SCANTRON®

Scantron Score User Guide

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Chapter 1: Welcome to ScantronScore.com

Welcome to **ScantronScore.com**!

Take a look at our series of How To videos and instructions designed to help you better understand your Scantron Score. The short, single-topic videos are designed to take you from beginner to expert in no time. And, we've developed wonderfully illustrated, text based answers to nearly any question you may have, too.

So go ahead, dive in, and check out ScantronScore.com. We think that you'll be an expert in no time!

Scantron Score Help System Overview

Scoring tests and tallying surveys and ballots was never easier. The new Scantron Score helps you perform common classroom and school tasks quickly and easily.

This help system supports the Scantron Score test scoring machine and covers basic as well as advanced features. Wherever possible, we have included photos or illustrations. Use the index and search features to find things quickly. Print handouts so that you can bring instructions with you to the machine.

Using Remark

Remark software and your Scantron Score test scoring machine allow you to quickly score your tests, generate reports, and analyze the results.

To transfer scores and access reports:

1. Score tests as normal and transfer the results to a USB drive .
2. Move the USB drive to a computer where Remark software is installed and insert the drive into the computer's USB port.
3. Open Remark software, and click Import Scantron Score Data.
4. Click Browse and select the data file from the USB drive that you want to use for your reports.

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5. Do one of the following:
    - If you are matching student names with an Excel File, go to step 6.
    - If you are not matching student names with an Excel file, clear the **Retrieve Student name from an Excel spreadsheet** checkbox, and go to step 8.
6. Click the Select link in the Excel file column to specify the file containing the student names and IDs.
7. On the Select Excel File window, click Browse, select the Excel file containing the student names and IDs, and click Open.
8. Click OK.
9. Click Import.

    The Remark Quick Stats application opens in a separate window and displays a list of reports in the task pane on the left.

Scantron Loan Program

The Scantron Score is one of the featured scanners in the Scantron Loan Program. The Scantron Loan Program provides free "loaner" use of our test scoring machines to non-profit schools in exchange for meeting an annual forms commitment. The program also offers:

- No cost to the school for the loaned machine
- FREE service and maintenance
- FREE online training
- FREE technical support

Chapter 2: Getting to Know Your Scantron Score Test Scoring Machine

This section explains features and specifications as well as setup, operation, and maintenance of your Scantron Score test scoring machine.

- Features
- Specifications
- Setup
- Testing the Test Scoring Machine
- Operation
- Printer Cartridge Replacement
- Cleaning

Features

Test Scoring

- Scores multiple choice, true/false, and matching tests.
- Prints a red error mark to indicate a wrong answer.
- Prints correct answer (alphabetic or numeric) next to incorrect answer (optional).
- Prints the total number of correct answers.
- Prints the percentage correct (optional).

Item Analysis

- Prints the number of tests processed.
- Prints the number or percent of students answering each question incorrectly.
- Prints an average score.

Subjective Score Box

- Allows instructor to combine a score for a performance-based activity (i.e. essay, oral exam, lab assignment) with a score from an objective test (i.e. multiple-choice, true/false, matching).
- Total subjective points possible = 163.

Ballots

- Counts ballots and gives you results for student elections.

Surveys

- Tallies responses from teacher evaluations, community surveys, etc.

Specifications

Item	Specification
Power Requirements	100-240 VAC (-10%, +6%), 50-60 Hz
Environment Operating Temperature	60° to 85°F (16° to 29°C)
Humidity	40% to 60% (non-condensing)
Circuit Requirements	15 Amp dedicated circuit
Power Consumption	Active: 13W (max), Sleep: 4.3W, Off: 0.2W
Regulatory	Regulatory Compliance UL Listed, RoHS Compliant, Class 1 LED Product
Power Save Function	The default setting for the power saver is 15 minutes
Form Marking	Standard No. 2 pencil
Form sizes	3.375" x 5" to 8.5" x 12" (8.5 cm x 12.7 cm to 21.5 cm x 30.4 cm)
Maximum scanning speed	40 sheets per minute (actual scanning rate depends on the ability of the operator to keep up with the transport

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Item	Specification
	speed)
Output Tray Capacity	30 sheets
Display	128 x 64 pixel graphic LCD
Physical Dimensions (tray retracted)	17" W x 12" D x 13" H, 43 cm W x 31 cm D x 33 cm H
Physical Dimensions (tray extended)	25" W x 12" D x 13" H, 64 cm W x 31 cm D x 33 cm H
Weight (scanner only)	7.5 lbs, 3.4 kg
Shipping Weight	12.6 lbs, 5.7 kg

Regulatory Compliance

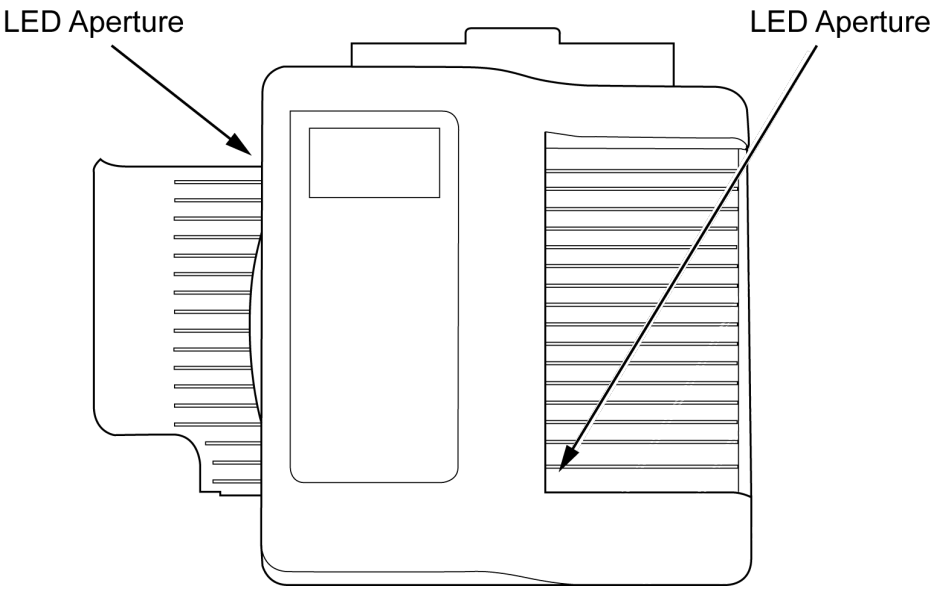
CLASS 1 LED PRODUCT

IEC 60825-1:1993 +A1:1997 +A2:2001

This class is eye-safe under all operating conditions

Array pulse duration 262usec, maximum power output 16.94uW.

CAUTION: Use of controls or adjustments or performance of procedures other than those specified herein may result in hazardous radiation exposure



Battery Statement

The Scantron Score uses an internal, long-life battery that is not user serviceable.

CAUTION: Risk of explosion if battery is replaced by an incorrect type. Dispose of used batteries according to local regulations or contact Scantron for disposal instructions.

Setting Up Your Scantron Score

NOTE: To protect your ink cartridges and get the longest life from them, we recommend leaving the Scantron Score powered on. Tthe test scoring machine will go into sleep mode between uses to conserve power. If the scanner must be powered off for an extended period of time, store cartridges in sealed containers. See Printer Cartridge Replacement for details on removing the cartridge.

1. Remove the What's in This Box sheet and the instructions poster from the box. Setup instructions are found on the back of the What's in This Box sheet.

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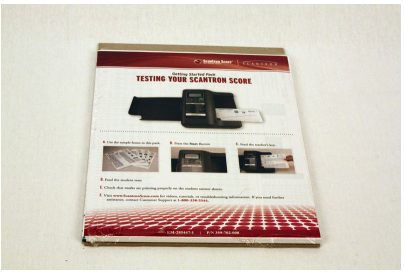
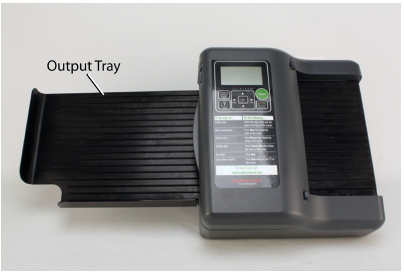


2. Remove the sample forms pack.

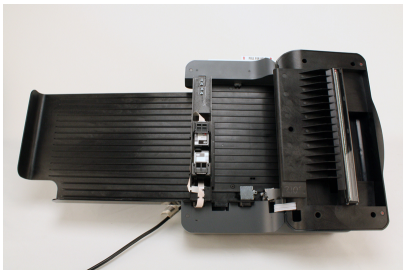
3. Remove the test scoring machine, dust cover, and power cord from the box.

4. Select a location that has ample room around the machine and a place to hang the instructions poster.



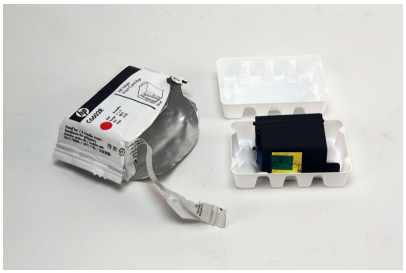
5. Pull out the output tray until it stops.

6. Turn down the output tray bottom ledge.

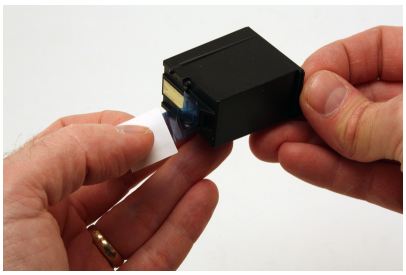


7. Open the front cover.

8. Tilt the cartridge holders back.



9. Remove the new cartridges from the packaging.



10. Remove the tape covering the ink jets.

11. Install the cartridges into the cartridge holders.

12. Tilt the cartridge holders into their operating positions.

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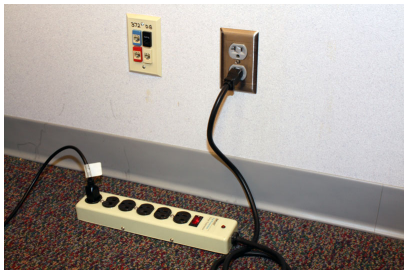
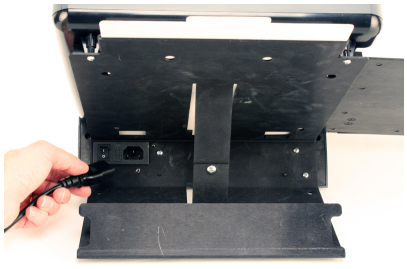
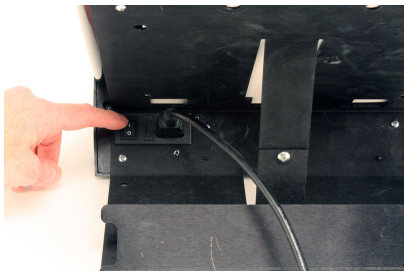
13. Close the front cover.



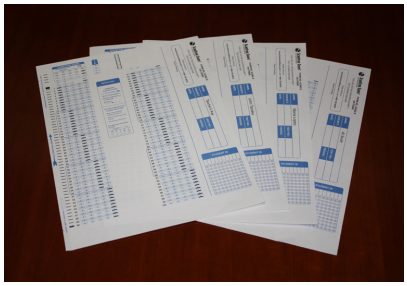
14. Plug the power cord into the wall. Be sure to use a surge protector.



15. Plug the other end of the power cord into the test scoring machine.



16. Turn the machine on. The power switch is located on the back of the unit.

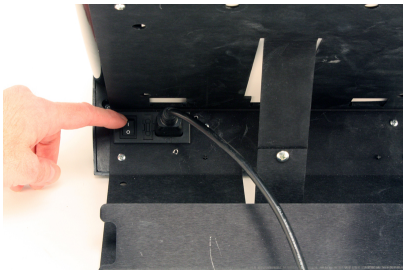


17. See Testing Your Scantron Score.

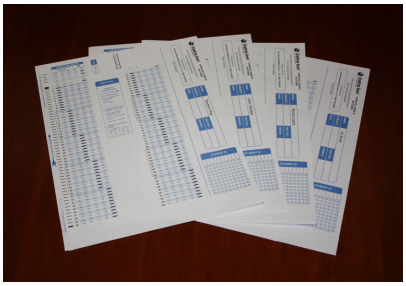
Testing Your Scantron Score

The Scantron Score test scoring machine comes with forms that have already been filled out. These forms enable you to test the machine prior to actual use. To test the machine, use the following instructions:

1. Setup the test scoring machine as described in Setting Up Your Scantron Score.



2. Make sure that the power is on. The switch is located on the back of the test scoring machine.



3. Find the filled out sample forms that came with the test scoring machine.

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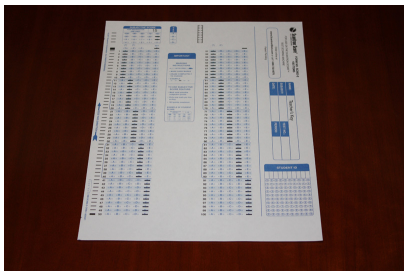
4. Press **Start**.

5. Feed the teacher's key into the right side of the machine. Make sure that the feed direction arrow printed on the form is pointing left.

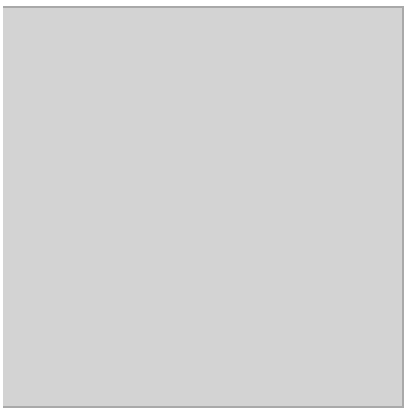
6. Feed the Al Smith test form. Save the other two test forms in case you wish to do more testing in the future.



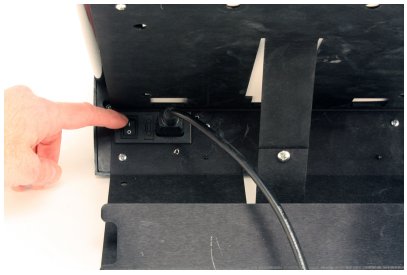
7. Verify that the form was scored correctly. It should look like the one pictured at left.

That concludes the test. If it was successful, you are ready to score tests. If it was not successful, use this help system to solve the problem or call Scantron Customer Support at 1-800-338-5544.

Basic Operation



1. Make sure the test scoring machine is turned on. The switch is located on the back of the unit.



NOTE: To protect your ink cartridges and get the longest life from them, we recommend leaving the Scantron Score powered on. Tthe test scoring machine will go into sleep mode between uses to conserve power. If the scanner must be powered off for an extended period of time, store cartridges in sealed containers. See Printer Cartridge Replacement for details on removing the cartridge.

2. Look at the screen to view your options. You may need to wake the unit up from sleep mode by pressing any button.

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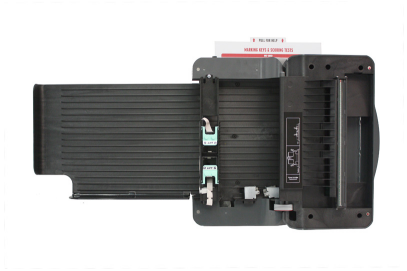
3. For help creating a key, see the "Creating a Key" topics:

- Creating a One-Sided Key
- Creating a Two-Sided Key
- Creating a Multiple Version Key

4. To score tests, press **Start**, then follow the on-screen instructions.

Printer Cartridge Replacement

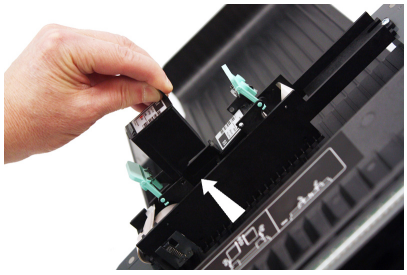
NOTE: To protect your ink cartridges and get the longest life from them, we recommend leaving the Scantron Score powered on. Tthe test scoring machine will go into sleep mode between uses to conserve power. If the scanner must be powered off for an extended period of time, store cartridges in sealed containers.



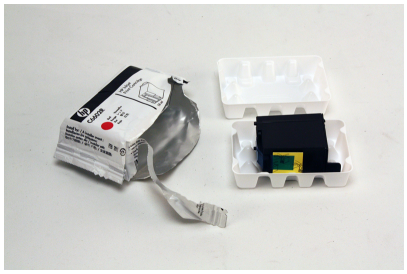
1. Open the front cover.

2. Lift the cartridge latches up away from the cartridges, as shown.

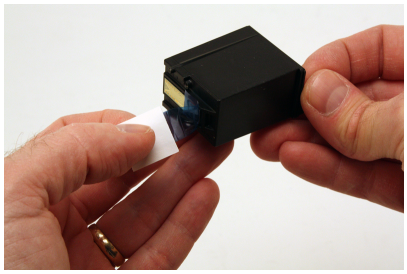
CAUTION: Be sure to lift using both hands to avoid damaging the latches.



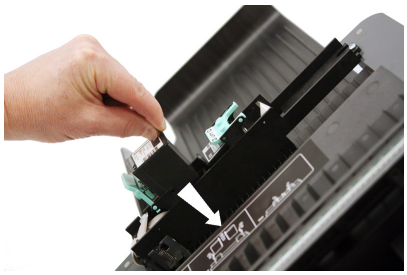
3. Pull the cartridges out of the cartridge holders using the cartridge tab.



4. Remove the new cartridges from the packaging.



5. Remove the tape covering the ink jets.



6. Install the new printer cartridges by holding the tab and inserting them into the slot in the cartridge holder.

7. Replace the cartridge latches over the cartridges. The latch should click into position.

8. Close the front cover.

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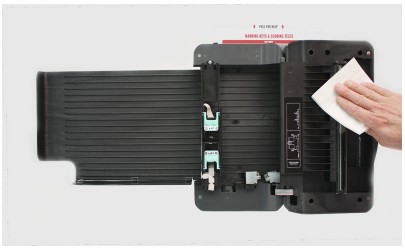
Cleaning

CAUTION: Do not spray glass cleaner directly on test scoring machine.

1. Lightly dampen a lint-free cloth with ammonia-based glass cleaner.

2. Open the front cover.



3. Using the lightly dampened cloth, clean the glass on the read head.

4. Wipe down the rest of the unit to remove as much dust as possible.

5. Allow to dry before use.

Using the Configuration Menu

Entering the Configuration Menu

Enter the configuration menu by pressing and holding the up and down arrows for two seconds.

Exiting the Configuration Menu

Exit the configuration menu by pressing the **Esc** button.

Set Date

To set the date, select **Set Date** then press **OK**. Follow the on-screen instructions.

Set Time

To set the time, select **Set Time**, then press **OK**. Follow the on-screen instructions.

View Page Count

This function shows you the number of pages that have been scanned. To view the page count, select **View Page Count** and press **OK**. When done, press **Esc** to exit the configuration menu or **Prev** to go back to the configuration menu.

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Set Power Save

This function allows you to set the amount of time before the unit goes into power save mode. To set the power save function, select **Set Power Save** and press **OK**. Follow the on-screen instructions. When done, press **OK** to save your setting, press **Prev**to exit the power save function without saving your setting, or press **Esc** to exit the configuration menu without saving your setting.
NOTE: The default setting is 15 minutes.

View Serial Number

This function allows you to view your machine's serial number. To view the serial number, select **View Serial Number**, then press **OK**. When done, press **Prev** to go back to the configuration menu or press **Esc** to exit the configuration menu..

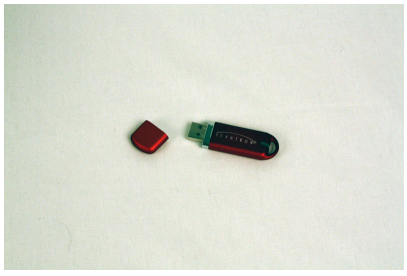
Firmware Version

This function allows you to view the version of firmware currently installed on your machine. To view the firmware version, select **Firmware Version** and press **OK**. When done, press **Prev** to go back to the configuration menu or press **Esc** to exit the configuration menu.

Updating the Firmware Using a Flash Drive

Scantron may periodically release firmware updates for the Scantron Score. Typically, there will be a number of ways for you to receive the firmware update file. Once you have selected a method to receive the file, use the following procedure to update the firmware in your Scantron Score.

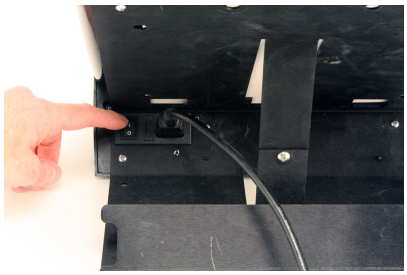
NOTE: To download the latest firmware version, go to http://www.scantron.com/productupdates.



1. Copy the firmware update file to the root directory of a standard flash drive.

2. Insert the flash drive into the USB port.

NOTE: The flash drive must be inserted upside down due to the orientation of the printed circuit board inside the machine.



3. Turn the power off, then back on, using the switch on the back of the machine.

4. The Scantron Score performs one of the following actions:

- If the firmware version on the flash drive is the same or newer than the version on the machine, you are notified that the firmware is being updated.
- If the firmware version on the flash drive is older than the version on the machine, you are asked if you want to update to the older version.

5. When the update is complete, you are prompted to remove the flash drive and press **OK**. When you have done that, the machine will reboot with the new firmware.

Replacing the Output Tray

Use the following procedure to replace the output tray.

Part I: Remove the old output tray

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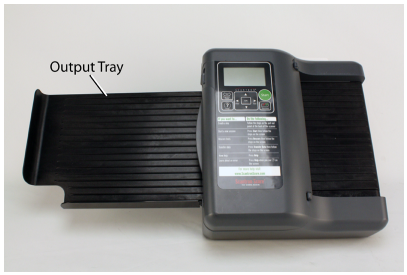
1. Using significant force, flex the center of the output tray down to release the detents that retain the output tray. Once the detents have released, pull the output tray out.

Part II: Insert the new output tray

2. Line up the new output tray in the slots.

3. With the bottom ledge in the up position, slide the output tray all the way in.



4. Pull the output tray out until it stops.

5. Fold down the bottom ledge.

Chapter 3: Working with Tests, Surveys, and Ballots

This section explains how to select and order forms as well as how to use tests, surveys, and ballots.

The topics included in this section are:

- Ordering Forms
- Forms List (Illustrated)
- Parts of a Form
- Test Scoring Overview
- Scoring Tests
- Marking the Key
- Working with One-Sided Tests
- Working with Two-Sided Tests
- Working with Multiple Version Tests
- Working with Subjective Scoring
- Performing Item Analysis
- Rescoring Tests
- Working with Surveys
- Working with Ballots

Ordering Forms

There are four ways to order forms:

Online

www.ScantronStore.com

(For U.S. customers pre-authorized to order online)

By Fax

U.S. and Canada (800) 776-6644

By Phone

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Questions?

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Customer.Service@Scantron.com
(800) 722-6876 ext. 7777

Forms List

This section displays forms lists for tests, surveys, and ballots.

- Tests List (Illustrated)
- Surveys List (Illustrated)
- Ballots List (Illustrated)

Tests List (Illustrated)

This section includes features and specifications as well as illustrations for all the test forms available for the Scantron Score test scoring machine.

The test forms are listed in numerical order.

