Pro-Core
District and School Enrollment Instructions with Procedures for Student Assessments

User Manual For Administrators, Teachers, and Students

NOTE: This Manual has been updated to include new instructions for **Clever** or **ClassLink Users**. **Please discard all previous versions prior to 2024.**

- ***See*** **Section A for** ***updated*** **Enrollment Procedures Checklist**
- ***See*** **Section B for** ***required*** **Enrollment Confirmation Form**
- ***New*** **Section C for Clever or ClassLink Rostering procedures**
- ***New*** **Student Progress Reports for administrators and teachers**
- ***New*** **Test Form Class Monitor for teachers**

This Manual is still under development
Contact Ben Hemingway for further assistance.
Hemingway@pro-core.us

Version 9.7
Updated 4/30/24

https://pro-core.us/
Computers in Education, Inc.
The Writer's Menu ©2024

Table of Contents

[nc]=NON-Clever/ClassLink Sections: D, E, F, I

Pro-Core Assessment System

Online Procedures **Checklist** A-1

Section **References** Pro-Core System Processes and Reports A-2

Required! **Completing the District Pre-Order Enrollment Form**

Pro-Core Subject Selections B-1

***NEW!* Using Clever or ClassLink with Pro-Core**

Subject **Validation** and Name Matching C-1

Examples: Pro-Core and Clever/ClassLink Subjects C-3

Sharing Demographic/Subgroup Data C-5

Sharing Non-Teaching Staff Data. C-5

Using the Pro-Core Learning System. C-6

Preparing Your Pro-Core Enrollment Data File [nc]

Completing your Data File Spreadsheet for Online Enrollment D-1

Grouping and Organizing Students, Teachers, and Classes D-3

Updated Entering Student Subgroups (Demographic) Information D-5

Completing a Test Correlation Spreadsheet D-7

District Administrator Set-ups and Enrollment Procedures [nc]

District Managing Administrator Log-in E-1

District Admin Dashboard E-1

1. Add/Edit District Level Users E-2
2. Add/Edit School Administrator/Principal Level Users E-2
3. Enroll School Students, Teachers, and Classes E-3

Enrollment File Errors E-4

Resetting/Deleting School Enrollment E-8

District Administrator Log-in, Editing, Batch Function Procedures [nc]

District Administrator Log-in F.1

Part 1. View/Add/Edit Teachers and Subject Classes. F-1

Add a New Teacher F-2

Edit Teacher Info Classes and Students F-3

View and Move a Student to a Different Teacher Class F-3

Add a Co-Teacher to a Main Teacher's Class F-4

View/Edit/Add Students and Student Classes F-5

Add a New Student F-5

Edit Student Info/Add Subject Classes F-6

Part 2. Batch Records Editing F-7

Using Action Words F-7

Export Enrollment Data F-10

District Administrator: Setting Security Times and Enabling Form Assessments

District Administrator Dashboard G-1
1. Set Student System Access Times G-2
2. Enable/Disable Form Assessments G-3
3. Set Form Assessment Times G-4
NEW! 4. Set District Accommodations G-5
View, Print, Run Short Cycle Web Assessments (SCWAs) G-6
Teacher Personalized Assessments (TPAs) G-6
District Administrator FAQs G-7
View Learning Standards G-8

District Administrator Reports

Assessment Results Report (View/Reset) H-1
1.0 Form Tests and Short Cycle Web Assessment Reports H-2
1.1 Item Analysis Report H-3
1.2 Standards Detail Report H-3
1.3 Student Report Card H-4
1.4 SCWA Pre-Post Analysis Report H-5
2.0 Forms ABC only Reports H-5
2.1 District Form Test Completion Report H-5
2.2 District Standards Report H-6
2.3 District Domains Report H-6
2.4 District Summary and Comparison Report H-7
2.5 District Subgroups Report H-7
2.6 Class Ranking Report H-8
2.7 Class Growth Reports Using Normal Curve Equivalents (NCEs) . . H-9
2.7e Release Class Growth to Teachers H-11
NEW! 2.8 Class Progress Reports Using Scaled Scores H-12
3.0 System Statistics
3.1 Top Classes Report H-14
3.2 SCWA Test Count Report H-14
3.3 Item Analysis Usage Report H-15
3.4 Subject Usage Report H-15
3.5 Assessments Averages Report H-15
Export Menu H-16
Report Logs H-17

Principal/School Administrator Log-in, and Editing Procedures [nc]

Before the Form A Pre-Test Assessments I-1
Principal/ School Administrator Log-in I-2
The Principal/School Administrator Dashboard I-2
1. View/Add/Edit Principal/School Administrator Level Users I-3
2. View/Add/Edit Teachers and Class Students I-3
Add a New Teacher I-4
Edit Teacher Info Classes and Students I-4
View and Move a Student to a Different Teacher Class I-5

Add a Co-Teacher to a Main Teacher's Class I-6
3. View/Edit/Add Students and Student Classes I-6
Add a New Student I-7
Edit Student Info/Add Subject Classes I-7

Principal/School Administrator: Enabling Form Assessments and Testing Times
School Administrator's Dashboard J-1
1. View Learning Standards J-2
2. Enable/Disable Form Assessments J-2
3. Set Student System Access and Test Times J-3
NEW! 4. Set School Accommodations J-5
View, Print, Run Short Cycle Web Assessments (SCWAs) J-6
Teacher Personalized Assessments (TPAs) J-6
5. View Subjects Enrolled J-7
6. Principal/School Administrator FAQs Administrator FAQs J-7

Principal/School Administrator Reports
Assessment Results Report (View/Reset) K-1
1.0 Form Tests and Short Cycle Web Assessment Reports K-1
1.1 Item Analysis Report K-3
1.2 Standards Detail Report K-3
1.3 Student Report Card K-4
1.4 SCWA Pre-Post Analysis Report K-5
2.0 Forms ABC only Reports K-5
2.1 School Form Test Completion Report K-5
2.2 School Standards Report K-6
2.3 School Domains Report K-6
2.4 School Subgroups Report K-7
2.5 Class Ranking Report K-8
2.6 Class Growth Reports Using Normal Curve Equivalents (NCEs) . . . K-8
2.6e Release Class Growth to Teachers K-11
NEW! 2.7 Class Progress Reports Using Scaled Scores K-11
3.0 System Statistics
3.1 Top Classes Report K-13
3.2 SCWA Test Count Report K-14
3.3 Subject Usage Report K-14
3.4 Assessments Averages Report K-15

Teacher Log-in, Procedures, and Online Assessments
1. Teacher Log-in L-1
View/Edit Student Information L-2
Student Log-in L-4
2. Securing Form A, B, C Assessments L-4
A. Student System Access Times L-5
B. Setting Form Assessment Times L-5
Student Demo Test L-7
Using Short Cycle Web Assessments (SCWA) L-7
Setting SCWA Assessment Times L-8

Unit Tests (Social Studies) L-9
Teacher Personalized Assessments (see Section N) L-9
Teacher FAQs L-9
View Learning Standards L-10

Teacher Reports
Assessment Results Report M-1
1.0 Form Tests and Short Cycle Web Assessment Reports
1.1 Item Analysis Report M-2
1.2 Standards Detail Report M-3
1.3 Student Report Card M-4
1.4 SCWA Pre-Post Analysis Report M-4
2.0 Forms ABC only Reports
2.1 Form Test Completion Report M-5
2.2 Class Standards Report M-6
NEW! 2.3 Subgroups Report M-6
2.3 Class Ranking Report M-7
NEW! 2.5 Class Progress Reports Using Scaled Scores M-7
NEW! 2.6 Class Test Monitor Report M-9
3.0 System Statistics
3.1 Top Classes Report M-10
3.2 SCWA Test Count Report M-10
3.3 Assessments Averages Report M-10
3.4 Graphical Trends M-11
4.0 Writing Evaluation
4.1 Writing Report. M-11
4.2 Extended Response Report M-11

Teacher Personalized Assessments (TPAs) and Reports
Create TPAs for Student Assessment. N-1
Share TPAs N-2
Edit TPAs N-3
Students: Using TPAs N-4
Teachers: TPA Reports N-4
Administrator Procedures N-6

Five-Tier Writing (5TW) Assessments and Reports
Teacher Preview O-1
Student Access O-2
Tier 1 . . . . . O-3
Tier 2 . . . . . O-4
Tier 3 . . . . . O-5
Teacher Access and Grading Tier 3 . . . . . O-7
Scoring Page Rubrics O-9
Teacher Extended Writing Report O-10
Tier 4 . . . . . O-11
Teacher Access and Grading Tier 4 . . . . . O-12

Tier 5 . . . . . O-12
Teacher Access and Grading Tier 5 . . . . . O-13
Student Report Card (Writing) O-14
Extended Activities O-15

Student Log-in and Online Assessments Procedures

Student Log–in P-1
Finding and Selecting the Form A, B, or C Assessments P-1
Taking the Form A, B, or C Assessment P-2
Student Warning Messages P-2
The Assessment Navigation Bar P-4
NEW! Student Form Test Features P-4
Sample Two-Part Question P-5
My Assessment Completed Reports P-6
My Assessment Results Report P-6
The Short-Cycle Web Assessments (SCWA) P-7
Unit Tests (Social Studies) P-7
The Standards Detail Report
1. Form Test Report P-8
2. SCWA Report P-8
Student Report Card P-8
Logging-Out P-9

Appendices:

Updated 1. Pro-Core Form A/B/C Test Administration Instructions
2. Pro-Core Security Features: Local & Remote
3. Pro-Core Question Codes, Types, and Samples
4. Evaluating Pro-Core Test Questions
5. Using Pro-Core with Chromebooks Kiosk
6. Pro-Core Sample Forms: Enrollment and Data Template
New! 7. Pro-Core Teacher Form Test Class Monitor

Updated **Pro-Core Assessment System – Online Procedures Checklist**

In order to take advantage of the full power of the Pro-Core Assessment system, including Student Progress and Growth measures, students MUST be enrolled and grouped by individual subject teacher classes—not by homeroom teachers nor by large subject-only class groups. In other words, your enrollment data file should reflect your teacher class rosters. ***NOTE the new CLEVER/CLASSLINK instructions below.***

Preliminary Preparations

- ☐ Contact Ben Hemingway when you are ready to purchase Pro-Core for the school year.
- ☐ You will be emailed a Pro-Core **Enrollment Confirmation Form, OR you may submit a Pre-Order Form *online*. Non-Clever** users will also be sent a school **Data File *template*** (spreadsheet) for student and teacher subject class school enrollments. **Clever or ClassLink** users will follow their Clever/ClassLink rostering procedures.
- ☐ Download the relevant sections listed below from the ***Pro-Core User Manual*** from the Pro-Core website.

At least one week prior to your planned pre-assessment date

New! ☐ **ALL** users **must** return the **Enrollment Confirmation Form** to Pro-Core Services to be enrolled. Be sure to include your district **Managing Administrator's** and/or **Tech Person's** name and email information along with your planned beginning and ending **assessment dates**. [*see* ***User Manual,*** Section B]

New! ☐ **Clever** or **ClassLink** users **must** follow the new Pro-Core instructions for "**Validating and Matching Course Subject Names** with Pro-Core Subject Names" to be properly enrolled [Section C]

☐ **Ben Hemingway** will set-up your district school names and district Managing Administrator's log-in Username and Password. That information will be sent to your Managing Administrator.

New! ☐ Your district **Managing Administrator** or Tech Person will be responsible for **enrolling** students, teachers, and classes into the system using **Clever/ClassLink *Rostering*** [Sections C]. **Non-Clever** users will use the special **Enrollment Data File** *spreadsheet*. [Sections D and E]

Update ☐ Your District **Managing Administrator** will also be responsible for setting-up additional district and individual school administrator/principal/tech person log-in information, if needed, and distributing your teacher and student log-in information. [Section F] **Clever/ClassLink** users should set up ***Single Sign-on*** (**SSO**).

