>. The computer will tell you when the new batch is complete.

6. **Select a batch.** The computer will display existing batches that are linked to the same test. You must select one of these batches as the source of the new batch you are creating. Use the up and down arrow keys to select the batch you wish to segment. Press <ENTER>.

7. **Select segmenting group.** The computer will tell you which special groups are available by which you can segment the bank. (If no special groups have been identified, the computer will beep and a message will appear that tells you that you cannot segment this bank.) Type the number that appears in brackets beside the special group by which you want to segment. DO NOT press <ENTER>.

8. **Complete segmenting.** The computer will tell you when segment is complete. It will also automatically rank and create sort groups if those options were selected for the original batch. Press any key to continue. Press [Escape] to return to the main menu.

Merge Batch

Merging allows you to combine one or more existing batches into a larger batch. To be merged, batches must be linked to the same test. This is particularly helpful if you want a report that includes students in more than one batch. For example, if you create a different batch for each teacher each period, you could combine all one teacher's periods (of the same course that took the same test) to get a report for all her or his students.

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Merge Batch.** Use the up and down arrow keys to highlight Merge Batch and press <ENTER>, or press M.

5. **Create destination batch.** You will be asked to enter a destination batch. Type a new batch description, where you want to send the merged batches. Press <ENTER>. Type the exact name of the test linked to the batches to be merged, or press [F4] to list available tests and use the up and down arrow keys to highlight the test to which the merged batch should be linked. Press <ENTER>. Type a two-digit code that represents the month in which the test was given. Press <ENTER>. Type a two-digit code that represents the day on which the test was given. Press <ENTER>. Type a two-digit code that represents the year in which the test was given. Press <ENTER>. The computer will tell you when the batch is complete.

You can also send the merged batches to an existing batch, where they will merge with data already there. Instead of typing a new batch description, press [F4] to list available batches. Use the up and down arrow keys to highlight the batch to which you want your merged batches sent. Press <ENTER>. The test and test date are already linked to the batch.

6. **Choose batches to be merged.** The computer will display available batches (these are batches that have already been created and which are linked to the same test). Use the up and down arrow keys to select each batch you wish to include in your merge. Press <ENTER>. The word "Include" appears beside each batch you select. When you have selected all the batches you want to include in your group, press [F10] to save selection.

7. **Complete merge.** The computer will tell you when merge is complete. It will also automatically rank and create sort groups if those options were selected for the original batch. Press any key to continue. Press [Escape] to return to the main menu.

D. Modifying student data in TestTracker

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter Advanced Capabilities.** Use the up and down arrow keys to highlight Advanced Capabilities and press <ENTER>, or press A.

4. **Enter TestTracker module.** Advanced Capabilities options are displayed. Use the up and down arrow keys to highlight TestTracker Module and press <ENTER>.

5. **Enter Modify Student Data.** Use the up and down arrow keys to highlight Modify Student Data and press <ENTER>, or press M.

6. **Select a batch.** You will be asked to enter a batch description (Fig. IV-3). Type the exact batch description you entered when you created or copied the batch OR press [F4] to list available batches and use the up and down arrow keys to highlight the batch you wish to score. Press <ENTER>.

7. **Enter Modify/Print Student Data.** The Modify Student Data menu is displayed. Use the up and down arrow keys to highlight Modify/Print Student Data and press <ENTER>, or press M. (NOTE: You must enter Modify Student Data two times — once before you select the batch and once after.)

8. **Select Modify.** The computer asks whether you want to modify or print data. Press 1 (you do not need to press <ENTER>).

9. Choose data to be modified. A list of possible data elements to be modified is displayed on the screen. Type the number for each type of data you wish to review or change. Press <ENTER> after each entry. The elements are displayed on the bottom of the screen as you select them. For clarity, always select 1 (Student name) and 7 (Student number), even if you have no corrections to make in these fields. You can select only eight data elements at one time. If there are additional elements you wish to modify, you will have to run the modify procedure more than once.

   After you have selected all the data elements you wish to review or change, press [F10] to save your selection. The computer shows you your choices. Press [F8] to continue. The computer asks whether you want to modify all students or modify by reference number. (Each student is assigned a reference number. The reference number shows the order in which the students were scanned or added manually to the batch. The BATCH VERIFY report provides student reference numbers.) To modify all students, press 1 (you do not need to press <ENTER>). Wait.

10. Modify data as appropriate. The student data is displayed on the screen. Data appears in the order it is stored in the computer. If CLASS ALPHA SORT has been performed, data is in alphabetical order. Use the up and down arrows to move to a student you wish to modify. Type your correction(s). The corrections are saved automatically as they are typed. Use the <ENTER> key to move to columns to the right. Use the left arrow or the <ENTER> key to move to columns to the left. After you have finished making corrections, press [Escape]. Your changes are saved automatically.

11. Return to Process/Print Reports. Use the up and down arrow keys to highlight Process/Print Reports and press <ENTER> or press P. (NOTE: You can enter Process/Print Reports from several different menus. This is the same Process/Print Reports you entered previously from the main menu.)

    If you have already processed any reports, you must reprocess them to make sure your modified data is included. For example, if you changed the spelling in someone's name, you must reprocess CLASS ALPHA SORT to be sure the student is in alphabetical order by the correctly spelled name. You must also reprocess any other reports you have already processed to be sure that the student shows up correctly. See Section III for information on processing reports.

E. Other ways to manipulate your data in TestTracker

You can rank student data, make Sort groups and create special groups in TestTracker the same way you do in TestMate. See p. IV-4 for information about ranking student data, p. IV-5 for information on making Sort groups and p. IV-6 for instructions on creating special groups.

It usually works better to perform these procedures before you process any reports in a batch. However, you can return to a batch and Rank, Sort or create special groups at any time. In order to generate reports utilizing these procedures, you must return to the Process/Print reports menu.

F. Handling files in TestTracker

There are specific ways you need to backup, erase, install and perform other functions on batches in TestTracker.

Backup Batch

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter Advanced Capabilities.** Use the up and down arrow keys to highlight Advanced Capabilities and press <ENTER>, or press A.

4. **Enter TestTracker module.** Advanced Capabilities options are displayed. Use the up and down arrow keys to highlight TestTracker Module and press <ENTER>.

5. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

6. **Enter Backup Batch.** Use the up and down arrow keys to highlight Backup Batch and press <ENTER>, or press B.

7. **Select a batch.** You will be asked to enter a batch description. Type the exact batch description you entered when you created or copied the batch OR press [F4] to list available batches and use the up and down arrow keys to highlight the batch you wish to backup. Press <ENTER>.

8. **Insert diskette.** Confirm that the letter that identifies the external drive on your computer is highlighted. (If the correct letter is not highlighted, type the correct letter. Do not press <ENTER> after you type the correct letter). Put a formatted diskette in the drive. (You can backup more than one batch on a diskette. The computer will tell you if there is not enough space to backup the batch on the diskette. DO NOT back up both TestMate batches and TestTracker files on the same diskette.) Press <ENTER>.

9. **Remove and label diskette.** The computer will tell you how many students were backed up and recommend a label for the diskette. If you have more than one batch backed up on a single diskette, be sure to include labels for each batch. Press any key to continue. Press [Escape] to return to the main menu.

Erase Batch

Do not erase a batch until you have backed it up on a diskette so it can be installed if needed at a later time.

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Erase Batch.** Use the up and down arrow keys to highlight Erase Batch and press <ENTER>, or press E.

