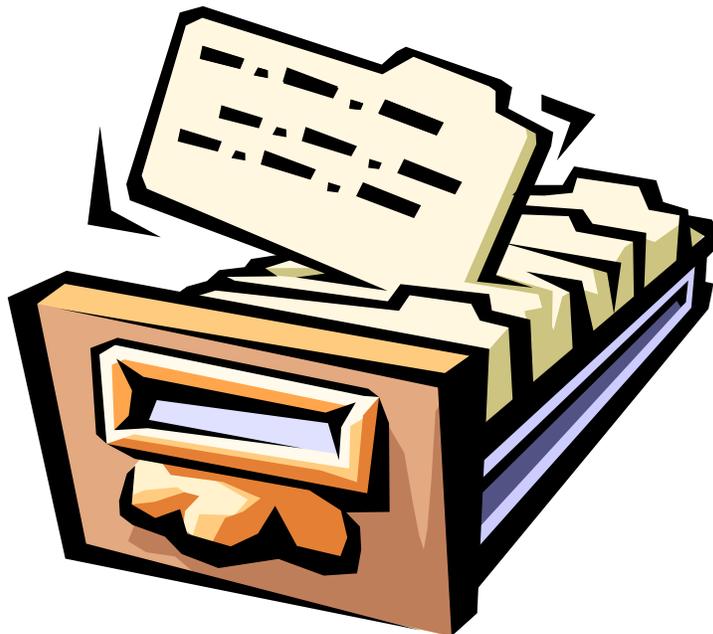


TOPS pro

Basics

Hands-On Training



Lesson 1

Navigation



Objectives:

- **Open TOPSpro**
- **Explore the menus, submenus, and icon bar**
- **Learn the TOPSpro database hierarchy**

Objective: Open TOPSpro

- 1.1. Launch the program by double-clicking the TOPSpro icon located on the computer desktop.
- 1.2. “LOCAL” should appear in the Username field. If it is not, type “LOCAL”. Do not type in the Password field.
- 1.3. Click **OK** with the mouse or press ENTER on the keyboard.

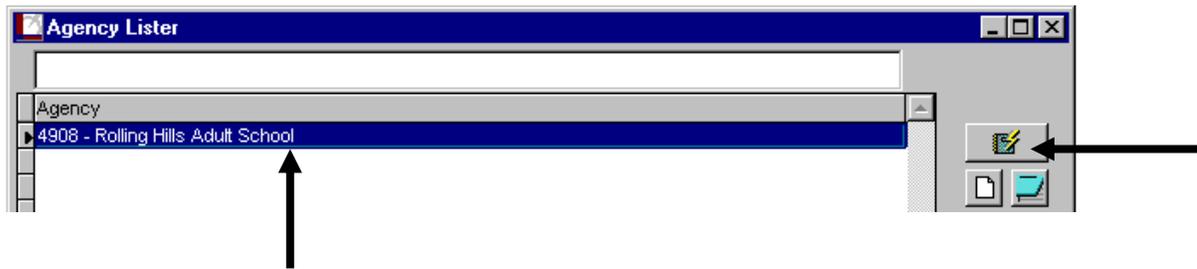
Objective: Navigate the menus, submenus and icon bar

- 1.4. Find and click the **File** Menu once.
- 1.5. Move the mouse to the right to highlight each menu item.
- 1.6. Click **File**, then **New**.
- 1.7. Click **File**, and choose **Open**.
- 1.8. Click **Tools**, and then choose **Batch Repair**.
- 1.9. Click **Tools**, and then select **Housekeeping**.
- 1.10. Click **Scanning**.

- 1.11. Click **Reports**, then **Test Scores and Competencies**, then **Competency**, and then move the mouse over **Agency Performance**.
- 1.12. Hold your mouse over some of the icons on the icon bar. Notice that the name of that icon will appear.

Objective: Learn the TOPSpro database hierarchy

- 1.13. Click **File**, then select **Open** and choose the **Agency Lister**.
- 1.14. Locate the icon on the **Agency Lister** that has a lightning bolt. Click the lightning bolt icon. The term “**Requery**” will be substituted for clicking the lightning bolt icon in the remaining steps.



- 1.15. Place the cursor on the agency name that is highlighted in blue. Double-click the agency name with the left mouse button.
- 1.16. A new dialog box containing agency information will open. Count the number of sites listed beneath the agency information and write that number here:

- 1.17. Double-click the first site name with the left mouse button.
- 1.18. The site record dialog box will open. Below the site information, observe the classes associated with that site. Write the number of classes listed here:

- 1.19. Place the cursor on top of the first class in the list. Double-click anywhere on the row of that class.

1.20. The class record dialog box will open. Write the name of the student at the top of the list: _____

1.21. The **Class Record** will open to which tab?

1.22. Which tab would you click to find the number of students in that class?

1.23. Which student appears at the top of that list?

1.24. Click the **Update**, **Test**, and **Student** tabs and view how the lists of students change.

1.25. Press **[ESC]** to close all dialog boxes.

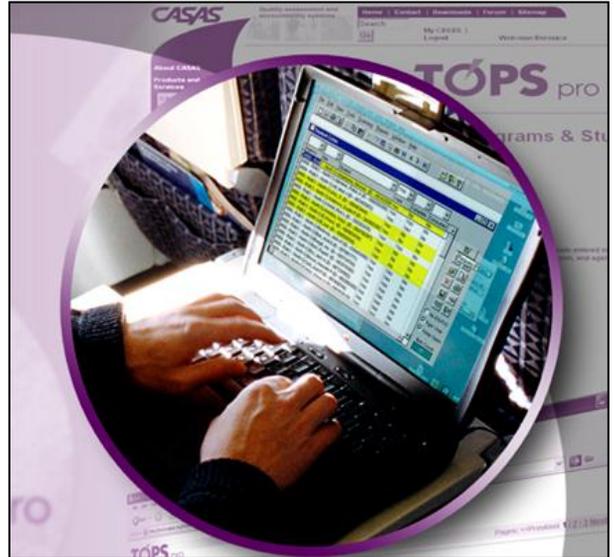
Congratulations! You have successfully navigated throughout much of TOPSpro.

Lesson 2

Finding & Editing Data

Objectives:

- Use Listers to find data
- Explore the Student Record
- Understand the relationship of records in TOPSpro
- Explore related records and listers



Objective: Use the Listers to find data

- 2.1. From the menu click **File**, select **Open**, and choose the **Student Lister**. Click the lightning bolt button [**Requery**]
- 2.2. Find the number of students in the **Item Count** box, found below the **Student Lister** toolbar.

Write that number here: _____

- 2.3. Locate the filter box above the **Student** column. Type the last name "Ford." [**Requery**].
- 2.4. Return to the filter box and delete the student's name. Hint: highlight the name and press the BACKSPACE or DELETE keys on your keyboard.
- 2.5. Type the ID number 983579384. [**Requery**]. Whose record appears in the lister?

- 2.6. Delete the information in the **Student** filter box and requery.

- 2.7. Locate the filter box above the **Site** column. Click the drop arrow and select **Site 2 – South Campus**. [Requery]. How many records are in the Lister now? _____
- 2.8. Close the **Student Lister**.

KEY FEATURES OF TOPSPRO LISTERS

Agency	Site	Name	ID	Valid	Complete	Consumer	Select
4908 - Rolling Hills Adult	1 - North Campus	Arkie, Rick L	(ID - 308303438)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Armos, Vicky	(ID - 984759387)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Bartholomew, Krissy	(ID - 090983439)	Yes	No	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Bestway, John W	(ID - 039493489)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Blue, Andi E	(ID - 987981771)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Bluegill, Jay	(ID - 093734754)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Bork, Rupert	(ID - 983579384)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Bouvier, Lee	(ID - 508508599)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Brown, Kenneth P	(ID - 983598358)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Coaley, Andrew E	(ID - 578738383)	Yes	No	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Cork, Josh P	(ID - 987459744)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Corkey, Karen V	(ID - 091919119)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Crespa, Jose	(ID - 498098833)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Dong, Anh Q	(ID - 595959954)	Yes	Yes	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Ellis, Norberta	(ID - 098503953)	Yes	No	No	<input type="checkbox"/>
4908 - Rolling Hills Adult	1 - North Campus	Espirituiste, Francine A	(ID - 432431243)	Yes	Yes	No	<input type="checkbox"/>

- A. *Requery*. Click to update or populate the lister.
- B. *Advanced Filter*. Click this if you want to filter for more than one variable at once.
- C. Click this icon to filter records by color. Right click to restore to the entire lister.
- D. All of these icons match the selections on the top icon menu.
- E. *Pgm Year* checkbox. By default, this will be checked, meaning TOPSpro will automatically filter the lister to include only records in the current Program year.
- F. *Item Count* appears in the lower right corner of every TOPSpro lister.
- G. Click the drop box or type directly into the field to filter for a single field.