- 810-4-6 Elementary Quizzstrip
- 810-K-5 Elementary Quizzstrip
- 815-E Quizzstrip
- 825-E Quizzstrip
- 850-E 100 Question Answer Sheet
- 865-E 100 Question Answer Sheet
- 875-E 100 Question Answer Sheet
- SC881-E 50 Question Answer Sheet
- 882-4-6 50 Question Answer Sheet
- SC882-E 100 Question Answer Sheet
- SC882-E-LOVAS 100 Question Answer Sheet

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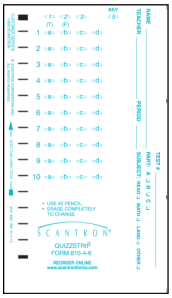
- SC882-N-E 100 Question Answer Sheet
- 883-E 50 Question Answer Sheet
- 884-E 200 Question Answer Sheet
- 885-E 100 Question Answer Sheet
- 886-E 100 Question Mini Essay Book
- 886-E-LOVAS 100 Question Mini Essay Book
- 888-E 100 Question Answer Sheet
- 889-E 50 Question Answer Sheet
- 899-E 50 Question Answer Sheet
- 9090-OPS Elementary Quizzstrip
- 9700 Teacher Item Analysis
- 9702 Teacher Item Analysis
- 9725 Teacher Item Analysis
- SC982-E Question Answer Sheet
- SC984-E 200 Question Answer Sheet

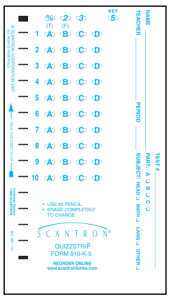
810-4-6 Elementary Quizzstrip

- 10 questions
- 4-choice alpha
- 3 3/8" x 6"
- 1-sided
- Use 9725 Item Analysis form
- 500 forms/pkg



810-K-5 Elementary Quizzstrip

- 10 questions
- 4-choice alpha
- 3 3/8" x 6"
- 1-sided
- Enlarged bubble area
- Use 9725 Item Analysis Form
- 500 forms/pkg



815-E Quizzstrip

- 15 questions
- 5-choice alpha
- Subjective scoring area
- 3 3/8" x 6"
- Barcoded for point-of-sale
- 1-sided

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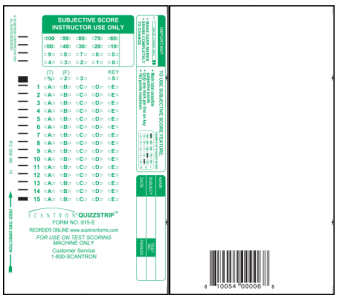
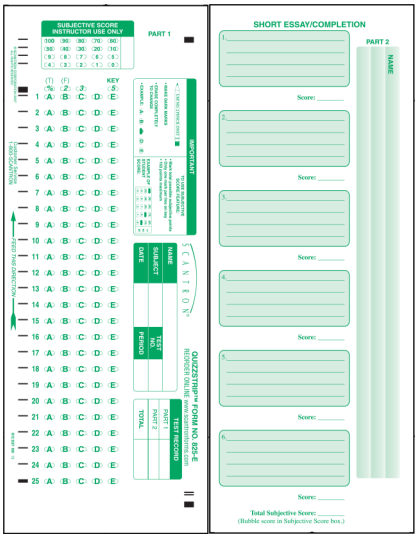
- Use 9725 Item Analysis Form
- 500 forms/pkg
- Also available in bags of six for resale



825-E Quizzstrip

- 25 questions
- 5-choice alpha
- Enlarged bubble area
- 6-question short essay/completion
- Subjective scoring area
- 4 1/4" x 11"
- 2-sided
- Use 9725 Item Analysis Form
- 500 forms/pkg



850-E 100 Question Answer Sheet

- 100 questions
- 4-choice alpha, ABCD, FGHJ
- Subjective scoring area
- Enlarged bubble size
- 4 1/4" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg

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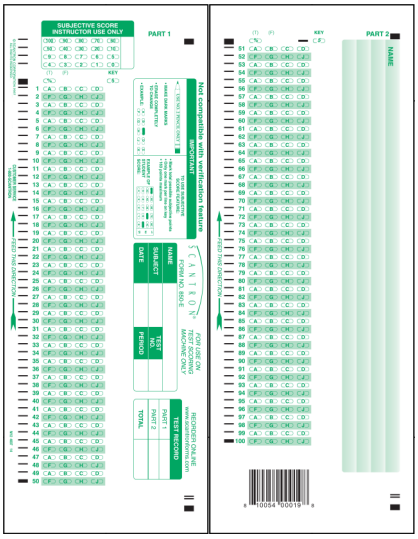
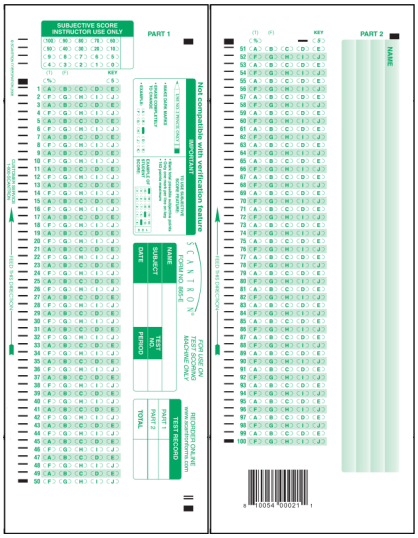


865-E 100 Question Answer Sheet

- 100 questions
- 5-choice alpha, ABCDE, FGHIJ
- Subjective scoring area
- Enlarged bubble size
- 4 1/4" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg



875-E 100 Question Answer Sheet

- 100 questions
- 5-choice alpha, ABCDE, FGHJK
- Subjective scoring area
- Enlarged bubble size
- 4 1/4" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg

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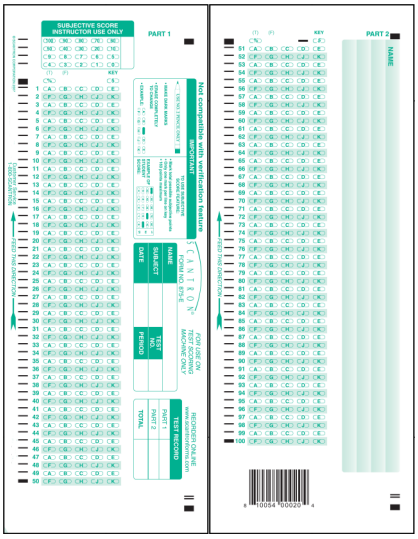
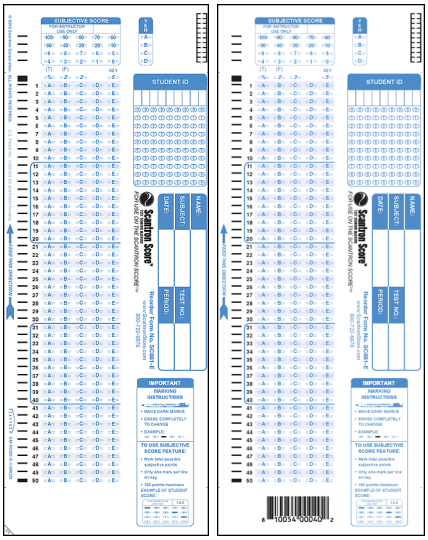


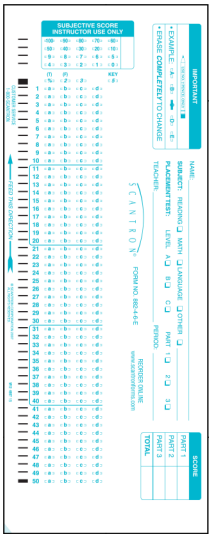
SC881-E 50(x2) Question Answer Sheet

- 100 questions
- 2-sided, (1-50 side one; 1-50 side two)
- 5-choice alpha
- Subjective scoring area
- 4 1/4" x 11"
- Barcoded for point-of-sale
- Use 9700 Item Analysis Form
- 500 forms/pkg



882-4-6 50 Question Answer Sheet

- 50 questions
- 4-choice alpha
- 4 1/4" x 11"
- 1-sided
- Use 9702 Item Analysis Form
- 500 forms/pkg



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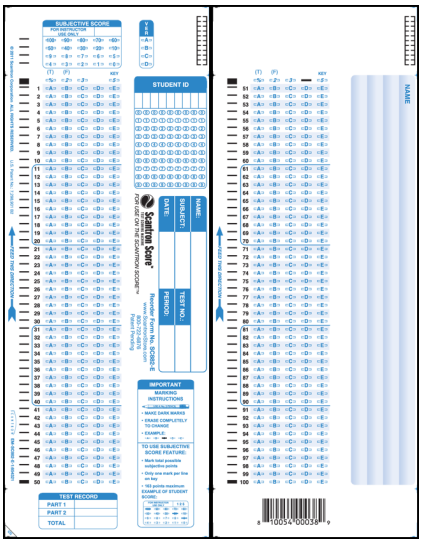
SC882-E 100 Question Answer Sheet

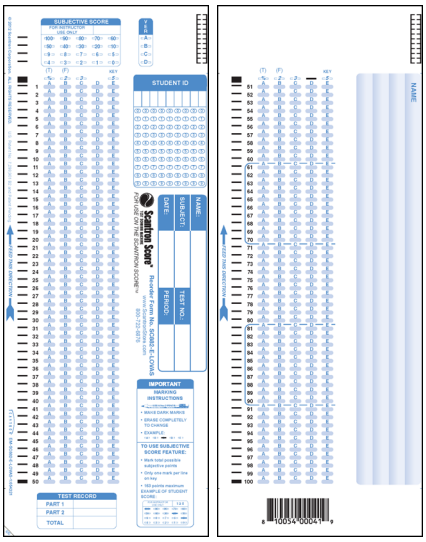
- 100 questions
- 5-choice alpha
- Subjective scoring area
- 4 1/4" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg
- Also available in bags of six for resale



SC882-E-LOVAS 100 Question Answer Sheet

- 100 questions
- 5-choice alpha
- Subjective scoring area
- Darkened response positions for increased testing security
- 4 1/4" x 11"
- Barcoded for point-of-sale

- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg



SC882-N-E 100 Question Answer Sheet

- 100 questions
- 5-choice numeric
- Subjective scoring area
- 4 1/4" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg

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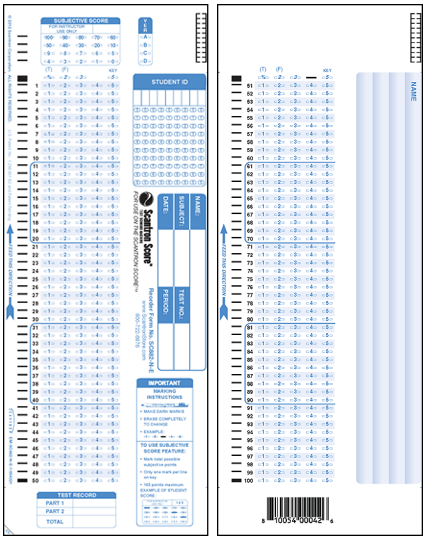
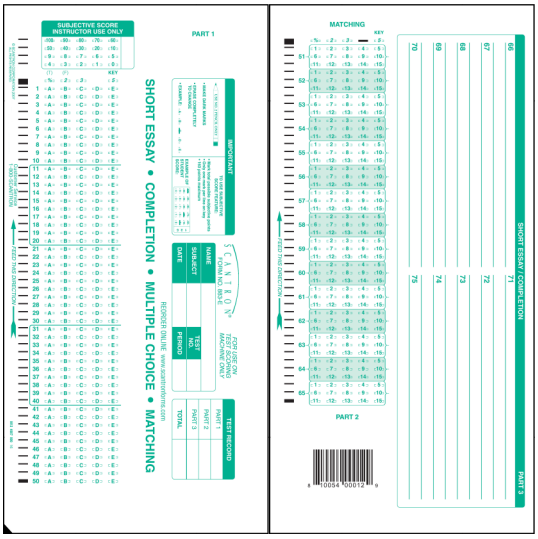


883-E 50 Question Answer Sheet

- 50 questions
- 5-choice alpha
- 15-question x 15-matching-choice numeric
- 10-question short-answer space
- Subjective scoring area
- 5 1/2" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9702 Item Analysis Form
- 500 forms/pkg



884-E 200 Question Answer Sheet

- 200 questions
- 5-choice alpha
- Subjective scoring area
- 8 1/2" x 11"
- Barcoded for point-of-sale
- 2-sided
- Requires two 9700 Item Analysis Forms
- 500 forms/pkg

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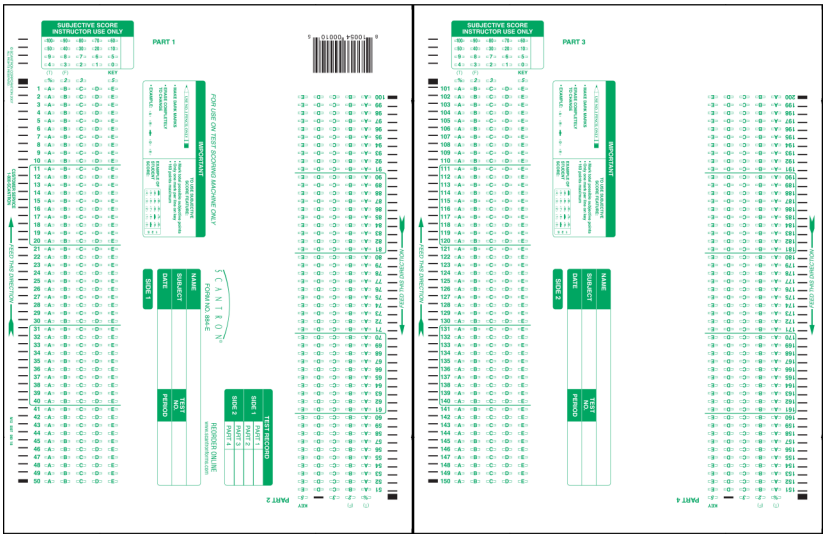
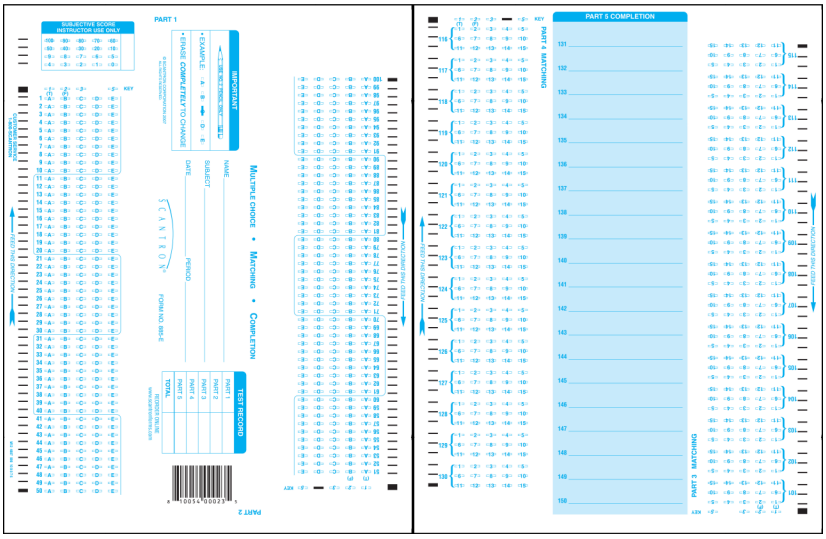


885-E 100 Question Answer Sheet

- 100 multiple-choice questions
- 5-choice alpha
- Subjective scoring area
- 30 matching questions
- 15-choice numeric
- 20 short-answer questions
- 8 1/2" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg



886-E 100 Question Mini Essay Book

- 100 questions
- 5-choice alpha
- Subjective scoring area
- Four 6” x 11” essay pages
- 8 1/2” x 11” (folded size)
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 250 forms/pkg

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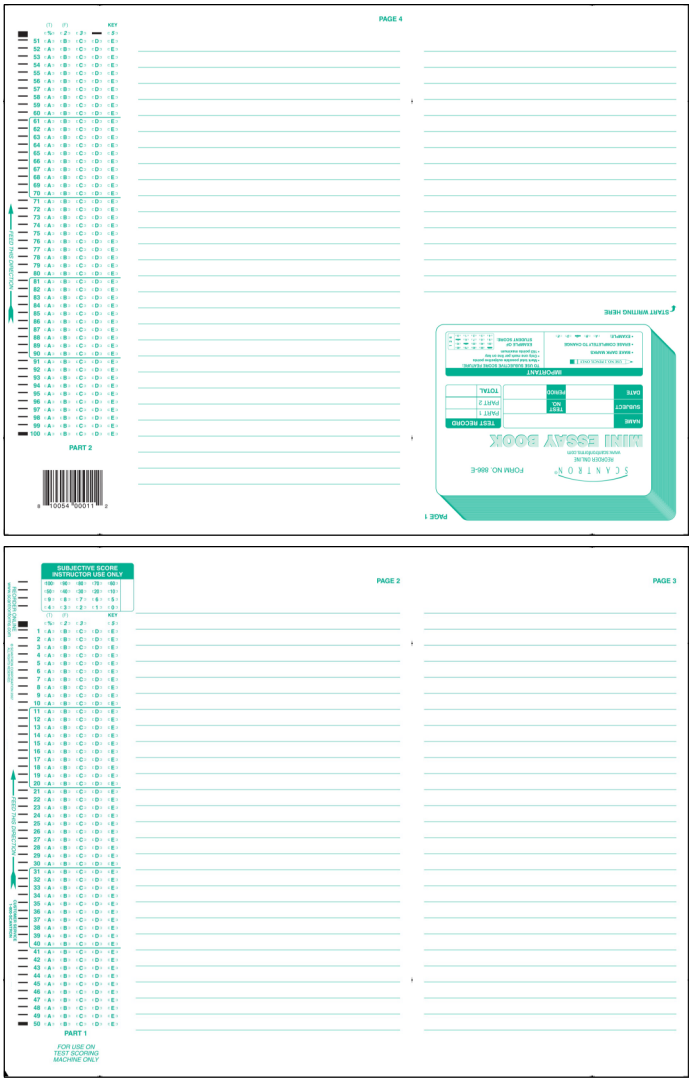
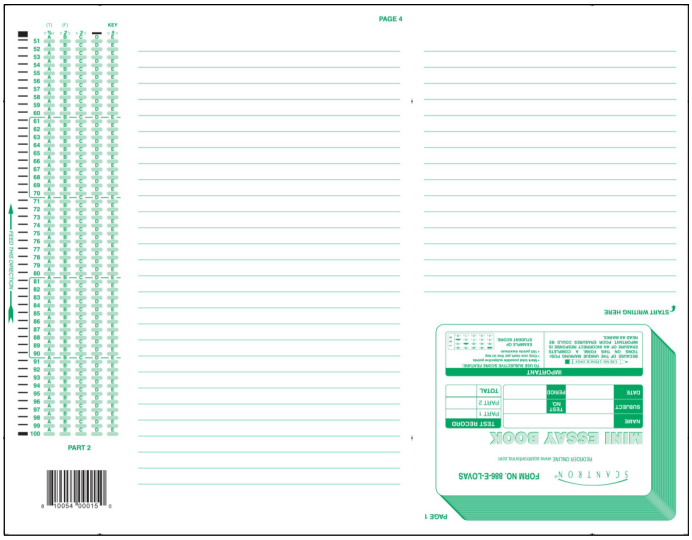


886-E-LOVAS 100 Question Mini Essay Book

- 100 questions
- 5-choice alpha
- Subjective scoring area
- Darkened response positions for increased testing security
- Four 6” x 11” essay pages
- 8 1/2” x 11” (folded size)
- Barcoded for point-of-sale
- 2-sided

- Use 9700 Item Analysis Form
- 250 forms/pkg



888-E 100 Question Answer Sheet

- 100 questions
- 5-choice alpha
- Subjective scoring area
- Additional work space
- 8 1/2" x 11"
- Barcoded for point-of-sale

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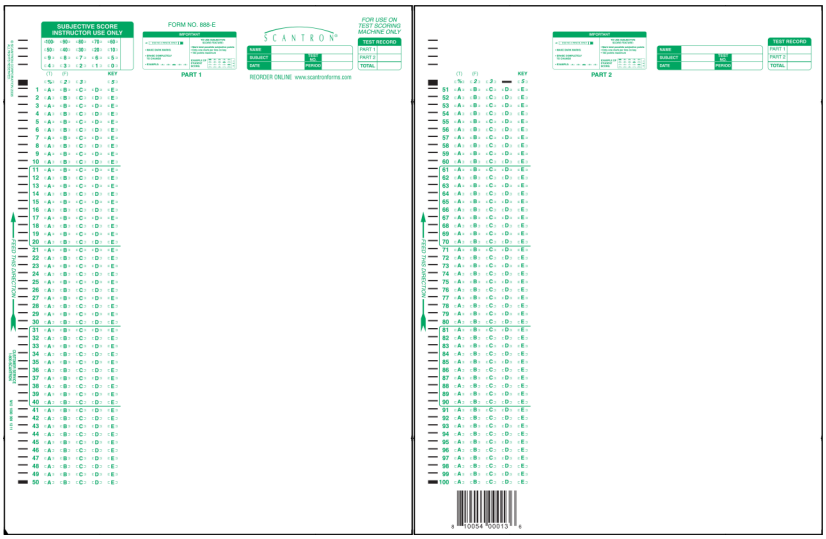
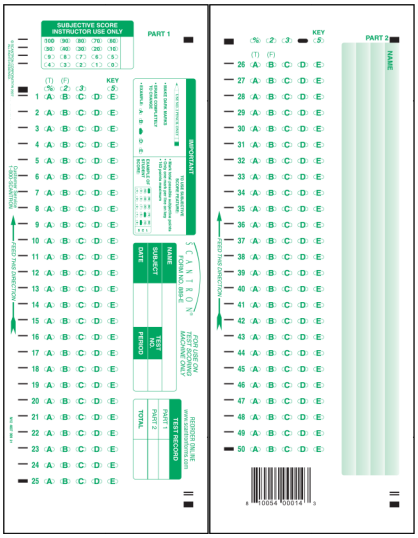
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg



889-E 50 Question Answer Sheet

- 50 questions
- 5-choice alpha
- Subjective scoring area
- Enlarged bubble size
- 4 1/4" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9702 Item Analysis Form
- 500 forms/pkg



890-E 100 Question Answer Sheet

- 100 questions
- 4-choice alpha
- Subjective scoring area
- 4 1/4” x 11”
- Barcoded for point-of-sale
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg
- Also available in bags of six for resale