5. **Select a batch.** You will be asked to enter a batch description. Type the exact batch description you entered when you created or copied the batch OR press [F4] to list available batches and use the up and down arrow keys to highlight the batch you wish to erase. Press <ENTER>.

6. **Continue.** The computer gives you a chance to review the file you have selected to erase (the name appears in the box on the top of the screen). Press [F8] to continue.

7. **Return to main menu.** The computer will tell you when the erase is complete. Press any key to continue. Press [Escape] to return to the main menu.

Install Batch

To retrieve a backup copy of a batch and restore it to the hard drive, you use the Install procedure.

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Install Batch.** Use the up and down arrow keys to highlight Install Batch and press <ENTER>, or press I.

5. **Insert diskette.** Confirm that the letter that identifies the external drive on your computer is highlighted. Put the correct backup diskette in the drive. Press <ENTER>. (If the correct letter is not highlighted, press the correct letter. Do not press <ENTER>.) Press <ENTER>.

6. **Select a batch.** The computer will display available batches. Use the up and down arrow keys to select the batch you wish to install. Press <ENTER>. (If the batch already exists on the computer on which you are working, you cannot reinstall another copy. You must first erase the batch from the hard drive.)

7. **Complete installation.** The computer will tell you how many students were installed. Press any key to continue. Press [Escape] to return to the main menu.

Segment Batch

The segment procedure is one way to break a large batch down into smaller parts. Before you segment a batch, you must identify special groups (see IV-6 and IV-14).

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login r ame in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the screen. Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Segment Batch.** Use the up and down arrow keys to highlight Segment Batch and press <ENTER>, or press S.

5. **Create destination batch.** You will be asked to enter a destination batch. Type a new batch description, where you want to send the segmented part of the original batch. Press <ENTER>. Type the exact name of the test linked to that batch, or press [F4] to list available tests and use the up and down arrow keys to highlight the test to which the new batch should be linked. Press <ENTER>. Type a two-digit code that represents the month in which the test was given. Press <ENTER>. Type a two-digit code that represents the day on which the test was given. Press <ENTER>. Type a two-digit code that represents the year in which the test was given. Press <ENTER>. The computer will tell you when the batch is complete.

6. **Select a batch.** The computer will display available batches (these are batches that have already been created and which are linked to the same test). Use the up and down arrow keys to select the batch you wish to segment. Press <ENTER>.

7. **Select segmenting group.** The computer will tell you which special groups are available by which you can segment the bank. (If no special groups have been identified, a the computer will beep and message will appear that tells you that you cannot segment this bank.) Type the number that appears in brackets beside the special group by which you want to segment. DO NOT press <ENTER>.

8. **Complete segmenting.** The computer will tell you when segment is complete. It will also automatically rank and create sort groups if those options were selected for the original batch. Press any key to continue. Press [Escape] to return to the main menu.

Merge Batch

Merging allows you to combine one or more existing batches into a larger batch. To be merged, batches must be linked to the same test. This is particularly helpful if you want a report that includes students in more than one batch. For example, if you create a different batch for each teacher each period, you could combine all one teacher's periods (of the same course that took the same test) to get a report for all his students.

1. **Open TestMate**

   At the C-prompt, type: TM <ENTER>

2. **Log on.** When the TestMate title screen appears, type your login name in the space beside the blinking cursor. Press <ENTER>.

   The command "Enter password:" appears on the scree . Type your password exactly as it is registered in the computer. Press <ENTER>.

3. **Enter File Handling Utilities.** Use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F.

4. **Enter Merge Batch.** Use the up and down arrow keys to highlight Merge Batch and press <ENTER>, or press M.

5. **Create destination batch.** You will be asked to enter a destination batch. Type a new batch description, where you want to send the merged batches. Press <ENTER>. Type the exact name of the test linked to the batches to be merged, or press [F4] to list available tests and use the up and down arrow keys to highlight the test to which the merged batch should be linked. Press <ENTER>. Type a two-digit code that represents the month in which the test was given. Press <ENTER>. Type a two-digit code that represents the day on which the test was given. Press <ENTER>. Type a two-digit code that represents the year in which the test was given. Press <ENTER>. The computer will tell you when the batch is complete.

   You can also send the merged batches to an existing batch, where they will merge with data already there. Instead of typing a new batch description, press [F4] to list available batches. Use the up and down arrow keys to highlight the batch to which you want your merged batches sent. Press <ENTER>. The test and test date are already linked to the batch.

6. **Choose batches to be merged.** The computer will display available batches (these are batches that have already been created and which are linked to the same test). Use the up and down arrow keys to select each batch you wish to include in your merge. Press <ENTER>. The word "Include" appears beside each batch you select. When you have selected all the batches you want to include in your group, press [F10] to save selection.

7. **Complete merge.** The computer will tell you when merge is complete. It will also automatically rank and create sort groups if those options were selected for the original batch. Press any key to continue. Press [Escape] to return to the main menu.

Appendices

Appendix A
Before you begin

Hardware needed

1. Computer

VoCATS-designated software will operate on most MS-DOS based microcomputers. You can use computers networked to a file server, freestanding microcomputers, or portables made by many different manufacturers. If you do not plan to purchase a "name" brand, you may wish to install the software on the computer before purchase to make sure it operates correctly. Be sure the computer you buy meets the following specifications:

3 1/2 inch double- or high-density external disk drive named "A"

Hard drive named "C" with at least 100 MB available for a school-based system or 328 MB available for a central office-based system. If other software is to be loaded on the computer, you must make sure adequate space remains available for VoCATS use. (NOTE: Computers purchased for use by individual teachers or intended for short-term use can get by with less hard drive space, for example, laptops that teachers can check out to build tests only.)

640 K internal memory

DOS Version 3.3 or later loaded into a subdirectory named DOS. (If possible, use DOS 5.0. This operating system makes it significantly easier to manage large hard drives.)

Recommended: CTB MacMillan/McGraw-Hill, the vendor that supplies VoCATS-designated software, now recommends Windows 3.1 and a 486si processor. These are not currently required for the system to operate but will make transition to newer versions of the software smoother.

There are special hardware requirements to run the system on a network. Contact CTB (1-800/538-9547) for more information.

2. Printer

VoCATS-designated software will operate on either of the following systems, or a combination of the two. Laser printers or very high quality dot matrix printers are a better choice for printing tests. Dot matrix printers or high speed line printers are more efficient and less expensive to use for printing reports. You can include either type of printer at a workstation or use both and switch from one to the other depending on the function.

Laser printer:	Parallel port
	At least 1.5 MB internal memory (CTB recommends at least 2 MB internal memory to provide for later expansion.)
Dot matrix printer	9-pin works but 24-pin is preferred

3. Scanner

VoCATS-designated software supports a number of different machines for scanning answer sheets. You should determine which scanner is more appropriate based on the scanning speed required. Some scanners interact more easily with the software, but this should not weigh too heavily in your decision since such interactions may change in later versions of the software.

NOTE: Whatever scanner you purchase, it must be configured before operating. Sometimes this configuration is done at the factory, but frequently it involves additional work by a trained technician on site. Please discuss configuration with your scanner representative before purchasing any equipment.

You are not required to purchase high speed feeders for your scanner or special equipment that makes it possible for the scanners to read both sides of an answer sheet. However, you may find it beneficial to include these options.