Before your planned assessment date

- ☐ Ben Hemingway will ***activate*** your Pro-Core Form A assessments based on your subject enrollments.
- ➢ ☐ Your Managing Administrator will ***enable*** your activated Pro-Core assessments for each school. [Section G]
- ➢ ☐ Administrators and/or teachers should set system **security** access and assessment times [Appendix 2]
- ☐ Work with principals, teachers, and students to become familiar with the Pro-Core system by using the Teacher and Student pages and samples from the online ***Pro-Core User Manual.***
  - Principals should log into the system to confirm teacher class rosters. [Section I]
  - Teachers should log into the system to confirm their subject classes and enrollments. [Section L]
  - Students should log into the system to confirm their class and test assignments. [Section P]

During the diagnostic Form A pre-test:

- ☐ Follow the instructions for Test Administrators in the ***Pro-Core User Manual***. [Appendix 1]
- ☐ Inform students that they will be allowed to submit their completed Form test only one time. You may want student test activity that falls *below* certain thresholds to re-take the pre-test.

After the test:

- ☐ The Pro-Core assessment results will be available to you immediately after your *official* test Ending Date. At that time, your Managing Administrator should ***disable*** the assessments.

NOTES:

- Pro-Core technical assistance via email or phone is provided at no additional charge.
- After the initial Pro-Core student and teacher enrollments, your Managing Administrator, Tech Person, or School Principals will be responsible to add new students or teacher classes or to move students to new classes. *Update* **Clever/ClassLink** uses will use *Clever/ClassLink Sync*. **Non-Clever** instructions are available in the *online* **Pro-Core User Manual,** Sections F (District Administrators) and I (School Administrators)**.**
- The Pro-Core Manual is continuingly being revised to reflect ongoing changes in the new Pro-Core system.

Contact Information:

Ben Hemingway, CEO Hemingway@pro-core.us Phone: 513.827.0363 (office, cell & fax)

NEW! Section References to Pro-Core System Procedures and Reports

The table below shows the instructions and reports available to system users in Clever, ClassLink, and Non-Clever **Sections** in the online ***Pro-Core User Manual*** on the Pro-Core web site > Support > User Manuals web page at **https://pro-core.us/manuals.html**

	Pro-Core Instructions & Procedures	**Pro-Core Office**	**District Admin**		**School Admin**		**Teacher Student**	
			Clever Class Link	**Non-Clever**	**Clever Class Link**	**Non-Clever**		
	Set-up District & School Name(s)	✓						
	Enroll <u>one</u> District Administrator/Manager	✓						
Updated	Complete *Required* District Enrollment Form		B					
New	Clever/ClassLink Set-up and *Validation*		C					
	Prepare Enrollment Spreadsheet Data			D				
	Add District & School Administrators/Principals			E				
	Enroll Students, Teachers, Classes			E				
	View/Add/Edit Teachers, Classes, Students			F		I	L	
	Activate Form A,B,C assessments	✓						
	Set System Access and Assessment Times		G		J		L	
	Enable/Disable Form A,B,C assessments		G		J			
	View Learning Standards, Subjects				J			
	Create/Edit Teacher Personalized Assessments		N		N		N	
	Five-Tier Writing Activity						O	
	Student Log-in and Assessments							P
	Pro-Core Reports: All Users		**H**		**K**		**M**	**P**
	Form Assessment Results (View/Reset)		✓		✓		View only	
	Item Analysis		✓		✓		✓	
	Standards Detail – Assessment Results		✓		✓		✓	✓
	Pre-Post Analysis		✓		✓		✓	
	Class Ranking		✓		✓		✓	
	Pro-Core Standards		✓		✓		✓	
	District/School/Class Standards		✓		✓		✓	
	District/School Domains/Subgroups		✓		✓			
	District Summary		✓					
	Test Completion		✓		✓		✓	
	Class Growth Reports		✓		✓		released	
	Release Growth Reports to Teachers		✓		✓			
	Class Progress Reports		✓		✓			
	Top Students		✓		✓		✓	
	Web Test Count		✓		✓		✓	
	Assessments/Subject Usage		✓		✓		✓	
	Student Report Card/Writing Assessment						✓	✓
	Pro-Core Test Administration Procedures	**Test Coordinators/Teachers: *See* Appendix 1**						

Updated **Completing the Distict *Required* Enrollment Confirmation Form For Online Enrollment and Testing**

The Pro-Core **Enrollment Confirmation Form** is a MS Word document *template* that allows you to save the form with your information in a standard Word document (.doc) format. Simply select or type your responses directly in the spaces provided on the form. **This form may also be submitted online at https://procore.pro-core.us/Order**.

WARNING: You **MUST** return your Pro-Core **Enrollment Confirmation Form** with your subjects and contact person email(s) listed prior to enrollment in Pro-Core.

There are now TWO options for enrolling students: (1) Using the *standard* Pro-Core Enrollment Data File spreadsheet (as in previous years), or (2) Using **Clever** or **ClassLink** Rostering with SSO and Secure Sync. (For *more information about Clever/ClassLink enrollment procedures, see* ***Section C****. For more information about non-Clever/ClassLink enrollment procedures, see* ***Sections D and E****.)*

Completing Your Pro-Core Enrollment Confirmation Form and Test Selections

Be sure to complete all the requested information on your Pro-Core enrollment form. Missing information may delay your student and teacher class enrollments.

- Enter your district and school name(s).
- Enter the total number of individual students being enrolled.
- Select the Form tests you wish to administer to your district school(s)

Type your responses in the shaded areas

Sy 2023 Pro-Core TWM Educational Support Services

REQUIRED >>> RETURN THIS FORM via e-mail to: PRO-CORE@WINDSTREAM.NET <<<

Directions: Complete this Enrollment Confirmation Form by typing in the shaded boxes. Please fill-in all the information that applies. Download the *Pro-Core User Manual, Sections A & B*, for more information.

➢ Please complete a separate Form for each school IF your schools will have different Form test beginning and ending testing dates.

District Name: School Name(s):

=Total Number of Students in this school to be enrolled into the Pro-Core online system

✓ Select the Pro-Core licensed online test(s) for your district or school:
✓ Select the **Sp** checkbox to request a Form A, B, and C **Spanish** version.[1]

Select: ☐ Form A ☐ Form B ☐ Form C ☐ Other: ____

MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELA/READING	Other HS Math
☐ 2 ☐Sp	☐ 2 ☐Sp	☐ 2 ☐Sp	☐ 2	☐ Integrated Math I ☐Sp
☐ 3 ☐Sp	☐ 3 ☐Sp	☐ 3 ☐Sp	☐ 3	
☐ 4 ☐Sp	☐ 4 ☐Sp	☐ 4 ☐Sp	☐ 4	☐ Integrated Math II ☐Sp
☐ 5 ☐Sp	☐ 5 ☐Sp	☐ 5 ☐Sp	☐ 5	
☐ 6 ☐Sp	☐ 6 ☐Sp	☐ 6 ☐Sp	☐ 6	☐ Integrated Math III ☐Sp
☐ 7 ☐Sp	☐ 7 ☐Sp	☐ 7 ☐Sp	☐ 7	
☐ 8 ☐Sp	☐ 8 ☐Sp	☐ 8 ☐Sp	☐ 8	
☐ Algebra I ☐Sp	☐ Phys Sci ☐Sp	☐ Am History ☐Sp	☐ 9	
☐ Algebra II ☐Sp	☐ Biology ☐Sp	☐ Government ☐Sp	☐ 10	
☐ Geometry ☐Sp	☐ Chemistry ☐Sp	☐ Mod Wrld Hist ☐Sp	☐ 11	
			☐ 12	

[1]There is a one-time charge of $200 for each Spanish test checkbox you select.

➢ Please include applicable Spanish test surcharges to your district or school's Purchase Order.

- Identify your District/School Managing Administrator, Tech or SIS Person, and/or Test Coordinator who is responsible for enrolling students and teacher classes and/or administering and distributing your Pro-Core Teacher and Student log-in information. Include their email address(es).
- Enter your *tentative* Beginning and Ending dates for each Form assessment. *See* important information about Scheduling Form Tests *below*.

Clever or ClassLink Users only

➢ ☐ **Our district/school wants to use *Clever* or ClassLink Rostering, SSO, and Secure Sync.**
Our SIS/tech person's email for *Pro-Core-Clever* Integration is:
NOTE: *ALL* schools MUST return this form to Pro-Core before schools can be enrolled (*see below*).

Managing Administrator's* Name: **Title**:
*This person will be responsible for *enabling* assessments and adding administrator/principal log-ins.

Administrator's Email : **Email cc's:** **Phone**:
✓ **Include the email of each person you want to receive Pro-Core notifications.**

Please enter your *tentative* Form Test dates below:

***Begin* Form A test date (*mm/dd/yy*):** ** ***End* Form A Test Date (*mm/dd/yy*):** ***
***Begin* Form B test date (*mm/dd/yy*):** ** ***End* Form B Test Date (*mm/dd/yy*):** ***
***Begin* Form C test date (*mm/dd/yy*):** ** ***End* Form C Test Date (*mm/dd/yy*):** ***
***Online tests to be enabled on this date* ****Online tests to be completed by this date*

Please list: (1) your first day of school: (2) your last day of school:
(3) School schedule: ☐ Semester ☐ Trimester ☐ Other:

➢ **If you are NOT using *Clever or ClassLink*, use the *regular* Enrollment Data spread sheet *template* attached to the email you received with this form for your student-teacher-class enrollments.**

➢ **Save this file with your school or district name. You MUST return it as an e-mail attachment to:**
PRO-CORE@WINDSTREAM.NET

You may need to complete one form for *each school* if the schools will be administering Form test on different beginning and ending dates.

Scheduling Form Tests

Pro-Core **Form A** tests are administered at the beginning of the year as a diagnostic *pre-test*. **Form B** tests are normally given later in the year as an *interim/formative* test. The Pro-Core **Form C** tests are administered as a *post-test.* Pre- and post-test score differences are used to determine Student and Class Growth.

CAUTION: Each Form test is should be scheduled within a 2-week "window" in order to get accurate results and predictions or to use the tests to calculate growth and progress. It is important that the Form tests be taken within recommended window date ranges unless you are on a block schedule.

For example in year-long courses, your students may take the Form tests any time after the window opens. (*See* **Appendix 1**, for further information)

- Form A between August 15 and September 30
- Form B between December 1 and January 30
- Form C between April 15 and May 31

If your students take Form tests outside these window date ranges, your students *will* receive growth and progress measures (how much performance scores or NCEs have changed); however, those scores may *not* be meaningfully compared to other districts' results or to state results. Growth and progress scores compare different student populations. They may not be able to be precisely determined if students do not take the Form tests under standardized conditions.

WARNING: Students will NOT be able to begin the Form A assessment until your District Manager or Tech person ***enables*** the tests as described in **Section G**. Students will NOT be able to begin using the P-C online Short Cycle Assessments (SCWA) system until AFTER the Form A pre-tests are administered. **End-of-Course student and class growth and progress reports require that BOTH the Form A and Form B and/or C tests are administered to students.**

Schools using **Clever or ClassLink** Rostering and Single Sign-On (SSO) with Secure Sync will enroll using Clever/ClassLink procedures via your school's Student Information or Scheduling System (SIS). *See* **Section C** for the *required* procedure.

In order to take advantage of all the special features of the Pro-Core system, **non-Clever/ClassLink** schools ***must*** group and enroll, then test your students by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups. *See* **Section D** titled "Grouping Students and Organizing Your School Data File" for information on setting up and organizing a *standard* enrollment data file.

- **IMPORTANT:** After filling-in all the requested information, save the document with your school name and send it as an email attachment to: **Pro-Core@WINDSTREAM.NET**

  - **If you did not receive the Pro-Core Enrollment Confirmation Form, go to https://procore.pro-core.us/Order** or **download a copy here: https://pro-core.us/twm/Pro-Core_Enroll_Confirm_Form23.doc**

Updated Using Clever or ClassLink with Pro-Core: Set-up and *Validation*

Pro-Core now includes Clever and ClassLink Application Programming Interface (API) integration for class Rostering, Single Sign-On (SSO), and Syncing with direct Pro-Core system support from our Pro-Core technical consultant contact person. **This section of the Manual is for schools using either app.**

Whether you are new to Clever or ClassLink or have been using either with other apps, there are special **Subject Validation-Matching** steps you must follow before you can enroll students, teachers, and subject classes into Pro-Core to avoid school enrollment rostering and syncing problems.