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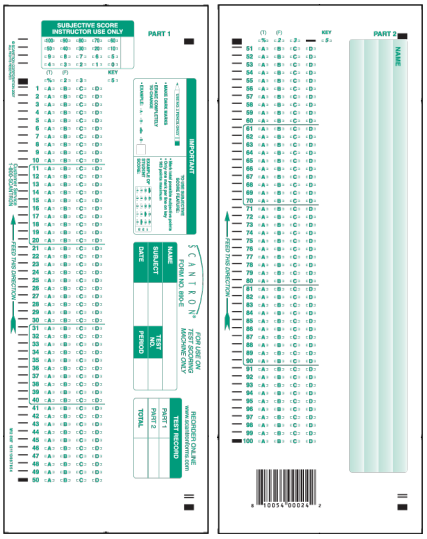
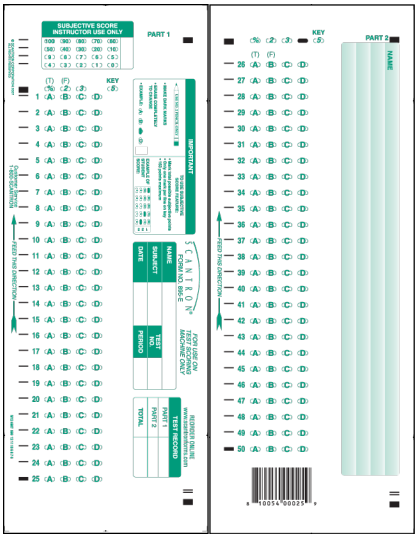


895-E 50 Question Answer Sheet

- 50 questions
- 4-choice alpha
- Subjective scoring area
- Enlarged bubble size
- 4 1/4” x 11”
- Barcoded for point-of-sale
- 2-sided
- Use 9702 Item Analysis Form
- 500 forms/pkg



899-E 50 Question Answer Sheet

- 50 questions
- 5-choice alpha
- Subjective scoring area
- Additional work space
- Enlarged bubble size
- 81/2" x 11"
- Barcoded for point-of-sale
- 2-sided
- Use 9702 Item Analysis Form
- 500 forms/pkg

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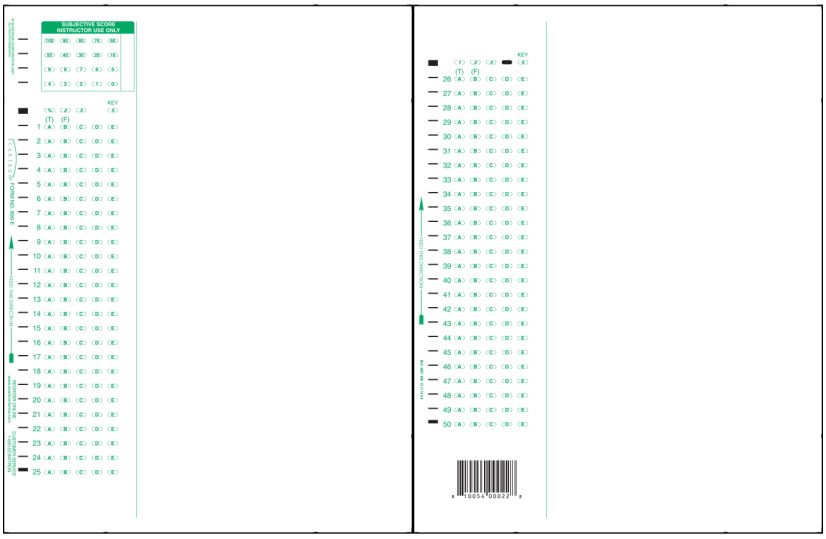
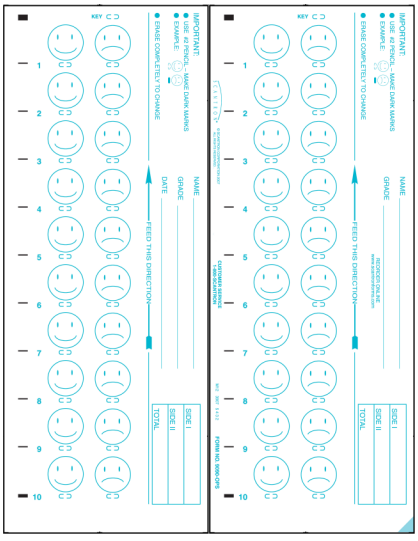


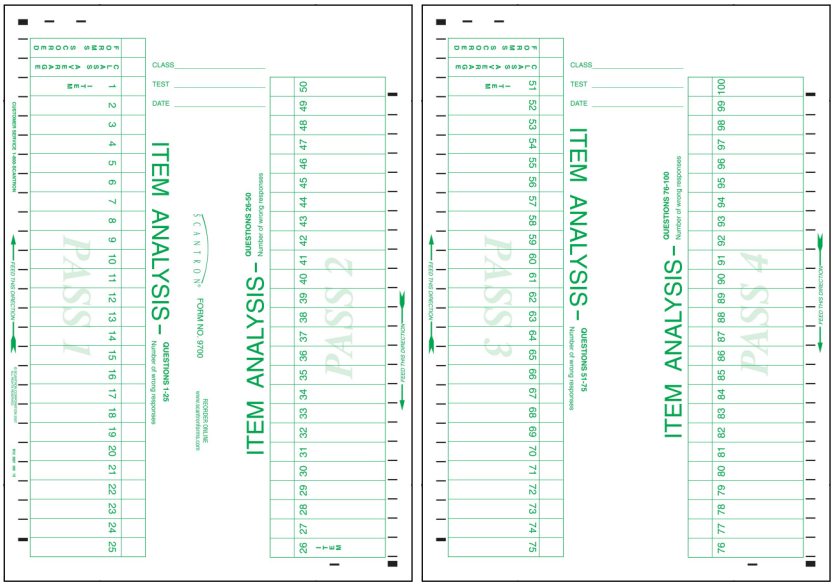
9090-OPS Elementary Quizzstrip

- 20 questions
- True/False
- Enlarged bubble area
- 4 1/4" x 11"
- 2-sided
- Happy/Sad Face
- 500 forms/pkg



9700 Teacher Item Analysis

- 100 questions (1-50 side one; 51-100 side two)
- Two passes each side
- 8 1/2" x 12"
- 2-sided
- 75 forms/pkg



9702 Teacher Item Analysis

- 50 questions (1-25 side one; 26-50 side two)
- Single pass each side
- 4 1/4" x 12"
- 2-sided
- 75 forms/pkg

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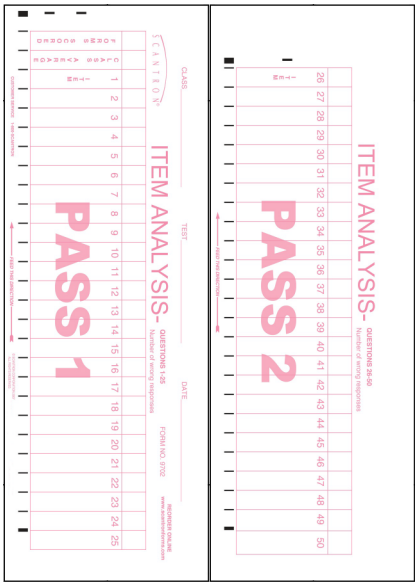
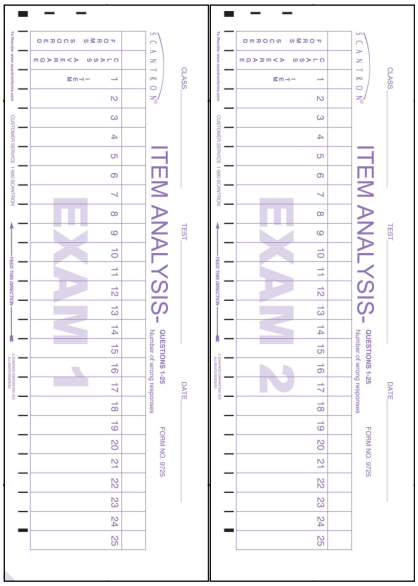


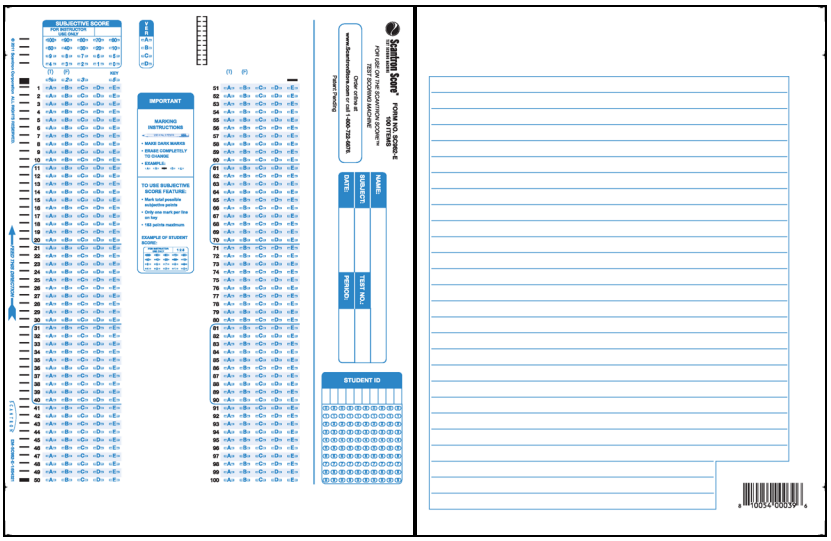
9725 Teacher Item Analysis

- 50 questions (1-25 side one; 1-25 side two)
- Single pass each side
- 4 1/4" x 12"
- 2-sided
- 50 forms/pkg



SC982-E Question Answer Sheet

- 100 Questions
- 5 Response Choices (A-E)
- New: Version ID for 4 test versions
- Subjective Scoring Area
- Essay Area (Side 2)
- Point of Sale Bar Code (Side 2)
- Replaces 982-E-100
- Compatible only with Scantron Score
- Not compatible with 888P/888P+ models



SC984-E 200 Question Answer Sheet

- 200 questions
- 5-choice alpha
- Subjective scoring area
- Multiple version ID area
- Student ID area

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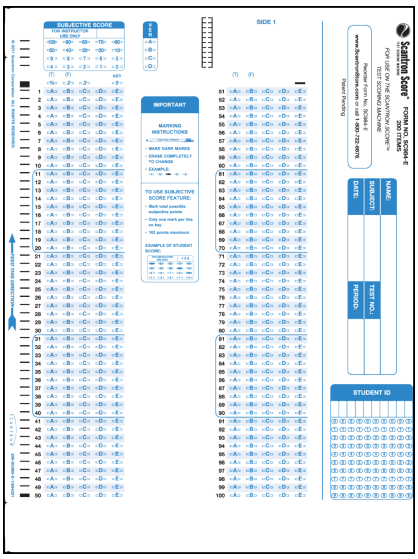
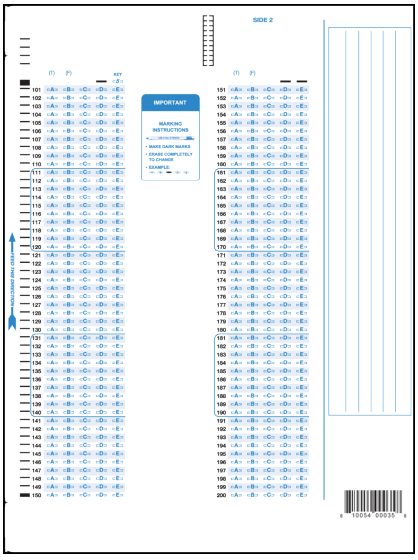
- Lined work space on back
- 8 1/2” x 11”
- 2-sided
- Use 9700 Item Analysis Form
- 500 forms/pkg





Surveys List (Illustrated)

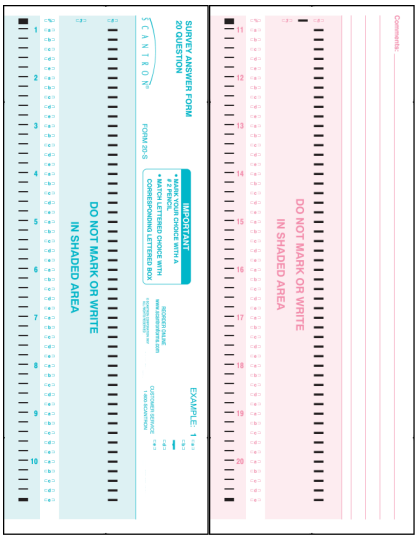
This section includes features and specifications as well as illustrations for all the survey forms available for the Scantron Score test scoring machine.

The survey forms are listed in numerical order.

- 20-S Survey Response
- 20-S-WS Survey Response
- 40-S Survey Response
- 9870 Survey Tally Sheet

20-S Survey Response

- 20 questions
- 5-choice alpha
- Ruled space on back for writing comments
- 4 1/4" x 11"
- 2-sided
- Requires 9870 Tally Sheet
- 500 forms/pkg



20-S-WS Survey Response

- 20 questions
- 5-choice alpha
- Blank space on both sides for questions
- 8 1/2" x 11"

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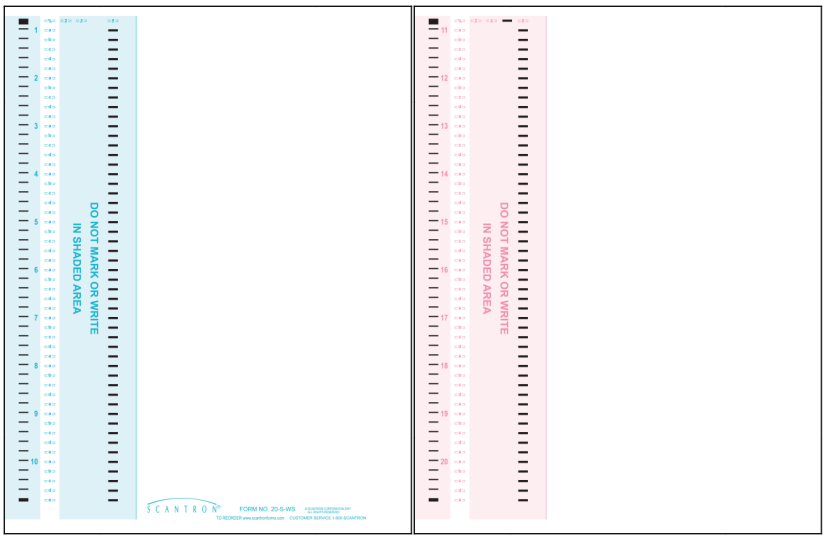
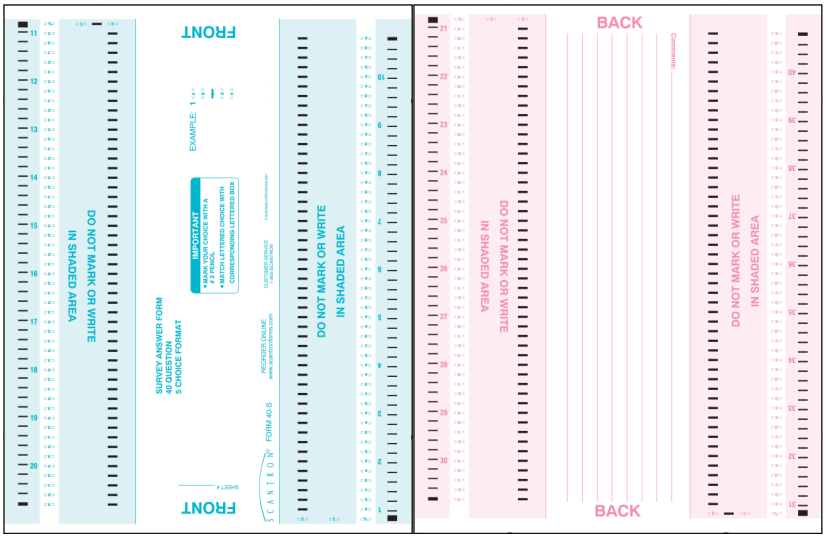
- 2-sided
- Requires 9870 Tally Sheet
- 500 forms/pkg



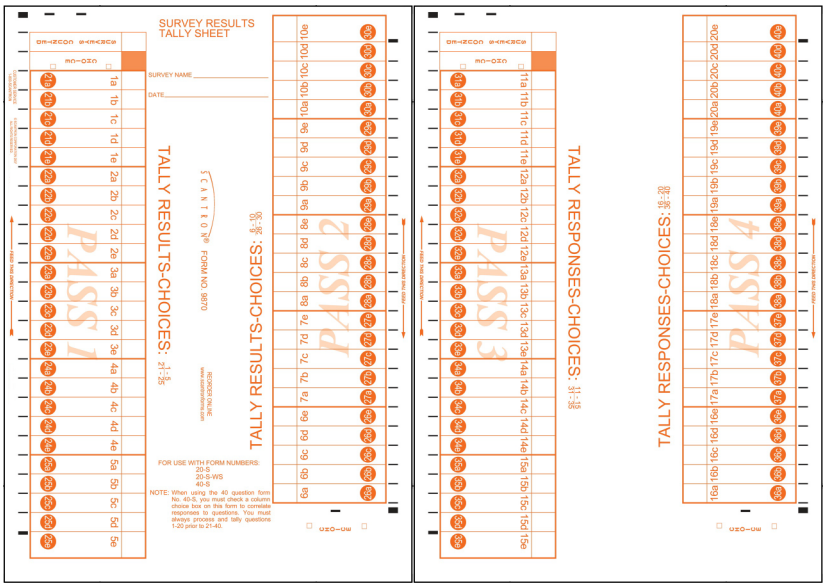
40-S Survey Response

- 40 questions
- 5-choice alpha
- Ruled space on back for writing comments
- 8 1/2" x 11"
- 2-sided
- Requires two 9870 Tally Sheets
- 500 forms/pkg



9870 Survey Tally Sheet

- 20 question survey results
- 8 1/2" x 12"
- 2-sided
- Two of these forms are required to tally Survey Response Form 40-S
- 50 forms/pkg



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Ballots List (Illustrated)

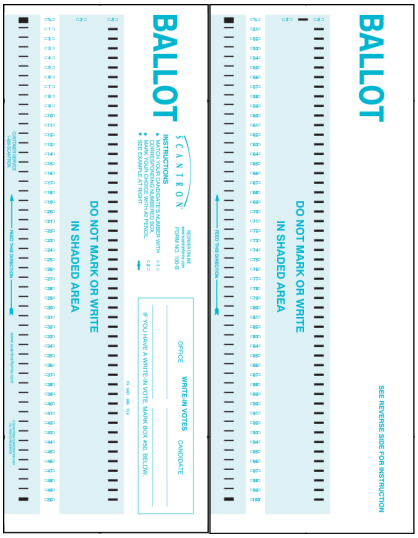
This section includes features and specifications as well as illustrations for all the ballot forms available for the Scantron Score test scoring machine.

The ballot forms are listed in numerical order.

- 100-B Ballot
- 115-B Ballot
- 151-B Ballot
- 9871 Ballot Tally Sheet

100-B Ballot

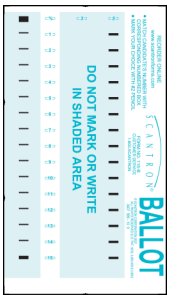
- 100 candidates
- 4 1/4" x 11"
- 2-sided
- Requires 9871 Tally sheet
- 500 forms/pkg



115-B Ballot

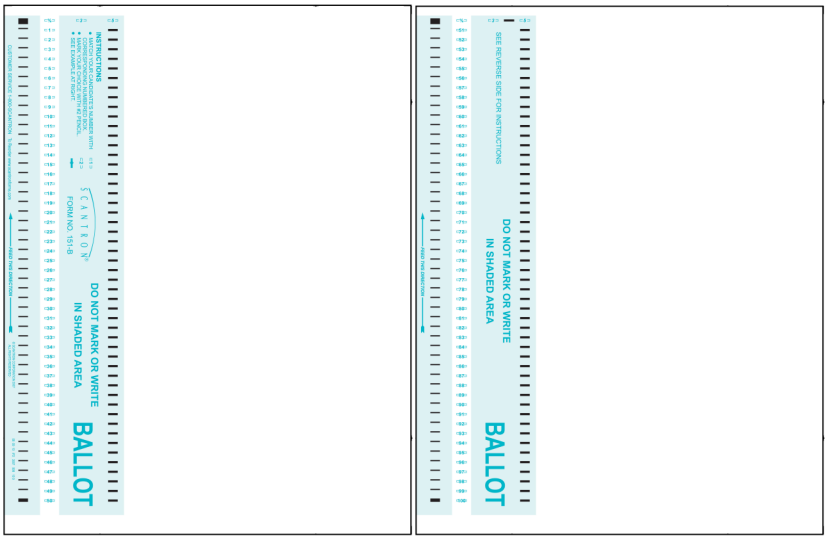
- 15 candidates
- 3 3/8" x 6"

- 1-sided
- Requires 9871 Tally sheet
- 500 forms/pkg



151-B Ballot

- 100 candidates
- Blank space for printing candidates' names
- 8 1/2" x 11"
- 2-sided
- Requires 9871 Tally Sheet
- 500 forms/pkg



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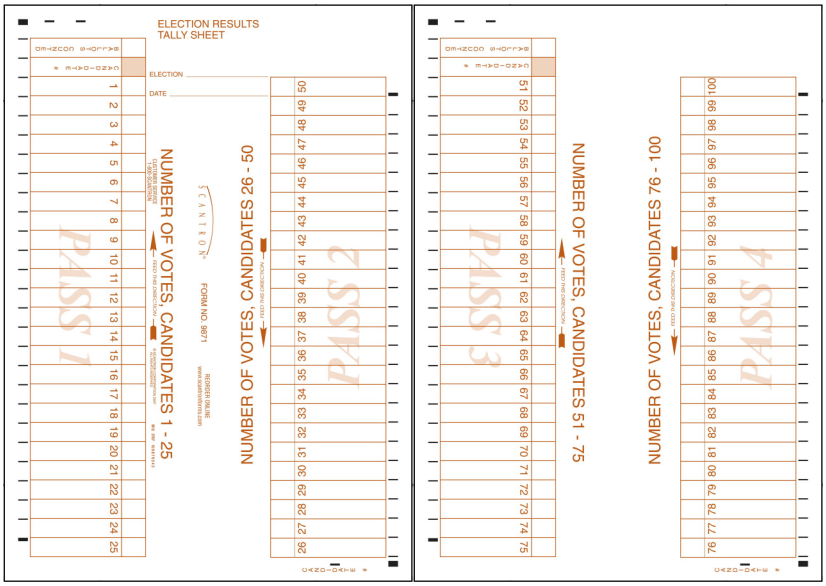
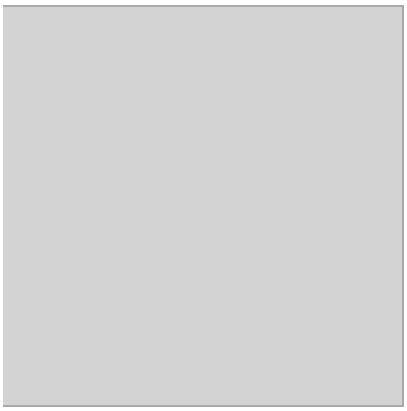
9871 Ballot Tally Sheet