For additional information about scanners supported by VoCATS-designated software, you can contact the following scanner representatives:

National Computer Systems	Fred Winiker	704/366-4549
Scantron Corporation	Tom Esker	919/668-7297

Software needed

VoCATS-designated software includes the following components:

TestBuilder™	Manages VoCATS item banks. Builds and prints tests and associated answer keys and test directions. Automatically transfers scoring information to TestMate.
TestMate™	Scores tests. Processes and prints reports on student performance on individual tests. Automatically transfers competency mastery information to TestTracker module.
TestTracker™ module	Advanced Capability component of TestMate that tracks competency mastery across multiple test administrations. Processes and prints reports that show individual and group progress on two administrations (pretest and most recent interim test or final posttest).
Data Exchange™ module	Advanced Capability component of TestMate. Data Exchange combines the functions previously carried out by Data Import and Data Export. This module can import demographic data from a data base created from SIMS or any raw data file, can create a data base from an existing TestMate file, and can export student performance information back into a raw data file.

As of February 1993, the current versions of the software are TestBuilder 2.1d and TestMate 3.2a. Upgrades are expected for both these programs shortly.

Each local school system has been loaned a complete set of the VoCATS-designated software purchased by the Division of Vocational and Technical Education Services. State-purchased software is identified by Customer Numbers 10724 or 11052. The state also continues to pay for support for the state-purchased software. Support enables users to call CTB's helpline and provides for free upgrades of software and documentation as they are available.

Each set of software is licensed for use on one microcomputer only. Local systems that require additional copies are responsible for purchasing the software and support for locally purchased copies. Any copies that are identified by customer numbers other than 10724 or 11052 were purchased locally.

Additional integrated programs that are part of the TestMate family help users plan individual daily activities, prescribe remedial activities for students who have not mastered individual competencies and transfer mastery information to the teacher's gradebook. Although these programs are not currently part of the VoCATS-designated software package, local systems may wish to purchase them to use with the system.

Other supplies

1. Answer sheets and headers

   You can order answer sheets and header sheets directly from CTB or from your scanner vendor. See p. III-5—III-8 for information on recommended answer sheets and header sheets.

   Neither answer sheets nor headers are available from the Division of Vocational and Technical Education Services.

How to install VoCATS-designated software

1. Put the diskettes in the following order:

   TestBuilder Program Disk 1
   TestBuilder Program Disk 2
   TestMate Program Disk 1
   TestMate Program Disk 2
   TestTracker Program Disk
   Data Exchange Program Disk

   If you are installing only some of the programs listed above, include only the appropriate disks in the order shown. If you are installing additional parts of the integrated package, include remaining disks following those shown above. **DO NOT** install any diskette marked Self-Help or DO NOT INSTALL.

   If you are installing an upgrade, you must install it on the same computer on which your original program is installed OR you must install the original program before installing the upgrade.

   If you are using a disk management program such as Windows, exit to DOS. **DO NOT** shell to DOS.

2. Insert TestBuilder Program Disk 1 into the A drive of your computer.

   At the c-prompt, type: a:install <ENTER>

3. When the first screen appears, **check the default drive and directory designations.** The screen should read as follows. If you need to make a change, use the down arrow key to move to the appropriate line and type the information as it should appear. Press the down arrow again to move to the next line you need to change.

```
    Boot Drive Specifier:   C
Disk Operating System:      C:\DOS
   TestBuilder Programs:    C:\DGS
        Item Bank Files:    C:\ITEMBANK
         Graphic Images:    C:\IMAGES
```

   Press [F8] to continue.

   NOTE: The instructions in this guide have used the subdirectory names shown above. If you use other subdirectory names, you may not be able to access item banks that are already installed or tests that are already built. If you use other paths here, please make a note of it and be sure to follow the pattern consistently throughout your operations.

4. When a message on the screen tells you to go on to the next disk, eject disk 1 and insert TestBuilder Program Disk 2. Press any key to continue.

5. When a message on the screen tells you to go on to the next disk, eject TestBuilder Program Disk 2 and insert TestMate Program Disk 1. Press any key to continue.

When the first screen appears, **check the default drive and directory designations.** The screen should read as follows. If you need to make a change, use the down arrow key to move to the appropriate line and type the information as it should appear. Press the down arrow again to move to the next line you need to change.

```
Boot Drive Specifier:    C
Disk Operating System:   C:\DOS
TestMate Programs:       C:\DGS
```

Press [F8] to continue.

6. When a message on the screen tells you to go on to the next disk, eject disk 1 and insert TestMate Program Disk 2. Press any key to continue.

7. When a message on the screen tells you to go on to the next disk, eject TestMate Program Disk 2 and insert the next disk you wish to install. Press any key to continue.

   When the first screen appears, **check the default drive and directory designations.** The screen should read as follows. If you need to make a change, use the down arrow key to move to the appropriate line and type the information as it should appear. Press the down arrow again to move to the next line you need to change.

```
Boot Drive Specifier:    C
Disk Operating System:   C:\DOS
TestMate Programs:       C:\DGS
```

   Press [F8] to continue.

8. Repeat step 7 for any additional program disks you wish to install. When you have installed the final program disk. Press the <ESCAPE> key.

9. Simultaneously press the control, alternate and delete keys to reboot your computer.

10. The program is ready to go. For information on configuring the software for your specific needs, see Appendix B.

Appendix B
Configuring your system

Before you begin using TestMate™ or TestBuilder™, you must configure the software for your system. If you have installed an upgrade on a computer that was already set up, you do not need to reconfigure the software. However, you can use the following commands to delete all your configuration information and start over (if, for example, you have forgotten your system password).

At the C-prompt, type: CD\DGS <ENTER>

At the C\DGS-prompt, type: DEL DGS.SYS <ENTER>

NOTE: INSET must be configured only once for the computer, but TestBuilder and TestMate must be configured separately for each login.

Configure INSET for VoCATS

1. **Enter TestBuilder.** At the C-prompt, type: TB <ENTER>

   A screen appears that says INSET has not been set up. Press any key to begin.

2. **Screen Driver Installation.** A list of available monitors is displayed. The highlighted option is the program's analysis of the correct monitor for your system. If the highlighted choice is correct, press <ENTER>. If the highlighted choice is not correct, use the up and down arrows to highlight the correct choice and press <ENTER>.

3. **Printer Driver Installation.** A list of available printers is displayed. The highlighted option is the program's analysis of the correct printer for your system. If the highlighted choice is correct, press <ENTER>. If the highlighted choice is not correct, use the up and down arrows to highlight the correct choice and press <ENTER>.

4. **Hardware Configuration Setup.** All INSET options are displayed. If the options are correct, press [F10] to save. If any of the options is incorrect, press the highlighted letter to the left of the option to display your choices. Use the arrow keys to highlight the correct option, then press <ENTER>. When you have made all changes needed in the setup screen, press [F10] to save.

5. **Continue TestBuilder configuration.**

Configure TestBuilder for VoCATS

1. **Enter TestBuilder.** At the C-prompt, type: `TB <ENTER>`

   This command calls up TestBuilder. Immediately a message appears on your screen that says "Name of list device [PRN]:" If your cursor is blinking at the end of the line that contains this message, you need to press <ENTER>. If the cursor does not appear on the screen or shows up near the bottom left corner, just wait. (Do not press <ENTER> or you will exit TestBuilder and return to the C-prompt).

2. **Set your system password.** This is the overall password that will allow your system administrator to make changes that affect all users. You can use any five-character designation, but you MUST remember what system password you have set. Don't worry about distinguishing between upper- and lowercase letters. You can change the system password later if you wish. We suggest using VOCAT as the system password.

   Type the password in the space shown on your screen. Press <ENTER>.

3. **Set Login.** This is the name that allows an individual user to enter the system. At this point, you may establish only one user login. You may add additional logins later if you wish. You can use any eight-character designation. Don't worry about distinguishing between upper- and lower-case letters.

