IRA CLASSROOM EXAM PROCESSING REQUEST FORM

Requestor and Exam Description (Please print)

Last Name:	First Name:
Phone 1:	**Phone 2:**
Department / College:	**School:**

Report Label (optional) *will appear as a "Description" on EAS**

Form Type	Number of Test Items:	Authorized Representatives:
☐ Blue	**Number of Test Sheets:**	

Job Options (See the back of this form for descriptions of the processing options below)

Report Type (check one)	Score Lists	Response Output	Other Options
☐ Standard	☐ Alpha ☐ Combined	☐ List	☐ List Standard Score instead of Percent Correct
☐ Long	☐ Score ☐ Combined	☐ Profiles	
	☐ ID# ☐ Combined		

☐ Re-Run (provide original job number below)	**Output Files**
	In addition to the Item Analysis report, an Excel summary file and a raw data text file are automatically available on the EAS website (apps.temple.edu/marcexams).

Special Options

☐ **Variable Weighting of Items** - give specific details

☐ **Multiple Responses** - list item number(s) and all correct responses

☐ **Omitted Items** - list item number(s)

☐ **Separate Group Processing**

☐ **Alternate Forms** - include all keys and the "Alternate Form Designation Sheet"

☐ **Subtests** - give specific details (you may specify up to 12 subtests)

Comments:

Be sure to include your answer key with the student exam sheets!

02/20

Description of Processing Options

Report Label – Instructors may specify an identifying Report Label that will be displayed on the exam report's cover page and in the footer of each subsequent page (50 characters maximum). The report label will also appear as the "Description" of the job on the Exam Access System (EAS) website.

Report Type – The Standard report (output) includes a cover page, summary, test score distribution, histogram, item analysis, summary statistics, and student score listings. The Long report contains all of the components of the Standard report but has more item analysis statistics and additional summary statistics. Most instructors find the Standard report sufficiently detailed to meet their needs.

Score Listings – Student score listings can be sorted alphabetically, by descending score, and/or by TUid number. If group processing is specified, the listings will be split by and sorted within groups. (A combined listing is also available with group processing.)

Response Output – Many instructors want to know which students answered which items incorrectly. When instructors review test items with students after the exam, some students may be tempted to change an answer and say that "the computer scored their test sheet incorrectly." The *Response List* is a record of the students' test answers listed specifically for the instructor. *Response Profiles* allow an instructor to return a "copy" of the students' test responses so that students can see their incorrect answers (without having their actual test sheets). The profiles are listed alphabetically and printed so that instructors can cut and distribute one profile to each student. (Note: the *Response Profiles* contain additional student information such as weighted and raw scores, form code, group code, etc.)

Output Files – Along with the Item Analysis report, summary Excel files and raw data text files are automatically available on the EAS website.
  - *Excel "Summary" File* – Microsoft Excel (.xls) file that provide a summary record for each student that includes each student's identification, scanner score, computed raw score, weighted score, and other codes and scores. (Note: summary output files do not contain raw data.)

  - *Raw Data (DTA file)* – Raw data file records contain each student's raw score and item responses as captured by our scanner and can be useful to instructors who want to perform additional analyses of test items. Raw data records are written as 1 record per student.

Variable Weighting of Items – Instructors have the option of weighting any or all of the questions on an exam. (For example, questions 1-25 could be worth 2 points, and questions 26-50 could be 1 point each.) The default weight is 1 point for each question.

Multiple Correct Responses – Often because of feedback from students, an instructor may decide that a question is ambiguous and that more than one response is correct. The instructor should mark the answer key with all of the correct responses for that question and then clearly list all of items with multiple correct answers and their correct responses on this form. (Note that students should mark only one response per question. Any multiple responses on a student's sheet will be scored as incorrect.)

Omitted Items – An instructor may choose to delete one or more questions on the exam by leaving those items blank on the answer key. Please list each item that you want to omit on this form.

Separate Group Processing – When the same exam is administered to more than one section of students, it is recommended that the instructor use separate group processing. One advantage is that separate group student listings and/or combined listings can be produced while the item analysis is based on all students across groups (more students - more stable statistics). Along with the overall statistics, there are summary statistics for each group and a statistical comparison (ANOVA) to determine whether the group means are significantly different. It is recommended that instructors assign each group a two-digit code and then instruct the students to carefully grid the code into the Group/Section columns of the test sheet. If you decide not to use codes, the sections must be physically separated before submitting them to IRA.

Alternate Forms – In order to decrease the possibility of cheating, some instructors administer two (or more) forms of the same test. The questions on the two forms are exactly the same, but the order of the questions is rearranged. In the Item Analysis report and excel summary file, the responses for all of the items on all of the different forms of the test will be correctly matched and combined as if there was only one form of the test and provide statistics on each item. Be sure to include all answer keys and a completed Alternate Form Designation Sheet(s) with your test sheets. Up to four alternate forms are allowed. (Contact IRA staff for more information before using this option for the first time.)

Subtests – In addition to the overall test analysis, up to 12 subtests can be defined. Subtests can be useful in determining students' grasp of specific subject areas included in the test. In addition to regular output, a mean and standard deviation is calculated for each subtest and the subtest scores appear on the student listings along with the total score for each student.

List Standard Score – The Percent Correct (PCTC) statistic represents the percentage of items answered correctly and appears on the student listings by default. On request, the Standard Score corresponding to the test score (STD) can be reported instead of the PCTC.

Re-Run – If an error is discovered on the answer key after the exam has been processed completely, the exam can be re-run. We normally do not have to rescan the student sheets, but we will need to know the original job number (for example, 'A0304') which is printed at the top of the original output. List all details about the changes needed.