To Begin Using Clever with Pro-Core

Set up **Clever** to **SYNC** with your Student Information System (SIS).

1. Set up a **log-in** method. Clever Single Sign-On (**SSO**) is recommended.
2. Add Pro-Core as an **app** and determine what data you need to **share** with Pro-Core.
3. There are two methods to begin roster enrollment:
   a. **Accept** an **Invitation** from Pro-Core on your Clever Dashboard.
   b. **Request** the Pro-Core app from your Clever District Dashboard.

WARNING: Pro-Core will NOT send an Invitation nor accept a Request until your district or school has returned their **Pro-Core Enrollment Form** with their subjects and tech person listed. [*see* ***Pro-Core User Manual***, **Section B**]

4. Set up your **Sharing Rules** with Pro-Core. (*see* required Validation information *below*)

If you are new to sharing Clever data with an app, please log in to your Clever Academy account or contact your Clever help team for more information. Here is a short YouTube video about *Sharing Data with Applications*: **https://www.youtube.com/watch?v=2hglur8pcso&t=374s**

To Begin Using ClassLink with Pro-Core

1. Log in to the **ClassLink** portal for your district.
2. Navigate to the Global App Library within ClassLink.
   https://www.classlink.com/resources/icons
3. In the search bar, enter "**ProCore**" to locate our app.
4. Select the Pro-Core app and initiate the connection process to share SIS data seamlessly.

WARNING: Pro-Core will NOT accept your Registration until your district or school has returned their **Pro-Core Enrollment Form** with their subjects and tech person listed. [*see* ***Pro-Core User Manual***, **Section B**]

5. Set up your **Sharing Rules** with Pro-Core. (*see* required Validation information *below*)

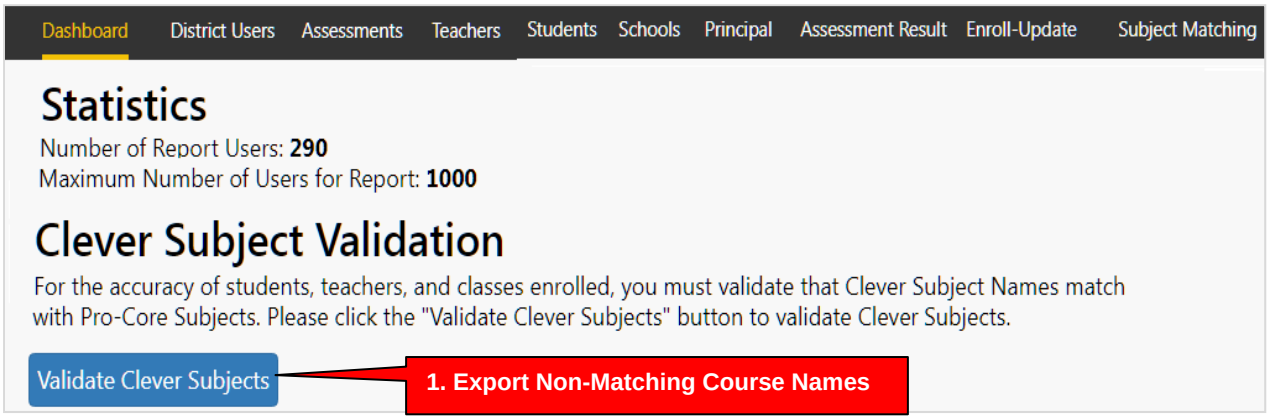
New Subject Validation and Name Matching (Four Steps)

To prevent Clever or ClassLink Rostering and syncing problems, the District Manager or your school's SIS Tech Person MUST log-into your **Pro-Core District Dashboard** to ***validate*** that your district or school course names ***match*** Pro-Core subject names. .[For District log-in information, *see* **Section E**]

This must be done **before** students or teachers can begin using Clever or ClassLink . There are 5 steps:

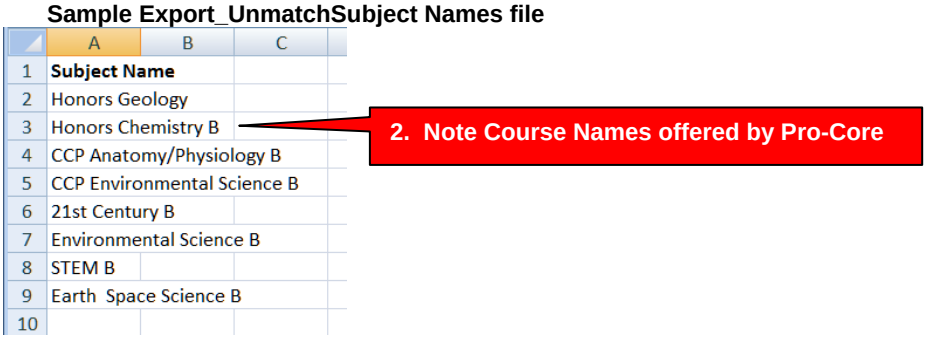
1. Click the "**Validate Clever/ClassLink Subjects**" *button* to <u>export</u> your subject course names that do NOT match Pro-Core subject course names.

District Dashboard



2. An export spreadsheet file named **Export_UnmatchSubject Names.xlsx** will be downloaded to your computer. Open it.

Sample Export_UnmatchSubject Names file

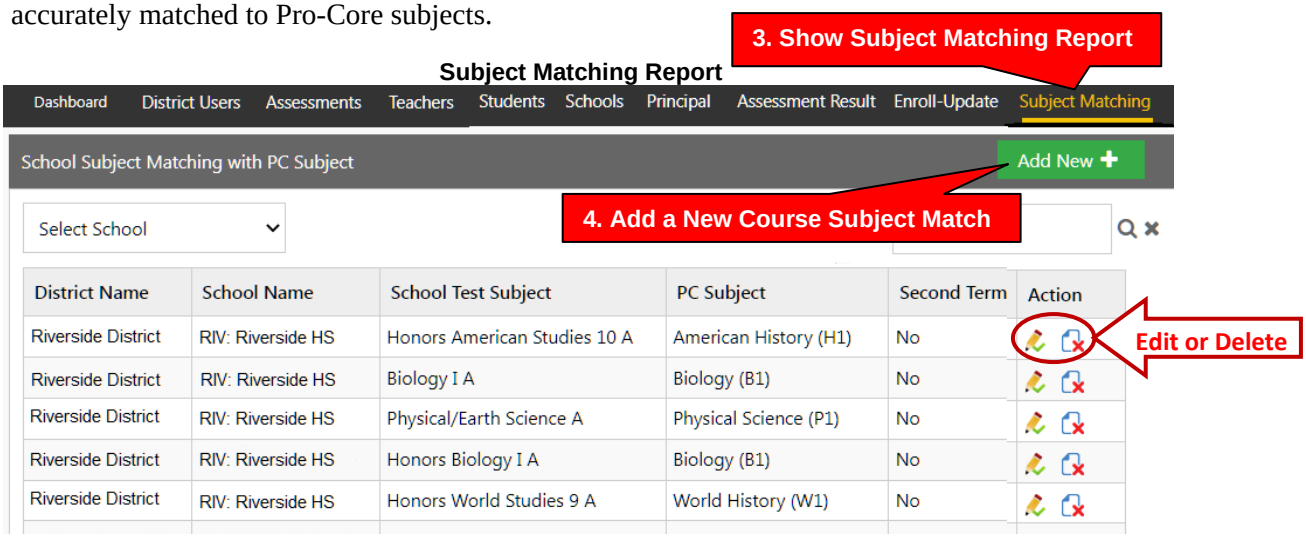


	A	B	C
1	**Subject Name**		
2	Honors Geology		
3	Honors Chemistry B		
4	CCP Anatomy/Physiology B		
5	CCP Environmental Science B		
6	21st Century B		
7	Environmental Science B		
8	STEM B		
9	Earth Space Science B		
10			

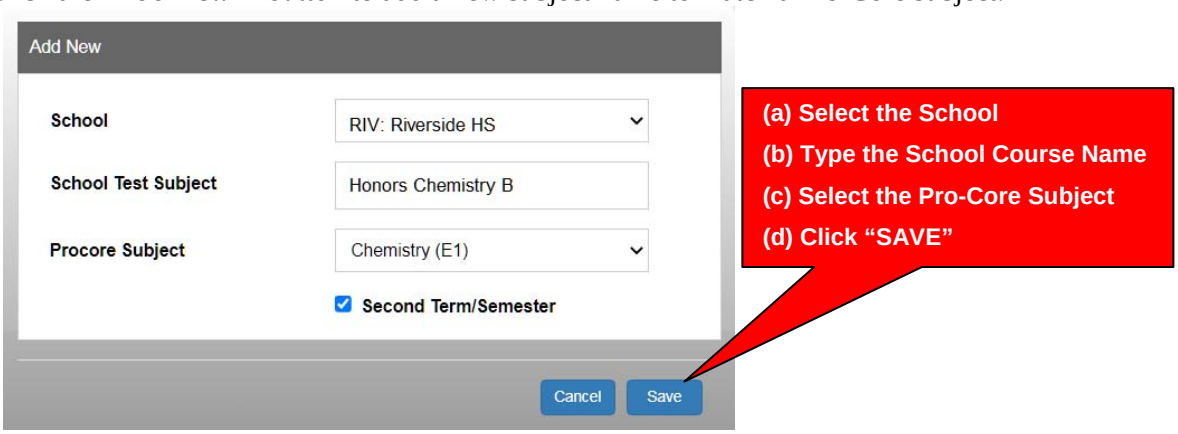
In the sample above, *only* **Honors Chemistry B** course needs to be matched to the Pro-Core **Chemistry** subject. The other courses will be ignored by Pro-Core. *(more examples below)*

3. Click the "**Subject Matching**" *tab* on your district dashboard to view courses that have been accurately matched to Pro-Core subjects.

Subject Matching Report



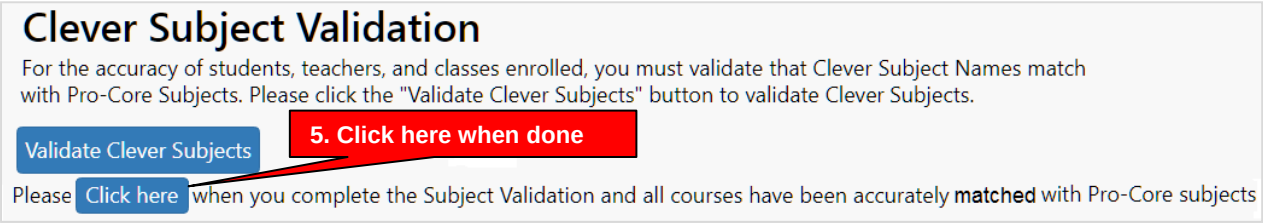
4. Click the "**Add New+**" *button* to add a new subject name to match a Pro-Core subject.



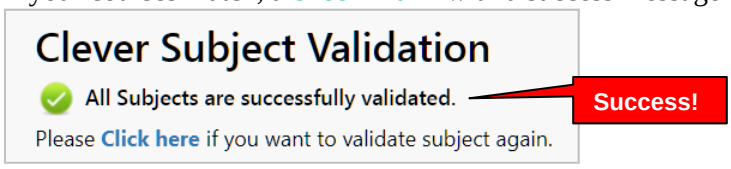
In the sample above, "Honors Chemistry B" is a second semester continuation of a full-year Chemistry course. Therefore, the **Second Term/Semester** box is ***checked***, so that the teacher and students remain together; otherwise, a new course will be created in Pro-Core.

WARNING: Courses *not* matched to Pro-Core subjects will *not* be enrolled.