Objective: Explore Student Records

- 2.9. Reopen the **Student Lister**. Open the first student record, at the top of the list, by double-clicking anywhere on the row.

- 2.10. The **Student Record** dialog box should be open with the **Demographics** tab displayed. Write the student name and identification number here:

- 2.11. Click the **Entry** tab to view the student's **Entry Record(s)**. Write the Entry date and Class ID here: _____

- 2.12. What is this student's **Primary Goal**? _____

- 2.13. Close the **Entry Record** and return to the **Student Record**.

- 2.14. Click the **Update** tab. What is the date of this record? _____

- 2.15. How many **Hours of Instruction** does this student have? _____

- 2.16. Close the **Update Record** and return to the **Student Record**.

- 2.17. Click the **Test** tab. Write the number of **Test Records** here: _____

- 2.18. What is the form number of the student's first listed test? _____

- 2.19. How many questions did the student answer correctly on that test? _____

- 2.20. Return to the **Demographics** tab. Write the student's age here: _____

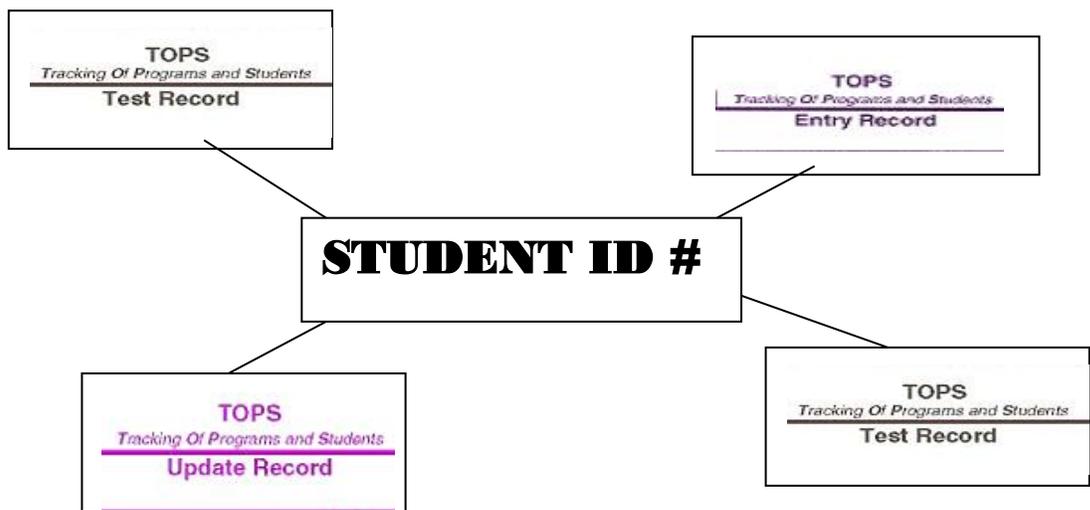
- 2.21. Close the student record but keep the **Student Lister** open. Hint: you can use the ESC key on your keyboard or the close button.

- 2.22. Filter the **Student Lister** to include only students from *Site 11 – North City*. Which student appears at the top of the lister now?

Objective: Understand the relationship of records in TOPSpro

TOPSpro is a collection of interrelated records known as a *relational database*, which stores information and relates records by a common element. In TOPSpro, that element is the student identification field. That field contains a number (the Student ID number) unique to each learner that links all records related to the learner.

The Student Identification (ID) provides the minimum information for TOPSpro to create a Student Record. *The Student Record is the "parent" record for all other learner-related records*, such as Entry, Test, and Update Records. These other records contribute additional information to the Student Record and are the “child” records in the database. TOPSpro connects the parent and child records by ensuring that they all include one common variable – the Student Identification number. The graphic below presents this concept.



2.23. Open the student record for Jose Crespa.

2.24. The **Student Record** dialog box should be open with the **Demographics** tab displayed. Write the student identification number here:

2.25. Note the same ID number in all of the different records: **Entry, Update, and Test.** _____

Objective: Explore related records and listers

Complete the following exercises at your own pace to explore the kinds of data you find using other records and listers in TOPSpro.

Class Lister:

2.26. Open the **Class Lister** dialog box. [**Requery**]

Write the number of classes: _____

2.27. Open the highlighted class record at the top of the list by double-clicking anywhere on the row. The Class ID should be “1” and description, “ABE.”

2.28. How many students are in this class? _____

2.29. Edit the class record. Change the class description to: “ABE Evening.”

2.30. Change the assigned teacher to *Teacher 81 – Camille Jauregui*.

2.31. Save the changes to the class record by locating and pressing the **Save** icon at the top of the class record dialog box.

2.32. Close the class record but leave the **Class Lister** open. Click Requery. Note the changes to Class 1.

2.33. How many classes are assigned to *Site 5 – Center for Adults with Disabilities?*

2.34. Right-click the **Requery** button to restore to the full list of classes.

2.35. How many classes are assigned to *Teacher 211 – Bush, John?* _____

2.36. Close the **Class Lister**.

Entry Lister

2.37. Open the **Entry Lister** and requery. How many **Entry Records** are there? _____

2.38. How many **Entry Records** are assigned to *Class 424 – ESL Morning*? _____

2.39. What is the date of the top record? _____

2.40. Close the **Entry Lister**.

Test Lister

2.41. Open the **Test Lister**.

2.42. How many tests are shown? _____

2.43. How many *Form 081R Life and Work Reading Level A* tests have been completed in *Class 424 – ESL morning*? _____

2.44. What is the scale score of Ed Olmos' test dated 09/20/2011? _____

2.45. Close the record and **Test Lister**.

Update Lister

2.46. Open the **Update Lister**.

2.47. How many **Update Records** are currently shown in the **Update Lister**?

2.48. How many **Update Records** have an **Instructional Program of Basic Skills (ABE)**? _____

2.49. How many hours of instruction had Susie Gallegos received as of 12/30/11?

2.50. How many **Update Records** are shown for *Class 424*?

Congratulations! You have successfully found, filtered, modified, and saved records contained within TOPSpro.

Lesson 3 – Creating New Records Manually

Objectives:

- **Create records for a new student using the mouse and keyboard**
 - **New Test**
 - **New Student**
- **Create new records for an existing student**
 - **New Entry Record**



Objective: Create records for a new student using the mouse and keyboard

New Test

- 3.1. On the **File** menu, click **New**, and then click **Test**.
- 3.2. Refer to the sample Test and Entry Records on the next two pages for Elvin Miles.
- 3.3. Type the student identification number in the **Student** field.
- 3.4. At the “Create Student?” prompt, click **OK**.
- 3.5. Verify the **Agency** and **Site** numbers with the Test Record.
- 3.6. Enter the remaining information from the **Test Record**. Note that you are entering information on all of the required or “starred” fields.
- 3.7. Save the **Test Record** and close it. Open the **Student Lister**.

TOPS
Tracking Of Programs and Students

TRUS-006

PRACTICE

1 (A) (B) (C) (D)
2 (A) (B) (C) (D)
3 (A) (B) (C) (D)

Test Record

Agency #										4908
Site #										1

① Miles Elvin
Student Last Name First Middle

② Wrota, Rick
Instructor Name

TEST

1 (A) (B) (C) (D)
2 (A) (B) (C) (D)
3 (A) (B) (C) (D)
4 (A) (B) (C) (D)
5 (A) (B) (C) (D)
6 (A) (B) (C) (D)
7 (A) (B) (C) (D)
8 (A) (B) (C) (D)
9 (A) (B) (C) (D)
10 (A) (B) (C) (D)
11 (A) (B) (C) (D)
12 (A) (B) (C) (D)
13 (A) (B) (C) (D)
14 (A) (B) (C) (D)
15 (A) (B) (C) (D)
16 (A) (B) (C) (D)
17 (A) (B) (C) (D)
18 (A) (B) (C) (D)
19 (A) (B) (C) (D)
20 (A) (B) (C) (D)
21 (A) (B) (C) (D)
22 (A) (B) (C) (D)
23 (A) (B) (C) (D)
24 (A) (B) (C) (D)
25 (A) (B) (C) (D)
26 (A) (B) (C) (D)
27 (A) (B) (C) (D)
28 (A) (B) (C) (D)
29 (A) (B) (C) (D)
30 (A) (B) (C) (D)
31 (A) (B) (C) (D)
32 (A) (B) (C) (D)
33 (A) (B) (C) (D)
34 (A) (B) (C) (D)
35 (A) (B) (C) (D)
36 (A) (B) (C) (D)
37 (A) (B) (C) (D)
38 (A) (B) (C) (D)
39 (A) (B) (C) (D)
40 (A) (B) (C) (D)
41 (A) (B) (C) (D)
42 (A) (B) (C) (D)
43 (A) (B) (C) (D)
44 (A) (B) (C) (D)
45 (A) (B) (C) (D)
46 (A) (B) (C) (D)
47 (A) (B) (C) (D)
48 (A) (B) (C) (D)
49 (A) (B) (C) (D)
50 (A) (B) (C) (D)