   Type your user login name in the space shown on your screen. Press <ENTER>.

4. **Set Password.** This is the password that allows an individual user to enter the system. You can use any eight-character designation. Don't worry about distinguishing between upper- and lower-case letters.

   Type your user password. Press <ENTER>.

5. **Set Access Level.** To select the access level for the individual user, press [F5] until the correct level is displayed in the space on your screen. Press <ENTER>.

   Choose the correct access level depending on your system and how it will be used.

CMS	For use only with the Classroom Manager System (a simplified version of the software that combines selected functions of TestBuilder and TestMate). This access level allows users to build tests, to scan and score tests and to process selected reports. Users cannot make changes in the individual banks. They also cannot access special tagged groups of items that have been established for any banks.
View	Beginning with TestBuilder 2.1d, the VIEW access level is no longer available.
Shared	This access level allows users to build tests, to scan and score tests and to process any TestMate reports. Users can make changes in the individual banks, but these changes appear only to other shared access users who have the same Item Bank paths.
Developer	The most comprehensive access level. Users can build tests, scan and score tests and process any TestMate reports. Users with Developer access can make changes that appear to other users who have the same Item Bank path. They can also perform other specialized functions such as making tagged groups of items based on selected criteria (for example, all multiple choice items). It is suggested that each computer have at least one user assigned Developer access.

6. **Set Data Path.** This step establishes the path where data generated by TestBuilder is stored. With version 2.1d, this path should be C:\DGS for all users. Later versions may allow setting up specific paths that send data from different users to different subdirectories within DGS. However, we do not recommend setting up separate paths at this time.

   Type your data path in the space shown. Press <ENTER>.

7. **Add additional users if you wish.** A list of logins and associated information is displayed on your screen. To add additional users, user the left and right arrow keys to highlight Insert and press <ENTER>, or press I. Repeat steps 3 through 6 for each new user.

NOTE: You can use the following commands at any time to return to the Add Users screen.
At the C-prompt, type: CD\DGS <ENTER>
At the C\DGS-prompt, type: CTBUSER <ENTER>

After you have added all the users you wish, use the left and right arrow keys to highlight Quit and press <ENTER> or press Q. The display returns to the C:\DGS-prompt.

8. **Re-enter TestBuilder.** At the C-prompt, type: TB <ENTER>

   This command calls up TestBuilder. Immediately a message appears on your screen that says "Name of list device [PRN]:" If your cursor is blinking at the end of the line that contains this message, you need to press <ENTER>. If the cursor does not appear on the screen or shows up near the bottom left corner, just wait. (Do not press <ENTER> or you will exit TestBuilder and return to the C-prompt).

   Type your individual user login in the space shown. Press <ENTER>.

   Type your individual user password in the space shown. For security purposes, the password will not be displayed as you type it. Press <ENTER>. If you type your login or password incorrectly, you will exit TestBuilder and return to the C-prompt. If you are typing your login and password exactly as they were given to you but are unable to enter the program, see your system administrator for assistance.

9. **Display configuration screen.** If a configuration screen appears, go to step 10 below. If a configuration screen does not appear, use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F. Use the up and down arrow keys to highlight Update System Configuration and press <ENTER>, or press U.

10. **Confirm the Item Bank Path shown.** You may establish any path for your item banks that you wish. However, all the subdirectories must be created using DOS before you can key them into the Item Bank Path line. The Itembank subdirectory is created automatically when you install TestBuilder.

    If the correct Item Bank Path is shown on the Item Bank Path line, press the down arrow one time to move to the next line. If the correct path is not shown, type whatever path you plan to use and press <ENTER>. The cursor moves automatically to the next line.

11. **Confirm the TestMate Path.** This step tells TestBuilder where to send the scoring key so that it can be accessed by TestMate. Again, with version 2.1d, this path should be C:\DGS for all users. Later versions may allow setting up specific paths that send data from different users to different subdirectories within DGS. However, we do not recommend setting up separate paths at this time.

    If the correct TestMate Path is shown, press the down arrow one time to move to the next line. If the correct path is not shown, type C:\DGS and press <ENTER>. The cursor moves automatically to the next line.

12. If your screen shows a Select Screen Color option, you can press the left and right arrows to change to different color combinations. It may be helpful to you to set up TestBuilder and TestMate with different colored screens. When you find one you like, press the down arrow once to move to the next line.

13. **Select appropriate printer.** Use the up and down arrow keys to move the cursor to the line marked Printer Routine. Press [F4] to list available printer drivers. Use the left and right arrow keys to highlight the appropriate printer and press <ENTER>. You must select the same printer you selected when you configured INSET.

14. **Confirm Printer Port.** If the printer port is correct, press the down arrow once. If the port is incorrect, type the correct port number. The cursor moves automatically to the next line.

    Do not make any changes on the Distractor Pattern lines.

    Press [F10] to save your selection.

15. **Return to the Main Menu.** Press R to return to the main menu. (Don't worry if the computer beeps—it just means you are already there.)

    You do not need to configure TestBuilder again unless you change printers.

Configure TestBuilder first, then configure TestMate.

Configure TestMate for VoCATS

1. **Enter TestMate.** At the C-prompt, type: TM <ENTER>

   This command calls up TestMate. Immediately a message appears on your screen that says "Name of list device [PRN]:" If your cursor is blinking at the end of the line that contains this message, you need to press <enter>. If the cursor does not appear on the screen or shows up near the bottom left corner, just wait. (Do not press <ENTER> or you will exit TestMate and return to the C-prompt).

   Type the user login name you set in TestBuilder configuration. Press <ENTER>. Type your user password. Press <ENTER>.

2. If a configuration screen appears, go to step 3 below. If a configuration screen does not appear, use the up and down arrow keys to highlight File Handling Utilities and press <ENTER>, or press F. Use the up and down arrow keys to highlight Update System Configuration and press <ENTER>, or press U.

3. **Confirm the File Assignment drives shown.** (Generally, if you are working on a microcomputer that is not part of a network or using partitions, both Shared Test Table and Test Report should indicate C.) If the correct Shared Test Table drive is shown, press the down arrow once to move to the next line. If the incorrect drive is shown, type the correct letter. The cursor moves automatically to the next line. If the correct Test Report drive is shown, press the down arrow once to move to the next line. If the incorrect drive is shown, type the correct letter. The cursor moves automatically to the next line.

4. **Confirm Printer Configuration information.** If the printer port is correct, press the down arrow once. If the printer port is incorrect, type the correct port number. The cursor moves automatically to the next line.

   Use the TestMate manual Appendix C to determine the correct printer code. Type the code on the line labeled "8 Lines per Inch." If your computer is not attached to a printer, you can select any code shown in Appendix C. Use the right arrow key to leave a space if there is one in the code. Press <ENTER>.

   Do not type anything on the line labeled "Landscape." Press the down arrow once to move to the next line.

5. If your screen shows a Select Screen Color option, you can press the left and right arrows to change to different color combinations. It may be helpful to you to set up TestBuilder and TestMate with different colored screens. When you find one you like, press the down arrow once to move to the next line.

6. **Confirm Scanner Configuration information.** If the scanner port is correct, press the down arrow once. If the port is incorrect, type the correct port number. The cursor moves automatically to the next line.

   If the correct scanner type is displayed, press the down arrow once to move to the next line. If the scanner type shown is incorrect, press [F5] to toggle to another scanner type. Continue to press [F5] until the correct scanner type is shown. Press <ENTER>.