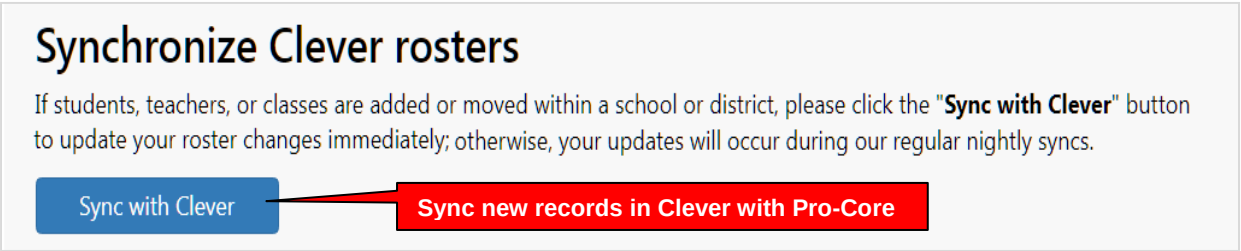
5. When you are done matching courses, select the "**Click here**" button on your dashboard.



If your courses match, a **check mark** with a success message will appear.



➢ You may now click the "**Sync with Clever/ClassLink**" *button* to enroll your rosters into Pro-Core.



NOTE: If students, teachers, or classes are added or moved within a school or district, you may need to update your validations and shared permissions in Clever or ClassLink with Pro-Core, and click the "Sync with Clever/Classlink" button to update your roster changes immediately; otherwise, your updates will occur during our regular nightly syncs.

Additional Examples and Subject Matching Information

- From Clever or ClassLink, Pro-Core gets a course Name, Grade, and Subject for each section.
- The basic Subjects are math, English/language arts, science, and social studies.
- If the section is Math 2-8, ELA 2-12, Sci 2-8, or Soc 2-8, then Subject Matching is not needed because the Subject and Grade will *automatically* be matched with a valid Pro-Core subject and grade.

In order to prevent Clever or ClassLink rostering and Pro-Core enrollment problems, it is important that your school course/section **names** *and* **durations** shared with Pro-Core *substantially match* Pro-Core subjects. Problems mainly occur at the high school level where course names may change in your Student Information System (SIS) between semesters.

A "substantial match" is defined as one which your School Course/Section name contains the Pro-Core Subject name within it, AND the same course names are used with the same teachers and students who are together for the full year or for only a semester. If a full year course name changes at the end of semester, adjustments may need to be made in Clever/ClassLink rostering and syncing. For example: Biology-S1 and Biology-S2 should simply be "Biology" IF it is a full year course with the same teachers and students.

Another example: A course named "Honors Biology" would substantially be matched with Pro-Core's "Biology" course because the word "Biology" is in the course title. But a course named Advanced Placement Algebra" would not be able to be matched with any of the 3 Pro-Core Algebra courses…neither would a course named "Career Mathematics" which doesn't include a grade level number.

When you *Request*, *Approve*, or indicate your teachers, class sections, and students are **Ready** to be shared through **Clever** with Pro-Core, you will be required to ***Validate*** course section subject name matches.

Use the **table below** to compare *your* school course/section names and durations with **Pro-Core** subject names.

Courses not named in the table should not be shared in a school's **Clever** *Request*, *Approval*, or as *Ready* for rostering. For example, English Composition, Biology Lab, Environmental Science, Physics, Calculus, Art, etc. should *not* be shared.

Pro-Core Subject Courses

Pro-Core Subject	**Pro-Core Subject**	**Pro-Core Subject**	**Pro-Core Subject**
Mathematics 2-8	**Science 2-8**	**Social Studies 2-8**	**ELA/Reading/ELA 2-8**
Algebra I	Physical Science	American History*	ELA/Reading 9
Algebra II	Biology	American Government*	ELA/Reading 10
Algebra II/Integ Math III	Chemistry	World History*	ELA/Reading 11
Geometry			ELA/Reading 12
Integrated Mathematics I			
Integrated Mathematics II			
Integrated Mathematics III			

*Teachers and students are enrolled in Pro-Core subjects for a full year EXCEPT those with a *. Please notify us if those are full-year courses in your school, so that we may carry student records over to the second semester. Also, please notify us if any of the other listed courses end at the *end* of the first semester or are on a *block* schedule.

NOTE: Pro-Core subject names in grades 2-8 include a grade level number. If your school subject course section names in those grades do *not* carry a grade number, the students will be enrolled in the subject based on the most common grade of the enrolled students.

In addition to using Clever or ClassLink SSO to access Pro-Core, school administrators and teachers also have the option to log-in and manage Pro-Core features using their Pro-Core *default* username and password as instructed in the District Administrator, School Administrator, and Teacher sections of the online ***Pro-Core User Manual***. **https://pro-core.us/manuals.html**

- If you need help with Clever, contact your Clever Support Team at **https://support.clever.com/hc/s/contactsupport?language=en_US**
- If you need help with ClassLink, contact your ClassLink Support Team at **https://help.classlink.com/s/technical-support**
- If you need help with Pro-Core, contact a Pro-Core support person at **https://pro-core.us/contact.html**

The following pages contain instructions based on information from Clever Academy. For details, please log in to your Clever Academy account or contact your Clever Help Team.

Sharing Demographic/Subgroup Data through Clever

Update **Clever Apl v3.1** has *new* demographic fields available for sharing with Pro-Core:

- Gifted Status (roles.student.gifted_status) Y/N
- 504 status (roles.student.section_504_status) Y/N
- IEP Disability Status (roles.student.disability.disability_status) Y/N

Not used in Pro-Core:

- Disability Type (roles.student.disability.disability_type)
- Primary Disability (roles.student.disability.disability_code)

Shared with Pro-Core as "English Learner"

- Home Language code (roles.student.home_language_code values)

Pro-Core can show student test results in up to 6 demographic areas for state subgroup reports. *See* pages **D-5 *and 6*** for available **Pro-Core** subgroup fields and information about obtaining test correlation information.

Below are the instructions from **Clever.com** to Clever school administrators for sharing demographic fields with Pro-Core**.**

1. The first step is to ensure that sensitive fields are synced to Clever. Navigate to your Clever Dashboard > Data Browser > Students tab to verify if these data points are available. Use the filter option to select students by their sensitive field data. Then, select the value drop-down menu. If this search is not available, it likely means the data is not in Clever and, therefore, you cannot search using these fields.

   If all the demographic data you want to appear in the Pro-Core reports exists in your SIS-Clever system, you may then need to "give permission" in Clever to allow the additional subgroup fields to automatically sync the data into Pro-Core.

2. If the SIS fields you wish to export are not available in the drop down, you must submit a request to Clever's support team.

   The Clever Tech team will help create additional extension fields in your Clever rosters to handle up to the 6 demographic fields available in the Pro-Core reports. Once that is done, you can give permission to sync the data automatically.

3. There is a non-Clever "work-around" possible. The district administrators can send Pro-Core the subgroup data you want added using a Pro-Core Enrollment spreadsheet, and we can directly upload the demographic records into Pro-Core ourselves.

- If you do not want to have additional subgroup information in your Pro-Core Subgroup Report, no action is necessary on your part; otherwise, *see the 5 Steps below*.

***Work Around* to add Demographic or Subgroup data to Pro-Core**

1. Log-into Pro-Core as a **District Administrator**. (*see* page D-1)
2. In your Menu bar Export tab, select **Export Enrollment Data** to export your Pro-Core Enrollment spreadsheet file.
3. In the file, note the 6 subgroup fields in columns P-U. If only the Ethnicity field contains data, you will need to add **Y** (for Yes) to the empty subgroup student record cells you want counted in the Pro-Core Subgroup report.
4. Save the file with your district-school name.
5. Attach the file in an email to pro-core@windstream.net, and we will upload the data.

Sharing Non-Teaching Staff Data

A district's non-teaching staff (e.g., principals, counselors, curriculum administrators, etc.), including any support staff who do not have a designated roster in a district's student information system (SIS), are referred to as **staff** in Clever.

Only Clever Administrators and School Tech Leads have permissions to create custom staff in Clever. Individual staff users can be added directly to Clever, bypassing a district's SIS sync. Once added to Clever, they can log in using the district's existing login methods and leverage Clever single sign-on (SSO).

NOTE: Custom staff cannot be assigned to sections. However, if a staff member needs **co-teacher** access to sections from a teacher's perspective, Clever Admins can create a custom teacher record for them to associate them with sections. Co-teacher Custom staff can be created individually directly within Clever, or uploaded as a csv in bulk.

For details, please log in to your Clever Academy account or contact your Clever help team regarding *Clever Roles.*

Sensitive data for students

Data such as iep_status and ell_status are opt-in values for both the district and the application. By default, you will not receive these fields, unless you indicate they are necessary for your application from within your Clever dashboard's Data Access tab within Settings.

District admins and staff

Clever supports two administrator level user types. Consider these distinctions while developing features:

- **District Administrators** are users permitted to access all data and features across a district's schools, sections, and students.
- **Staff** are users permitted to access a more narrow set of data associated with specific schools and sections. These users may be school principals, school tech leads, or anyone else.

Neither user type is provisioned by SIS data. To see how these accounts are created, check out our guidance for district administrators.

Staff

Unlike teachers, staff are not directly associated with any sections, but rather are associated at the school level.

- ➢ If you have questions about Clever, contact your Clever Support Team at… **https://support.clever.com/hc/s/contactsupport?language=en_US**

- ➢ If you have questions about ClassLink, contact your ClassLink Support Team at **https://help.classlink.com/s/technical-support**

NOTE: District Administrators may add other district or school administrators (principals) and special staff *directly* into Pro-Core by following the instructions in the ***Pro-Core User Manual*** on **pages E-1 and E-2.** Also, ALL users may *directly* log-into Pro-Core with their *default* username and password without using Clever SSO

Using the Pro-Core Learning System

The remaining sections of the online ***Pro-Core User Manual*** contain instruction for administrators, teachers, and students using the Pro-Core system, administering Pro-Core assessments, and generating Pro-Core reports.

Please be aware: In addition to Clever or ClassLink SSO, district and school administrators, teachers, and students may *directly* log-into Pro-Core using their Pro-Core non-Clever/ClassLink (default) username and password as described on the following sections.

See the Table of Contents and Procedures Checklist **pages ii to vii** to direct you to detailed information.
https://pro-core.us/manuals.html

- ➢ If you have questions about Pro-Core, contact a Pro-Core support person at…

https://pro-core.us/contact.html

Preparing Your Pro-Core Data File
For Online Enrollment (Non-Clever/ClassLink Schools)

NOTE: Schools using **Clever or ClassLink** MUST follow the enrollment instructions in **Section C**.

The District-level Administrator or Tech Person is responsible for student, teacher, and subject class enrollments. Initial enrollment spreadsheet ***preparation*** instructions are in **Section D** (*below*). Enrollment spreadsheet ***upload*** instructions are in **Section E**, and student, teacher, and class *maintenance* and editing are in **Sections F** of this Manual.

You will be emailed two documents: (1) an **Enrollment Form**, and (2) a **Data File** template.

Instructions for completing the Enrollment Form for online testing are found in **Section B**.

In order to take advantage of the full power of the Pro-Core Assessment system, your students *must* be grouped and enrolled by individual subject teacher classes (by class rosters) as explained below—*not* by homeroom teachers nor by large subject-only groups.

This section deals with **Data File** enrollment **spreadsheet *preparation***. Please pay particular attention to the section below titled "Grouping and Organizing Students, Teachers, and Classes." **YOU MUST USE A SEPARATE DATA FILE FOR EACH SCHOOL FOR YOUR INITIAL ENROLLMENT(S).**

- ***Download a copy here*: https://pro-core.us/twm/Pro-Core_Data_File_template.xls**

Completing Your Data File Spreadsheet

The **Pro-Core Data File template.xls** is an Excel **spreadsheet** *form* that you can use to collect the required student and teacher data for each school. You may also use a .csv or .xlsx format. **The header row is REQUIRED with the exact header field names in row 1, columns A-AA.** Case-sensitive matching is not required. The order of the columns *is* required. Data is required in most *fields*. If certain fields are left blank, the enrollment file may be rejected (*see more below*).