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right	(0) (1) (2) (3)
Wrong	(0) (1) (2) (3)

③ **STUDENT IDENTIFICATION**

5	5	7	7	8	9	8	9
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Is this your Social Security #? Yes No

④ **FORM NUMBER**

0	0	0	(X)
1	1	1	(M)
2	2	2	(L)
3	3	3	(W)
4	4	4	(S)
5	5	5	(G)
6	6	6	(C)
7	7	7	
8	8	8	
9	9	9	

⑤ **TEST DATE**

Jan	0	9	1	1
Feb	1	1	2	0
Mar	2	2	2	0
Apr	3	3	2	0
May	4	2	0	0
Jun	5	2	0	0
Jul	6	6	2	0
Aug	7	7	2	0
Sep	8	2	0	0
Oct	9	2	0	0
Nov		2	0	0
Dec			2	0

⑥ **CLASS NUMBER**

1	0	0	1
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

⑦ **INSTRUCTIONAL PROGRAM** (Mark one)

- Basic Skills (ABE)
- ESL
- ESL / Citizenship
- Citizenship
- High School Diploma
- GED
- Spanish GED
- Career / Tech Ed
- Workforce Readiness
- Adults w / Disabilities
- Health & Safety
- Home Economics
- Parent Education
- Older Adults
- Other

⑧ **HOURS OF INSTRUCTION***

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

2	3
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Student does not yet have the skills to be tested.

* = required for TOPSpro software

⑩ **TEST 1**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

⑪ **TEST 2**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

⑫ **TEST 3**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

⑬ **TEST 4**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Agency # 4908 Tracking Of Programs and Students Site # 1

Entry Record

13 Student Last Name Miles First E/VI Middle () Phone Number ()
 2 Instructor Name WOTA 1b Student Address () City () State () Zip ()

Directions for marking answers
 • Use No. 2 pencil only • Make dark marks that fill rectangle completely
 • Do NOT use ink or ballpoint pen • Erase cleanly any answers you change

Right Wrong
 (0) (1) (2) (3) (0) (1) (2) (3)

3 STUDENT IDENTIFICATION
 * 555778989
 Is this your Social Security #? Yes No
 Is informed consent signed and granted? Yes No

4 GENDER Male Female

5 DATE OF BIRTH
 JAN 21 77
 Jan (0) (0) (0) (0)
 Feb (1) (1) (1) (1)
 Mar (2) (2) (2) (2)
 Apr (3) (3) (3) (3)
 May (4) (4) (4) (4)
 Jun (5) (5) (5) (5)
 Jul (6) (6) (6) (6)
 Aug (7) (7) (7) (7)
 Sep (8) (8) (8) (8)
 Oct (9) (9) (9) (9)
 Dec () () () ()

6 HIGHEST YEAR OF SCHOOL COMPLETED
 12
 (0) (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
 None
 GED Certificate
 High School Diploma
 Technical / Certificate
 A.A. / A.S. Degree
 4 yr. College Graduate
 Graduate Studies
 Other
 I earned the above outside of U.S.

8a ETHNICITY (Mark one)
 Hispanic or Latino
 not Hispanic or Latino

8b RACE (Mark one or more)
 White
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 Filipino
 American Indian
 Alaska Native

9 NATIVE LANGUAGE (Mark one)
 English
 Spanish
 Vietnamese
 Chinese
 Hmong
 Cambodian
 Tagalog
 Korean
 Lao
 Russian
 Farsi
 Other
 Name other _____

10 DATE OF ENTRY INTO THIS CLASS
 * AUG 25 11
 Jan (0) (0) 200 (0)
 Feb (1) (1) 200 (1)
 Mar (2) (2) 200 (2)
 Apr (3) (3) 200 (3)
 May (4) (4) 200 (4)
 Jun (5) (5) 200 (5)
 Jul (6) (6) 200 (6)
 Aug (7) (7) 200 (7)
 Sep (8) (8) 200 (8)
 Oct (9) (9) 200 (9)
 Nov () () 200 ()
 Dec () () 200 ()

11 INSTRUCTIONAL PROGRAM (Mark one)
 Basic Skills (ABE)
 ESL
 ESL / Citizenship
 Citizenship
 High School Diploma
 GED
 Spanish GED
 Career / Tech Ed
 Workforce Readiness
 Adults w / Disabilities
 Health & Safety
 Home Economics
 Parent Education
 Older Adults
 Other

12 Attainable Goal Within Program Year (Mark one in each column)
 1 2
 (1=Primary, 2=Secondary)
 Improve basic skills
 Improve English skills
 H.S. Diploma / GED
 Get a job
 Retain job
 Enter college or training
 Work-based project
 Family goal
 U.S. Citizenship
 Military
 Personal goal
 None
 Other

13 SPECIAL PROGRAMS (Mark all that apply)
 None
 Jail
 Community Corrections
 State Corrections
 Homeless Program
 Family Literacy
 Workplace Ed.
 Tutoring
 Distance Learning
 Special Needs
 Alternative Ed. [K12]
 Non-traditional Training
 EL Civics
 Carl Perkins
 Other

14 PERSONAL STATUS (Mark all that apply or leave blank)
 TANF
 Other Public Assistance
 WIA I
 Rehabilitation
 Concurrently Enrolled in high school / K12
 Dislocated Worker
 Veteran
 Disabled
 Displaced Homemaker
 Single Parent
 Other

15 LABOR FORCE STATUS (Mark one)
 Employed
 Unemployed
 Not employed and not seeking work
 Retired

16 HOME ZIP CODE
 (0) (0) (0) (0) (0) (0)
 (1) (1) (1) (1) (1) (1)
 (2) (2) (2) (2) (2) (2)
 (3) (3) (3) (3) (3) (3)
 (4) (4) (4) (4) (4) (4)
 (5) (5) (5) (5) (5) (5)
 (6) (6) (6) (6) (6) (6)
 (7) (7) (7) (7) (7) (7)
 (8) (8) (8) (8) (8) (8)
 (9) (9) (9) (9) (9) (9)

17 CLASS NUMBER
 * 1001
 (0) (0) (0) (0) (0) (0)
 (1) (1) (1) (1) (1) (1)
 (2) (2) (2) (2) (2) (2)
 (3) (3) (3) (3) (3) (3)
 (4) (4) (4) (4) (4) (4)
 (5) (5) (5) (5) (5) (5)
 (6) (6) (6) (6) (6) (6)
 (7) (7) (7) (7) (7) (7)
 (8) (8) (8) (8) (8) (8)
 (9) (9) (9) (9) (9) (9)

18 INSTRUCTIONAL LEVEL (Mark one)
 ESL Basic Skills (ABE)
 Beg. Literacy Beg. Literacy
 Beg. Low Beginning
 Beg. High Int. Low
 Int. Low Int. High
 Int. High ASE Low
 Advanced ASE High

19 SKILL LEVEL
 T S L R M W
 (0) (0) (0) (0) (0) (0)
 (1) (1) (1) (1) (1) (1)
 (2) (2) (2) (2) (2) (2)
 (3) (3) (3) (3) (3) (3)
 (4) (4) (4) (4) (4) (4)
 (5) (5) (5) (5) (5) (5)
 (6) (6) (6) (6) (6) (6)
 (7) (7) (7) (7) (7) (7)
 (8) (8) (8) (8) (8) (8)
 (9) (9) (9) (9) (9) (9)
 (10) (10) (10) (10) (10) (10)

20 PROVIDER USE
 A B C D E F
 (0) (0) (0) (0) (0) (0)
 (1) (1) (1) (1) (1) (1)
 (2) (2) (2) (2) (2) (2)
 (3) (3) (3) (3) (3) (3)
 (4) (4) (4) (4) (4) (4)
 (5) (5) (5) (5) (5) (5)
 (6) (6) (6) (6) (6) (6)
 (7) (7) (7) (7) (7) (7)
 (8) (8) (8) (8) (8) (8)
 (9) (9) (9) (9) (9) (9)

New Student

- 3.8. Find and open Elvin Miles' student record. Click the **Test** tab and verify the presence of the test.
- 3.9. Click the **Demographics** tab on the **Student Record**.
- 3.10. Refer to the demographics section (fields 1-9) of Elvin's TOPSpro Entry Record and complete his student record. Click **Save**.
- 3.11. Click the **Entry** tab, found on the **Student Record**. If there is no **Entry Record** listed, you must create a new **Entry Record**. See the next step.