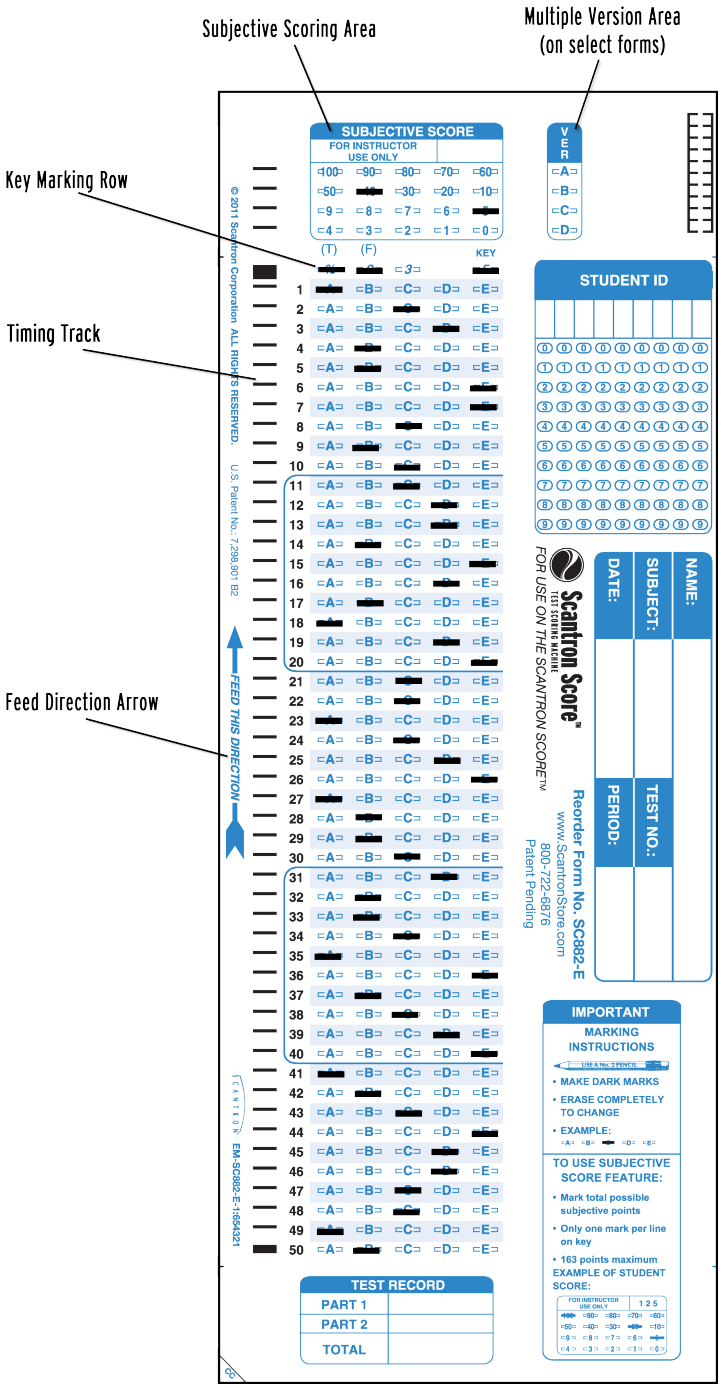
- 100 candidate election results
- 8 1/2" x 12"
- 2-sided
- 50 forms/pkg



Parts of a Form



Both sides of a completed form are shown below:



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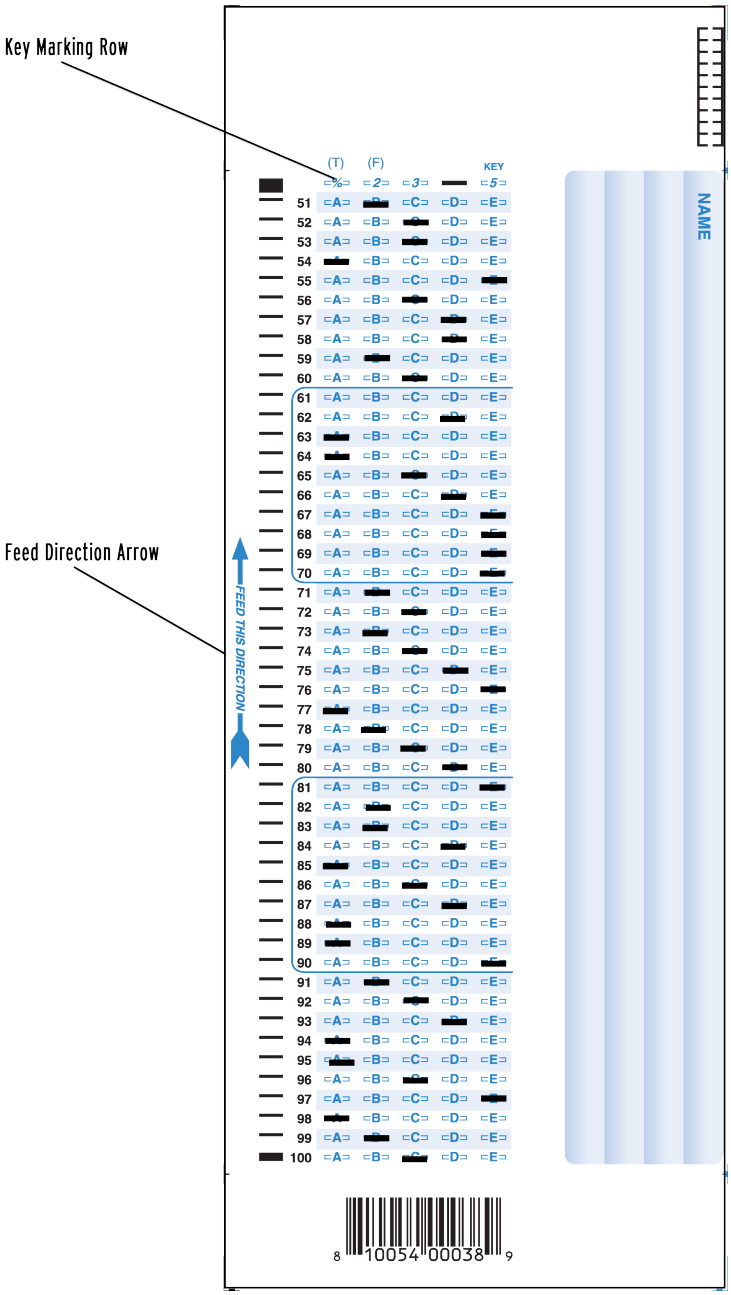
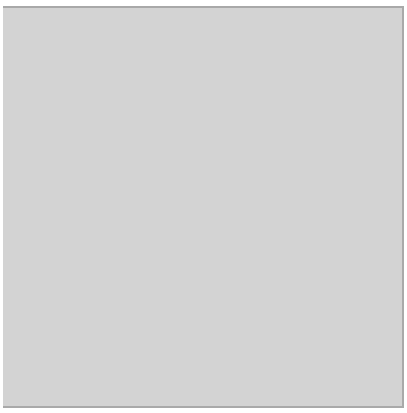
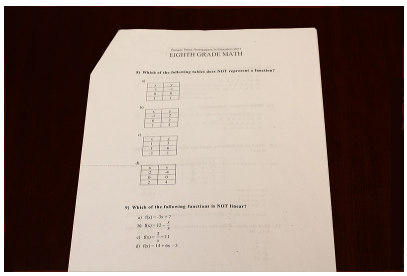

Key Marking Row
Feed Direction Arrow
(T)
(F)
KEY
NAME
FEED THIS DIRECTION
8 10054 00038 9

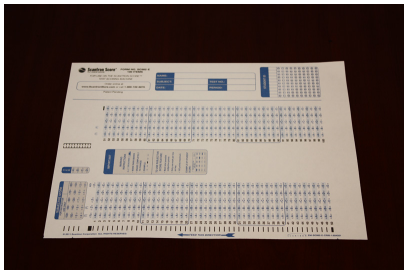
Test Scoring Overview



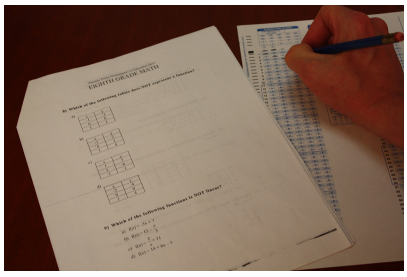
A high level overview of the test scoring process follows:



1. Create the test.



2. Select a form that matches the type and number of questions in the test. See the Scantron Scanner and Forms Store.



3. Administer the test.

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4. Mark a test form as the key. For instructions see:
   - Creating a One-Sided Key
   - Creating a Two-Sided Key
   - Creating a Multiple Version Key

5. Scan the key.

6. Scan the tests.

7. Scan an item analysis form to analyze the test results.

Scoring Tests

One Sided

1. Press **Start** or **Rescore**.
2. Feed key.
3. Feed tests one at a time.
4. *(optional)* Feed item analysis form.

Two Sided

1. Press **Start** or **Rescore**.
2. Feed side 1 of key followed by side 2.
3. For each test, feed side 1 followed by side 2.
4. *(optional)* Feed item analysis form.

Multiple Keys

1. Press **Start** or **Rescore**.
2. Scan all keys first.
3. Feed the tests in any order.

   NOTE: If test is 2 sided, feed side 1 followed by side 2 for each key and test.

4. *(optional)* Feed item analysis form.

Adding a Subjective Score

1. Mark the subjective score on each student test before scoring.
2. Scan keys and tests normally.

Marking the Key

You can control how questions and the overall test are scored depending on how you mark the key. This section explains how to mark the key to get the results you desire.

The topics included in this section are:

- Marking the Key with Test Scoring Options
- Marking the Key for Matching Answers
- Marking the Key for Multiple Response Answers
- Marking the Key to Ignore a Question

If you are also using Scantron ScoreIT to transfer scores to a computer, certain forms allow you to provide test IDs. See Setting Up Keys for Scantron ScoreIT for details.

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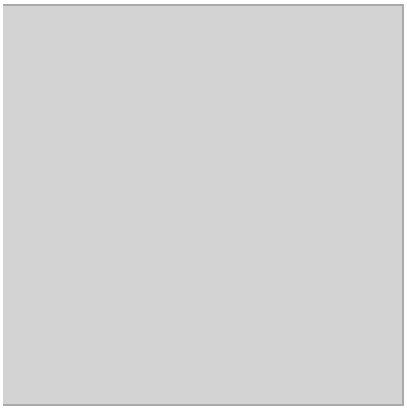
Marking the Key with Test Scoring Options



To mark a form as a key, make marks in the key marking row (found immediately above question 1).

To error mark and print raw score (required):

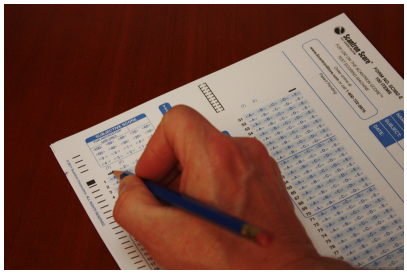
Mark key bubble 5.

To print correct answers (alphabetic) and raw score:

Mark bubbles 2 and 5.

To print correct answers (numeric) and raw score:

Mark bubbles 2, 3, and 5.



To add the percent correct:

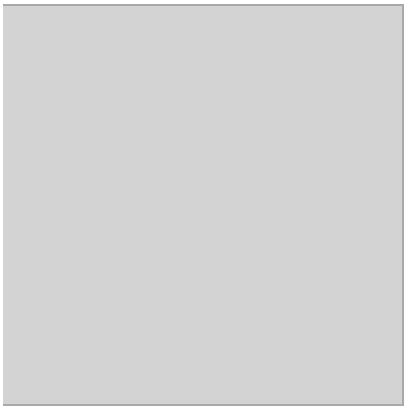
Mark the % bubble in combination with other marks as shown above.

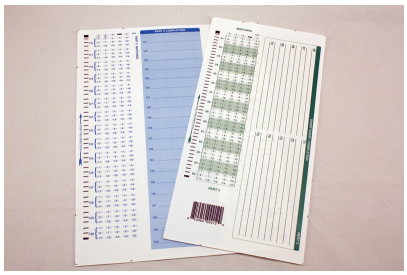
To score side 2:

Mark bubble 5 ONLY in the key marking row of side two. Your scoring options will carry over to side two.

If you are also using Scantron ScoreIT to transfer scores to a computer, certain forms allow you to provide test IDs. See Setting Up Keys for Scantron ScoreIT for details.

Marking the Key for Matching Answers

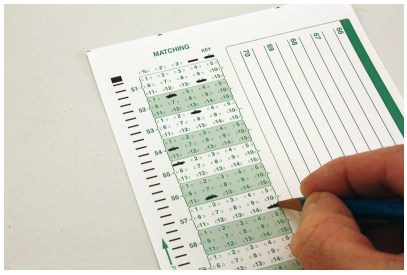




The following forms accept matching answers.

883-E 50 Question Answer Sheet

885-E 100 Question Answer Sheet



To mark the key for the matching part of the test, select one of the possible answers for each question. Leave the other two rows for each question blank.

The test scoring machine scores the row with the answer and leaves the other two rows unscored. This results in an accurate score, provided the students mark only *one* choice for each question.

NOTE: You don't have to use all available matching questions.

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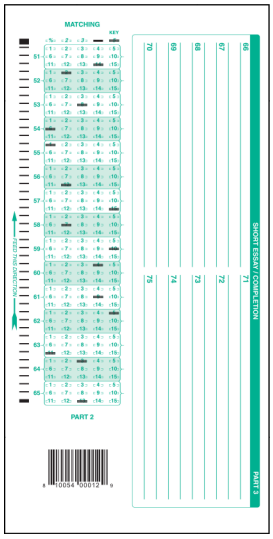
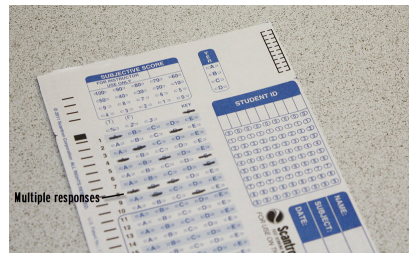


Example

If you are also using Scantron ScoreIT to transfer scores to a computer, certain forms allow you to provide test IDs. See Setting Up Keys for Scantron ScoreIT for details.

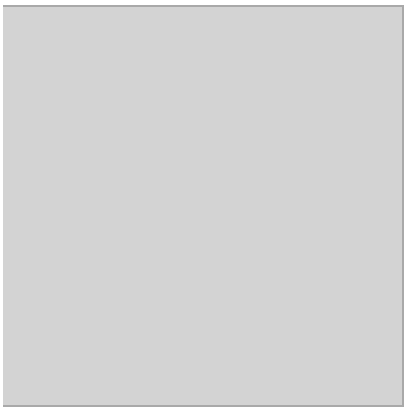
Marking the Key for Multiple Response Answers

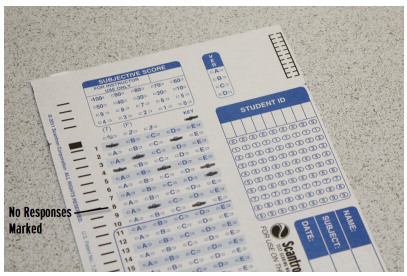


Mark up to 5 correct responses to a single question. Only tests exactly matching the key will be marked as correct.

If you are also using Scantron ScoreIT to transfer scores to a computer, certain forms allow you to provide test IDs. See Setting Up Keys for Scantron ScoreIT for details.

Marking the Key to Ignore a Question





If you wish to ignore a question, simply leave all responses blank for that question on the key. The test scoring machine will not score that question.

NOTE: You can use this feature to eliminate a question that had the wrong answer on the key, was ambiguous, or did not effectively measure the skill.

If you are also using Scantron ScoreIT to transfer scores to a computer, certain forms allow you to provide test IDs. See Setting Up Keys for Scantron ScoreIT for details.

Working with One-Sided Tests

This section explains how to create a key for and how to score one-sided tests.

The topics included in this section are:

- Creating a One-Sided Key
- Scoring a One-Sided Test

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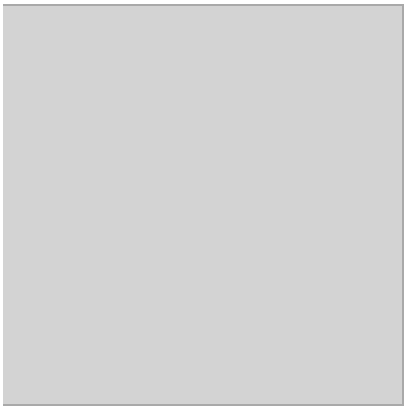
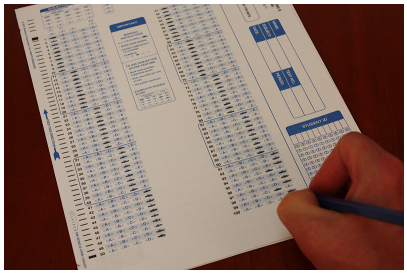
Creating a One-Sided Key



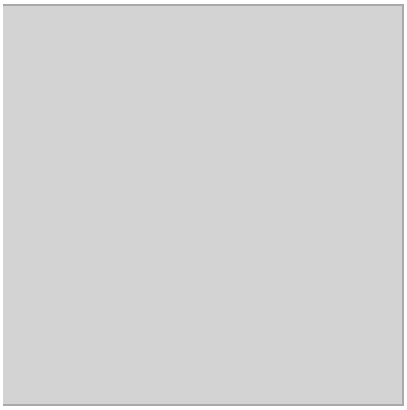
1. Find the Key Marking Row immediately above question 1.

2. Mark a test scoring option in the Key Marking Row as described in Marking the Key with Test Scoring Options.



3. Mark the correct answer to each question.

Scoring a One-Sided Test



1. Press **START**.

2. Feed the key(s).

3. Feed tests one at a time.

4. (optional) Feed item analysis form.

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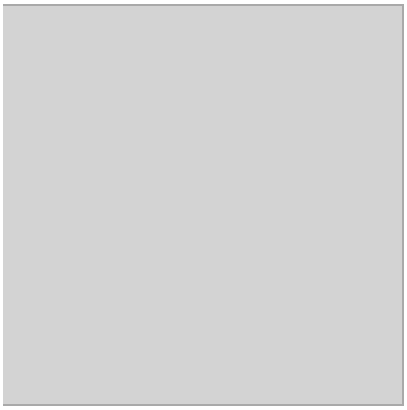
Working with Two-Sided Tests

This section explains how to create a key for and how to score two-sided tests.

The topics included in this section are:

- Creating a Two-Sided Key
- Scoring a Two-Sided Test

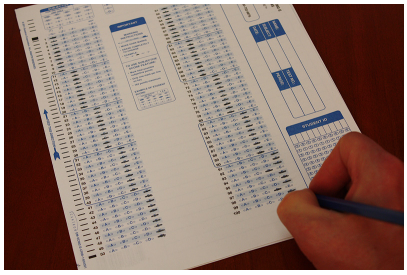
Creating a Two-Sided Key



1. Find the Key Marking Row immediately above question 1.

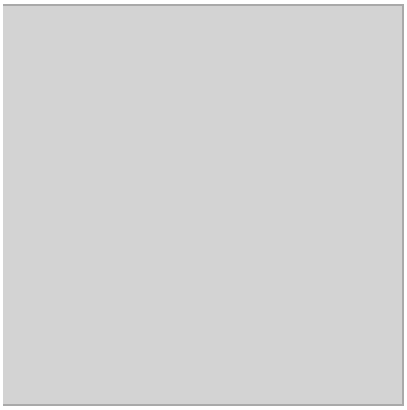
2. Mark a test scoring option in the Key Marking Row as described in Marking the Key with Test Scoring Options.

3. Mark the 5 bubble in the key marking row of the first column of side 2. Your scoring options will carry over to side 2.



4. Mark the correct answer to each question.

Scoring a Two-Sided Test



To score both sides of a test and to print a combined score, do the following:

1. Press **START**.

2. For each key, feed side 1 followed by side 2.

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3. For each test, feed one side followed by the other. Feed the side you want the score printed on last.

4. (optional) Feed an item analysis form. Continue to feed each side until data for every question has been collected.

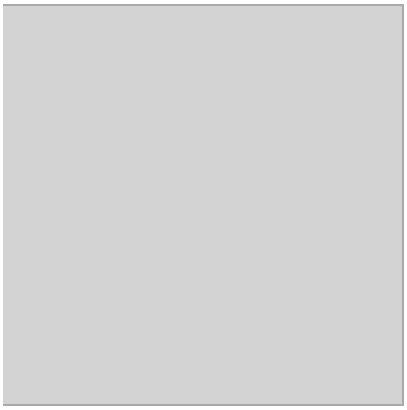
Working with Multiple Version Tests

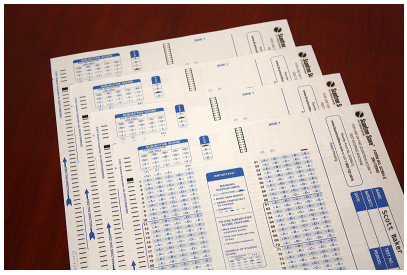
This section explains how to create a key for and how to score multiple version tests.

The topics included in this section are:

- Creating a Multiple Version Key
- Scoring a Multiple Version Test

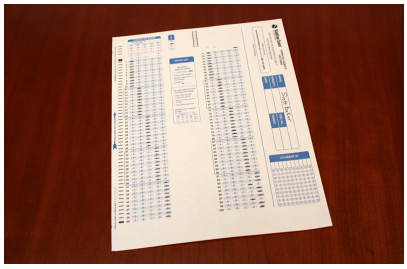
Creating a Multiple Version Key





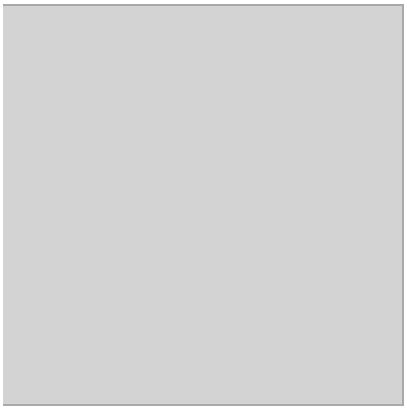
1. In the version (VER) area, mark one bubble per key (up to 4 keys possible) so that each key has a unique identifier.

2. Create each key as you would normally. See:
   - Creating a One-sided Key
   - Creating a Two-sided Key



3. Ensure that each test form has the correct version (VER) identifier marked before it is collected from the student.

Scoring a Multiple Version Test



1. Press **START**.

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2. Scan all keys first.

NOTE: If test is 2-sided, feed side 1 followed by side 2 for each key.

3. Feed the tests in any order.

NOTE: If test is 2-sided, feed side 1 followed by side 2 for each test.

4. (optional) Feed item analysis form.

Working with Subjective Scoring

This section explains how to mark a key for and how to score a test with subjective scoring.

The topics included in this section are:

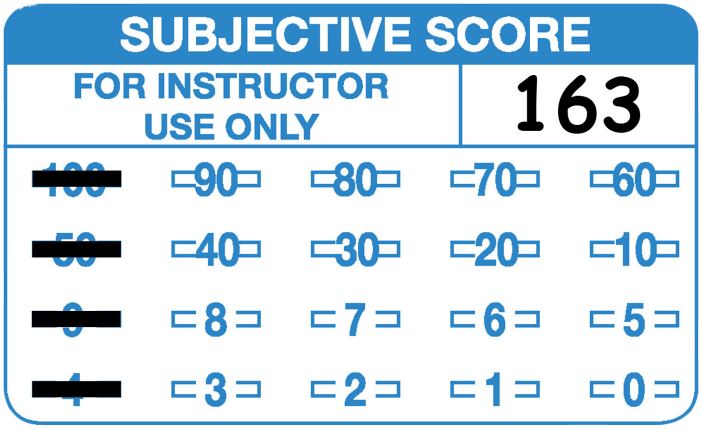
- Subjective Scoring Overview
- Marking a Key for Subjective Scoring
- Scoring a Test with Subjective Scoring

Subjective Scoring Overview

Subjective scoring is a powerful tool you can use to add assessment items that are not easily scored via a bubble form to a traditional Scantron test. For example, you may want to include students' scores on an end-of-unit report as part of their unit grade, in addition to the multiple-choice test, and show them that total score on the test form. Including this scoring enables you to expand the types of assessment included in test scores, and can help give students a more complete picture of their performance on the subject matter.