You should upload your school enrollment Data File at least 1 week prior to your planned initial online system testing date, so that you may set up classes in a timely manner, and your teachers and students have time to review their enrollments. This file can also be used to *add* new enrollments.

	A	B	C	D	E	F	G	H
1	Action	District Name	School Name	Student Last Name	Student First Name	Student ID	Student Gender	Student Grade
2	enroll							

- Column A—Enter "enroll" or leave *blank*. Also used for batch editing (*see* Section F)
- Column B—district name. District ID may be used
- Column C—school name. School ID format may be used
- Column D—student last name ***required***.
- Column E—student first name ***required***.
- Column F—**unique Student ID *required*.** This number will *normally* be the student's enrollment log-in ID number. We recommend 4 to 9 digits—no letters.
- Column G—student's gender (M/F/X)
- Column H—student's grade level (number)

I	J	K	L	M	N	O
Main Teacher Last Name	Main Teacher First Name	Period	Co-Teacher Last Name	Co-Teacher First Name	Co-Teacher Period	Test Subject&Grade

- Column I—*main* class subject teacher's last name ***required***.
- Column J—*main* class subject teacher's first name.

Update

- Column K—*main* class period (group number). This is ***required*** for enrollment of class groups *IF* the teacher has more than one class group of different students in the same subject. Use a single-digit number for each group. Do not use 2-period numbers with punctuation like 7/8 (use either 7 or 8) nor numbers with text like Sec214.
- Column L—*co-teacher's* last name *(or leave blank)*
- Column M—*co-teacher's* first name *(or leave blank)*
- Column N—*co-teacher's* class period (group number). This is used for enrollment of class groups if the co-teacher has more than one class group of different students in the same subject. *(or leave blank)*
- Column O—Test Subject Name or subject abbreviation ***required***. A Grade Number is also **required** for elementary subjects. For example: Math 6 or M6; Science 5 or S5, Social Studies 4 or C4, ELA/Reading 7 or R7. For High School courses, use the course subject name (e.g. Government, Geometry, Algebra 2, etc.) Use the **table below** to compare *your* school course names to Pro-Core subject names and course codes.

P	Q	R	S	T	U
Subgroup1: Racial/Ethnic Group Code	Subgroup2: Student IEP	Subgroup3: 504 Plan	Subgroup4: Gifted	Subgroup5: English Learner	Subgroup6: Migrant

- Column P—a text letter code (*see* page D-5)
- Columns Q-Y—a text letter (Y/N) *(or leave blank)*

Update In addition to Grade and Gender *fields*, the six special code fields in the school data file template are used to indicate student demographic subgroups. *See* pages **D-4 and D-5** *below* **"Entering Subgroup Special Codes in the School's Data File"**

Demographic data is now *required* by the state and is very useful if you wish to compare Pro-Core test results across the various demographic areas for ODE One Plan. (*see* page D-5)

V	W
Custom Student USER NAME	Custom Student PASSWORD

These fields are useful for schools who want students to use special usernames and passwords.

- Column V—Customized Login Student Username *optional (or leave blank)*
- Column W—Customized Login Student Password *optional (or leave blank)*

CAUTION: These will replace the *default* Pro-Core auto-generated student log-ins.

Pro-Core Subjects

Courses not named in the table should not used in the Pro-Core Enrollment Data File spreadsheet, Column O. For example, English Composition, Biology Lab, Environmental Science, Physics, Calculus, Art, etc. should *not* be enrolled.

Pro-Core Subject Courses [Codes]

Pro-Core Subject	Pro-Core Subject	Pro-Core Subject	Pro-Core Subject
Mathematics 2-8 [M#]	**Science 2-8 [S#]**	**Social Studies 2-8 [C#]**	**ELA/Reading/ELA 2-8 [R#]**
Algebra I **[A1]**	Physical Science **[P1]**	American History **[H1]**	ELA/Reading 9 **[R9]**
Algebra II **[A2]**	Biology **[B1**	American Government **[V1]**	ELA/Reading 10 **[R10]**
Alg II/Integ Math III **[A3]**	Chemistry **[E1]**	World History **[W1]**	ELA/Reading 11 **[R11]**
Geometry **[G1]**			ELA/Reading 12 **[R12]**
Integrated Mathematics I **[I1]**			
Integrated Mathematics II **[I2]**			
Integrated Mathematics III **[I3]**			

NOTE: Pro-Core subject names in grades 2-8 include a grade level number. If your school subject course names in those grades do *not* carry a grade number, the students will be enrolled in the subject based on the Student's Grade listed in Column H.

Grouping and Organizing Students, Teachers, and Classes

In order to take advantage of the full power of the Pro-Core Assessment system, your students must be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.
There are two ways to organize your data depending on whether…

(**A**) a teacher teaches a "**self-contained**" class group (two or more subjects with the same group of students—the same students with the same teacher is common in elementary schools), or…

(**B**) the teacher teaches "**non-self-contained**" classes (the same subject with different groups of students in more than one class—students with a different teacher in each subject is common in secondary schools).

Either grouping requires that a student have one *record* in the data file for each teacher and class subject into which s/he is enrolled.

Option A sample for students in **<u>self-contained classes</u>**

Same students in same Teacher class group

Teacher #1

Teacher #2

Same students in same Teacher class group

Teacher #3

	D	E	F	G	H	I	J	K	O
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period- -if applicable (#1-9 only)	Test Form Subject & Grade only
2	Hensley	Ashley	190681	F	2	BROWN	R		M2
3	Sharpe	Alisha	179116	F	2	BROWN	R		M2
4	Silvuk	Anastasia	189292	F	2	BROWN	R		M2
5	Hensley	Ashley	190681	F	2	BROWN	R		R2
6	Sharpe	Alisha	179116	F	2	BROWN	R		R2
7	Silvuk	Anastasia	189292	F	2	BROWN	R		R2
8	Burger	Allen	181465	M	3	SMITH			C3
9	Harrison	Amanda	183778	F	3	SMITH			C3
10	Spaulding	Leslie	187899	M	3	SMITH			R3
11	Webb	Malcolm	190254	M	3	SMITH			R3
12	Baker	Aaron	181671	M	4	BROWN	S		S4
13	Caballero	Yvonne	188601	F	4	BROWN	S		S4
14	Cantrell	Andrew	182015	M	4	BROWN	S		S4
15	Baker	Aaron	181671	M	4	BROWN	S		C4
16	Caballero	Yvonne	188601	F	4	BROWN	S		C4
17	Cantrell	Andrew	182015	M	4	BROWN	S		C4

Self-Contained Teacher Classes

Teachers with same Last Name

Self-Contained Teacher Classes

In the above class sample there are 16 students, 3 teachers, and 6 classes. Teachers BROWNR and BROWNS classes are self-contained. SMITH's classes are not.

Option B sample for students in **<u>non-self-contained classes</u>**

Same students in different classes

Teacher #1 Class 1

Teacher #1 Class 2

Teacher #2 Class 1

Teacher #2 Class 2

Teacher #3 Class 1

Teacher #3 Class 2

	D	E	F	G	H	I	J	K	O
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period- -if applicable (#1-9 only)	Test Form Subject & Grade only
2	Hensley	Ashley	190681	F	7	BROWN		4	M7
3	Sharpe	Alisha	179116	F	7	BROWN		4	M7
4	Silyuk	Anastasia	189292	F	7	BROWN		4	M7
5	Sutton	Blake	181563	M	7	BROWN		4	M7
6	Baker	Aaron	181671	M	7	BROWN		6	M7
7	Caballero	Yvonne	188601	F	7	BROWN		6	M7
8	Hatley	Zachary	182635	M	7	BROWN		6	M7
9	Martin	Deshaun	190544	M	7	BROWN		6	M7
10	Hensley	Ashley	190681	F	7	SMITH		5	R7
11	Sharpe	Alisha	179116	F	7	SMITH		5	R7
12	Silyuk	Anastasia	189292	F	7	SMITH		5	R7
13	Sutton	Blake	181563	M	7	SMITH		5	R7
14	Baker	Aaron	181671	M	7	SMITH		8	R7
15	Caballero	Yvonne	188601	F	7	SMITH		8	R7
16	Hatley	Zachary	182635	M	7	SMITH		8	R7
17	Martin	Deshaun	190544	M	7	SMITH		8	R7
18	Burger	Allen	181465	M	8	JONES		1	C8
19	Harrison	Amanda	183778	F	8	JONES		1	C8
20	Spaulding	Leslie	187899	M	8	JONES		2	S9
21	Webb	Malcolm	190254	M	8	JONES		2	S9

Different class periods or groups

Different subjects or Test Forms

In the above class sample there are 20 students, 3 teachers, and 6 classes. The classes are *not* self-contained. (Color shading is for illustrative purpose only. You do not need to color shade.)

<u>WARNING</u>: In online enrollments, class period/group numbers <u>must</u> be used to identify different class groups of students; otherwise, students will be enrolled as one large subject class group. We recommend you use <u>one</u> number for each group like 1, 3,9. Do <u>not</u> use numbers with punctuation like 7/8 or 8-9.

To avoid confusion, we recommend that Pro-Core tests be administered in each individual teacher's classroom or computer lab.

Entering Subgroup Special Codes in the School's Data File

In addition to Gender and Grade *fields*, there are <u>ten</u> Special Code fields in the school's data file template required by the state that are used to indicate student demographic subgroups.

In the *partial* example below, the first student is **Hispanic,** with a **504 Plan,** with **Limited English Proficiency**, and a **Migrant** = Code **HNYNYN etc.**

Special Code Fields

D	E	F	G	H	I	J	K	O	P	Q	R	S	T	U
Student Last Name	Student First Name	Student ID	Student Gender	Student Grade	Main Teacher Last Name	Main Teacher First Name	Period	Test Subject& Grade	Subgroup1: Racial/Ethnic Group Code	Subgroup2: Student IEP	Subgroup3: 504 Plan	Subgroup4: Gifted	Subgroup5: English Learner	Subgroup6: Migrant
Apple	Adam	107496	M	8	Smith	Joe	4	S8	H	N	Y	N	Y	N
Apple	Adam	107496	M	8	Smith	Joe	3	M8	H	N	N	N	Y	N
Apple	Adam	107496	M	8	Smith	Joe	2	R8	H	Y	N	N	Y	N
Apple	Adam	107496	M	8	Smith	Joe	6	C8	H	N	Y	N	Y	N
First	Eve	107845	F	7	Jones	Marsha	5	S7	B	N			N	
First	Eve	107845	F	7	Jones	Marsha	4	M7	B	N			N	
First	Eve	107845	F	7	Jones	Marsha	7	C7	B	N			N	
Jordan	Joshua	108762	M	9	Mapper	David	9	Alg1	W	Y			N	
Carpenter	Mary	108795	F	9	Dallas	Stella	8	Alg1	W	N	N	Y	N	N
Carpenter	Mary	108795	F	9	Valley	Rudolph	6	Alg1	W	N	N		N	N

Fields left blank are interpreted as "unknown," but will be counted as "No" in subgroup reports.

Below are the new Pro-Core Racial/Ethnic codes that match those used in the ODE Student Information System (SIS). These replace previous years' number codes.

ETHNICITY GROUP CODES (field 1):

M = Multiracial
I = American Indian or Alaskan Native
P = Native Hawaiian or Other Pacific Islander
A = Asian
H = Hispanic or Latino
B = Black or African-American
W = White
U = Other/Unknown

<u>NOTE</u>: The new/additional **Subgroup fields** have been added in enrollment file fields for those schools involved in the ODE One Plan Project.

See the complete list of ODE and Pro-Core Special Codes and descriptions on the next page

ODE = Pro-Core Student demographic and other subgroup fields.

Below are the "official" fields and alpha and numeric codes the ODE uses in EMIS Records.
Pro-Core uses only the codes listed below in the Subgroup fields in your School Data File.