Objective: Create new records for an existing student

New Entry Record

- 3.12. Click the **New Entry Record** button located in the lower left-hand corner of the **Student Record**. Choose [Yes] when prompted to create a new **Entry Record** for this student.

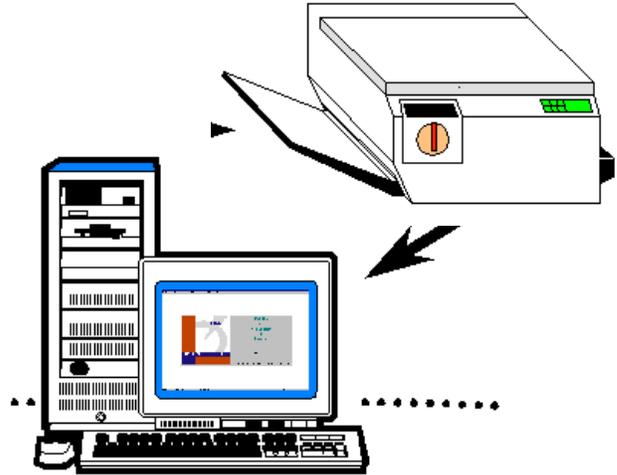


- 3.13. Refer to the lower portion of the sample **Entry Record** (fields 10-20) on page 13 and fill in the appropriate fields. If the field on the answer sheet is blank, then also leave the field blank in TOPSpro. Save the new **Entry Record** and leave the **Student Record** for Elvin open.
- 3.14. Go to **File-Open-Entry Lister**. Find Elvin's **Entry Record**.
- 3.15. Close all dialog boxes.

Lesson 4 – Creating New Records by Scanning

Objectives:

- Enter information using **Override Scanning** features
- Scan records using **simulated scanning**
 - Test Records
 - Entry Records
- Interpret the **Scan Summary Report**



Objective: Enter Information Using Override Scanning Features

- 4.1. Go to the menu bar, click **Scanning** and then select **Test Records**.
- 4.2. The **Override Scanning Options** dialog box will appear.

Override Scanning is a highly valuable feature in TOPSpro. Taking full advantage of this feature can save an incredible amount of classroom time. Students do not have to "bubble" every field. (Though they should write in the information above the items they don't bubble for documentation purposes.) Instead, TOPSpro can automatically enter (or "override") information that will be the same for each record in the scanning batch. This also saves time because frequently, using this feature means that fewer records will require repair.

- 4.3. Enter information in **Override Scanning Options** according to the following graphic. Use the drop-down arrows next to each field to choose the values.

Override Scanning Options - Test Records

Test Records | Scanning Options and Required Fields | Edit Options

Agency: 4908 - Rolling Hills Adult School

Site: 1 - North Campus

Class: 1001 - ABE Intermediate

Extended Class ID: [Empty]

Program: [Empty]

Test Date: //

Form Number: [Empty]

Hours of instruction since last test: [Empty] Unknown

Provider Use: A B C D E F

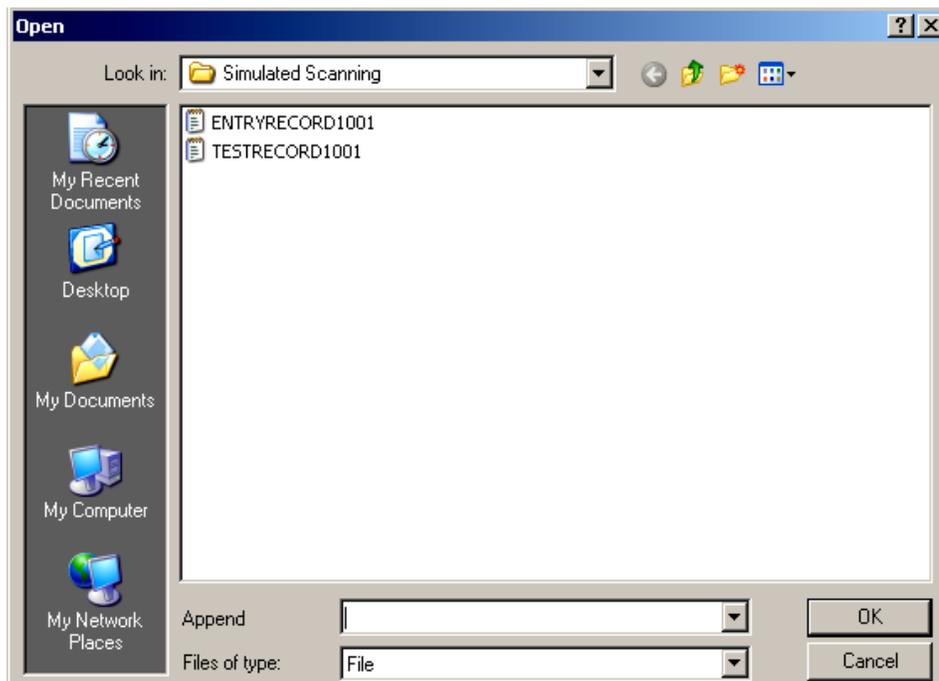
Reset Options | Continue ... | Cancel

Objective: Scan records using simulated scanning

Test Records

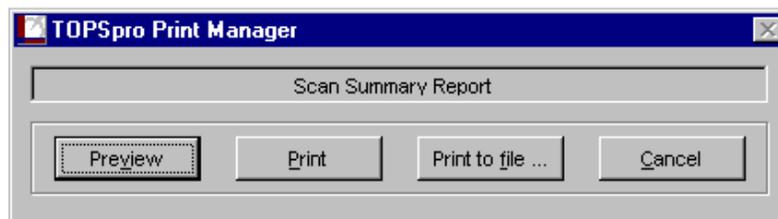
- 4.4. Click **Continue**.
- 4.5. Click **Scan**.
- 4.6. Click **OK**.

4.7. TOPS will open to the **Simulated Scanning** folder.



4.8. Double-click the file **Test Records 1001** or highlight and select the file. Click **OK**.

4.9. The **Scan Summary Report** preview dialog box will appear. Click **Preview**.



4.10. Use the scroll bars to view the entire report. Review the report and close it. You can also find a copy of this report on page 21.

Objective: Interpret the Scan Summary Report

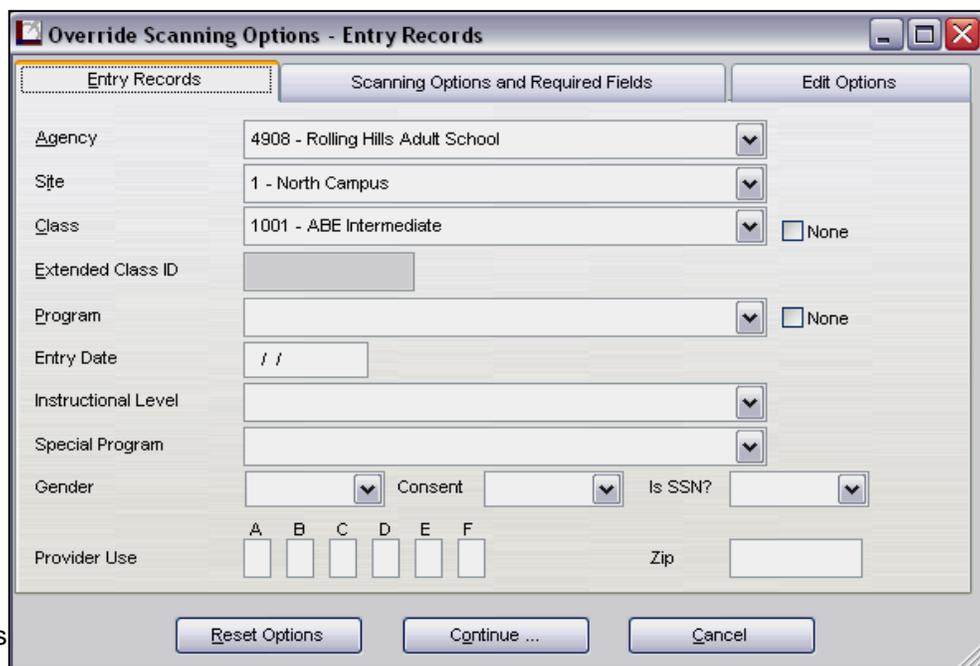
4.11. Refer to the **Scan Summary Report** on page 21 and the report displayed on the screen to answer the following questions on your worksheet:

- 4.12. What type of answer sheet did you scan? _____
- 4.13. Locate the document sequence column. What errors were associated with the batch just scanned?