Test forms that support subjective scoring include an area where you can provide a cumulative or total score on each student test form that the Scantron Score adds to the student's total score. You must manually add this score to each student's test form.

This form area looks like this:



Fill in no more than one bubble per row, which gives you up to 163 points (100 + 50 + 9 +4 = 163) you can assign to students.

Some ideas for using subjective scoring:

• Add a total score on a unit's worth of lab work to the unit final

• Include a score for one high-point essay question on the test, which students complete on loose-leaf paper or in essay books

• Provide a score for an oral exam segment, report, or presentation

• Include a score for a special project

• Include a total score for several smaller essay questions, which students complete on loose-leaf paper or in essay books

CAUTION: If you include several smaller scores and total them, make sure the total does not equal more than the points the form can support (163).

TIP: If your total score must equal more than 163, consider adding a percentage (score/total number of possible points) or a grading rubric score (90-100 = 5, 70-89 = 4, etc., similar to how Advanced Placement Exams are scored) instead of a raw score.

The following forms support subjective scoring:

815-E Quizzstrip

825-E Quizzstrip

850-E 100 Question Answer Sheet

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865-E 100 Question Answer Sheet

875-E 100 Question Answer Sheet

SC881-E 50 Question Answer Sheet

SC882-E 100 Question Answer Sheet

SC882-E-LOVAS 100 Question Answer Sheet

SC882-N-E 100 Question Answer Sheet

883-E 50 Question Answer Sheet

884-E 200 Question Answer Sheet

885-E 100 Question Answer Sheet

886-E 100 Question Mini Essay Book

886-E-LOVAS 100 Question Mini Essay Book

888-E 100 Question Answer Sheet

889-E 50 Question Answer Sheet

890-E 100 Question Answer Sheet

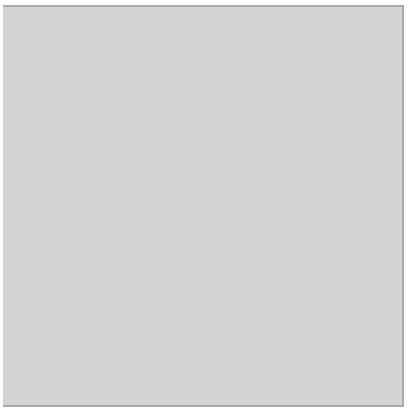
895-E 50 Question Answer Sheet

899-E 50 Question Answer Sheet

SC982-E Question Answer Sheet

SC984-E 200 Question Answer Sheet

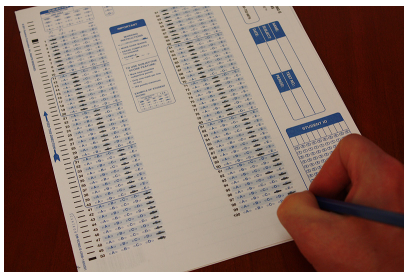
Marking the Key for Subjective Scoring



To add a subjective score:

1. In the subjective scoring area, mark the total possible subjective points on the key. MARK NO MORE THAN 1 BUBBLE PER LINE.

2. Mark the Key Marking Row to select your test scoring options. (See Marking the Key with Test Scoring Options.)



3. Mark the correct answer to each question.

4. Mark the subjective score on each student test before scoring.

5. Feed the key, tests, and item analysis (optional) forms as you would normally.

If you are also using Scantron ScoreIT to transfer scores to a computer, certain forms allow you to provide test IDs. See Setting Up Keys for Scantron ScoreIT for details.

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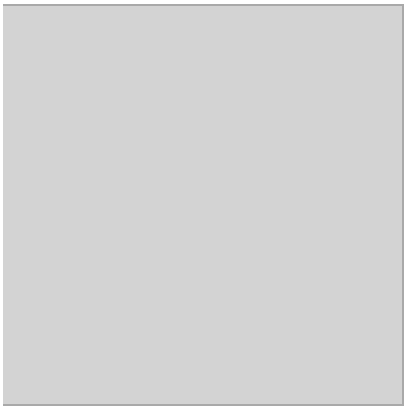
Scoring a Test with Subjective Scoring



Using the subjective scoring area combines the objective and subjective scores into a single score for the test.

1. Mark the subjective score on each student's test before scoring.

2. Feed the key(s) and tests as you would normally. See:
   - Scoring a One-Sided Test
   - Scoring a Two-Sided Test
   - Scoring a Multiple Version Test

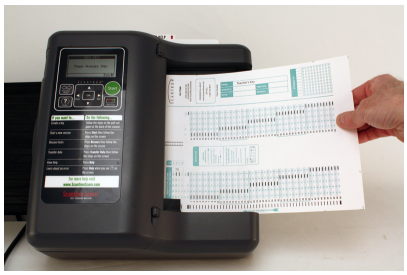
NOTE: If you chose to include a percentage score on the key form (see Marking the Key with Test Scoring Options) the maximum subjective score possible (identified on the key) is added to the total number of questions to create a grand score total. On student test forms, the test scoring machine adds the total correct items to the subjective score provided, then uses the grand score total from the key to calculate a percentage.

Performing Item Analysis

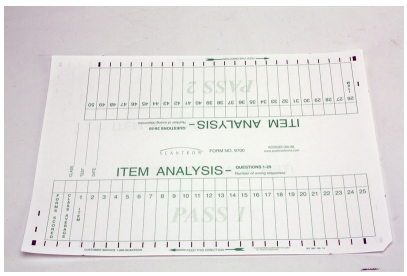
Item analysis is performed after test scoring to determine how many students got each question wrong. This can help in determining if there was a bad question or if there are areas of study that need to be reviewed.

NOTE: If you marked the percentage bubble on your key, then you will get percentage results instead of raw numbers.

NOTE: Class average is calculated from actual scores (as opposed to the printed scores).



1. Score the tests first.



2. When you are ready to perform item analysis, find the numbers, the feed direction arrow, or the pass number on the item analyis form to determine which side should be scanned first.

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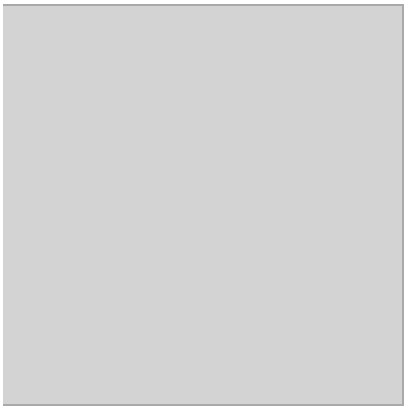
3. Feed the item analysis form.

4. Repeat step 3, feeding a new side each time until you have data for every question.

NOTE: An item analysis does not conclude a test scoring session. If you need to score more tests after performing item analysis, you can do so.

Rescoring Tests



Rescoring applies a different mark so that you can score a test a second time. Other than that, the **Rescore** button functions exactly the same as the **Start** button.

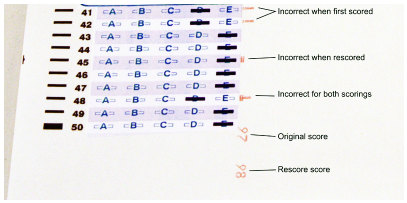
Some reasons to rescore a test are:

- If a question caused confusion, and you want to rescore the test with that question omitted.
- If you give the students a chance to erase their incorrect answers and try again.
- If you scan the wrong key.

To rescore a test:

1. Press the **Rescore** button.

2. Feed the key(s) and the test forms as you would normally.



NOTE: Rescoring applies a different mark so that you can distinguish between scorings.

3. (optional) Feed the item analysis form(s) as you would normally.

Working with Surveys

This section shows you how to conduct surveys using a sample survey and a sample survey key. It also explains how to tally surveys.

The topics included in this section are:

- Sample Survey
- Sample Survey Key
- Tallying Surveys

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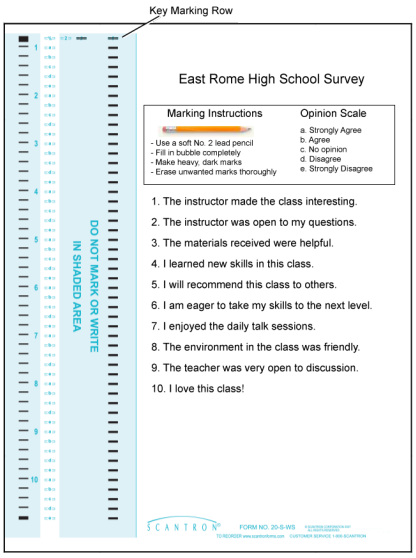
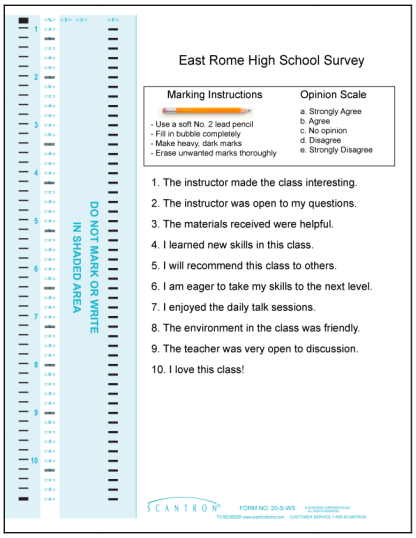
Sample Survey Key

This sample survey key shows form 20-S-WS with class evaluation questions and the key marking row filled in.

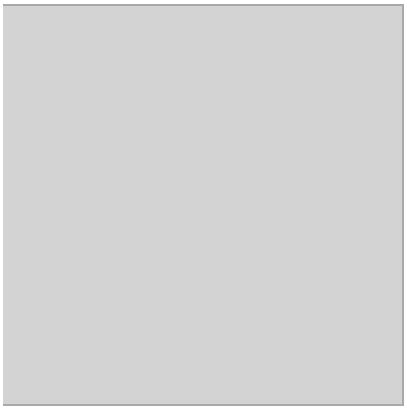


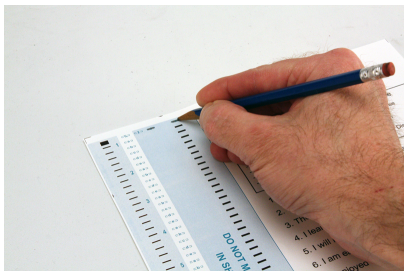
Sample Survey

This sample survey shows form 20-S-WS with class evaluation questions and a student's responses.



Tallying Surveys





1. In the key marking row, fill in bubbles 3 and 5.

NOTE: Marking the 3 bubble results in the test scoring machine printing a serial number on each survey. This is so that you can keep track of the number of surveys processed.

2. Press **START**.

3. Feed the survey key.

4. Feed the survey forms (up to 9,999).

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5. Feed the tally form.

NOTE: To tally more than 9,999 surveys, process multiple batches. Feed the tally sheet to conclude a batch. Press **Start** to start a new batch.

Working with Ballots

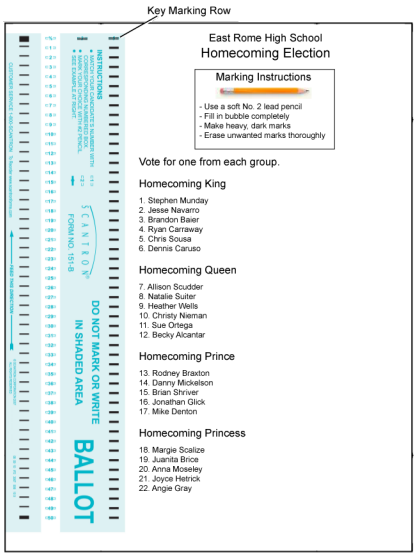
This section shows you how to conduct surveys using a sample ballot and a sample ballot key. It also explains how to tally ballots.

The topics included in this section are:

- Sample Ballot
- Sample Ballot Key
- Tallying Ballots

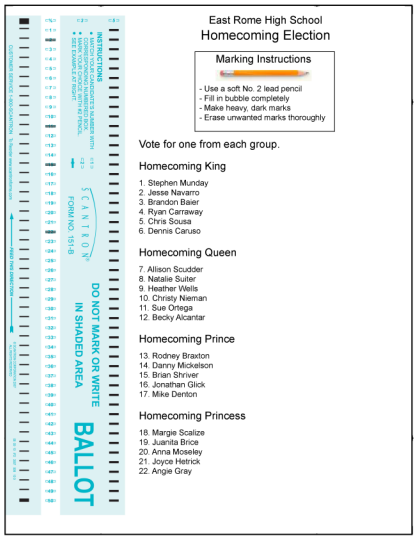
Sample Ballot Key

This sample ballot key shows form 151-B with homecoming royalty candidates listed and the key marking row filled in.



Sample Ballot

This sample ballot shows form 151-B with homecoming royalty candidates listed and a student's voting responses filled in.


East Rome High School
Homecoming Election

Marking Instructions

- Use a soft No. 2 lead pencil
- Fill in bubble completely
- Make heavy, dark marks
- Erase unwanted marks thoroughly

Vote for one from each group.

Homecoming King

1. Stephen Munday
2. Jesse Navarro
3. Brandon Baier
4. Ryan Carraway
5. Chris Sousa
6. Dennis Caruso

Homecoming Queen

7. Allison Scudder
8. Natalie Suiter
9. Heather Wells
10. Christy Nieman
11. Sue Ortega
12. Becky Alcantar

Homecoming Prince

13. Rodney Braxton
14. Danny Mickelson
15. Brian Shriver
16. Jonathan Glick
17. Mike Denton

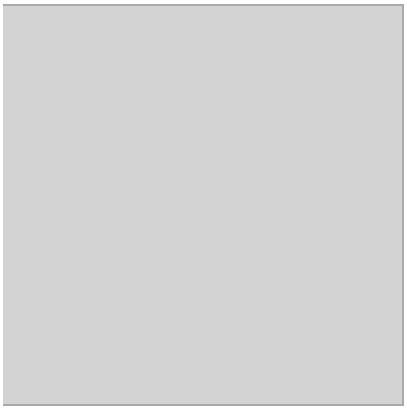
Homecoming Princess

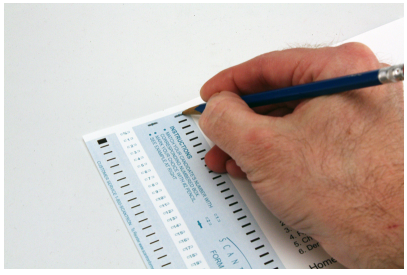
18. Margie Scalize
19. Juanita Brice
20. Anna Moseley
21. Joyce Hetrick
22. Angie Gray

DO NOT MARK OR WRITE IN SHADED AREA

BALLOT

Tallying Ballots





1. In the key marking row, fill in bubbles 3 and 5.

NOTE: Marking the 3 bubble results in the test scoring machine printing a serial number on each ballot. This is so that you can keep track of the number of surveys processed.

2. Press **START**.

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3. Feed the ballot key.

4. Feed the ballot forms (up to 9,999).

5. Feed the tally form.

NOTE: To tally more than 9,999 ballots, process multiple batches. Feed the tally sheet to conclude a batch. Press **START** to start a new session.

Chapter 4: Improving Your Tests and Surveys

At Scantron, we're interested in your success. This section provides Scantron and other expert information designed to help you improve your tests and surveys.

The topics in this section include:

- Creating Better Tests
- Creating Better Surveys

Creating Better Tests

This section provides Scantron and other expert information regarding how to create better tests.

The topics in this section include:

- Working with Test Questions
- Techniques for Writing Multiple Choice Items that Demand Critical Thinking

Working with Test Questions

Questions are the basis of all tests. Scantron forms can handle a number of different types of questions. See the Scantron Scanner and Forms Store for help selecting a form that supports your desired question types.

True-False

In a true-false question, students are presented with a statement and asked to indicate if the statement is true or false. Use this type question to identify whether students have learned information that is "either/or" in nature. These questions are not typically suited for more complex material where subtleties or ambiguities may determine how true a statement is.

Multiple Choice

In a multiple choice question, students are presented with a question (also called a question stem) and asked to select the correct answer(s) from a set of choices. The stem may be a question (e.g. "Which of the following is a good example of a genre?") or part of a sentence, which answer choices complete (e.g. "A genre is a..." with the choices being a short list of possible definitions).

Matching

In matching questions, students must identify which stimulus (question) relates to which response (answer choice). The stimulus corresponds to a question stem. Each matching question must contain at least two stimuli (questions).

When you create a question, you create the question and the correct answer choice as a pair. The student matches the items in the question column with those in the answer choice column. For example, the question "Who is the father of modern economics," and the answer "Adam Smith" is a matching pair.

In addition, you may create odd matching problems. Odd matching problems contain more answer choices (responses) than questions (stimuli).

Use this type of question to measure a student's ability to identify the relationship between two sets of related items, such as words and their definitions, states and capitols, key symptoms and diseases, etc.

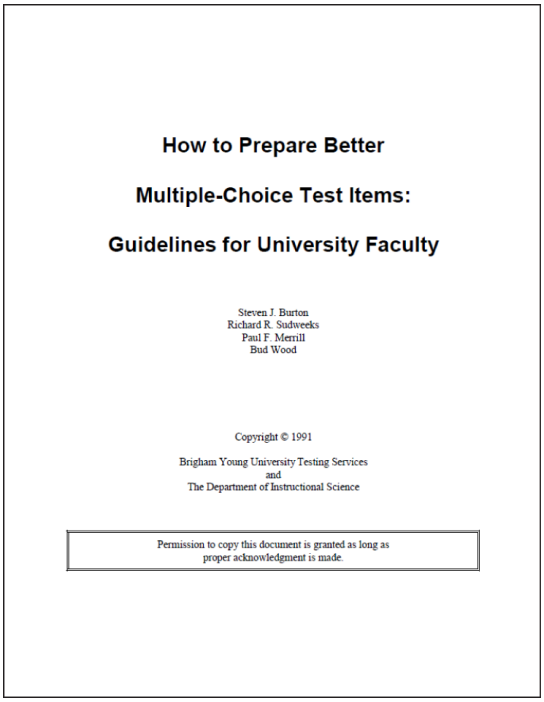
Essay/Problem

Essay/problem questions are typically subjective questions or questions for which an essay is the appropriate or required answer.

Use this type question when none of the other questions can adequately assess student learning, or if you need to assess all six levels of Bloom's taxonomy. Essay-problem questions are particularly good for determining whether students have synthesized disparate pieces of information and/or can evaluate and explain a concept in their own words.

How to Prepare Better Multiple-Choice Test Items

The following PDF file was created by Brigham Young University Testing Services. It is an excellent guide to creating better multiple choice questions.



How to Prepare Better

Multiple-Choice Test Items:

Guidelines for University Faculty

Steven J. Burton
Richard R. Sudweeks
Paul F. Merrill
Bud Wood

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Brigham Young University Testing Services
and
The Department of Instructional Science

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Techniques for Writing Multiple Choice Items that Demand Critical Thinking

The following is taken from the Teaching Effectiveness Program, Teaching and Learning Center, University of Oregon. See their web site at http://tep.uoregon.edu/index.html for more information.

- **Premise - Consequence**
- **Analogy**
- **Case Study**
- **Incomplete Scenario**
- **Problem/Solution Evaluation**

Premise - Consequence

Students must identify the correct outcome of a given circumstance.

> **Example**: If nominal gross national product (GNP) increases at a rate of 10% per year and the GNP deflator increases at 8% per year, then real GNP:
>
> a) Remains constant.
> b) Rises by 10%.
> c) Falls by 8%.
> d) Rises by 2%.

Note: To increase the difficulty, provide more than one premise.

[Top]

Analogy

Students must map the relationship between two items into a different context:

> **Example**: E-mail is to an unmoderated listserv as office hours are to:
>
> a) Class lecture.
> b) Class discussion.
> c) Review sessions.
> d) Tutorials.

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Case Study

A single, well-written paragraph can provide material for several follow-up questions.

Example:

1. Alice, Barbara, and Charles own a small business: the Chock-Full-o-Goodness Cookie Company. Because Charles has many outside commitments and Barbara has a few, Alice tends to be most in touch with the daily operations of Chock-Full-o-Goodness. As a result, when financial decisions come down to a vote at their monthly meeting, they have decided that Alice gets 8 votes, Barbara gets 7, and Charles gets 2- with 9 being required to make the decision. According to *minimum-resource* coalition theory, who is most likely to be courted for their vote?

    a) Alice
    b) Barbara
    c) Charles
    d) No trend toward any specific person.

2. In the scenario in question 1, according to *minimum-power* coalition theory, who is most likely to be courted for their vote?

    a) Alice
    b) Barbara
    c) Charles
    d) No trend toward any specific person.

[Top]

Incomplete Scenario

Students must respond to what is missing or needs to be changed within a provided scenario. Note: when using a graph or image, try to lay it out differently than how the students have seen it. This is equivalent to using new language to present a familiar concept and prevents students from using rote memorization to answer the question. For example, the diagram below may originally have been split left to right instead of top to bottom, and this diagram may not be as detailed as the diagram they saw in the book.)

Example: Use the diagram below to answer the following questions.

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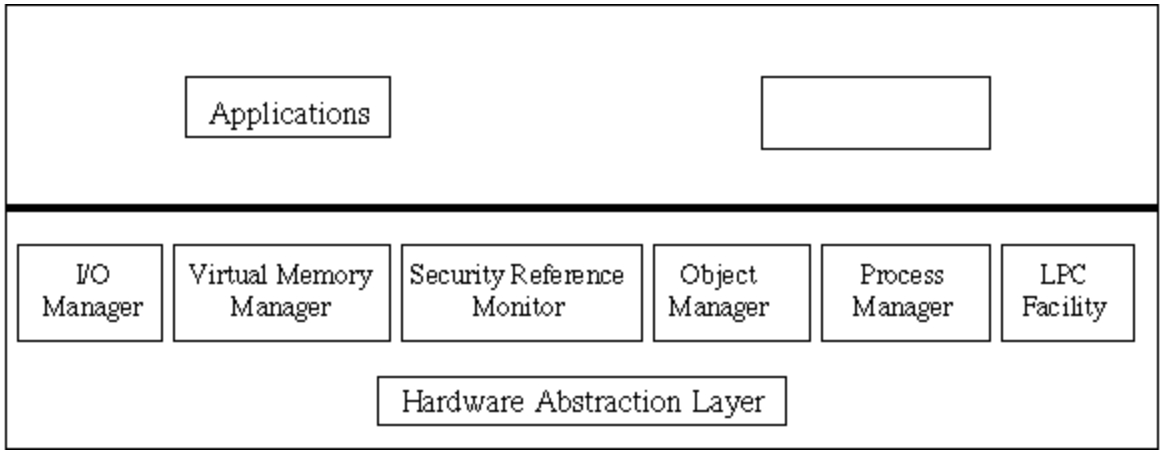

1. What belongs in the empty box in the upper right corner of the diagram?

   a) Hardware devices
   b) Client Services for Netware
   c) Logon Process
   d) Gateway Services for Netware

2. If the Applications resided below the heavy black line, they would:

   a) be open to hackers on the network.
   b) compete with the OS for memory.
   c) be preemptively multi-tasked.
   d) launch in individual NTVDMs.