   Do not change the forms or transport mode. Press F10 to save your selection.

7. **Confirm Advanced Configuration settings.**

   If Valid Subtest Testing shows NO, press the down arrow once to move to the next line. If it shows YES, press [F5] to toggle to NO, then press the down arrow once to move to the next line. (If you leave Valid Subtest Testing on YES, students who answer fewer than six of the first eight items will not be scored or included in reports.)

   If Tracker Autoload shows NO, press [F5] to toggle to YES, then press the down arrow once to move to the next line. If it shows YES, press the down arrow once to move to the next line. (If you leave Tracker Autoload set on NO, you will have to manually create TestTracker batches. Some users prefer to manually create batches because it gives them a chance to correct inconsistencies in student information as the batch is constructed.)

   If Report Headers shows NO, the down arrow once to move to the next line. If it shows YES, press [F5] to toggle to NO.

   Depending on the version of TestMate you are using, you may have an additional heading that says Export Scored Responses. Leave this setting at NO.

Press [F10] to save your selections.

8. **Return to the Main Menu.** Press R to return to the main menu. (Don't worry if the computer beeps—it just means you are already there.)

   You do not need to configure TestMate again unless you change printers or scanners.

Appendix C
Installing item banks and graphic images

Before you begin

1. Gather all diskettes for the item bank you wish to install. Use the **Item Bank Diskette Information** handout to make sure you have all diskettes needed for a particular bank.
2. Compare the files on each diskette with the files on the **Item Bank Diskette Information** handout.

> File comparison
>
> a. Put Disk A for the bank you wish to install into your external drive.
>
> b. Go to the c-prompt. (You can get to the c-prompt from any directory in your computer by typing cd\ and depressing the <ENTER> key)
>
> c. Type DIR A: <ENTER> (where A is the name of your external disk drive. If your external drive has another designation, substitute the appropriate letter.)
>
> d. The list of files on the diskette is displayed on your screen. Compare the file names, sizes and dates to those shown on the Item Bank Diskette Information handout.
>
> e. Repeat steps a through d for each diskette for the bank you wish to install.

3. If all names, sizes and dates match, proceed with installation. If any of the files do not match, request the appropriate replacement diskettes.

Item bank installation

There are two installation modes for diskettes containing item bank files. The installation mode is shown on the label for the diskette and on the **Item Bank Diskette Information** handout.

If you are replacing banks that are already loaded onto your computer, simply follow the directions. The new banks will automatically overwrite old banks with the same name.

Installation Mode: COPY

Banks that are contained on one diskette, excluding graphic images, are marked "**Installation Mode: COPY**." Use the following steps to install this bank on the hard drive of your computer:

1. If you are using a disk management program such as Windows, exit to DOS. **DO NOT** shell to DOS. Go to the C-prompt.
2. Type: CD\ITEMBANK <ENTER>
3. Insert Disk A for the bank you wish to install into your external drive.

4. Type: COPY A:*.* <ENTER>
5. After copying is complete and the computer returns to a c:\Itembank-prompt, type DIR <ENTER> and check to make sure the bank from the disk in drive A appears in the list of files in the ITEMBANK subdirectory. The computer file name for the bank is indicated in all capital letters on the label for the diskette.
6. Type CD\ <ENTER> to return to the C-prompt. You may then enter the Testbuilder program by typing TB <ENTER> or continue with another operation.

Installation Mode: COPY/B

Itembanks too large to fit on one disk are marked "**Installation Mode: COPY/B.**" Use the following steps to install these banks on the hard drive of your computer:

1. Go to the c-prompt.
2. Type: CD\ITEMBANK <ENTER>
3. Insert Disk A into the external 3 1/2 inch drive of your computer.
4. Type: COPY A:*.* <ENTER> (This copies all .PT files [parts into which banks have been divided] onto the hard drive.)
5. When copying is complete, eject the disk in drive A. Insert Disk B into the external drive of your computer.
6. Type: COPY A:*.* <ENTER>
7. Repeat steps 5 and 6 until you have copied all the disks that go with a particular bank. **Remember not to copy any disks marked IMAGES.** Type DIR <ENTER> and check to be sure all the files that were on the individual disks have copied into the itembank subdirectory.
8. After all .PT files from the item bank you wish to install have been copied into your Itembank subdirectory, you must run a special copying procedure to merge them into a single bank file. Type:

   COPY /B *.PT* XXXXX.BNK <ENTER>

   (Where XXXXX is the computer file name for the bank as shown in all capital letters on the diskette label.) If necessary, let the line wrap automatically. Do not press <ENTER> until the end of the entire command. Check carefully to be sure you have not made any typographical errors.
9. Type DIR <ENTER> to make sure the bank's computer file name appears in the ITEMBANK subdirectory. The .BNK file size should equal the sizes of the .PT files added together.
10. Type CD\ <ENTER>. Type TB to enter TestBuilder. Use the up and down arrow keys to highlight "Item Bank Activities" and press <ENTER>. Use the up and down arrow keys to highlight "Make/Modify Bank Contents" and press <ENTER>. Press F4 to list banks. Use the arrow keys to move to the bank you have just installed. Press <ENTER>. If the bank opens correctly, quit TestBuilder.

    If the bank does not open correctly, quit Testbuilder, use DOS as shown below to rename the banks and to delete all related files. Then repeat the installation procedure in steps 1-10.

    Rename banks and delete related files

    a. Go to the c-prompt.

    b. Type: CD\ITEMBANK <ENTER>

    c. Type: RENAME XXXXX.BNK XXXXX.OLD <ENTER>

    (where XXXXX is the name of the bank you are installing.)

    d. Type: DEL *.PT? <ENTER>

11. After installation is complete, type:

    DEL *.PT? (This deletes all the individual parts of the bank but does not affect the bank itself.)
12. Repeat procedure for any additional banks you wish to load.

How to install graphic images

There are two installation modes for diskettes containing images files. The installation mode is shown on the label for the diskette and on the **Item Bank Diskette Information** handout.

Installation Mode: COPY

Most images diskettes being released in August 1992 have been set up for COPY installation. These diskettes are marked "**Installation Mode: COPY.**" Use the following steps to install these graphics on the hard drive of your computer:

1. Go to the C-prompt.
2. Type: CD\IMAGES <ENTER>
3. Type: MD XXXXX <ENTER>

   (where XXXXX is the computer file name of the bank as shown on the label of the diskette [without the .BNK extension].)
4. Type: CD XXXXX <ENTER>

   (where XXXXX is the computer file name of the bank as shown on the label of the diskette.)
5. Insert the first IMAGES diskette into the external drive of your computer. This diskette will have an alphabetical designation and will also be marked IMAGES or IMAGES-1.
4. Type: COPY A:*.* <ENTER>. A number of files with the extension .PIX will copy onto your hard drive.
5. If there are additional IMAGES diskettes in the bank, repeat step 5 for each remaining diskette.
6. Verify the images path as shown below.

Installation Mode: RESTORE

Use the following steps to install IMAGES diskettes marked "**Installation Mode: RESTORE**" on the hard drive of your computer. NOTE: You must have DOS version 3.3 or higher to use the RESTORE command.

1. At the C-prompt, type: CD\IMAGES <ENTER>
2. At the C:\IMAGES-prompt, type: MD XXXXX <ENTER>

   (where XXXXX is the computer file name of the bank as shown on the label of the diskette without the .BNK extension.)
3. Type.