ELEMENT (Field)	**CODES: ODE = Pro-Core**
Student ID [numeric code]	Locally determined [up to 9 digits]
Grade [numeric code]	01 – 12 grade level
Gender [alpha code]	**F** = Female; *blank* if missing/unknown **M** = Male; *blank* if missing/unknown
Racial/Ethnic Group Element [P-C Subgroup field 1] **ETH** Clever field: student_race	**M** =Multiracial. (0) Persons having origins in two or more of the options below. **I** = American Indian or Alaskan Native (1) Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. **P** = Native Hawaiian or Other Pacific Islander (2) Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. **A** = Asian (3) Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. **H** = Hispanic/Latino (4) Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. **B** = Black or African-American [Non-Hispanic] (5) Persons having origins in any of the black racial groups in Africa. **W** = White/Non-Hispanic (6) Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Student **IEP** [P-C Subgroup field 2] Clever field: iep_status	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
504 Plan [P-C Subgroup field 3] Clever field: 504_status	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Gifted [P-C Subgroup field 4] Clever field: gifted_status	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
English Language Learner [P-C Subgroup field 5] **EL** Clever field: ell_status	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Migrant [P-C Subgroup field 6]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated

See page C-5 for information about Subgrouping in Clever.
See page H-6 for a Sample School Subgroup Report.

Pro-Core+ – Test Correlation Data File Set-up

In order to generate *Pro-Core* customized correlations between your school's results on the State Tests and your school's *Pro-Core* Form B or C assessments, you will need to provide your State test standard scores *and* the *Pro-Core* student information (IDs) that match on both tests. For privacy, student names are not required as long as Student IDs match.

Below are three sample spreadsheet setups with the required data fields based on whether the Student IDs you used on the Pro-Core Tests **match** the State Assessment Student IDs.

Sample1 – Matching Student IDs (horizontal layout)
If the Student IDs used on the *Pro-Core* Tests match the Student IDs used on the State Tests, the student names are not required in your spreadsheet which contains only the State test Standard Scores for each test.*

SCHL_Name	LastName	FirstName	StudentID	Grade	R_Score	M_Score	SS_Score	S_Score
City High School	Bourne	Jason	6898915	10	403	373	383	389
City High School	Brown	James	9996947	10	493	457	440	429
City High School	Bueller	Ferris	7298468	10	493	466	463	456
City High School	Cody	William	6998285	10	411	435	440	447

*IF the Student IDs do NOT match on both Pro-Core and State Tests, then a student name must be included so that we can attempt to make a Name-ID match between both tests.

Sample 2 – Matching Student IDs (vertical layout)
This setup is essentially the same as the one above, except the spreadsheet records are organized vertically with an identifying **code** to indicate the state test subject and grade.

SCHL_Name	LastName	FirstName	StudentID	OHTest	Score
City High School	Bourne	Jason	6898915	R10	403
City High School	Bourne	Jason	6898915	M10	373
City High School	Bourne	Jason	6898915	SS10	383
City High School	Bourne	Jason	6898915	S10	389
City High School	Brown	James	9996947	R10	493

Sample 3 – Anonymous Student Test Results
Data sent for processing without matching Student IDs or Student Names should include matching State Standard Scores and Pro-Core (PC) Form B or C test percent scores.

SCHOOL	ST_ID	GR.	READ.	PC-B	PC-C	MATH	PC-B	PC-C	SCI.	PC-B	PC-C	SocSt	PC-B	PC-C
Local High Sch	1	10	420	65.8	65.8	432	46	60	434	65	70	433	52.5	65
Local High Sch	2	10	414	61.4	49.1	437	46	62	413	45	55	442	47.5	40
Local High Sch	3	10	420	62.3	54.4	432	46	50	420	45	70	435	70	55
Local High Sch	4	10	438	63.2	62.3	426	46	58	427	32.5	40	428	47.5	35
Local High Sch	5	10	440	71.9	75.4	442	46	72	413	55	77.5	419	52.5	60
Local High Sch	6	10	438	58.8	62.3	416	50	56	429	37.5	47.5	424	40	50

Your correlation files may be sent in a standard Excel spreadsheet (.xls or .xlsx) or comma-delimited (.csv) data file attached to an email to:

Pro-Core admin: pro-core@windstream.net
cc. Belinda Clark, bclark1924@icloud.com

District Administrator Enrollment Procedures (Non-Clever/ClassLink)

NOTE: Schools using **Clever** or **ClassLink** MUST follow the enrollment instructions in **Section C**.

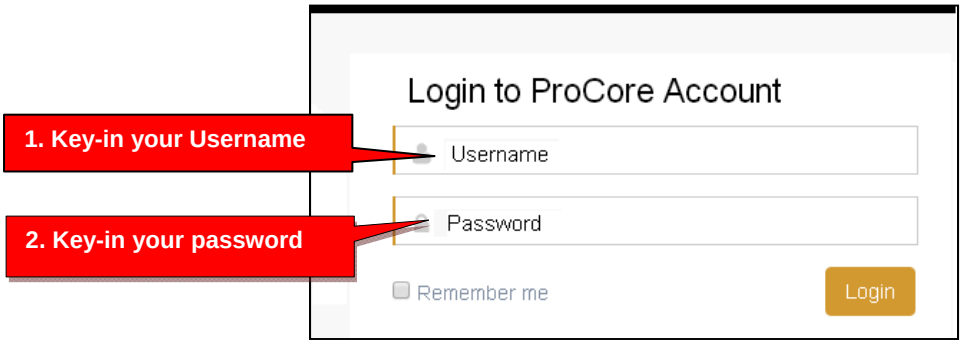
The District or School Administrator or Tech Person is responsible for student, teacher, and class enrollments. Non-Clever/Classlink initial enrollment spreadsheet ***preparation*** instructions are contained in the previous Section D of this Manual**.**
Updated security features settings are in Section G. (*see also* Appendix 2)

The District Managing Administrator is responsible for (1) Adding additional District Level Users, (2) Adding School Level Administrator/Principal Users, and (3) Enrolling Students, Teachers and Classes.

DISTRICT ADMINISTRATOR LOG-IN

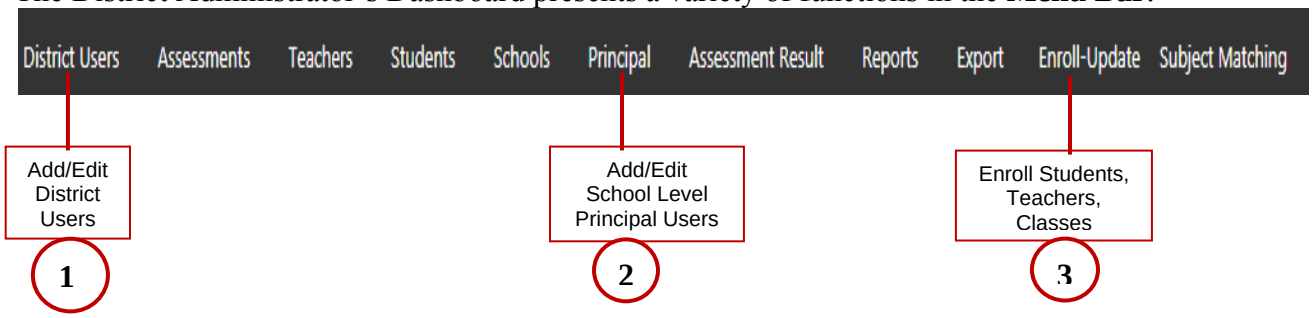
NOTE: District Administrators will log-in at a *special* **district administrator-only url** emailed by Ben Hemingway to the "**District** Managing Administrator" and/or "Tech Person." The School Administrator/ Principal log-in and functions are presented in Section I.

In the *special* District Administrator's url **Pro-Core Account window**, key-in your Pro-Core Administrator Username, and password. Your password will appear as *dots* ●●● for security.



The District Administrator's Dashboard: User Set-up, Enrollments, and Test enabling

The District Administrator's Dashboard presents a variety of functions in the **Menu Bar**:

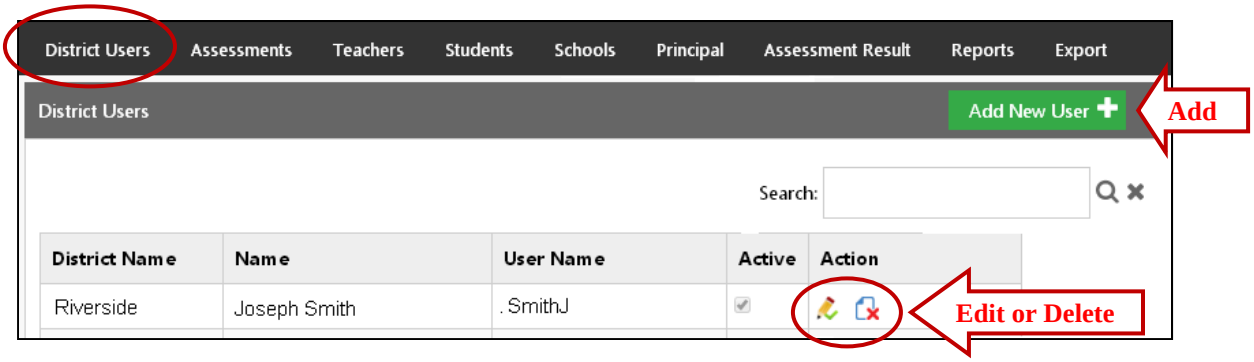


District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Dashboard Menu Bar. **One District Level User,** the "Managing Administrator**,"** and district **School Names** will initially be set up by Ben Hemingway. Teacher and student level users are *automatically* set-up during enrollment.

Step 1. Add/Edit District Level Users

In the District Admin Dashboard Menu Bar, select **District Users.**

You will see the Managing Administrator's name set-up by the Pro-Core office. You may edit your original User Name or Password by clicking the edit **Action** icon. In particular, *we recommend that you change your password.* **There *must* be at least one District User.**

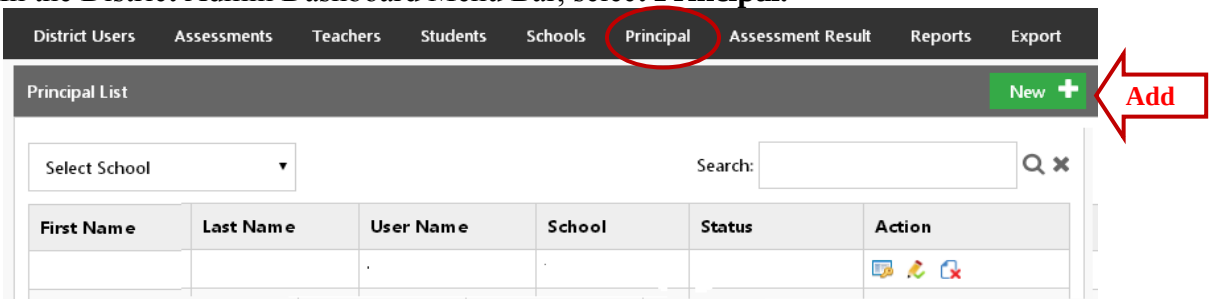


To add new district level users, select the **Add New User+** *button*.

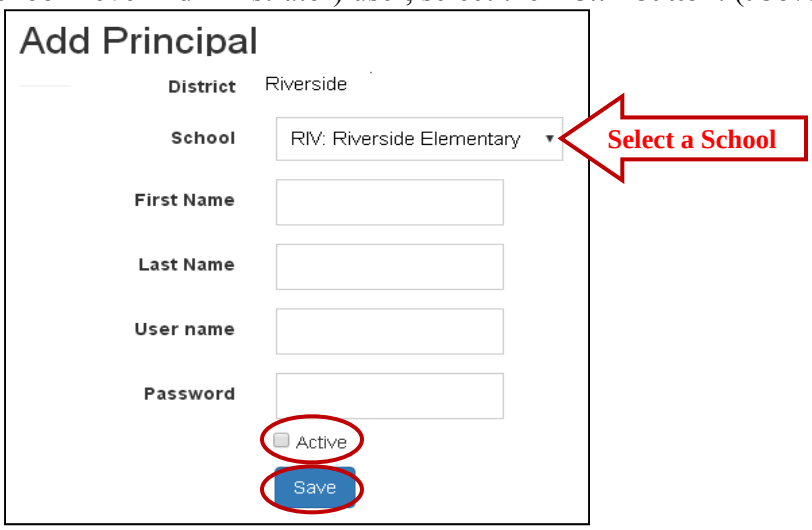
Key-in the "Add New District User" information…Select "**Active**," then "**Save**."