[Top]

Problem/Solution Evaluation

Student are presented a problem and a proposed solution. They must then evaluate the proposed solution based upon criteria provided.

Example: A student was asked the following question: "Briefly list and explain the various stages of the creative process."

As an answer, this student wrote the following:

"The creative process is believed to take place in five stages, in the following order: orientation, when the problem must be identified and defined, preparation, when all the possible information about the problem

is collected, incubation, when no solution seems in sight and the person is often busy with other tasks, illumination, when the person experiences a general idea of how to arrive at a solution to the problem, and finally verification, when the person determines whether the solution is the right one for the problem."

How would you judge this student' s answer?

a) EXCELLENT (all stages correct in the right order with clear and correct explanations)
b) GOOD (all stages correct in the right order, but the explanations are not as clear as they should be)
c) MEDIOCRE (one or two stages are missing OR the stages are in the wrong order, OR the explanations are not clear OR the explanations are irrelevant)
d) UNACCEPTABLE (more than two stages are missing AND the order is incorrect AND the explanations are not clear AND/OR they are irrelevant)

[Top]

Creating Better Surveys

This section provides Scantron information regarding how to create better surveys.

The topics in this section include:

- Survey Terms
- Creating Questions
- Questions and Context
- Testing Surveys
- Analyzing the Results

Survey Terms

Let's define some key survey terms:

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Population

A population consists of all the items of interest. Let's say you're doing a class evaluation survey. Your population could be all students who took your class this year.

Response Rate

The number of respondents over the number of people who received the survey. For example: 70 students responded / 100 students received the survey = a 70% response rate.

Sample

A sample is simply a portion of that population. In our example, your sample would be the students you could persuade to take the satisfaction survey.

Variable

A variable is a measurable statistic that occurs in your sample and changes depending on the respondent. For variables to be statistically significant, you must create some kind of numerical scale or value, and clearly define rules to interpret the data collected.

Variables can be independent or dependent:

- **Independent** variables are also known as explanatory or predictor variables, because, after analysis, they either explain or forecast a particular result. Examples of independent variables include age, gender, location, economic status, etc.
- **Dependent** variables affected by the independent variables (for example, the independent variable, gender, affected the dependent variable, satisfaction with the class).

Statistic

A statistic is a numerical representation of your collected data (e.g., 23 respondents strongly agreed that the received materials were helpful).

Creating Questions

Before you begin creating your survey file, you need to ask several critical questions:

What are my objectives?

Needs

Have I clearly defined the needs that are driving this survey? If you have not, your objectives are likely to be imprecise and ambiguous, and you may end up with responses that do not help you make better decisions or provide useful answers.

Clarity

Are all the terms in my objectives precise and unambiguous? If not, what can I do to change that? Imprecise terms can cause you to create imprecise answer choices, which can lead to misleading responses.

Framing

Am I asking a question (how helpful were the received materials?) or verifying a statement (my students love this class)? How you frame your hypothesis (as a question or as a statement) can change how you ask questions and provide answer choices.

What types of questions do I want to ask?

Survey questions typically have the following characteristics:

Purposeful

Purposeful questions allow respondents to easily identify why you are asking the question. You may choose to phrase your question in a purposeful way ("To help ensure that I am being fair to all students, please identify your gender").

Concrete

Concrete questions are precise and unambiguous. Avoid any ambiguity in the questions. Also, be sure that you are asking only one question. Putting two or more variables in a single question can lead to unusable results.

Complete sentences

Complete sentence questions contain a subject and a verb. They also express a complete thought. For example, "College plans" could be confusing. "Select the degree level you currently intend to achieve," provides less room for interpretation to affect the answer.

What kinds of responses do I want?

Responses typically fall into one of the following categories. We recommend having a good idea of which of the following you want to use before you begin to design your survey.

Categorical/nominal

Categorical (or nominal, the terms are often used interchangeably) responses divide respondents into categories. For example, asking respondents to identify whether they are undergraduate freshmen, sophomores, juniors, seniors, or graduate students divides them into categories. You can then use these categories to aggregate the data you receive and start to make potentially useful inferences.

Ordinal

Ordinal responses ask respondents to rank a choice or set of choices. For example, asking respondents to rank their satisfaction with the units covered from 1 to 5 asks them to place the units on a continuum ranging from high to low. Ordinal data lets you both see detail

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about which respondents from a category rank you in a particular way and to compute an average ranking among all respondents.

Numerical

Numerical responses, as the name implies, ask respondents to quantify something (such as age or height). Numerical data provides a large variety of statistical measures.

How am I going to analyze the data?

We recommend deciding on what method(s) you plan to use to analyze your data before you design your survey. The analysis method you plan to use can change how you phrase questions and the type of answer choices you provide. Data can be analyzed in the following ways:

Statistically

Statistical analysis answers questions like "On the average, how many minutes did each student spend doing homework each night for this class?" If you plan to analyze data statistically, you need to include questions that support this method. Be sure that your possible responses cover the full range of answers.

Use statistical questions and responses to:

- Collect demographics on your sample (e.g., age, economic or educational status, gender, etc.)
- Aggregate responses by category (i.e., X% of freshman use the Student Health Center)
- Determine relationships between two characteristics (also called correlation).
- Make statistically significant comparisons (i.e., 70% of students with a grade of B or higher were very satisfied with the class versus 30% for students with a grade of C or lower).
- Make useful predictions (therefore, if I improve the class materials, overall class satisfaction will improve).

Qualitatively

Qualitative analysis answers question like "What do students think about this class? Is that different for different ages? genders? economic status?, etc." This type of analysis can supply meaning and context to the statistical data you collect.

Questions and Context

How you ask your questions directly affects how reliable and useful the responses are. Be sure to refer to any written survey goals when creating questions. The following is a basic checklist for deciding context:

- Identify the survey's context.
- Make sure the terms that describe the context are clear and unambiguous.
- Review the specific survey objectives and goals.
- Make sure you plan the timing of the survey: don't create a survey that exceeds your respondents' attention spans, even if you really need to know that information.

  TIP: Consider doing two surveys if you think your list of questions is longer than what your respondents will willingly answer in a single survey session.

  TIP: Consider including text at the beginning of the survey indicating how long it's likely to take respondents to complete the survey.

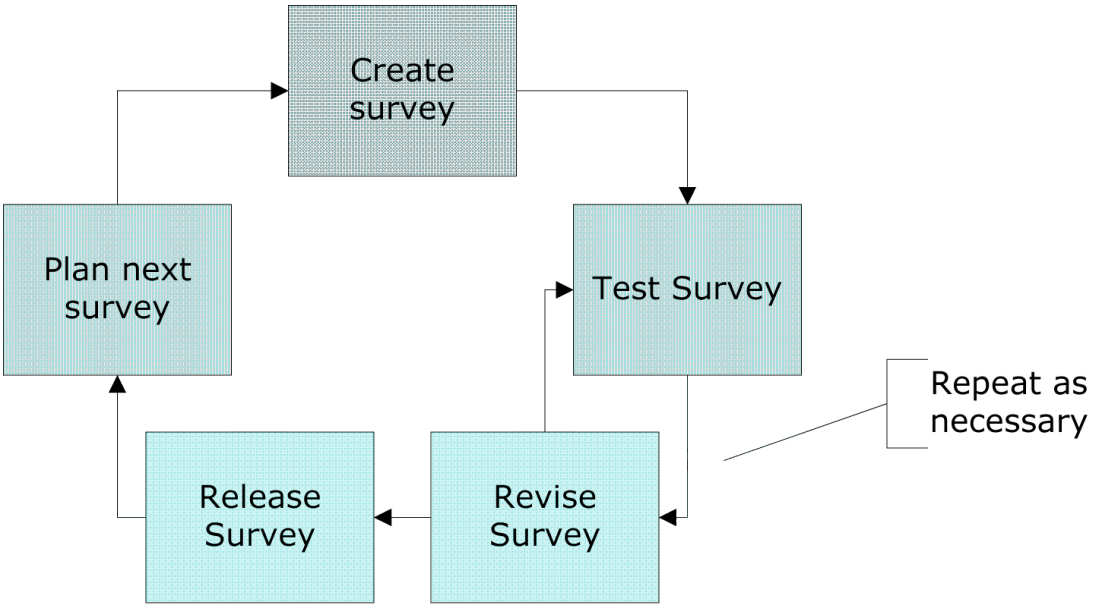
- Decide whether responses will be anonymous or merely confidential. This may change how you choose to word sensitive subjects—and what responses you get!
- Remember that your respondents view the survey through their own social, cultural, and economic context.

Testing Surveys

No matter how carefully you plan and design, testing helps ensure that you get the usable data you desire.

Testing Cycle

Proper testing of a survey is a cycle:



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Procedure

1. Start with a nearly finalized survey.
2. Identify a small set of testers and distribute the survey to them.
3. Revise the survey based on testing feedback.
4. Re-test the survey with the same testers to make sure their comments were addressed effectively.
5. Make any additional changes.
6. Repeat steps 3 through 5 as often as necessary.
7. Release the survey to all respondents.
8. Begin planning the next version of the survey.

Things to Look for in Testing

We recommend asking the following questions during testing.

- Is your testing sample similar to your surveying sample? If not, the feedback you get may not help improve the survey.
- Did test respondents feel the survey was:
    - Too detailed (i.e., took too long)?
    - Too trivial or irrelevant (i.e., did not ask the right questions)?
    - Too "hard" or confusing (i.e., used too many ambiguous terms/too much jargon, had too many open questions, was not translated well)?
    - Too personal (i.e., asked too many questions about their personal lives without explaining why the information was necessary)?
    - Not comprehensive enough (i.e., did not provide the right/enough answer choices)?
- Did you get the kind of data you were expecting?

Analyzing the Results

Understanding Descriptive Statistics

Descriptive statistics help you interpret your survey data. These statistics, used properly, can guide you to important decisions or changes to make, based on what your survey discovers.

Sample Question and Responses

For all the terms defined below, we use the following sample set, where appropriate:

Question	The room was too warm.	
Answer choices & weights	Strongly Agree	5
	Agree	4
	Neutral	3
	Disagree	2
	Strongly Disagree	1
	No answer	0
Response set	{1,1,1,1,2,2,2,2,3,3,3,3,3,3,4,4,4,4,5,5}	
Total responses	20	

Some Important Terms

The following are some terms that will help you read this section more effectively.

Mean

The mean is the arithmetic average of all the scores in the distribution. It is calculated by adding all the scores in the distribution, then dividing this sum by the total number of scores. The mean acts as a "balance point" for the data. Mean[1] can be affected by outliers, which is why it is generally not significant in and of itself, but rather used in other significant calculations. For example, using our sample set:

[1]The total of scores divided by the number of scores; the average score.

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- Question: The room was too warm.
- Answer choices & weights: Strongly Agree 5 Agree 4 Neutral 3 Disagree 2 Strongly Disagree 1 No answer 0
- Response set: {1,1,1,1,2,2,2,2,3,3,3,3,3,3,4,4,4,4,5,5}
- Total responses: 20
- Sum of responses: 1 + 1 + 1 + 2 + 2 + 2 + 2 + 2 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 4 + 4 + 4 + 4 + 5 + 5 = 56
- Mean = 56 ÷ 20 = 2.8

Our mean, then, is 2.8. Obviously 2.8 does not correspond directly to any of the textual choices, so the mean will be useful only when we use it to calculate the standard deviation. Use a mean when you are interested in numerical values that can serve in other calculations.

Median

The median[1] is the central value in an ordered sequence. The median is not affected by extreme outliers the way the mean is, since it is just the middle point of the two central values. From our sample data, 3 (neutral) is the median response.

Mode

Mode describes the response that occurs most often. It is not affected by outliers, since each response stands alone. There may be no mode (i.e., all answer choices were selected equally often) or there may be several modes (i.e., the same number of respondents chose several answer choices). 3 (neutral) also happens to be the mode in our sample.

Range

Range is the difference between the answer choice with the highest weight and that with the lowest. Only responses that are actually chosen are used to calculate range. Using our example, no respondents chose not to answer (which would be weighted 0), so our range would be 4 (the difference between 1 and 5). Range ignores how the data is distributed within the range.

Standard deviation

The standard deviation is an indication of how widely the data is distributed (i.e., the potential difference between observation in the form of your results and reality). The standard deviation shows the average distance of each score from the mean. Low standard deviation tells us that the scores are closely clustered (the respondents agree with each other). A low standard deviation is below 1.0 (e.g. 0.9 and lower) and indicates a stronger conclusion. Larger standard deviations tell us that the score are spread out (the respondents

[1]The value that lies in the middle of the distribution when the information is arranged in numerical order; the value that divides the distribution in half.

have very different opinions from each other). For example, using the same response set we used to describe "mean", the Standard Deviation is 1.39. This means the average distance of all scores from the mean of 2.8 is 1.39. Here, our standard deviation is moderately high, therefore we must be careful with any conclusions we draw from the data.

Variable

Variables are measurable characteristics (i.e., your questions). There are two kinds of variables:

- Dependent These variables are usually affected by the independent variables, and tend to be matters of opinion rather than matters of fact. Dependent variables usually represent a key question you are trying to answer with your survey (e.g., "Will changing the thermostat setting in the training room improve training ratings?"). Our example is a dependent variable.
- Independent These variables describe data that may affect the dependent variable. These variables are generally matters of fact, rather than opinion. Independent variables often represent the variables you cannot control (such as the number of men vs. women who attend the training).

Mean and Standard Deviation: the end result

"Look for low means combined with low standard deviation! If you prioritize solving these issues, you'll be the hero." Low mean and low standard deviation tells you that if you change the temperature you will satisfy all the participants (in other words, most of the participants chose the same or very similar answers). By contrast, a high mean and high standard deviation means any change you make will not satisfy all the participants. Remember, a low standard deviation is 0.9 or less. Using the example from our terms, consider the following. If some respondents think the temperature is fine and others think the temperature is too cold or too hot—any change you make will not have any effect, because the participant's thoughts are spread too far apart. It is important to be able to use a single score to characterize the set of scores. Measures of central tendency provide statistics that include the average or typical score in the distribution.

Putting it all together

Get a feel for the mean

Thumb through the data and determine what constitutes a relatively high mean or a relatively high favorable score. Similarly, see what constitutes a relatively low mean, or a relatively low, or unfavorable score. Pay close attention to anything that jumps out as unusual from the rest of the data.

Consider the standard deviation

Use the standard deviation to help set priorities. Relatively low standard deviation may help you determine the order in which you'll address the challenges. It can also help you determine how much credence to assign to high-scoring questions.

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Perform meaningful cross-tabulations

Be sure to look at cross-tabulations, or demographic breakdowns of the data. Look for anything that jumps out. Remember that reports will never give reliable (and complete) information about individuals or small groups. Don't be fooled into thinking that everyone in the group feels the same way.

Test your conclusions

Remember to challenge every conclusion you draw. Ask people if you understand the data and ask for feedback. Involve others who have been involved in the creation and administration the survey.

Chapter 5: Working with ScoreIT

This section explains how to use ScoreIT data analysis software to transform data from your Scantron Score test scoring machine and into graphical reports.

- Understanding ScoreIT
- Setting Up Profiles
- Transferring Data From Scantron Score to a USB Drive
- Creating Reports Using Scantron ScoreIT
- Viewing Reports

Understanding Scantron ScoreIT™

If you do not see a video above, your site blocks YouTube. Use the following option:

Scantron ScoreIT™ takes the results from tests scanned on your Scantron Score™ test scoring machine and transforms the data into graphical reports, giving you the insights (such as detailed item analysis) you need to get more value from your test results.

NOTE: If the scanner is using an older version of firmware, you can download the latest firmware version at http://www. scantron.com/productupdates.

NOTE: Scantron ScoreIT works with most Scantron Score test scoring machine assessment forms. However, forms with the "SC" prefix, such as form SC982-E, include Student ID fields. The Student ID field allows Scantron ScoreIT to automatically match test results to individual students. Scantron Score forms are also identifiable by their distinctive blue color.

To transfer scores and access reports:

1. *(optional)* Set up class/standard and test profiles.
2. Score tests as normal.

   TIP: We strongly recommend using a test form that includes a Student ID area, such as form SC982-E . On the key, you can use this field to provide the test ID, as well. See Setting Up Keys for Scantron ScoreIT for details.

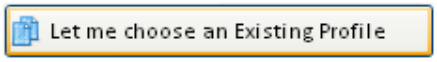
3. Insert a USB drive and press Transfer Data to transfer results to the drive.
4. Move the USB drive to any computer where Scantron ScoreIT is installed and insert the drive into the computer's USB port.

   Depending on how you name your profiles (see Setting Up Profiles) and where you store them (see Setting Default Scantron ScoreIT Folders), Scantron ScoreIT can associate incoming tests with additional details and display your reports automatically.

NOTE: You do not have to set up or use profiles; however, if you choose to, reports may include additional data, such as student names.

If ScoreIT does not find an automatic match, it prompts you to choose the profiles yourself.

5. *(optional)* Do one of the following:
   - Click

to create reports immediately, without additional profile information.
   - Click 

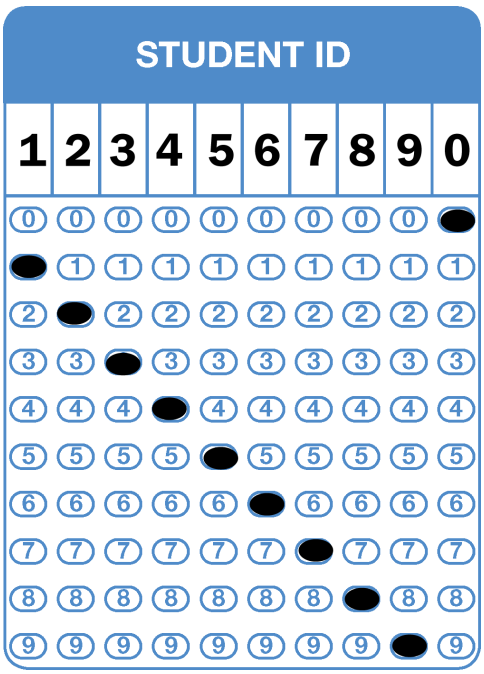
to choose your profiles.

6. View the test reports.

NOTE: You must have Microsoft Excel 2003 or later to create and view reports.

Setting Up Keys for Scantron ScoreIT™

Blue test forms designed for use with Scantron ScoreIT (such as form SC982-E) include a Student ID area. When you mark this form as the key, you can use the student ID area on the key as a test ID, to help you track tests and associate test data more effectively. This test ID appears on reports and in Scantron ScoreIT to help identify individual test files.



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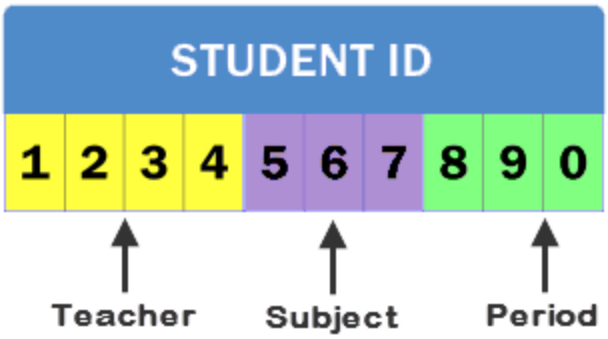
Use the Student ID Field on the Scantron Test Key to identify the Class or Group of Students that will be administered the test. As shown in the example(s) below, you can enter up to 10 digits to identify the Teacher, Subject, Period and/or other Class information.

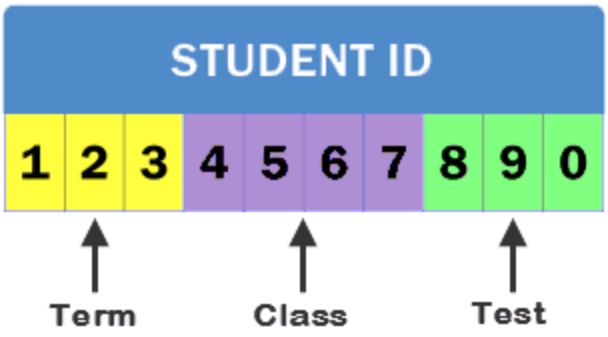
After the Test Key and Student Forms are scanned and then accessed by ScoreIT, the number entered in the Test Key's Student ID Field becomes the Test ID in ScoreIT. This unique Test ID helps the user select the appropriate Test Profile and/or Class Profile. You can use Scantron ScoreIT Test IDs on the key for several scenarios, as long as the form you are using includes a student ID area.

The Test ID can be any number that you choose, such as the following examples:

Example 1: Use the first four digits in the student ID field to identify the teacher, the next three to designate the subject, and the final two to show the period.



Example 2: Use the first two digits to designate the term, the following four digits to identify the class, and the final three as a unique identifier for the test.

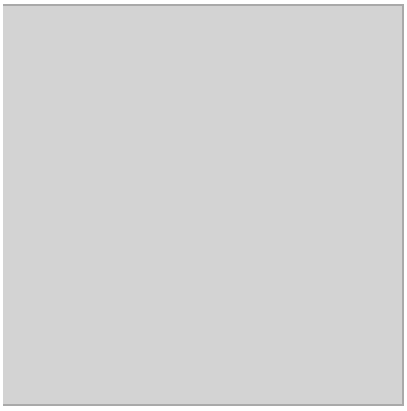


Note: Some smaller forms allow only nine digits for the Student ID. If you are using a smaller form, make sure you use a Test ID that contains only nine digits.

Tip: Coordinating a test ID numbering scheme with others in your school can be beneficial where an individual may scan tests for multiple classes.

For more information about forms that support the Student ID area, see the Scantron Scanner & Forms store.

Setting Up Profiles



Scantron ScoreIT™ takes the results from tests scanned on your Scantron Score™ test scoring machine and transforms the data into graphical reports, giving you the insights (such as detailed item analysis) you need to get more value from your test results.

When you transfer data from Scantron Score, you can tell Scantron ScoreIT how to associate (map) the test results to specific additional details, such as student names, test versions, and learning objectives/academic standards. This mapping is created in a profile.

Profiles are Microsoft Excel workbooks with a specific tab for each of the different types of information you may want to associate with tests. Click a profile name below to learn more about what it contains. You can create class/standards profiles, test profiles, or both, depending on how you intend to use the reports. Because profiles are created in Microsoft Excel, you can work with them as you would with any other Excel file.

NOTE: There are some specific tips and tricks for setting up profile information brought in from other systems (such as your student information system, or a state standards web site. See Class/Standards and Test Profile Tips and Tricks for details.

While you do not have to provide profiles (Scantron ScoreIT will still create your reports and display results without them), profiles help you see a broader and more effective picture of your test results than viewing the results alone.

Scantron ScoreIT uses two profiles:

- **class/standards profile**

  The class/standards profile relates the student IDs in your test results file to student names in a class or school roster. In addition, this profile specifies all the learning

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objectives/academic standards this class will cover. It also provides a grade scale. You can set up a single master profile for all classes, or create unique class/standards profiles for each class. Setting up the Class/Standards profile is optional, but makes your reports more informative. You can choose how much detail to specify in the Class/Standards profile: none of the information is required.

This profile works best if you are using a Scantron test form that supports student IDs.