   RESTORE A: C:\IMAGES\XXXXX*.* <ENTER>
4. Insert the first IMAGES diskette (marked IMAGES-1) when the computer gives you the message to insert backup disk 001. Press any key as instructed on screen.
5. Insert the second IMAGES diskette (marked IMAGES-2) when the computer gives you the message to insert backup disk 002. Press any key as instructed on screen.
6. Continue until you have restored all images diskettes for the item bank you wish to install. When the procedure is complete, the display returns to a C-prompt.
7. Verify the images path as shown below.

Verifying Images Path

After your graphic images have been installed, you need to verify the images path established in your item bank. If the path is not correct, the bank will not recognize the images even if they are loaded onto the computer.

1. Go to the C-prompt.
2. Enter TestBuilder. (Type: TB <ENTER> to enter the TestBuilder program. Use a login that has been established for your system using Developer access.)
3. Use the up and down arrow keys to highlight Item Bank Activities and press <ENTER>. Use the up and down arrow keys to highlight Make/Modify Bank Contents and press <ENTER>. Use the arrow keys to highlight the item bank for which you need to verify the path. Press <ENTER.
4. Use the left and right arrow keys to highlight Update on the menu on the bottom of your screen. Press <ENTER>. Use the arrow keys to highlight Images on the menu on the bottom of your screen. Press <ENTER>.
5. The path for the images appears in the box on your screen. The default path for all banks is c:\IMAGES\XXXXX where XXXXX is the name of the directory you created for the bank's images. If you are using a different path (for example, if you are working on a disk that is partitioned and your images are loaded in a different partition), you must type the exact path name in the box. Press <ENTER>.
6. Use the left and right arrow keys to highlight Save. Press <ENTER>. Use the left and right arrow keys to highlight Leave. Press <ENTER>.
7. Move forward in the bank until an item that contains an image is displayed on your screen. (Images are denoted by a seven-character code that appears in square brackets, for example [0030408].) Hold down the Alternate key and press [F10]. Press <ENTER> four times. The image will appear on your screen. If the image does not appear, recheck the directory where you installed the graphics and verify the path again.

Appendix D
Naming conventions

Using TestBuilder

Test	First step in making a test. Must be eight characters (letters or numerals) or less with no spaces, periods, hyphens or slashes. Suggest using the teacher's initials followed by six numbers that signify the date the test was built (for example, 092492 means September 24, 1992). Using this naming convention, SM092492 was made by Sandra Merritt on September 24, 1992. If a teacher makes more than one test on a given day, she or he will need to use the date of the day before or the day after to avoid duplicate names.
Item Bank	Eight (or less) letter designation assigned to each bank. The computer file name for each bank appears on the label of each diskette that is part of the bank and in the Item Bank Diskette Information handout.
Subtest Exam Label	Use the standardized abbreviation for the course as it appears on the list of VoCATS Subtest Names in Appendix E. Enter the Subtest Exam Label in the TestBuilder screen that comes up immediately after you set or tag items to be included and press "Make."
TestMate Report Heading **Batch Description** **TestTracker Name**	Referred to on the TestBuilder screen that comes up after you tell TestBuilder there are no additional subtests. Leave blank in TestBuilder. (Press [F8] when the screen comes up. If you move the cursor at all, the program will not let you bypass the screen.) There is a more appropriate place to add the necessary names in TestMate.

Using TestMate

Build Test Information: Get to this screen in TestMate by selecting "Build Test Information" on the Main Menu and "Make/Modify Test Information" on the Build Test Information menu.

Description of Test

The first screen that comes up after you select a particular test asks for a test description. Press M to modify the screen and type in the description, which can be up to 18 characters including spaces, periods, hyphens and slashes. You can use the abbreviation listed in VoCATS Subtest Exam Headings or create your own.

TestTracker Name

There are three ways to name TestTracker files:

a. If you are scanning data in one place for the entire system, the Tracker Name should be the four-digit course code, a hyphen, and the three-digit LEA code.

   Using this convention, Computer Applications II classes in the New Hanover Schools would be given the following Tracker Name: 6412-650. Header sheets would be used to separate the classes by school, by teacher and by period so that reports would be available as needed. An LEA-wide report could be produced without additional manipulation of Tracker files.

b. If you are scanning data in one place but setting up separate files for each school, or if you are scanning data on a separate computer for each school, the Tracker Name should be the four-digit course code, an alphabetical designation that indicates which school, and the three-digit LEA code. (If there are more than 26 schools in your local unit, you will need to distinguish further.)

   Using this convention, Computer Applications II classes at Hoggard High School would be given the following batch description: 6412C650. (You may use whatever system you wish to determine which school is assigned which letter. You must use the same system throughout your scanning process.) Header sheets would be used to separate the classes by teacher and by period so that reports would be available as needed. Tracker files would need to be merged in order to produce an LEA-wide report.

c. If you are scanning data in one place but setting up separate files for each teacher each period, or if you are scanning data for different teachers on different computers (one or more per computer), the Tracker Name should be the four-digit course code, followed immediately by the first three letters of the teacher's last name (or a three-letter designation for an individual teacher) and a numeral that indicates the period.

   Using this convention, Sandra Merritt's first period Computer Applications II class at Hoggard High School would be given the following batch description: 6412MER1. Tracker files would need to be merged in order to produce an LEA-wide report or a school-wide report.

Use the arrow keys to move to the TestTracker Name line and key in the Tracker Name. Press <ENTER> five times.

Subtest Name

If you entered the Subtest Name in TestBuilder, it should appear correctly on this screen. To change the Subtest Name, use the left and right arrow keys to highlight Modify and press <ENTER>. Type in the space provided for the subtest name the subtest abbreviation from the list in Appendix E. Press <ENTER> five times. Press [F10] to save.

Scan Documents: Get to this screen in TestMate by selecting "Scan Documents" on the Main Menu.

Batch Description

Must be entered before student answer sheets can be scanned or information entered by keyboard. The batch name is what the computer uses to keep track of each TestMate batch. Each TestMate batch name must be unique and cannot be repeated. The name can be up to 18 characters and can include spaces, periods, hyphens or slashes.

There are three ways to name TestMate batches. If you group your batches in different ways during the year, you should use whichever convention is appropriate at that time. For example, you could scan data for the entire system in one batch for pretests and posttests, but use individual batches by teacher for interim tests.

a. If you are scanning data in one place for the entire system, use the four-digit course code, a space, the three-digit LEA code, another space, and the six-character designation for the date separated by slashes. (Note that TestTracker Files named using this convention used a hyphen rather than a space.)

   Using this convention, Computer Applications II classes in the New Hanover Schools would be given the following batch description: 6412 650 09/02/92. Header sheets would be used to separate the classes by school, by teacher and by period so that reports would be available as needed. An LEA-wide report could be produced without additional manipulation of batches.

b. If you are scanning data in one place but setting up separate files for each school, or if you are scanning data on a separate computer for each school, the batch description should be the four-digit course code, a space, the three-digit LEA code followed immediately (no space) by the three-digit school code, another space, and the six-character designation for the date (not separated by slashes—there's not enough space).

   Using this convention, Computer Applications II classes at Hoggard High School would be given the following batch description: 6412 650342 090292. Header sheets would be used to separate the classes by teacher and by period so that reports would be available as needed. Batches would need to be merged in order to produce an LEA-wide report.

c. If you are scanning data in one place but setting up separate files for each teacher each period, or if you are scanning data for different teachers on different computers (one or more per computer), the convention for naming batches varies depending on whether you are working with statewide pretests and posttests or with interim tests.