- 4.14. Could you have avoided the errors by using Override Scanning? _____
- 4.15. How many forms are invalid? _____
- 4.16. How many test forms did you scan? _____
- 4.17. How many student records were automatically created? _____
- 4.18. Write the scan session date and time here:

Supplemental Second Scan Session: Entry Records

- 4.19. On the **Scanning** menu, click **Entry Records**.
- 4.20. **Override Scanning Options – Entry Records** will appear.
- 4.21. Copy the information into the dialog box according to the graphic below.



- 4.22. Click **Continue**, then **Scan**, then **OK**.
- 4.23. In the **Simulated Scanning** folder. Select **Entry Records 1001**.
- 4.24. The **Scan Summary Report** preview dialog box will appear. Click **Preview**.
- 4.25. Review this report. It appears on page 22.

Supplemental Scan Session (p 22):

- 4.26. What type of answer sheet did you scan this time? _____
- 4.27. How many entry forms did you scan? _____
- 4.28. What kinds of errors were associated with this batch?

- 4.29. Which could you have avoided using **Override Scanning**?

- 4.30. Which could NOT be avoided with **Override Scanning**?

- 4.31. Close the previewed report by either pressing the escape key ESC or clicking the **Close Preview** button on the **Print Preview** toolbar.
- 4.32. Click **Done**.

Congratulations! You have successfully simulated scanning test records. Now go fix the errors in the next exercise, "Repairing Records."

Scan Summary Report

05/29/2009

Page: 1

Document Sequence No.	Student ID	Error Condition(s)
		Type of answer sheet: TEST records. *** Override Scanning Options TEST record *** Agency: 4908 - Rolling Hills Adult School Site: 1 - North Campus *** Required Fields and Edit Options *** Disallow creation of records outside of the Program Year: 07/01/2009 through 06/30/2010 Disallow Test records over 36 months old.
0000000004	212879663	Form Number required. Test record invalid for missing critical information.
0000000006	999111204	Test Date missing, not numeric, or contains an embedded blank or multiple mark. Test Date / / is outside of the default program year. Test Date / / is older than 36 months. Test record invalid for missing critical information.
<hr/> Session Summary		
Total Number of Documents Scanned		6
Automatically created student records		1 IDs listed below:
540238945		
Discarded Documents		0
<hr/> Scan Date and Time: 05/29/2009 Start Time: 01:29:23 PM Stop Time: 01:30:22 PM		
To reprint this report, use this table: "temp\Scan Session on 05-29-2009 @ 13.30.21.dbf"		

Scan Summary Report

05/29/2009

Page: 1

Document Sequence No.	Student ID	Error Condition(s)
		Type of answer sheet: ENTRY records.
		*** Override Scanning Options ENTRY record ***
		Agency: 4908 - Rolling Hills Adult School
		Site: 1 - North Campus
		*** Required Fields and Edit Options ***
		Student Birthdate required.
		Gender identification required.
		Primary Attainable Goal required.
		Secondary Attainable Goal required.
		Disallow creation of records outside of the Program Year: 07/01/2009 through 06/30/2010
		Disallow Entry records over 36 months old.
		Disallow birthdates for individuals less than 13 years old.
		Disallow birthdates for individuals over 110 years old.
0000000002		Student ID missing, not numeric, or contains an embedded blank or a multiple mark.
0000000003	549124593	Primary Attainable Goal missing or invalid.
		Secondary Attainable Goal missing or invalid.
0000000004	212879663	Student Gender missing - Student Record.
0000000005	999111058	Instructional Program missing.
		Entry record invalid for missing critical data.
<hr/>		
Session Summary		
	Total Number of Documents Scanned	6
	Automatically created student records	1 IDs listed below:
	Discarded Documents	0
<hr/>		
	Scan Date and Time:	05/29/2009
	Start Time:	01:25:10 PM
	Stop Time:	01:26:10 PM
	To reprint this report, use this table:	"temp\Scan Session on 05-29-2009 @ 13.26.10.dbf"

Lesson 5 – Repairing Records



Objectives:

- **Identify records in Batch Repair that need modification**
- **Use Batch Repair to repair scanned records**
- **Enter student names with Batch Name Entry**

Objective: Identify Records in Batch Repair that need modification

- 5.1. Go to **Tools**, click **Batch Repair**, and select **Test & Appraisal Records**.
- 5.2. Locate the **Scan Date** filter box on the **Batch Repair** dialog box.
- 5.3. Refer to the scan session date and time from the first scan session in Lesson 4. Find this information from step 4.18.
- 5.4. Use the drop down arrow to select that scan session for repair.
- 5.5. Ensure that scan session date appears in the filter box.
- 5.6. Click **Requery**. How many records appear in the **Batch Repair** dialog box?

- 5.7. Note that two of the records are red. What are the sequence numbers of the red records? _____
- 5.8. Double-click anywhere on the first red record to open that record. Leave the record open.

Objective: Use Batch Repair to repair scanned records

5.9. Using the information on the **Scan Summary Report** on page 21 and the reference table below, repair the record as necessary.

Site number	1
Class number	1001
Form number	035M
Instructional Program	ABE
Test Date	09/01/2011

- 5.10. Save and close the **Test Record**.
- 5.11. Requery the **Batch Repair** dialog box. Note the change and then close that window.
- 5.12. Repeat steps 5.9-5.11 to repair the second red record.
- 5.13. On the **Tools** menu, point to **Batch Repair**, and then click **Entry Records**.
- 5.14. Refer to the scan session date and time from the supplemental scan session in Lesson 4. Select that date and time in the **Scan Date** filter box and then click **Requery**.
- 5.15. How many of these records are red? _____
- 5.16. What is the sequence number of these red records? _____
- 5.17. How many records are yellow? _____ Blue? _____

5.18. What are the reasons for the colored records?

5.19. Repair the red records using the reference table below. Leave the other records alone for now.

Missing Student ID#	540238945
Site number	1
Class number	1001
Instructional Program	ABE
Entry Date	09/01/2011

5.20. Open the **Student Lister**. The student records shown without names (you just created them!) should appear at the top of the list.

5.21. Close the **Student Lister**.

Enter student names using Batch Name Entry

5.21 Go to **Tools**, click **Batch Name Entry**, and select **Test Records**.

5.22 Locate the **Scan Session** field and using the drop-down arrow, select the first scan session you completed in Lesson 4.

5.23 How many records appear in the dialog box? _____

5.24 Enter the student names according to the table below. Use the mouse or TAB key to move among the fields.

Student ID #	Last name	First name	Middle
212879663	Reyes	Glen	
502121496	Korsakova	Katrina	
540238945	Jackson	Takia	Renee
549124593	Wright	Torrie	Lynn
999111058	Gomez	Santiago	Miguel
999111204	Vo	Trang	

5.25 Close the dialog box.

5.26 Open the **Student Lister**, type the name “Vo” in the **Student** combo box and **Requery**.

5.27 “Trang Vo” should now appear in the **Student Lister**. Close the lister.

5.28 Open the **Class Lister** and then open the record for *Class 1001*.

5.29 Locate the students. Under which tab do you find the student demographics?

5.30 Close the **Class Lister**.

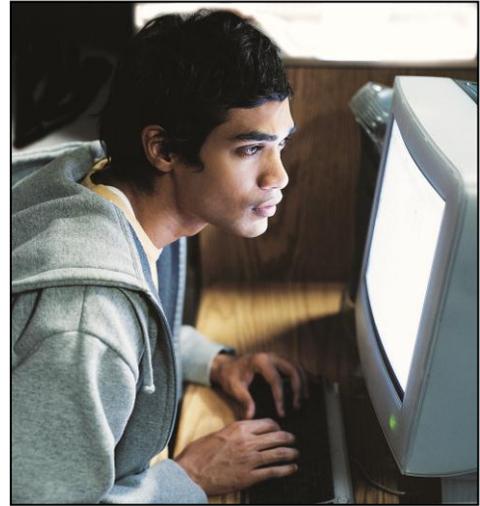
5.31 Open the **Test Lister** and use the **Class** filter box to find the tests for *Class 1001*.