Step 2. Add/Edit School Administrator/Principal Level Users

In the District Admin Dashboard Menu Bar, select **Principal.**



To add a Principal (School Level Administrator) user, select the **New+** *button*. (*above*)

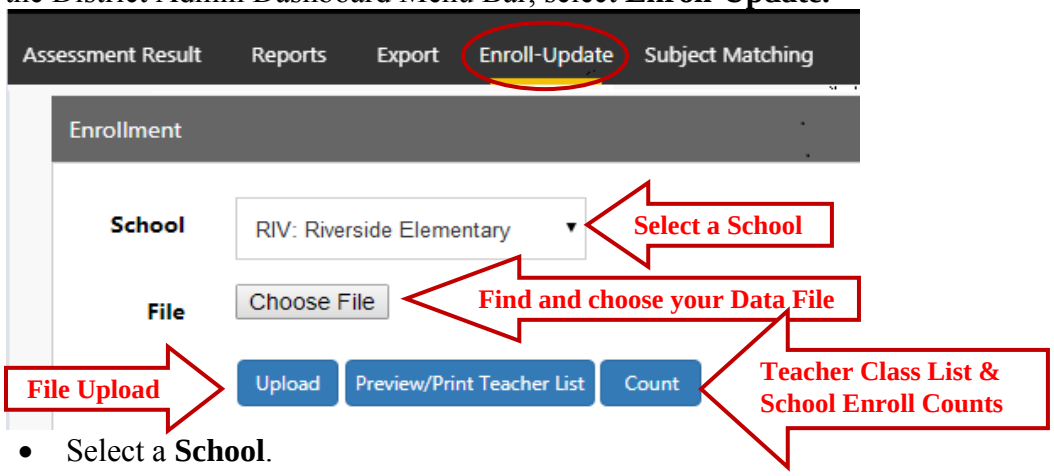


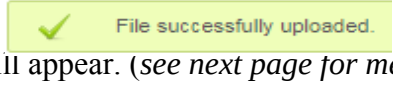
Select a **School** and key-in the "Add Principal" information. The *standard default* log-in is *LastnameFirstName* with password 789, but you may enter whatever you wish. Select "**Active**," then "**Save**" when done.

Step3. Enroll School Students, Teachers and Classes

Initial and "add-on" school enrollments are accomplished by ***uploading*** your **Pro-Core Data File Spreadsheet** which you prepared in the previous Section D.

In the District Admin Dashboard Menu Bar, select **Enroll-Update.**



- Select a **School**.
- Click "**Choose File"** to browse your computer, and choose your prepared Pro-Core Data File spreadsheet.
- Then click "**Upload**" to upload your student, teacher, and class enrollments spreadsheet file. *Be patient. Your initial enrollment may take 2-5 minutes to complete.*
- If the enrollment file was correctly set-up, a 

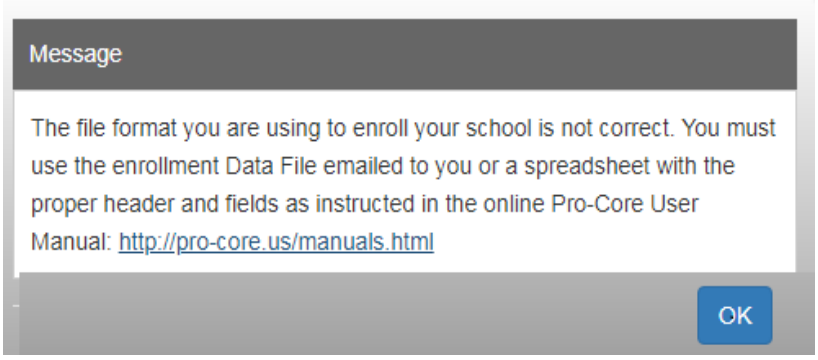
message will appear; otherwise, and error message will appear. (*see next page for messages*)
- You may now click the "**Preview/Print Teacher List**" *button* to view and print teacher classes for distribution to teachers. Click "**Counts**" to see enrollment counts.

NOTE: New students, teachers, and classes may be added-on to the school enrollments in the same way. *SEE* pages F-7*f* "Batch Editing."

Common enrollment file error messages and fixes are listed below.

Enrollment File Format Error

If the *format* of your Enrollment **Data File** is incorrect, the following message will appear:

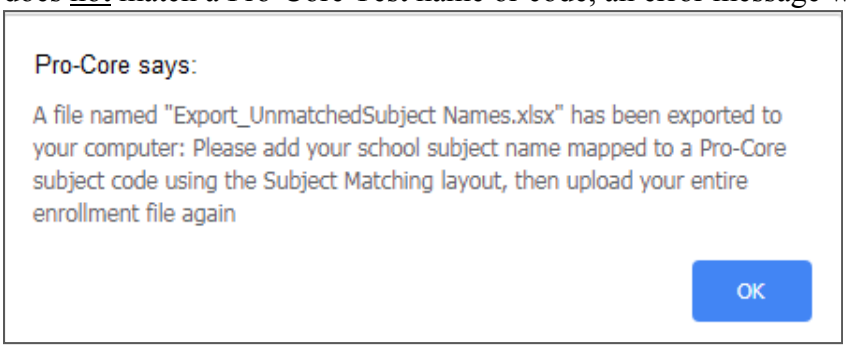


A **Pro-Core Data File template.xls** (spreadsheet) form was emailed to your district or school when your "contact person" registered with Pro-Core. You may use that spreadsheet to collect the required student and teacher enrollment data for each school. **If you use your own spreadsheet, a header row is REQUIRED with the exact headers names and fields in row 1 as instructed in Section D of this Manual.** An *official* spreadsheet template download link is also available in Section D. This also applies to data in the columns (text or numbers).

If your header row and/or fields do not match the correct format, your enrollment file will be rejected. Case-sensitive matching is not required. The order of the columns *is* required. Data is required in most of the *fields*. If they are left blank, the enrollment file may be rejected. Some fields are optional; they may be left blank. *See Section D of this Manual for details.*

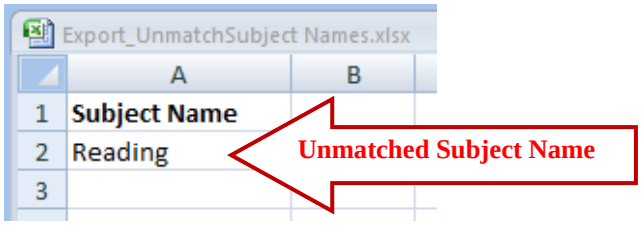
Subject Matching Error

If a test subject/course name in your **enrollment upload file *field* "Test_Subject&Grade"** (column O) does not match a Pro-Core Test name or code, an error message will appear:



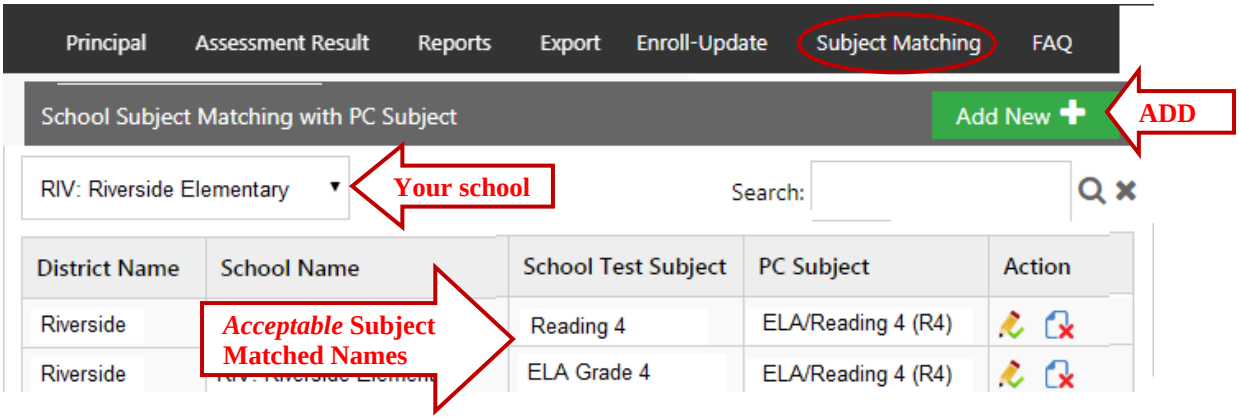
Find the "**Export_UnmatchedSubject Names.xlsx**" file *downloaded* to your computer and open it. It will list the subject(s) with unmatched name(s). In the example on the next page, Reading is listed as an unmatched subject in your enrollment spreadsheet. Reading requires the grade level to be included in the name to specify a Pro-Core ELA/Reading assessment in grades 2 to 12.

See the sample on the next page

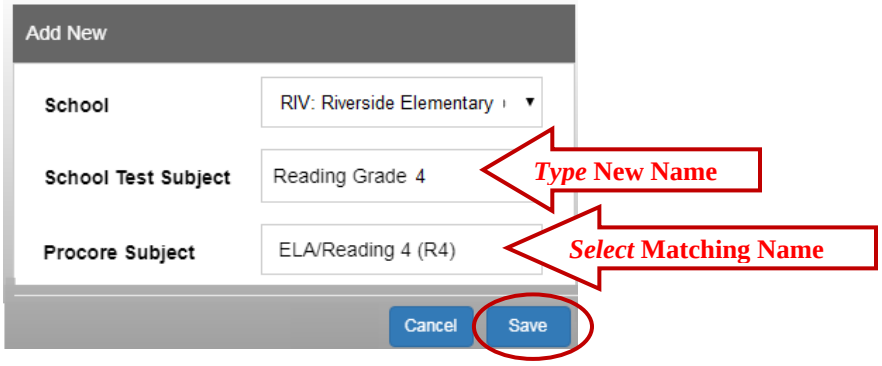


RULE: **General subjects (ELA/Reading, Math, Science, Social Studies) MUST include a grade level number in the enrollment file. This mainly applies to elementary school subjects in grades 2-8, like Reading 7, Math 7. Secondary school subjects like Reading 9-12, Algebra 1 and 2, and Integrated Math 1, 2, 3 must also contain a number; other subjects like American History do not.**

You may either (1) correct subject name in your enrollment file, or (2) in the District Admin Dashboard Menu Bar, click **Subject Matching.**



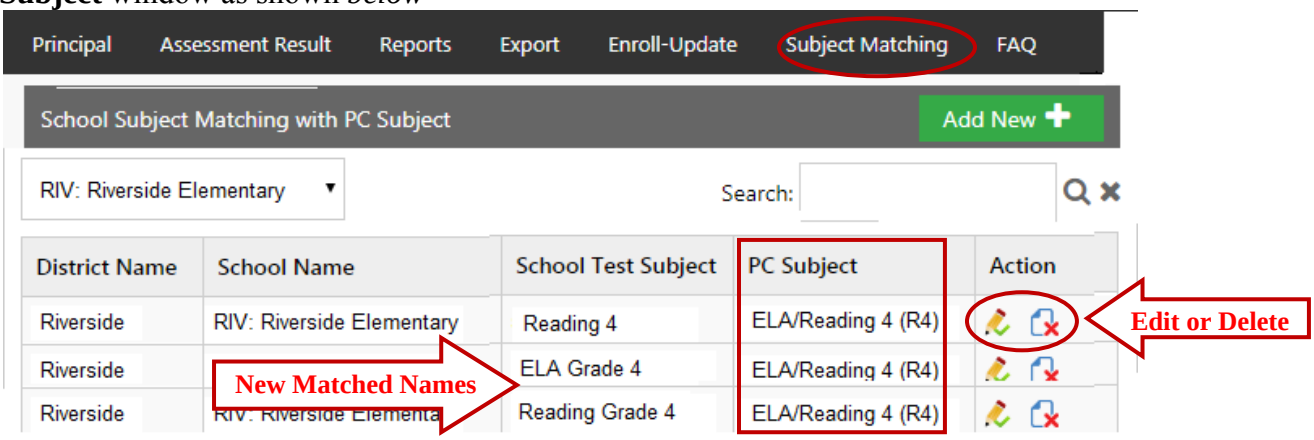
- Select your school in the **School Subject Matching with PC Subject** *window*.
- If your course name is not included in the **School Test Subject** *field* column, click the "**Add New +"** *button* at the top-right of the window.
- The "Add New" box will appear:



- Type-in a correct School Test Subject name (and grade, if required).
- Select the Pro-Core Subject Name and Code that correctly matches.
- Click "Save."