   Pretests and Posttests

   The batch description should be the four-digit course code, a space, the three-digit LEA code followed immediately (no space) by the three-digit school code, a space, and the first five letters of the teacher's last name followed immediately (no space) by a numeral that indicates the period.

   Using this convention, Sandra Merritt's first period Computer Applications II class at Hoggard High School would be given the following batch description: 6412 650342 MERRI1. Batches would need to be merged in order to produce an LEA-wide report or a school-wide report.

Interim Tests
Use as the batch description the teacher's last name, a space, the number of the period, another space, and the date the test was administered. Using this convention, the batch description for a test given by Sandra Merritt to her first period Computer Applications II class at Hoggard High School on November 3, 1992, would be MERRITT 1 11/03/92

Enter Tracker Batch Description

Requested in TestMate the first time a test is scored for a particular tracker file. Repeat the exact Tracker File name. The user is not prompted for this information again when subsequent tests are scored.

Using TestTracker

All file and batch names are\ set in TestBuilder and TestMate. No changes should be needed in TestTracker.

Appendix E
Suggested subtest names

Agricultural Education
Ag Prod/Mgmt I
Ag Prod/Mgmt II
Horticulture I
Horticulture II

Business Education
Prin of Bus-Yr
Prin of Bus-Sem
Sm Bus/Entrep
Comp Accting I
Comp Accting II
Bus Comp Tech
Comp App I-Yr
Comp App I-Sem
Comp App II
Keyboarding-Yr
Keyboarding-Sem
Adv Key Doc Pro
OTP I-1h
OTP II
OTP-2h

Health Occupations Education
AHS I
AHS II

Home Economics Education
Teen Living
Indep Living
Clothing Design
Foods/Nutrition
Child Care I
Child Care II
Food Prod Mgmt I
Food Prod Mgmt II

Marketing
Prin of Bus-Yr
Prin of Bus-Sem
Sm Bus/Entrep-Yr
Sm Bus/Entrep-Sem
Marketing
Marketing Mgt
Fashion Mdse

Technology Education
Prin of Tech I
Prin of Tech II
Comm Sys
Mfg Systems
Structural Sys
Transp System

Trade and Industrial Education

Auto Tech I
Auto Tech II
Textiles I
Textiles II
Electronics I
Electronics II
Metals Mfg I
Metals Mfg II
Welding I
Welding II
Masonry I
Masonry II
Carpentry I
Carpentry II
Elec Trades I
Elec Trades II
Cosmetology I
Cosmetology II
ICT I
ICT II
Tech Draft I
Tech Draft-A
Tech Draft-M

Appendix F
Using Student and Teacher Directions

Each test item (or set of items) must be preceded by clear Teacher Directions when appropriate and Student Directions, accompanied by an accurate scoring key, and supplemented with all accompanying information (case studies, rating scales, reproducible illustrations, performance checklists) as needed.

Teacher Directions

Teacher Directions contain special instructions for the teacher on setting up or administering individual items and the answer key for completion, essay, some matching, performance, and short answer items. If appropriate, Teacher Direction Codes are established for each item individually. There are no standardized Teacher Direction Codes.

Complete instructions on how to use Teacher Direction Codes appear in Section II, Making Changes to the Banks, and in the VoCATS Developers Guide (DVTES, 1992).

Student Directions

The following Student Direction Codes have already been created for your use. You may select one of these sets of directions or write your own directions and set up your own codes. DO NOT USE THESE CODES when you write your own directions.

Complete instructions on how to use these Student Direction Codes or create your own appear in Section II, Making Changes to the Banks, and in the VoCATS Developers Guide (DVTES, 1992).

ES-01 DIRECTIONS FOR ESSAY/PROBLEM-SOLVING ITEMS: See your teacher or test administrator for instructions on completing the following essay/problem-solving item(s).

FC-01 DIRECTIONS FOR FORCED CHOICE ITEMS: Read each of the following items and the two possible responses carefully. Mark A on your answer sheet if the first statement is correct. Mark B if the second statement is correct. REMEMBER: MAKE NO MARKS ON THIS TEST.

FC-02 FORCED CHOICE ITEMS

(Some forced-choice items are structured so that each item needs a completely separate direction. If you select FC-02 as the Student Direction Code, specific directions for the item should be incorporated into the item itself. The software will group any items linked to this direction code under the heading FC-02 FORCED CHOICE ITEMS.)

MA-01 DIRECTIONS FOR MATCHING ITEMS: Read the information in the left or upper column carefully. Select the information in the right or lower column that best completes or explains the idea in the first column. Write the letter of the matching information in the blank beside each question.

MA-02 MATCHING ITEMS

(Some matching items are structured so that each item needs a completely separate direction. If you select MA-02 as the Student Direction Code, specific directions for the item should be incorporated into the item itself. The software will group any items linked to this direction code under the heading MA-02 MATCHING ITEMS.)

MC-01 DIRECTIONS FOR MULTIPLE-CHOICE ITEMS: Read each of the following items and the possible answers carefully. Mark the letter of the correct answer on your answer sheet or as instructed by your teacher. REMEMBER: MAKE NO MARKS ON THIS TEST.

PF-01 DIRECTIONS FOR PERFORMANCE ITEMS: See your teacher or test administrator for instructions on completing the following performance item(s).

SA-01 DIRECTIONS FOR SHORT ANSWER/COMPLETION ITEMS: The following questions require a short answer. Your teacher or test administrator will tell you whether to write your answers on the blank lines on the test document itself or on a separate sheet of lined paper. If you use a separate sheet of paper, write your name and today's date in the upper right corner and write the question number at the beginning of each answer.

TF-01 DIRECTIONS FOR TRUE-FALSE ITEMS: The following statements are either TRUE or FALSE. After reading each carefully, darken "A" on your answer sheet if the statement is true or "B" if the statement is false. REMEMBER: MAKE NO MARKS ON THIS TEST.

Appendix G
Available reports

TestMate reports

CLASS ALPHA SORT

Arranges students alphabetically by building name, teacher name (within school) and student name (within class). Automatically set up "Ready to Process" the first time you open the batch to process reports. You must also select CLASS ALPHA SORT any time you have added students to the batch or modified student data. CLASS ALPHA SORT does not produce a report that can be displayed or printed. Instead, it alphabetizes students in the batch so they are in alphabetical order in any reports generated.

Use the up and down arrow keys to highlight CLASS ALPHA SORT. Press <ENTER>. This changes the status from "Processed Normal" to "Ready to Process." There are no scoring options for this report.

SCORE TEST

Must be processed before you can generate any reports from the batch. SCORE TEST does not produce a report that can be displayed or printed. See Section III for detailed instructions on how to score tests.

BACKUP STUDENTS

This is one of two ways CTB MacMillan/McGraw-Hill provides to back up a batch onto a diskette. However, some users have experienced difficulty with this procedure. We suggest using File Handling Activities to back up the batch.

CLASS LIST

Prints the results for every student in the batch by student. Results are not separated by subtest. Available options include number right (raw score), number attempted, percentage correct, objectives mastered and local table. (Local table relates to norm-referenced tests. DO NOT select local table.)

Use the up and down arrow keys to highlight CLASS LIST. Press <ENTER>. The computer moves to the CLASS LIST Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. CLASS LIST should show "Ready to Process."

SUBTEST LIST

Prints the results for every student in the batch by subtest. (This means the report breaks out student results for each subtest that is part of the test. If you have only one subtest, this report yields the same information as CLASS LIST but in a slightly different format. Available options include number right (raw score), number attempted, percentage correct, objectives mastered and local table. (Local table relates to norm-referenced tests. DO NOT select local table.)