CAUTION: If you are not using a test form that supports student IDs and want to see student names on the reports, you will need to enter student names on the reports directly, using the handwritten student names from the form.

NOTE: We strongly recommend including all students for a particular school in this profile and distributing that profile to all teachers, ideally by storing it on a shared drive or folder accessible to all teachers.

NOTE: If you choose to use Class/Standards profiles, you must define the profile before running reports on your test results.

- **tests profile**

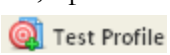
  Test profiles relate the questions and answers in your test results file to test versions and to specific learning objectives/academic standards (defined in the Class/Standards profile). In addition, you can specify report heading information like test name, teacher, class, etc. Test profiles are unique to each test you create and administer. Setting up the Test profile is optional, but makes your reports more informative. You can choose how much detail to specify in the Test profile: none of the information is required.

To set up profiles:

1. Insert a USB drive with test results and click

.
2. Choose the profile type you want to set up:
   - class/standards profile
   - test profile
3. Make and save any changes to the profile(s).

To set up profiles before you have test results to transfer, open ScoreIT using the desktop or Start menu icon and click

or 

at the top of the screen. See Setting Up Class/Standard Profiles or Setting Up Test Profiles for more details.

Setting Up Class/Standard Profiles

The class/standards profile relates the student IDs in your test results file to student names in a class or school roster. In addition, this profile specifies all the learning objectives/academic standards this class will cover. It also provides a grade scale. You can set up a single master profile for all classes, or create unique class/standards profiles for each class. Setting up the Class/Standards profile is optional, but makes your reports more informative. You can choose how much detail to specify in the Class/Standards profile: none of the information is required.

This profile works best if you are using a Scantron test form that supports student IDs.

CAUTION: If you are not using a test form that supports student IDs and want to see student names on the reports, you will need to enter student names on the reports directly, using the handwritten student names from the form.

NOTE: We strongly recommend including all students for a particular school in this profile and distributing that profile to all teachers, ideally by storing it on a shared drive or folder accessible to all teachers.

NOTE: If you choose to use Class/Standards profiles, you must define the profile before running reports on your test results.

NOTE: There are some specific tips and tricks for setting up profile information brought in from other systems (such as your student information system, or a state standards web site. See Class/Standards and Test Profile Tips and Tricks for details.

What's on the profile tabs?

Students

The student's last name, then first name appears on any reports associated with this profile. ScoreIT uses the student ID you provide here to associate the test results with the correct student name.

- **Student ID**: a numeric ID of up to 10 digits, typically assigned by the district, that uniquely identifies each student. Many Scantron Score forms allow students to provide this ID on the form. Forms that provide a student ID area support 9 or 10 digits for the student ID, depending on the form used.
- **First Name:** up to 30 characters of the student's first name.
- **Last Name:** up to 30 characters of the student's last name.

TIP: If your school or district uses a Student Information System (SIS), you can export data from that system and copy it here.

Objectives

ScoreIT uses the objective ID you provide here to associate the specific test objectives listed in the test profile with the correct objective description. The objective description

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appears on selected reports associated with this profile.

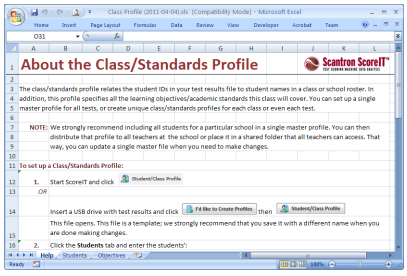
- **Objective ID:** up to 20 characters of the ID assigned to an objective by the organization who created the standards documents you use to structure instruction (typically your state). It's usually found at the beginning of each standard in the document.
- **Description:** the text associated with the objective ID you just entered. It describes the specific learning outcome for the objective. Keep this text as brief as possible to save paper when printing your results reports. You can use letters, numbers, and/or the following special characters: [,.;:'"!@#$%^&*()]. Alternatively, you can choose to enter a prescriptive description to help instruct students

Grading Scale

The grade appears on selected reports associated with this profile. ScoreIT compares the student's actual percentage score to this grade range table to determine the letter grade for the test.

- **Start:** the lowest percentage score a student can attain and still receive the specified grade (for example 90 for 90%).
- **End:** the highest percentage score a student can attain and receive the specified grade (for example 100 for 100%).
- **Grade**: the grade students scoring within the specified percentage range should receive, up to 10 letters.

How do I create Class/Standards Profiles?



1. Start ScoreIT and click

.

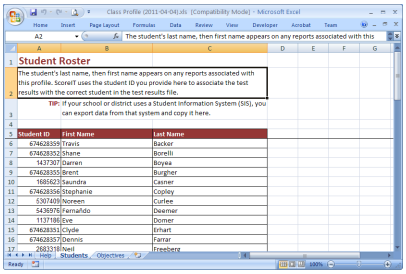
OR

Insert a USB drive with test results and click

, then

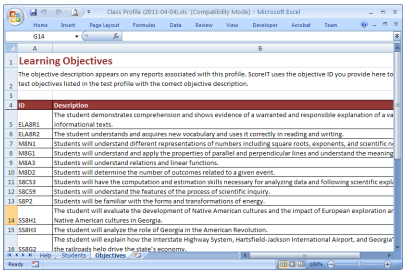
.

You are prompted to save this file. We strongly recommend that you save this file with a different name than the template.

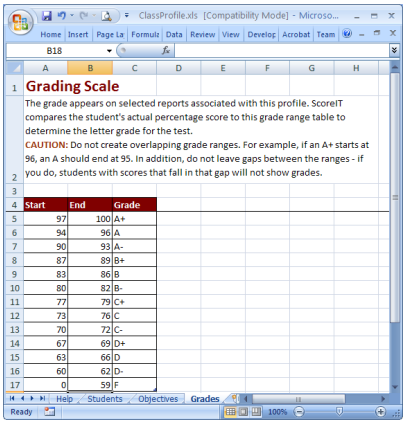


2. Click the **Students** tab and enter the students' information.

> **TIP:** If your school or district uses a Student Information System (SIS), you can export data from that system and paste a copy here.



3. Click the **Objectives** tab and enter the information for each learning objective.



4. Click the **Grades** tab and enter the information for each letter grade score range.

5. Save the file. The default file name is ClassProfile.xls.

> **TIP:** Consider saving a single master file to a shared drive that all teachers can access
>
> **CAUTION:** You may save this profile using a different name; however, if you use a different name, ScoreIT will not associate this profile automatically with incoming test results. You will have to specify the profile manually for each test.

6. *(Optional; if you do not store the file on a shared drive)* Distribute the file to teachers.

If you are creating one profile per class or test, repeat these steps for each class or test.

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What do I do next?

Create a Test Profile, or score your keys and tests then transfer the test results to a USB drive.

Setting Up Test Profiles

Test profiles relate the questions and answers in your test results file to test versions and to specific learning objectives/academic standards (defined in the Class/Standards profile). In addition, you can specify report heading information like test name, teacher, class, etc. Test profiles are unique to each test you create and administer. Setting up the Test profile is optional, but makes your reports more informative. You can choose how much detail to specify in the Test profile: none of the information is required.

NOTE: There are some specific tips and tricks for setting up profile information brought in from other systems (such as your student information system, or a state standards web site. See Class/Standards and Test Profile Tips and Tricks for details.

What's on the profile tabs?

Name

This information appears in the on-screen and printed header for any reports associated with this profile. You can leave any or all of the fields blank.

- **Test Name:** up to 30 characters that describe the test. Consider including the subject, unit, and/or type of test (e.g., "Math - Fractions - End of Unit" or "Romeo and Juliet Act I Quiz").
- **Test ID:** up to 30 characters that identify the test. This should match the Test ID specified in the Student ID area of the key form.
- **Teacher Name:** up to 30 letters of the name of the teacher responsible for this test.
- **Class:** up to 30 alphanumeric characters of the name of the class taking the test (e.g, "4th Grade" or "Algebra 1").
- **Period *(if appropriate/applicable)*:** up to 30 alphanumeric characters of the class period (e.g., "4th" or "Block 1").

ItemObjectives

The objectives appear in the class results and student results reports. The class results report uses the objective ID to link each question to a specific and measurable learning objective. The student results report uses the objective ID and description (if available) to identify specific learning objectives the student has attained vs where he or she needs further instruction. You can specify one or more objectives for each question.

- **Question Number:** the question number (up to 3 characters; from version A, the master version, if you are reporting on a test with multiple versions) for each question on the test.
- **Objective ID:** up to 20 characters of the ID assigned to a learning objective that you entered in the Class/Standards profile. You can specify one or more objectives for

each question by entering two rows with the same question number but with different Objective IDs. You can use letters, numbers, and/or the following special characters: - _ .

TestVersion

Version information does not appear directly on class and student reports. Scantron ScoreIT uses this version mapping to present unified item analysis results for all versions of the test.

- **Key A:** the question number order for version A, the master version (up to 3 characters). These must be sequential, consecutive numbers, one for each question on the test.
- **Keys B – D:** Typically, different test versions scramble the order of questions. Specify the question number order for the remaining versions, in relation to the master version (up to 3 characters).

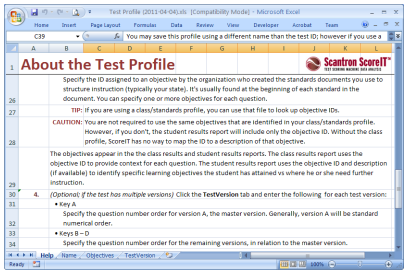
CAUTION: You do not need to specify version information. However, if you do not, Scantron ScoreIT will create a separate report set for each test version when you transfer results to Scantron ScoreIT.

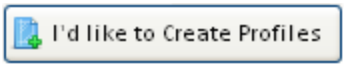
How do I create Test Profiles?

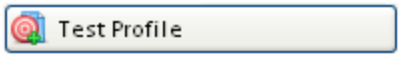
Start ScoreIT and click

.

OR

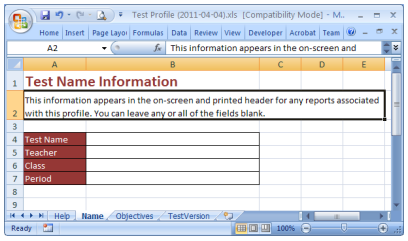


Insert a USB drive with test results and click 

, then 

.

You are prompted to save this file. We strongly recommend that you save this file with a different name than the template. Consider using a name related to the test, so you can recognize it more easily later.



1. Click the **Name** tab and enter the report heading information.

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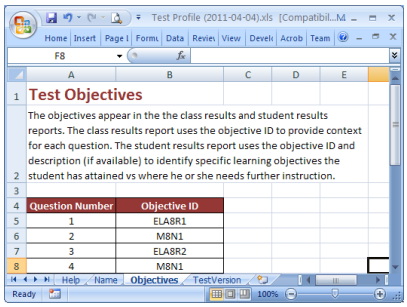
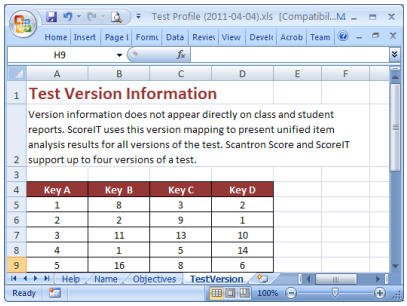
2. Click the **ItemObjectives** tab and enter the learning objective information for each question. You can specify one or more objectives for each question.



TIP: If you are using a Class/Standards profile, a large set of available Objective IDs and Descriptions associated with the class are provided there. Use that file to find specific objective IDs to covered by this test.

CAUTION: You may use different objectives than are identified in your Class/Standards profile. However, if you do, the student results report will include only the objective ID. Without the Class/Standard profile, ScoreIT has no way to map the ID to a description of that objective.

3. *(Optional; if the test has multiple versions)* Click the **TestVersion** tab and enter the question mapping for each test version.



NOTE: To use this mapping, you must include the same questions with answer choices in the same order on each version, although the question order on each version can be different (that is, you can scramble the questions, but not the answer choices).

CAUTION: You do not need to specify version information. However, if you do not, Scantron ScoreIT will create a separate report set for each test version when you transfer results to Scantron ScoreIT.

4. Save the file.

TIP: We strongly recommend saving this file with a different name than the template (the default file that you opened). Use the test ID (the

number you provided in the Student ID area on the test key form. This number must be the same on each version of the test key.

CAUTION: You may save this profile using a different name than the test ID; however if you use a different name, ScoreIT will not associate this profile automatically with incoming test results. You will have to specify the profile manually for each test.

Repeat these steps for each test. You can create profiles before scoring tests on the test scoring machine or later when you are transferring test results from Scantron Score to ScoreIT. If you choose to use Test profiles, you must define the profile *before* running reports on your test results.

What do I do next?

Create a Class/Standards Profile, or score your keys and tests then transfer the test results to a USB drive.

Class/Standards and Test ProfileTips and Tricks

What are Profiles?

To get the most out of your Class/Standards Profile without a lot of tedious data entry, you may want to bring in existing information from your Student Information System/electronic class roster and from any standards documents your state or district provides. This involves knowing a few Excel tips and tricks that can make bringing data into profiles easier.

NOTE: The tips and tricks noted here were tested in Excel 2007. Most of them should also work in earlier or later versions. Check the online help or documentation for your specific version of Excel if you are not sure.

Including Student Data in the Profile

The student data (Student ID, First Name, Last Name) in your electronic class roster may not appear in the roster in the same order you need it in ScoreIT. There are two ways to address this:

- Copy each column individually

  Copying columns individually is simple and can be useful. However, when you copy, be careful to select all the rows in the column (excluding the header row).

- Copy all three columns at the same time

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Copying all the student data at once is faster, but you must be sure the columns in your roster are in the same order as the columns in the profile.

In addition, you may only have a single column in your roster called "student name" that includes the students' first and last names in one cell. You can split that column using the Data ribbon in Excel.

CAUTION: We strongly recommend making a copy of your student roster and making changes in the copy before bringing data into ScoreIT profiles.

To split the name column

NOTE: If the names in the column are in last name, first name order, you will need to split the data in your roster, then move the first name column to the left of the last name column before bringing the student data into ScoreIT.

1. Highlight all the cells in the name column except the column heading.
2. Click the Data ribbon at the top of the Excel screen.
3. In the Data Tools section of that ribbon, click **Text to Columns**.
4. Follow the instructions on-screen. See your Excel documentation for details.

To move columns

1. In the copy of your student roster, highlight the entire column you want to move.
2. Cut the column (CTRL+X, right-click+Cut, etc.)
3. Highlight the column to the right-hand side of where you want the column you just cut.
4. Right-click and select **Insert Copied Cells…**.

   CAUTION: Do not just paste the cut column; this will replace the column you select, which is not what you want. If you should accidentally paste the column instead of inserting it, press CTRL+Z (Undo) and try again.

To copy column by column

1. Open your electronic class roster. If the data is not already in an Excel spreadsheet, export it.

   See the documentation for your Student Information System or class roster software for details on how to do this.

2. In the class roster spreadsheet, highlight all the individual cells in the Student ID column. Do not highlight the header cell.
3. Copy the cells (CTRL+C, right-click+copy, etc.)

4. Open or switch to your ScoreIT Class/Standards Profile.

   TIP: You may need to create a profile for this class.

5. In the Class/Standards profile, on the Students tab, highlight the first cell under Student ID.

6. Paste the cells you copied in step 3.

7. Repeat for the other two columns.

To copy all three columns at once

1. Open your electronic class roster. If the data is not already in an Excel spreadsheet, export it.

   See the documentation for your Student Information System or class roster software for details on how to do this.

   NOTE: If the student ID, first name, and last name columns are not next to each other, move them so that they appear in the following order: Student ID, First Name, Last Name. See *To move columns*, above, for details.

2. In the class roster spreadsheet, highlight all the individual cells in the all three columns. Do not highlight the header cells.

3. Copy the cells (CTRL+C, right-click+copy, etc.)

4. Open or switch to your ScoreIT Class/Standards Profile.

   TIP: You may need to create a profile for this class.

5. In the Class/Standards profile, on the Students tab, highlight the first cells under the heading row.

6. Paste the cells you copied in step 3.

Including Standards in the Profile

Standards are learning objectives (usually defined by your state) you can associate with items on your test, so you can measure how well your students are attaining grade-level expectations. Associating standards with test items provides additional context to help you remediate lower-performing students and challenge higher-performing students.

Standards documents are typically provided on your state or district website as downloadable files you can use to plan and adjust your instruction. The documents are generally in .DOC, .PDF, or .HTML format, which means you can easily copy text into the Class/Standards Profile to make your ScoreIt reports richer and more useful.

ScoreIT expects each standard to have the following elements:

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- **Objective ID:** up to 20 characters of the ID assigned to an objective by the organization who created the standards documents you use to structure instruction (typically your state). It's usually found at the beginning of each standard in the document.

- **Description:** the text associated with the objective ID you just entered. It describes the specific learning outcome for the objective. Keep this text as brief as possible to save paper when printing your results reports. You can use letters, numbers, and/or the following special characters: [,.;:'"!@#$%^&*()]. Alternatively, you can choose to enter a prescriptive description to help instruct students

Copy these elements from the standards document provided by your district or state into the Class/Standards Profile.

To include standards/objectives in the Class/Standards Profile

1. Locate the document on your state or district website containing the standards/objectives you want to use.

   TIP: If the standards/objectives are in a .DOC or .PDF format, consider saving a copy locally so you can easily find the document again.

2. Within the document, locate the specific standards/objectives you want to use.

3. Open or create a Class/Standards Profile and click the Objectives tab.

4. If necessary, add more rows to the data entry area. See *To add more objective rows*, below.

5. In the standards document, highlight and copy the standard ID, which is a combination of letters and numbers identifying a specific learning objective.

6. In the Class/Standards Profile, on the Objective tab, paste the standard ID in the first row of the ID column.

7. In the standards document, highlight and copy as much of the description as you want on your ScoreIT reports.

8. In the Class/Standards Profile, on the Objective tab, paste the standard ID in the first row of the Description column. Be aware of the following when you paste:
   - If you highlight multiple paragraphs, each paragraph will paste into a separate row in Excel.

   - ScoreIT requires each combination of objective ID and description to occupy *one* row in the Objectives tab. Sometimes the standard is broken into multiple paragraphs in the standards document. If this is true for a standard you want to use, you must do one of the following:
     - Paste the objective description, then cut the text from subsequent cells and paste it onto the end of the text in the first row. To do this, double-click the cell and press End on your keyboard, then paste the text.

- Copy and paste only one paragraph at a time into the Description cell.
- Include the paragraph number with the Objective ID, and only copy a single paragraph. For example, if the standard number is HCC3 and has two sub-paragraphs (a and b), you could create two lines in the profile: HCC3a and HCC3b.

- All objective IDs/descriptions must appear within the gridlines in the profile. You may need to add more lines to the gridlined area. See *To add more objective rows*, below, for details.

9. Repeat these steps for each objective you want to associate with tests for this class.

   TIP: Don't forget that you can use this class profile with multiple tests, so try to include all the objectives you might need for the class.

To add more objective rows

1. In the Class/Standards Profile, on the Objectives tab, highlight any gridlined row.
2. Right-click and select **Insert**.
3. Press F4 on your keyboard or repeat step 2 until there are enough lines to contain all the standards/objectives you plan to associate with test items for this class.

   TIP: Don't forget that you can use this class profile with multiple tests, so try to include all the objectives you might need for the class.

Transferring Data From Scantron Score™ to a USB Drive

If you do not see a video above, your site blocks YouTube. Use the following option:

Scantron Score enables you to transfer the results from scanned tests to a USB drive. Once you have transferred scores off the test scoring machine, you can open them on any computer where you have Scantron ScoreIT™ installed and view reports.

TIP: We strongly recommend using a test form that includes a Student ID area, such as form SC882-E. On the key, you can use this to provide the test ID, as well.

CAUTION: The scanner remembers a single batch of key and test forms at a time. Transfer data for each test before scoring the next test.

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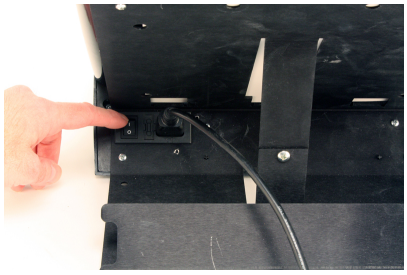


1. Make sure the test scoring machine is turned on. The switch is located on the back of the unit.

2. Look at the screen to view your options. You may need to wake the unit up from sleep mode by pressing any button.

3. Press **Start**, then scan your key and test forms as usual. See Scoring Tests for details.

4. Insert the USB drive into the drive port, located on the left-hand side of the machine as you are facing it.
NOTE: Be sure the USB drive is inserted all of the way into the scanner USB port.

5. Press **Transfer Data**, then follow the on-screen instructions. The test results for this test are transferred to the USB drive. Be sure to transfer the test results for each test you score to the USB drive ***before*** scoring the next test.

> **CAUTION:** Do not remove the USB drive until the transfer process is complete and you are prompted to do so. You may leave the USB drive in place to score and transfer additional tests.

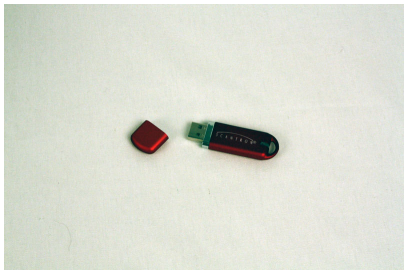
6. When you are done scoring and transferring test results, remove the USB drive, or press **Start** to begin scanning a new test.

You may now take the USB drive to any computer where Scantron ScoreIT is installed and view reports on your test results.

Creating Reports Using ScoreIT

If you do not see a video above, your site blocks YouTube. Use the following option:

To create reports using the student results from the Scantron Score scanner:

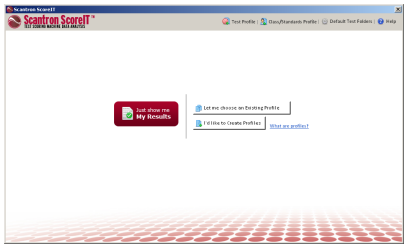


1. Insert the USB drive that contains files from the Scantron Score scanner into the computer's USB drive port. See Transferring Data From Scantron Score to a USB Drive for details.

   Scantron ScoreIT recognizes new tests on the USB drive and asks you what to do next.

   If there are no tests on the USB drive, you may already have created reports for these tests. See Reprocessing Scantron ScoreIT™ Test Files for details on reprocessing tests.

2. At the screen, click one of the available buttons:



- Just show me my results
- Let me choose an existing profile
- I'd like to create profiles

Once you have created reports, Scantron ScoreIT moves the test files from the USB drive. See Reprocessing Files for details on how to use the test files again if necessary.

Just show me my results

You may decide that student IDs and scores are all the information you need. If so, click

and Scantron ScoreIT will automatically prepare your reports and present them on-screen in a Microsoft Excel file. See Viewing Reports for details on viewing and using these reports.

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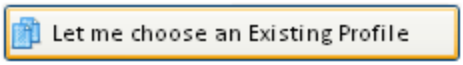
Let me choose an existing profile

If you already have an existing profile that will work (perhaps one you have used before or one that you created for this test), do the following:

Click

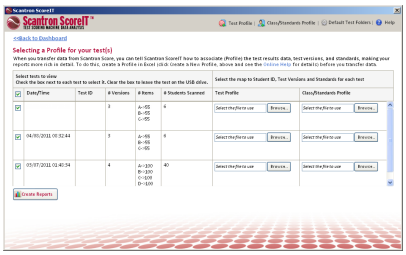


.