Congratulations! You have successfully repaired invalid records, entered names for new students, and verified their status.

Lesson 6 – Set Up Modifications

Objectives

- **Locate and identify features in the Options window**
- **Assign settings in the Defaults tab**
- **Identify Required Fields and how it affects your data**
- **Change the Lister Display Option**

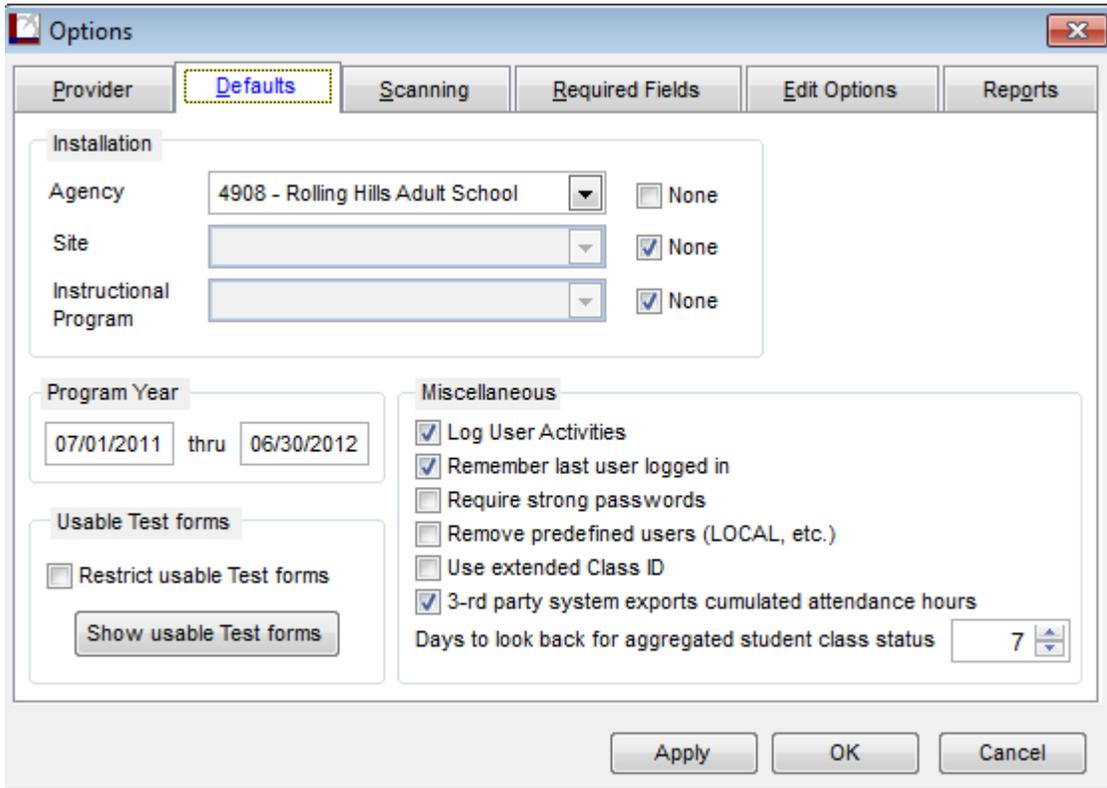


Objective: Locate and identify features in the Options window

- 6.1 On the **Tools** menu, select **Options**.
- 6.2 The **Options** window will open with the **Provider** tab displayed.
- 6.3 Verify that the abbreviation for your state appears in the **State** field.
- 6.4 Click the **Defaults** tab.
- 6.5 This is where you input the default installation information, such as a default agency and site, and the current program year.
- 6.6 Click the **Scanning** tab. This is where you input your scanner settings.
- 6.7 Click the **Required Fields** tab. This is where you establish the fields that determine whether a record is complete or incomplete.
- 6.8 Click the **Edit Options** tab. Edit Options prevents records with specified types of information from entering your system.
- 6.9 Click the **Reports** tab.
- 6.10 Keep the **Options** window open.

Objective: Assign settings in the Defaults tab

6.11 With the **Options** window open, click the **Defaults** tab. Review the information under **Installation**.



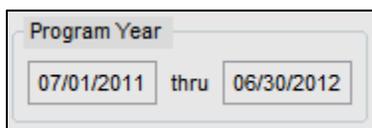
6.12 On the **File** menu, point to **New**, and select **Test**. What information automatically appears? _____

6.13 In **Options**, locate the **Site** field. Uncheck the box next to the field labeled **None**.

6.14 Click the **Apply** button. Leave the **Options** window open.

6.15 Once again, on the **File** menu, point to **New**, and select **Test**. What information automatically appears now? _____

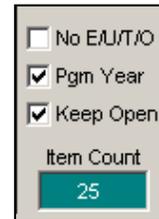
6.16 Under Defaults, locate the **Program Year** field. What dates appear here?



6.17 What is the significance of these dates? _____

6.18 On the **File** menu, point to **Open**, and then click **Class Lister**. **Requery**. How many classes appear in this lister? _____

6.19 Note the box in the lower right hand corner labeled **Pgm Year**.



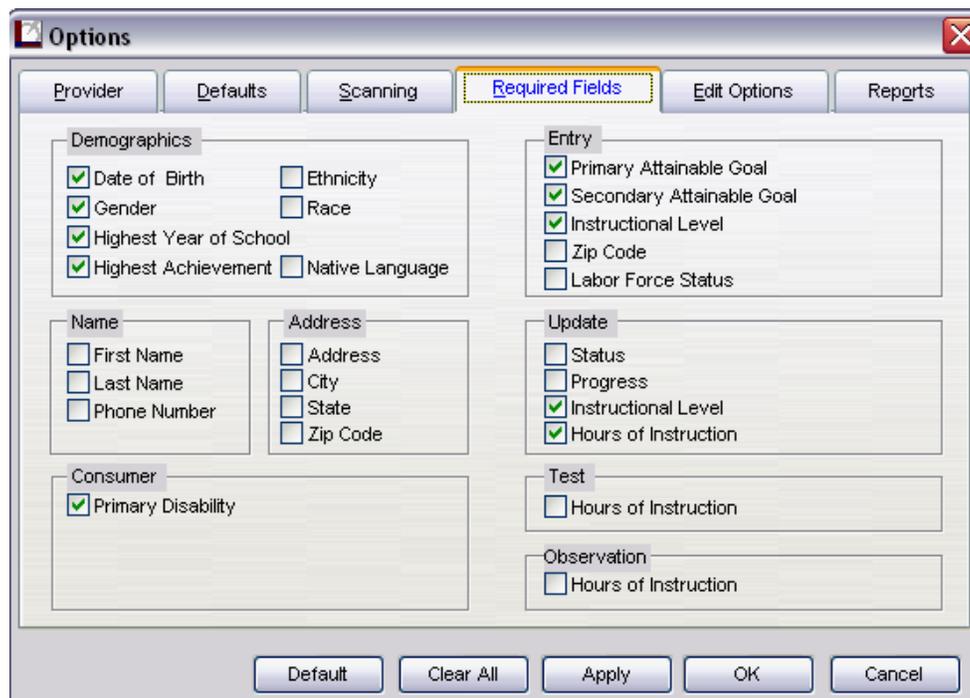
6.20 Uncheck **Pgm Year**. **Requery**. What happened to the **Class Lister**?