Use the up and down arrow keys to highlight SUBTEST LIST. Press <ENTER>. The computer moves to the SUBTEST LIST Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. SUBTEST LIST should show "Ready to Process."

CLASS OBJECTIVE

Reports on mastery of each objective by each student. Students are assigned a number. The report then lists each objective and shows whether the student has mastered the objective (indicated by a "+"), partially mastered the objective (indicated by a "P") or not mastered the objective (indicated by a "-").

Use the up and down arrow keys to highlight CLASS OBJECTIVE. Press <ENTER>. The computer moves to the CLASS OBJECTIVE Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. CLASS OBJECTIVE should show "Ready to Process."

CLASS ITEM

Provides item-by-item results for each student within the subtest. Each student is assigned a number. The report then lists each objective and the specific items that measure that objective (with the correct answer). Under each student's number, the report shows whether the student got the correct answer (indicated by "+"). If the student got the answer wrong, the report shows the letter of the response the student chose. The report also shows the percentage of students in the class who got the answer right.

Use the up and down arrow keys to highlight CLASS ITEM. Press <ENTER>. The computer moves to the CLASS ITEM Report Setup screen. The computer asks you for which subtest you wish to produce a report. (Usually there is only one available subtest.) The default on each subtest is NO. Use the arrow key to move to the subtest you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the subtests as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. CLASS ITEM should show "Ready to Process."

STUDENT OBJECTIVE

Shows a breakdown on each student's performance by objective. The report indicates the number of items the student got right and the number of total possible items on each objective, the percent right and whether the student has mastered (+), partially mastered (P) or not mastered (-) the objective.

Use the up and down arrow keys to highlight STUDENT OBJECTIVE. Press <ENTER>. The computer moves to the STUDENT OBJECTIVE Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. STUDENT OBJECTIVE should show "Ready to Process."

CLASS GROUPING

Lists for each objective which students mastered, partially mastered or did not master the material.

Use the up and down arrow keys to highlight CLASS GROUPING. Press <ENTER>. The computer moves to the CLASS GROUPING Report Setup screen. The computer asks you for which subtest you wish to produce a report. (Usually there is only one available subtest.) The default on each subtest is NO. Use the arrow key to move to the subtest you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the subtests as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. CLASS GROUPING should show "Ready to Process."

OBJECTIVE SUMMARY

Shows either the percentage of items each student got correct or the percentage of objectives each student got correct. The report can be organized by school (building) or district (local unit) or both.

Use the up and down arrow keys to highlight OBJECTIVE SUMMARY. Press <ENTER>. The computer moves to the OBJECTIVE SUMMARY Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. OBJECTIVE SUMMARY should show "Ready to Process."

DISTRICT ITEM

Shows the percentage of students in each school and within the district that got each item correct.

Use the up and down arrow keys to highlight DISTRICT ITEM. Press <ENTER>. The computer moves to the DISTRICT ITEM Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. DISTRICT ITEM should show "Ready to Process."

Other reports referenced in the TestMate manual refer to reports available for norm-referenced testing only. These reports do not show up on the Setup Reports screen.

TestTracker reports

CLASS ALPHA SORT

Arranges students alphabetically by building name, teacher name (within school) and student name (within class). You must also select CLASS ALPHA SORT any time you have added students to the batch or modified student data. CLASS ALPHA SORT does not produce a report that can be displayed or printed. Instead, it alphabetizes students in the batch so they are in alphabetical order in any reports generated.

Use the up and down arrow keys to highlight CLASS ALPHA SORT. Press <ENTER>. This changes the status from "Processed Normal" to "Ready to Process." There are no scoring options for this report.

BATCH VERIFY

Examines scanned data and verifies student names, sex, birthdates, student numbers and special codes. This report is intended to give you a chance to confirm student data before printing reports. You must select BATCH VERIFY the first time you process reports in a particular batch and any time you have added students to the batch or modified student data. You can display the report to look for errors or print and send it to the teacher for confirmation. If you find mistakes in the BATCH VERIFY report, you can correct the information by Modifying Student Data (see Section IV).

Use the up and down arrow keys to highlight BATCH VERIFY. Press <ENTER>. This changes the status from "Processed Normal" or "Ready to Print" to "Ready to Process." There are no scoring options for this report.

BACKUP STUDENTS

This is one of two ways CTB MacMillan/McGraw-Hill provides to back up a batch onto a diskette. However, some users have experienced difficulty with this procedure. We suggest using File Handling Activities to back up the batch.

SUBTEST LIST

Prints the results for every student in the batch by subtest. (This means the report breaks out student results for each subtest that is part of the test. You can select to generate Subtest List reports alphabetically, by rank or by sort groups you have created.

Use the up and down arrow keys to highlight SUBTEST LIST. Press <ENTER>. The computer moves to the SUBTEST LIST Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. SUBTEST LIST should show "Ready to Process."

CLASS TRACKING

Reports on mastery of each objective by each student. Students are assigned a number. The report then lists each objective and shows whether the student has mastered the objective (indicated by "+"), partially mastered the objective (indicated by "P") or not mastered the objective (indicated by "-").

Use the up and down arrow keys to highlight CLASS TRACKING. Press <ENTER>. The computer moves to the CLASS TRACKING Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. CLASS TRACKING should show "Ready to Process."

STUDENT TRACKING

Provides item-by-item results for each student within the subtest. Each student is assigned a number. The report then lists each objective and the specific items that measure that objective (with the correct answer). Under each student's number, the report shows whether the student got the correct answer (indicated by "+"). If the student got the answer wrong, the report shows the letter of the response the student chose. The report also shows the percentage of students in the class who got the answer right.

Use the up and down arrow keys to highlight STUDENT TRACKING. Press <ENTER>. The computer moves to the STUDENT TRACKING Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. STUDENT TRACKING should show "Ready to Process."

CLASS GROUPING

Shows a breakdown on each student's performance by objective. The report indicates the number of items the student got right and the number of total possible items on each objective, the percentage right and whether the student has mastered (+), partially mastered (P) or not mastered (-) the objective.

Use the up and down arrow keys to highlight CLASS GROUPING. Press <ENTER>. The computer moves to the CLASS GROUPING Report Setup screen. The computer asks you for which subtest you wish to produce a report. (Usually there is only one.) The default on each subtest is NO. Use the arrow key to move to the subtest you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the subtests as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. CLASS GROUPING should show "Ready to Process."

TRACKING SUMMARY

Shows a breakdown on each student's performance by objective. The report indicates the number of items the student got right and the number of total possible items on each objective, the percentage right and whether the student has mastered (+), partially mastered (P) or not mastered (-) the objective.

Use the up and down arrow keys to highlight TRACKING SUMMARY. Press <ENTER>. The computer moves to the TRACKING SUMMARY Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. TRACKING SUMMARY should show "Ready to Process."

PRE-POST TRACKING

Shows a breakdown on each student's performance by objective. The report indicates the number of items the student got right and the number of total possible items on each objective, the percentage right and whether the student has mastered (+), partially mastered (P) or not mastered (-) the objective.

Use the up and down arrow keys to highlight PRE POST TRACKING. Press <ENTER>. The computer moves to the PRE POST TRACKING Report Setup screen. The default on each option is NO. Use the arrow key to move to the option you wish to select. Press [F5] to toggle from NO to YES. When you have selected as many of the options as you wish, press [F10] to save your selections. The computer will return to the Setup Routine screen. PRE POST TRACKING should show "Ready to Process."

Other TestTracker reports referred to in the TestMate manual are available for norm-referenced testing only. These reports do not show up on the Setup Reports screen