3. Check the box next to each test result set for which you want to view a report.

The name of the original ITD (test set) file is located in the header of the Class Results report.

If the USB drive contains multiple test results, Scantron ScoreIT displays information about the test results to help you identify each set of test results. The Test ID is the number scanned from the student ID field on the key sheet and is one of the simplest ways of identifying your test. See Setting Up Keys for Scantron ScoreIT for details.



NOTE: Once you create reports on results from the USB drive, Scantron ScoreIT removes those results from the USB drive. Any results for which you did not create reports remain on the drive as new/unprocessed tests. For details on reprocessing previously-created tests, see Reprocessing Test Files.

4. For each selected test, click **Browse** next to each profile you want to choose:

- **class/standards profile**

  The class/standards profile relates the student IDs in your test results file to student names in a class or school roster. In addition, this profile specifies all the

learning objectives/academic standards this class will cover. It also provides a grade scale. You can set up a single master profile for all classes, or create unique class/standards profiles for each class. Setting up the Class/Standards profile is optional, but makes your reports more informative. You can choose how much detail to specify in the Class/Standards profile: none of the information is required.

This profile works best if you are using a Scantron test form that supports student IDs.

CAUTION: If you are not using a test form that supports student IDs and want to see student names on the reports, you will need to enter student names on the reports directly, using the handwritten student names from the form.

NOTE: We strongly recommend including all students for a particular school in this profile and distributing that profile to all teachers, ideally by storing it on a shared drive or folder accessible to all teachers.

NOTE: If you choose to use Class/Standards profiles, you must define the profile before running reports on your test results.

- **tests profile**

  Test profiles relate the questions and answers in your test results

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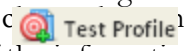
- **tests profile**

  Test profiles relate the questions and answers in your test results file to test versions and to specific learning objectives/academic standards (defined in the Class/Standards profile). In addition, you can specify report heading information like test name, teacher, class, etc. Test profiles are unique to each test you create and administer. Setting up the Test profile is optional, but makes your reports more informative. You can choose how much detail to specify in the Test profile: none of the information is required.

You can select either or both a Test Profile and a Class/Standards Profile for each test. See Setting Up Profiles for details on the profiles.

5. Navigate to the location of the profile you want to use.
6. Click the name of the profile and click **Open**.

   If you do not see the profile listed, you may need to create it. Click one of the following:

   - 

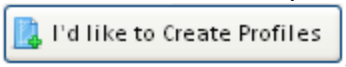
to create a new test profile.
   -

to create a new class/standards profile.

   Instructions for entering information are included in each new profile file.
7. *(optional)* Repeat steps 3-5 for the additional profile types.
8. *(optional)* Click next to either profile to edit the selected profile. See Setting Up Class/Standard Profiles or Setting Up Test Profiles for more details.
9. Click

to create and view reports using these profiles.

I'd like to create profiles

You may not yet have profiles defined, and would like your reports to include the additional related information. If so, click 

. See Setting Up Profiles for more information. Once you have created profiles, click **Back to Dashboard** and follow the instructions for **Let me choose an existing profile**, above.

Reprocessing Scantron ScoreIT™ Test Files

Once test files are processed into reports, Scantron ScoreIT moves them from your USB drive to C:\Documents and Settings\[yourusername]\My Documents\TestFiles\Archive. If necessary, you can navigate to this folder and move the files back to your USB drive for reprocessing.

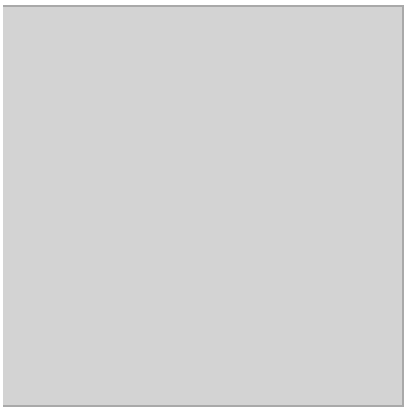
You may need to reprocess test files once the files have been processed into reports. For example, if you discovered that you chose the wrong profile after viewing the test results or that you need to make changes to the profile (see Setting Up Profiles for details on setting up or changing profiles).

To reprocess test files:

1. Close Scantron ScoreIT.
2. Insert your USB drive into your computer's USB port.
3. Navigate to C:\Documents and Settings\[yourusername]\My Documents\TestFiles\Archive and locate the test result set(s) you want to reprocess.

   The name of the original ITD (test set) file is located in the header of the Class Results report.
4. Copy the test result sets you want to reprocess from C:\Documents and Settings\[yourusername]\My Documents\TestFiles\Archive to the ScoreIT folder on your USB drive.
5. Open Scantron ScoreIT and view results as usual.

Viewing Reports



If you do not see a video above, your site blocks YouTube. Use the following option:

Scantron® ScoreIT™ presents a variety of reports to help you get the most out of test results gathered using the Scantron Score test scoring machine. Reports appear in Microsoft Excel and are optimized for on-screen display *and* printed output.

NOTE: To get the best results, define profiles to accompany the scanned test results. See Setting Up Profiles for more details.

Scantron ScoreIT includes the following reports (click a report name to learn more about it):

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- **Class Results**

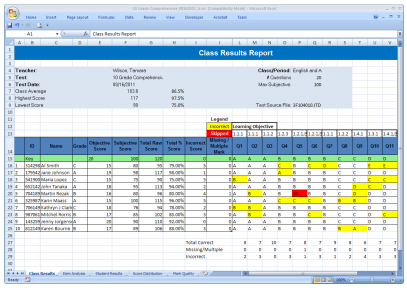
  The Class Results report shows general statistics about the class' performance on the test. Some of the information listed below will not appear if you are not using profiles.

  General class results statistics
  - Test date
  - Class average, highest, and lowest scores
  - # questions on the test
  - Maximum scores for:
    - the subjective item (if present)
    - all objective questions
    - total of subjective and objective questions
  - *If you are using profiles:*
    - Teacher name
    - Test name
    - Class/Period

  Detailed statistics breakdown by student
  - Test form ID (the sequence number automatically assigned when you scored the test form)
  - Score information
    - Percent score
    - Total points attained
    - Subjective points attained (if present)
    - Objective points attained
  - Total incorrect answers
  - Total missing or multiple marks on the form
  - For each question
    - Student's given answer
    - Total missing marks and incorrect answers

- *If you are using profiles:*
  - Student name (if you are not using profiles, you can type the student's name from the test form into the report)
  - Learning objectives associated with each question.

Show me a sample



- **Item Analysis**

  The Item Analysis report provides statistics that help you assess the reliability, difficulty, and effectiveness of test questions.

  General report statistics
  - Total possible points
  - Standard deviation[1]
  - # students taking the test
  - Mean[2], median[3], and high/low scores
  - *If you are using profiles*:
    - Teacher name
    - Class/Period

  Per-item statistics
  - The most common answer choice
  - % of students test who got this item correct

[1]A measure of variability; computed by determining the square root of the variance.
[2]The total of scores divided by the number of scores; the average score.
[3]The value that lies in the middle of the distribution when the information is arranged in numerical order; the value that divides the distribution in half.

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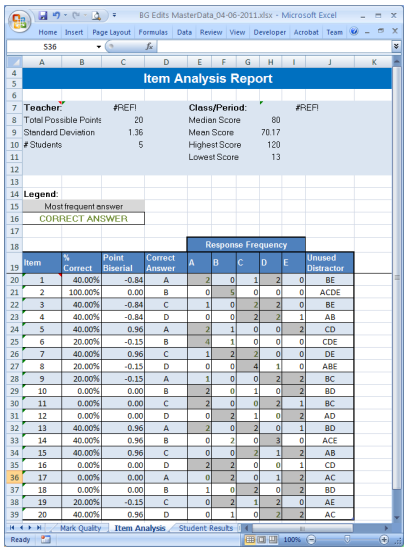
- Point biserial[1]
- The correct answer
- The response frequency for each of the answer choices
- Any unused distractors[2]

Show me a sample



Item Analysis Report

Teacher: #REF! Class/Period: #REF!

Total Possible Points	20	Median Score	80	
Standard Deviation	1.36	Mean Score	70.17	
# Students	5	Highest Score	120	
		Lowest Score	13	

Legend:
Most frequent answer
CORRECT ANSWER

Item	% Correct	Point Biserial	Correct Answer	Response Frequency A	B	C	D	E	Unused Distractor
1	40.00%	-0.84	A	2	0	1	2	0	BE
2	100.00%	0.00	B	0	5	0	0	0	ACDE
3	40.00%	-0.84	C	1	0	2	2	0	BE
4	40.00%	-0.84	D	0	0	2	2	1	AB
5	40.00%	0.96	A	2	1	0	0	2	CD
6	20.00%	-0.15	B	4	1	0	0	0	CDE
7	40.00%	0.96	C	1	2	2	0	0	DE
8	20.00%	-0.15	D	0	0	4	1	0	ABE
9	20.00%	-0.15	A	1	0	0	2	2	BC
10	0.00%	0.00	B	2	0	1	0	2	BD
11	0.00%	0.00	C	2	0	0	2	1	BC
12	0.00%	0.00	D	0	2	1	0	2	AD
13	40.00%	0.96	A	2	0	2	0	1	BD
14	40.00%	0.96	B	0	2	0	3	0	ACE
15	40.00%	0.96	C	0	0	2	1	2	AB
16	0.00%	0.00	D	2	2	0	0	1	CD
17	0.00%	0.00	A	0	2	0	1	2	AC
18	0.00%	0.00	B	1	0	2	0	2	BD
19	20.00%	-0.15	C	0	2	1	2	0	AE
20	40.00%	0.96	D	0	1	0	2	2	AC

- **Student Results**

  The Student Results report provides complete detail for each student. Click the student name, ID, or sequential test form number at the top of the report to choose a specific student. You can view one student at a time in this report.

  General student statistics

  - Student ID
  - Test date
  - Total possible points
  - Class average, highest, and lowest scores
  - # questions on the test

---

[1]measures the correlation between the correct answer on an item and the total test score of a student. The point biserial identifies items that correctly discriminate between high and low groups, as defined by the test as a whole (as opposed to only the upper and lower 27% of a group).

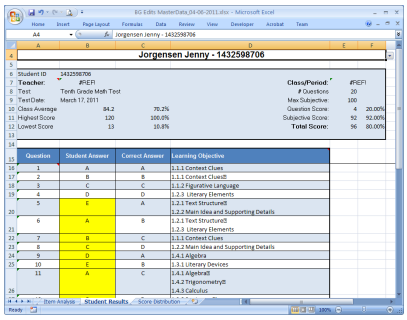
[2]Any answer choice that is not the correct answer for a question.

- Maximum score for the subjective item (if present)
- Student scores for:
  - the subjective question
  - all objective questions
  - total of subjective and objective questions
- Student's letter grade on the test
- *If you are using profiles*:
  - Teacher name
  - Class/Period
  - Test name
  - Student name (at the top of the report)

Per-question results

- Question #
- Student answer
- The correct answer
- *If you are using profiles:* the learning objective ID and description associated with the test questions

Show me a sample



- **Score Distribution**

  The Score Distribution report provides insight into how many students received each letter grade. It presents the distribution statistics in a table and includes a bar chart illustrating the score distribution. This report requires a class/standards profile with at least the Grades tab complete.

  General test statistics

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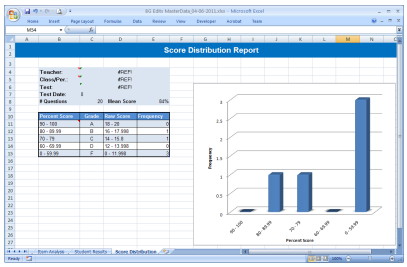
- Test date
- Total possible points
- # questions on the test
- Mean[1] score
- *If you are using profiles*:
  - Teacher name
  - Class/Period
  - Test name

Per-score band results

- Percentage score range
- Grade assigned to the range
- Raw score range
- Count of student test scores in each range

Show me a sample



- **Mark Quality**

  The Mark Quality report provides details about how well the students marked the bubbles in the form (that is, how readable those marks were for the test scoring machine). This can be particularly useful with younger students who are just learning how to bubble in test forms.

  NOTE: ***All marks included in the report were read correctly by the Scantron Score***. This report is to warn the teacher that if these students mark this way on tests NOT scored by the Scantron Score, such as high stakes tests, those students are at risk for having the question marked wrong, even if the student marked the correct answer.

  General Mark Quality statistics

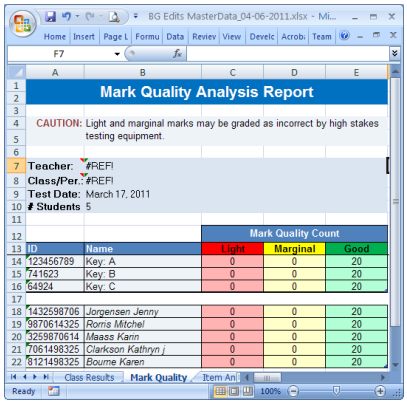
[1]The total of scores divided by the number of scores; the average score.

- Test Date
- # of students
- *If you are using profiles:*
  - Teacher Name
  - Class/Period

Per-form (key and student test) mark quality statistics

- Key/Student ID (if the form you used does not support student IDs, this number is a sequential form number automatically assigned by Scantron Score when you scored the test form)
- Key/Student name
- Mark Quality:
  - Light: the mark was almost too light to read. Other scanners would likely not recognize these marks. Work with the student to make darker marks.
  - Marginal: the mark was borderline dark enough to be read by other scanners. Work with the student to make darker marks.
  - Good: the mark was dark enough to be read easily with a high confidence level

Show me a sample



To view new reports if you are using profiles

1. Score tests as normal.
2. *(optional)* Set up class/standard and test profiles.

   TIP: You can also do this as part of step 4.

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3. Insert a USB drive into Scantron Score and transfer results to it.
4. Move the USB drive to any computer where Scantron ScoreIT is installed and insert the USB drive.

   Depending on how you name your profiles (see Setting Up Profiles) and where you store them (see Setting Default ScoreIT Folders), ScoreIT can associate incoming tests with additional details and display your reports automatically. If this is the case, stop here.

   If ScoreIT doesn't find an automatic match, it will prompt you to choose the profiles yourself.
5. *(optional)* Choose your profiles.
6. Click

.

To view new reports if you are not using profiles

1. Score tests as normal.
2. *(optional)* Set up class/standard and test profiles.

   TIP: You can also do this as part of step 4.
3. Insert a USB drive and transfer results to it.
4. Move the USB drive to any computer where Scantron ScoreIT is installed and insert the USB drive.
5. Click

.

To view new reports for results you transferred from Scantron Score but did not process

Re-insert the USB drive containing the results, then follow the appropriate instructions above.

To reprocess results you previously transferred from Scantron Score

Once test files are processed into reports, Scantron ScoreIT removes them from your USB drive. You must move the test files from the archive location on your hard drive back to your USB drive for reprocessing. See Reprocessing Test Files for details.

To view existing reports without starting Scantron ScoreIT

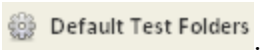
1. Locate the folder where Scantron ScoreIT stored reports (see Setting Default ScoreIT Folders for details).
2. Double-click the Microsoft Excel file corresponding to the report.

Setting Default Scantron ScoreIT Folders

Scantron ScoreIT copies test results files from the USB drive to a specified default location for processing. When you create reports, Scantron ScoreIT stores those reports in another default location. You can specify those locations (or continue to use the defaults). You can also use Microsoft Excel's Save As feature to save an individual report to a specific location, regardless of the defaults you specify here. At installation, these folders are stored inside My Documents\Scantron.

To set default Scantron ScoreIT Folders:

1. Click

on your desktop to start ScoreIT.
2. Click 

.
3. Click **Browse** next to the folder you want to change.
4. Navigate to a folder, then click the folder name.
5. Click **OK** to select the folder.
6. *(optional)* Repeat steps 3 - 5 for the other folder.
7. Click **OK** to save your choices.

Make note of the folders you choose. If you want to view your reports at a future time, you can always navigate to these files and view them directly from these folders.

In addition to these folders, once test files are processed into reports, Scantron ScoreIT moves the test files from your USB drive to an archive. If necessary, you can navigate to this folder and move files back to your USB drive for reprocessing. See Reprocessing Test Files for details.

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Chapter 6: Getting Help

If you run into trouble, this chapter can help. We've included trouble-shooting and error message help that can help you understand and correct most problems that you may encounter. If you can't find the solution to your problem in this help system, rest assured that Scantron technical support representatives are ready to help.

The topics included in this section are:

- Troubleshooting
- Error Messages
- Scantron Technical Support

Troubleshooting

Troubleshooting Process

1. View the on-screen error messages (either on the Scantron Score or on your computer for ScoreIT).
2. (Scantron Score only) Press the Help button (on the machine) for details regarding an error.
3. (Scantron Score or ScoreIT) Go to www.ScantronScore.com for more details.

Possible Problems

- The form may be inserted incorrectly.
- Incomplete erasures may be read as a mark.
- Poor erasures can make a correct answer wrong.
- Students may make marks outside the bubbles.
- Class/Standards or Test Profiles may be set up incorrectly.

Common Solutions

- Ensure that the form is being fed correctly (feed arrow on bottom).
- Ensure that erasures are clean.
- Ensure that there are no marks outside bubbles.
- Review the profiles to make sure information is correct. Each profile template contains information on what is expected in each field.

NOTE: To protect your ink cartridges and get the longest life from them, we recommend leaving the Scantron Score powered on. Tthe test scoring machine will go into sleep mode between uses to conserve power. If the scanner must be powered off for an extended period of time, store cartridges in sealed containers. See Printer Cartridge Replacement for details on removing the cartridge.

Error Messages on the Scantron Score®

The Scantron Score is equipped with an LCD panel to provide you with plain English, real time feedback on your scanning session. While some error messages are machine related, most messages are designed to help ensure that the forms are filled out and fed properly.

The error messages in this section are listed alphabetically.

- Communication Error
- Data Not Saved
- Duplicate Key
- Dust on Glass
- Expecting Other Side
- Form Fed Too Soon
- Form Skew or Damaged
- Form Skewed
- Incompatible Form
- Incomplete Form
- Incorrect Form
- Internal Error
- Low Score Warning
- Maximum Form Count
- Missing Key
- Missing Subj Score
- Multiple Subj Marks
- Multiple Ver Marks
- Paper Jam

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- Subj Score Too High
- Unexpected Key
- USB Drive Error (not detected)
- USB Drive Error (writing error)
- Version Mismatch
- Wrong or Damaged Key

Duplicate Key

Problem: Two keys have been fed with the same version ID.

Recovery: Make sure that each key has a unique version ID.

Dust On Glass

Problem: Dirt, dust, or paper is covering the glass.

Recovery: Open the front cover and clean the glass. See the "Cleaning" help topic for details. Refeed the form after cleaning.

NOTE: This error can also be caused by a misaligned output tray. Make certain that the output tray is pulled out until it stops and that the bottom ledge is turned down fully.

If the problem persists, contact Scantron Technical Support at 1-800-338-5544.

Expecting Other Side

Problem: The test scoring machine was expecting the other side of the form.

Recovery: Turn the form over and refeed.

Form Fed Too Soon

Problem: The last form followed the previous form too closely.

Recovery: Refeed the last form. Be sure to allow a short delay between forms when feeding.

Form Skew or Damaged

Problem: The form was skewed or is damaged. Another possible cause is that there are marks in the timing track area.

Recovery: Remove any marks in the timing track area, ensure that the form is not damaged, and refeed.

Form Skewed

Problem: The form was not straight as it entered the machine.

Recovery: Refeed the form straight into the machine.

Incorrect Form

Problem: The test form number did not match the key form number, the test form was damaged, or multiple forms were fed together.

Recovery: If an incorrect form was used, correct the situation by making sure that the key and test form numbers match. Otherwise, refeed the form. If the problem persists, the printed marks on the key or test form may be incorrect.

Internal Error

Problem: The test scoring machine discovered an error during the self-test.

Recovery: Turn the machine off, then on. If the error persists, contact Scantron Technical Support at:

1-800-338-5544

Low Score Warning

Problem: The first three tests had scores of 45 % or less (possibly due to an incorrect key).

Recovery: Verify that the correct key is being used. If so, press **OK** to continue. If not, press **Start** or **Rescore** to start over.

Maximum Form Count

Problem: 9,999 forms have been fed and the memory is full.

Recovery: Feed the proper tally or item analysis form to record the data from this session. Once that is done, press **Start** to start a new session if more sheets need to be fed.

Missing Key

Problem: A test form was fed when the machine was expecting a key.

Recovery: Feed the key(s) before feeding the test forms. For instructions on how to create a key, see the "Creating a Key" help topics.

Creating a One-Sided Key

Creating a Two-Sided Key

Creating a Multiple Key Test

Missing Subj Score

Problem: Subjective scoring was marked on the key but not on the test form.

Recovery: Mark the subjective score on the test form and refeed.

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Multiple Subj Marks

Problem: There were multiple marks in a single row of the subjective scoring section.

Recovery: Correct the form so that there is no more than one mark per row and refeed. See the "Marking the Key for Subjective Scoring" help topic for details.

Multiple Ver Marks

Problem: The version ID area has been filled out incorrectly.

Recovery: Make sure that each form has only a single version ID (A, B, C, or D) marked.

Paper Jam

Problem: The form did not pass completely through the test scoring machine.

Recovery: Remove the jammed form and refeed.

Subj Score Too High

Problem: The subjective score on the test form is higher than the maximum marked on the key.

Recovery: Correct the subjective score on the test form and refeed.

Unexpected Key

Problem: The test form had the key (5) bubble marked but the key(s) for this session had already been loaded.

Recovery: Erase the key (5) bubble on test form, press OK, and refeed, or press **Start** to start a new session.

Version Mismatch

Problem: The test form had a version ID of A, B, C, or D. There was no matching key for that version ID.

Recovery: Correct the version ID on the test form or correct the key and press **Start** or **Rescore** to start over.

Scantron Technical Support

For 24/7 Answers, Go To www.scantronscore.com

The Scantron Score Web site is designed specifically to help you use and maintain your test scoring machine. There you can find links, help, and video tutorials regarding:

- Setup
- Operation
- Ordering forms and supplies

Calling Technical Support

Scantron's technical support department will assist you with your questions, including operation, installation, and troubleshooting of the test scoring machine.

Contact us:
Monday-Friday 8 am to 5 pm (central time) Monday through Friday
Phone 1-800-338-5544

You will need the serial number from your Scantron Score, located under the top cover. Lift the cover, and the serial number is centered on the lower section.

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Chapter 7: Glossary

D

distractors
Any answer choice that is not the correct answer for a question.

M

Mean
The total of scores divided by the number of scores; the average score.

median
The value that lies in the middle of the distribution when the information is arranged in numerical order; the value that divides the distribution in half.

My Term
My definition

P

Point biserial
measures the correlation between the correct answer on an item and the total test score of a student. The point biserial identifies items that correctly discriminate between high and low groups, as defined by the test as a whole (as opposed to only the upper and lower 27% of a group).

S

Standard deviation
A measure of variability; computed by determining the square root of the variance.

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