6.21 How many classes are not active in the current program year?

6.22 Close the **Class Lister**.

Objective: Identify Required Fields and how it affects your data

6.23 Click the **Required Fields** tab.



6.24 Find the fields in **Demographics**. Which boxes are checked?

6.25 Open the **Student Lister**, and find the record for Saul Aguilar. What color is his record? _____

6.26 Open Saul's record and find each of the fields you listed in step 6.24. Which field is missing?

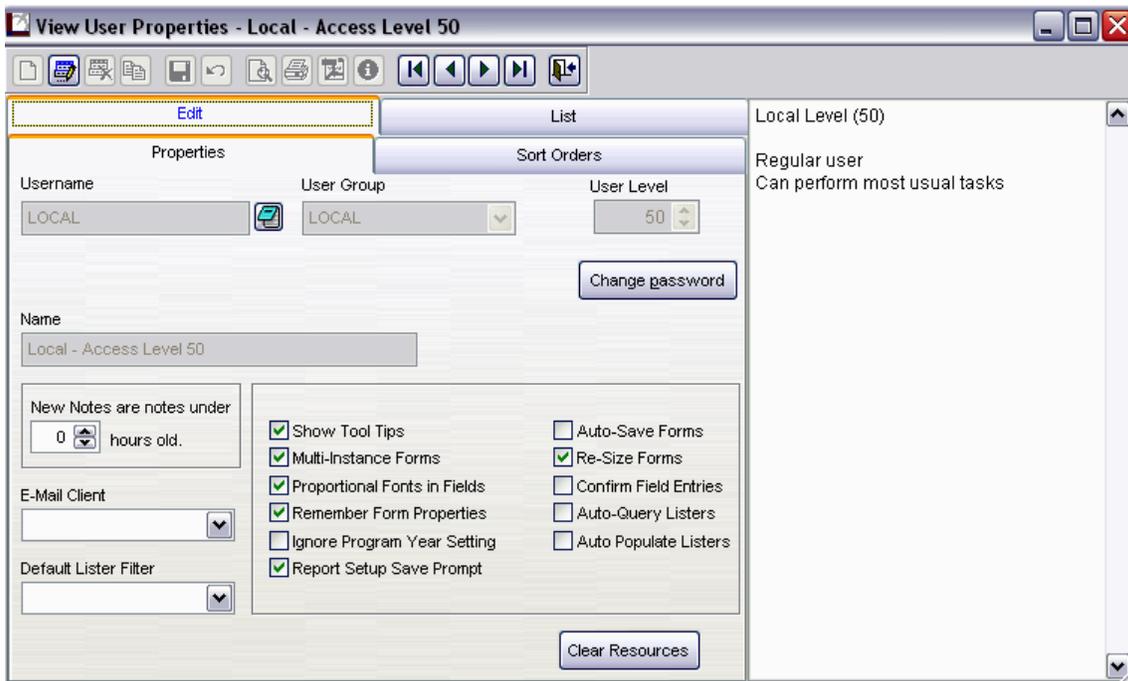
Objective: Change the lister display option.

6.27 Open the **Student Lister**.

6.28 How is the **Student Lister** organized? _____

6.29 Close the **Student Lister**.

6.30 To change the display of the listers, go to the Tools menu, and select **User Properties**.



6.31 On the **User Properties** dialog box, locate and click the **Sort Orders** tab.

6.32 Locate the **Lister Display Option** and place a checkmark in the **ID First** column for the Student Lister. Click the **Save** icon.

The screenshot shows two side-by-side tables within a dialog box. The left table is titled 'Lister Display Option' and the right table is titled 'Mover Display Option'. Both tables have columns for 'Name First' and 'ID First'. In the 'Lister Display Option' table, the 'Student' row is selected, and the 'ID First' checkbox is checked. In the 'Mover Display Option' table, the 'Student' row has the 'Name First' checkbox checked and the 'ID First' checkbox unchecked.

Lister Display Option		
Lister Column	Name First	ID First
Agency	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Class	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Consumer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Form	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Obs. Form	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mover Display Option		
Mover	Name First	ID First
Agency	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Class	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Consumer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Form	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Obs. Form	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6.33 Open the **Student Lister [Requery]**.

6.34 How is this lister organized now? _____

Congratulations! You have made modifications to reports, listers, and set data requirements.

Lesson 7 – Generating Reports

Objectives

- **Locate TOPSpro reports**
- **Create Reports using the New Report Setup window**
- **Navigate throughout TOPSpro reports**
- **Interpret TOPSpro reports**



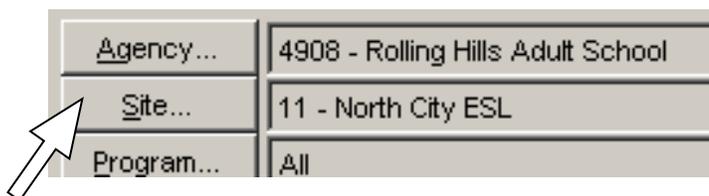
Objective: Locate TOPSpro reports

- 7.1. Click **Reports** on the TOPSpro menu. You will see ten listings.
- 7.2. Scroll down to each of the listings and view the names of the reports that appear under each.

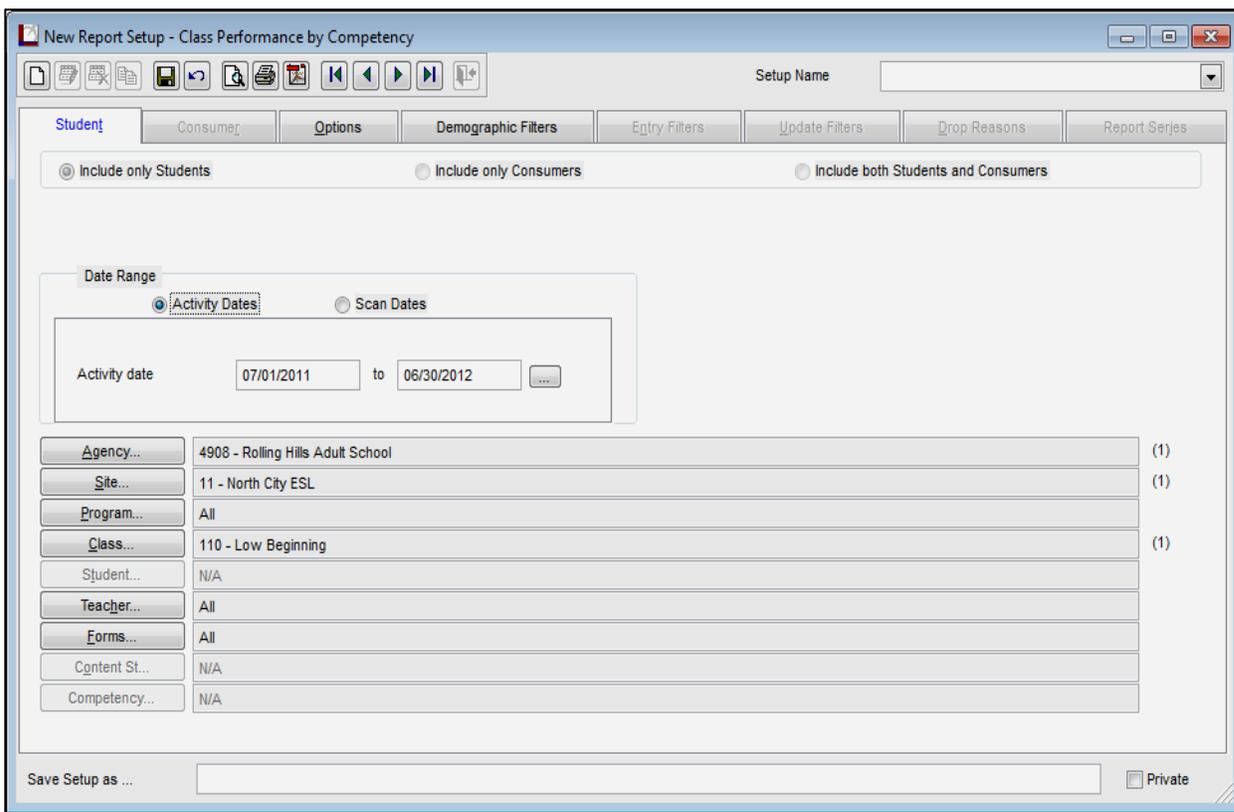
Objective: Create Reports using the New Report Setup window

- 7.3. From the **Reports** menu, select **Test Scores & Competencies, Competency**, and then choose **Class Performance**.
- 7.4. The **New Report Setup** window will open.
- 7.5. What information has TOPSpro inserted automatically?

- 7.6. Narrow the scope of the report by selecting the site. Click the **Site** button to open the **Site Mover**.



- 7.7. Use the single blue arrow in the **Site Mover** dialog box to move the Site information into the right side of the mover. Click [**OK**].
- 7.8. Locate the **Class** button. Select Class 424 for this report using the **Class Mover**.
- 7.9. Verify the date range, agency, site, and class information according to the graphic below.



- 7.10. Run the report by clicking the **Preview button** located at the top of the report setup window. Hint: it is to the left of the print icon. It looks like this:



Objective: Navigate throughout TOPSpro reports

- 7.11. Use the scroll bars to view the entire report on the computer screen. Note that this will only enable you to view the first page.
- 7.12. Locate the **Print Preview** tool bar and click the single red arrow (that points to the right) to move through each page of the report.



- 7.13. How many pages are in the report? _____
- 7.14. Navigate through the report and find the page for *Form 081X – Life and Work Reading – Level A – Extended*.
- 7.15. Which test question did the highest percentage of students get correct for *Form 081X – Life and Work Reading – Level A - Extended*? _____
What is the competency number? _____
- 7.16. Which test question did the lowest percentage of students get correct for *Form 081X*? _____
What is the competency number of this item? _____

Objective: Interpret TOPSpro reports (Optional Exercise Questions)

7.17. Keep the **Class Performance by Competency** report open. Use the report to answer the following:

7.18. What are the differences among each page?

7.19. What are the similarities among each page?

7.20. How many test forms are included in the report? _____

7.21. How many students took *Form 084 – Life and Work Reading – Level B*?

7.22. How many answered item #7 correctly? _____

7.23. How many students took test *Form 054L*? _____

7.24. How many total *Form 081RX tests* were there for *Class 110*? _____

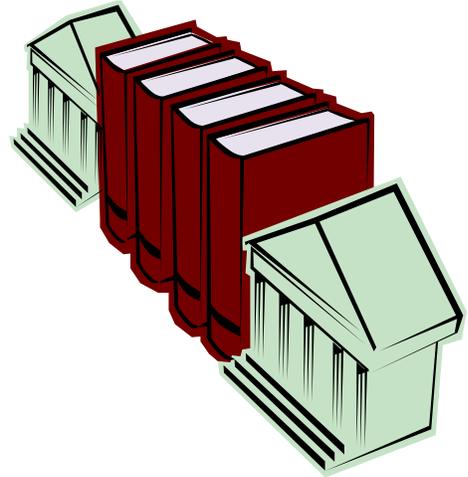
7.25. Close the report and the **New Report Setup** window.

Congratulations! You have created reports for your teachers and should be able to explain the selection criteria.

Lesson 8 – Fundamentals of Accountability Reporting

Objectives

- **Designate your agency’s funding sources using the Agency Lister**
- **Assign an EL Civics focus area to a designated class**
- **Locate the Data Integrity report**
- **Locate the Payment Points reports**
- **Locate the Federal Tables**
- **Complete an electronic data submission**



Objective: Designate your agency’s funding sources using the Agency Lister

- 8.1 On the **File** menu, point to **Open**, and then select **Agency Lister**. Open the Agency Record that appears in the lister.
- 8.2 Note the checkboxes under **Funding Sources**.
- 8.3 Check the applicable WIA Title II funding sources that apply to your agency.

Objective: Assign an EL Civics focus area to a designated class

- 8.4 On the **File** menu, point to **Open**, and then select **Class Lister**.
- 8.5 Open the Class Record for Class 424.
- 8.6 Find the field titled **EL Civics**.
- 8.7 Note that **Civic Participation** is selected. Click the drop box to select **Citizenship Preparation**, or check the box titled **None** as appropriate.

Objective: Locate the Data Integrity Report

- 8.8 On the **Reports** menu, point to **Data & Class Management**, and select **Data Integrity by Agency**.
- 8.9 Click **Preview** from the New Report Setup window.
- 8.10 Review the fields on the report and close it. Close the setup window.
- 8.11 Return to Reports – Data & Class Management – Data Integrity. Note you can also run the **Data Integrity Report by Site**, and have the **Data Integrity Audit** and **Data Integrity Exceptions** reports available to follow up on the Data Integrity information.
- 8.12 For more information on Data Integrity reports, refer to the Special Topics packet.

Objective: Locate the Payment Points Reports

- 8.13 On the **Reports** menu, point to **State Reports**, and select **Payment Points Summary**.
- 8.14 Click **Preview** from the New Report Setup window.
- 8.15 Review the fields on the report and close it. Close the setup window.
- 8.16 Return to Reports – State Reports. Note you also have **Payment Points Totals**, **Payment Points Monitor**, and **Payment Points Exceptions** available to follow up on Payment Points information.
- 8.17 For more information on Payment Points reports, refer to the Special Topics packet, “Meeting Reporting Requirements” section.

Objective: Locate the Federal Tables

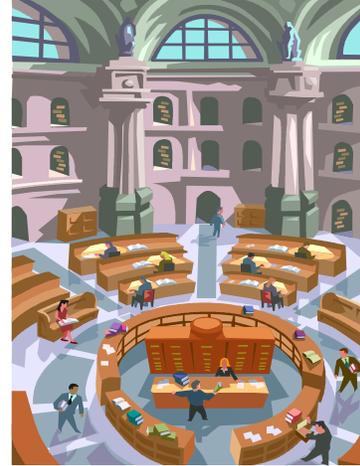
- 8.18 On the **Reports** menu, point to **Federal Reports**, and select **Federal Tables**.
- 8.19 Click the **Report Series** tab. Note that there are thirteen different tables. Clicking **Preview** without making selections from this tab will generate all thirteen automatically.
- 8.20 Click **Deselect All** and check only Federal Table 4 and Federal Table 4B.
- 8.21 Generate the following reports to follow up on information from the Federal Tables:
- **NRS Level Completion Report** (Reports – Federal Reports – NRS Level Completion)
 - **NRS Performance Report** (Reports – Federal Reports – NRS Performance)
 - **Persister Report** (Reports – State Reports – Persister)

Objective: Complete an Electronic Data Submission

- 8.22 Refer to the Special Topics packet, Special Topic 3.5.

Congratulations! You have learned some fundamentals that help you meet your accountability reporting requirements.

Lesson 9 – Using TOPSpro Resources



Objectives

- **Locate TOPSpro Help**
- **Locate the Quick Start Tutorial**
- **Find information about TOPSpro reports in Report Documentation**
- **View a TOPSpro Demo**

Objective: Locate TOPSpro Help

- 9.1 On the **Help** menu, click **Contents**.
- 9.2 Click the **Contents** tab. This organizes Help by TOPSpro category.
- 9.3 Click the **Index** tab. This lists every TOPSpro topic alphabetically.
- 9.4 Click the **Search** tab. Use this to find help when you are unsure exactly which topic you are looking for.
- 9.5 Close the **Help** feature.

Objective: Locate the Quick Start Tutorial

- 9.6 On the **Help** menu, point to **Folder Shortcuts**, and click **Quick Start Tutorial**.
- 9.7 This folder contains Word and Adobe documents for sixteen self-paced lessons that address different TOPSpro topics.
- 9.8 Open one of the files in this folder. Note that the format is similar to this training packet.

- 9.9 The **Quick Start Tutorial** exercises use the same dataset as this training. Refer to the handout “Instructions for accessing TOPS 4.x Tutorial” for directions on how to install this training dataset.
- 9.10 In the **Quick Start Tutorial** folder, open the document titled **Quick Start Tutorial Overview**. This describes how to install and use the **Tutorial**.

Objective: Find information about TOPSpro reports in Report Documentation

- 9.11 On the **Help** menu, point to **Folder Shortcuts**, and click **Report Documentation**.
- 9.12 This folder includes *Word* and *Adobe* documents that detail all of the reports in TOPSpro.
- 9.13 Open the document **TOPSpro 5.x Report Summary**. This document includes a brief description of all TOPSpro reports. Note that it is organized exactly like the **TOPSpro Reports** menu.
- 9.14 Open one of the report documents. These contain detailed information about each TOPSpro report.

Objective: View a TOPSpro Demo

- 9.15 On the **Help** menu, point to **Folder Shortcuts**, and click **Demos**.
- 9.16 Open the document titled **An Overview of TOPSpro**.
- 9.17 Watch the demo for approximately 30 seconds, then press the ESC key to exit from the demo.

Congratulations! You now know how to access several resources that can enable you to learn more about TOPSpro.

Additional Resources

There are additional resources outside of TOPSpro that can help you resolve some of your data related issues and fulfill your reporting requirements.



CASAS Web site

The CASAS Web site posts periodic updates to reporting requirements, and contains forums and download areas for TOPSpro.

Resources

CASAS Web site

- What's New Section
- TOPSpro Forum
- Download Centers

www.casas.org

Resources

CASAS Technical Support:

- 1-800-255-1036

E-mail:

- topspro@casas.org

CASAS Resources

You can also call or e-mail technical support at CASAS -- topspro@casas.org.