If the name you type-into the School Test Subject box is <u>not</u> acceptable, an error message such as this will appear: A grade level number is needed for this subject.

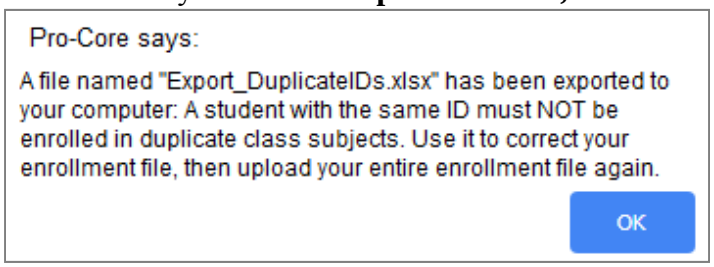
If correct, the newly matched names will appear in the **Subject Matching with PC Subject** window as shown *below*



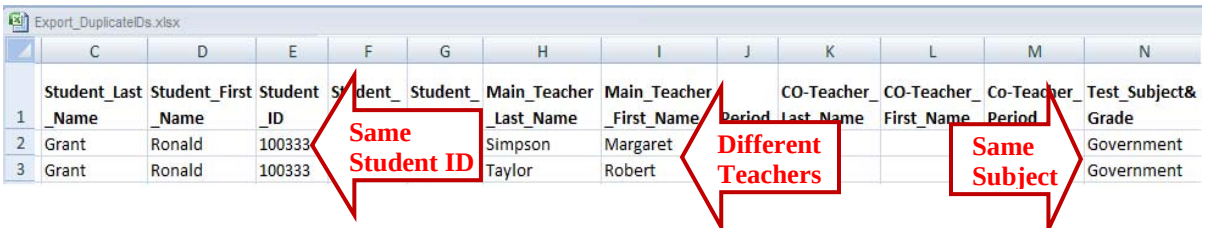
WARNING: Be sure to **find and correct** your unmatched subject name(s) ***<u>in your enrollment file</u>*** to match the new School Test Subject name(s) you entered in the Subject Matching layout before uploading your enrollment file again. Then, go back to **Step 3a on page E-3** to upload the corrected enrollment file again.

Duplicate ID Records Error

A Duplicate ID record is defined as a student with the *same* Student ID having 2 or more *different* teachers (who are *not* co-teachers) enrolled in the *same* subject. If duplicate ID student records are found in any **enrollment upload file *row,*** an error message will appear:



Find the "**Export_DuplicateIDs.xlsx**" file *downloaded* to your computer and open it. It will list the duplicate ID student records. In the example below, student Ronald Grant is shown as having two different <u>main teachers</u> in his Government class. **One record *must* be deleted.**

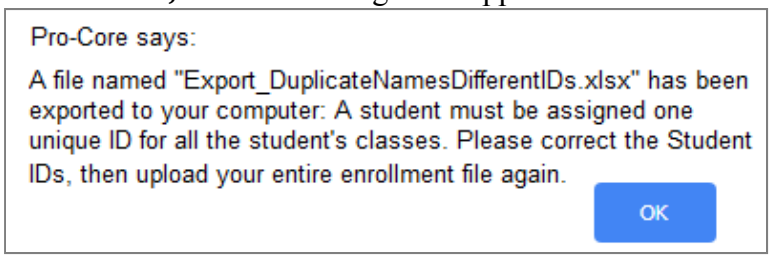


	C	D	E	F	G	H	I	J	K	L	M	N
1	Student_Last_Name	Student_First_Name	Student_ID	Student_	Student_	Main_Teacher_Last_Name	Main_Teacher_First_Name	Period	CO-Teacher_Last_Name	CO-Teacher_First_Name	Co-Teacher_Period	Test_Subject&Grade
2	Grant	Ronald	100333			Simpson	Margaret					Government
3	Grant	Ronald	100333			Taylor	Robert					Government

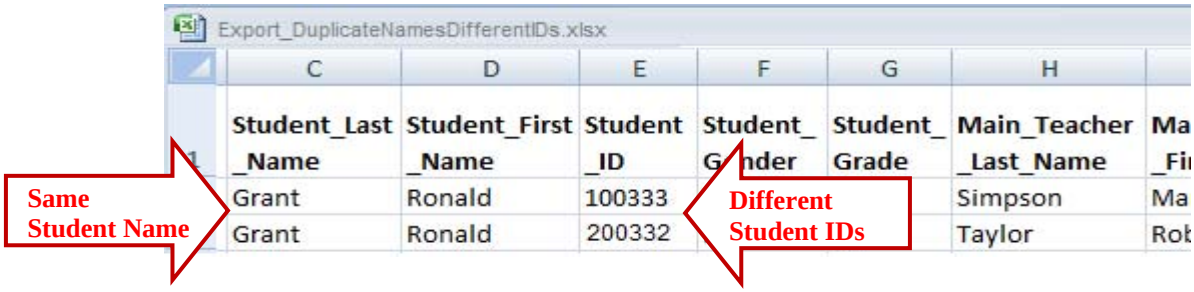
WARNING: You *must* **find and delete** each *incorrect* duplicate ID record (the entire row) **<u>in your enrollment file</u>**. Then, go back to **Step 3a on page E-3** to upload the corrected enrollment file again.

Duplicate Name Records Error

A Duplicate Name record is defined as a *same-name* student having 2 or more *different* Student IDs. If duplicate named students with different ID records are found in any **enrollment upload file *row,*** an error message will appear:



Find the "**Export_DuplicateNamesDifferentIDs.xlsx**" file *downloaded* to your computer and open it. It will list the duplicate student name records. In the example below, student Ronald Grant is shown as having two different Student IDs. **One record *must* be changed,** so that the student has **one unique Student ID** for all his classes.

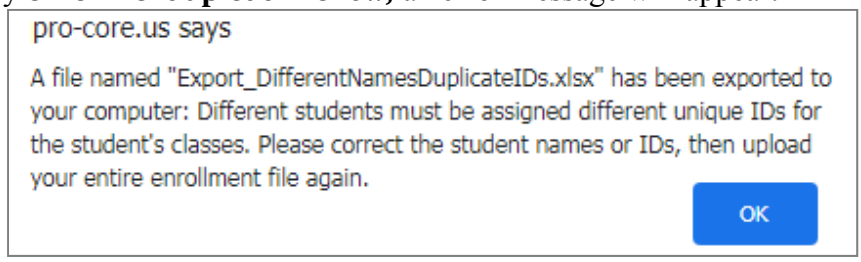


	C	D	E	F	G	H	
1	Student_Last_Name	Student_First_Name	Student_ID	Student_Gender	Student_Grade	Main_Teacher_Last_Name	Ma_Fi
	Grant	Ronald	100333			Simpson	Ma
	Grant	Ronald	200332			Taylor	Rob

WARNING: You *must* **find and change** each *incorrect ID* **in your enrollment file**. Then, go back to Step 3a on page E-3 to upload the corrected enrollment file again.

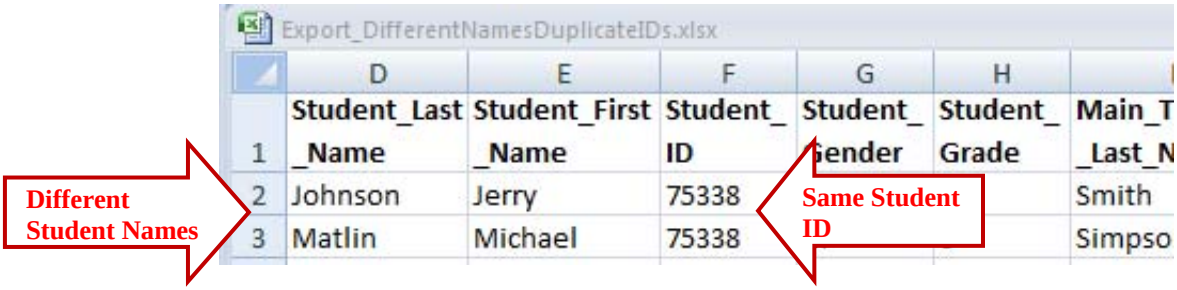
New! Different Names Records Error

A Different Names record is defined as 2 or more students with *different names* having the *same* Student ID. If differently named students with the same Student ID records are found in any **enrollment upload file *row,*** an error message will appear:



Find the "**Export_DifferentNamesDuplicateIDs.xlsx**" file *downloaded* to your computer and open it. It will list the differently named students with the same ID records. In the example below, student Jerry Johnson and Michael Matlin both is shown as both having the same Student IDs. **One record ID *must* be changed,** so that each student has **one unique Student ID** for all their classes.

See the sample on the next page



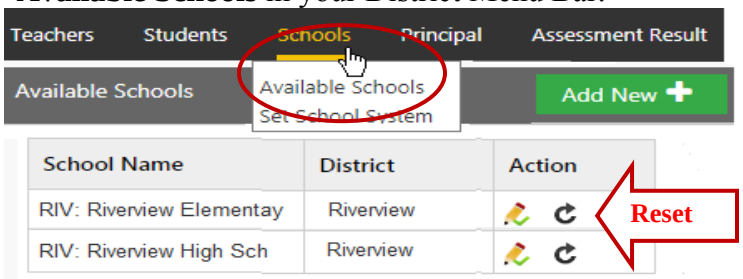
	D	E	F	G	H	
1	Student_Last _Name	Student_First _Name	Student_ ID	Student_ Gender	Student_ Grade	Main_T _Last_N
2	Johnson	Jerry	75338			Smith
3	Matlin	Michael	75338			Simpso

WARNING: You *must* **find and change** each *incorrect ID* **in your enrollment file**. Then, go back to Step 3a on page E-3 to upload the corrected enrollment file again.

Resetting/Deleting Your School Enrollments

If you have "successfully" uploaded your enrollments, **but they are not accurate**, you will want to determine the error(s) and ***reset*** (clear/delete) the entire enrollment; then correct and upload your corrected enrollment records Data File.

Select **Schools** > **Available Schools** in your District Menu Bar.



- Click the Reset *button* for the school you want to reset/empty.
- *Correct the problems your enrollment file.*
- Then, go back to **Step 3a on page E-3** to upload your corrected data file.

WARNING: Students should not begin testing until your enrollments are accurate. If a school is reset, all testing data will be deleted and unable to be recovered.

If your enrollments are not accurate and some students have begun testing, you will be blocked from emptying the school. If you still want the school cleared--

- Contact Ben Hemingway@pro-core.us and request a school enrollment "***reset***."
- *Correct the problem(s) in your enrollment file.*
- Ben will email you when your school has been cleared/emptied.
- Go back to **Step 3a on page E-3** to upload your corrected data file.

NOTE:
The remaining functions in the District Administrator's Desktop **Menu Bar** are available **after** teachers and students have been enrolled into your district school subject classes.

➢ ***The next Section deals with setting student and system access times and enabling assessments after the school enrollment has successfully been accomplished.***

District Administrator Log-in and Editing Functions: Individual and Batch Procedures (Non-Clever/ClassLink Schools)

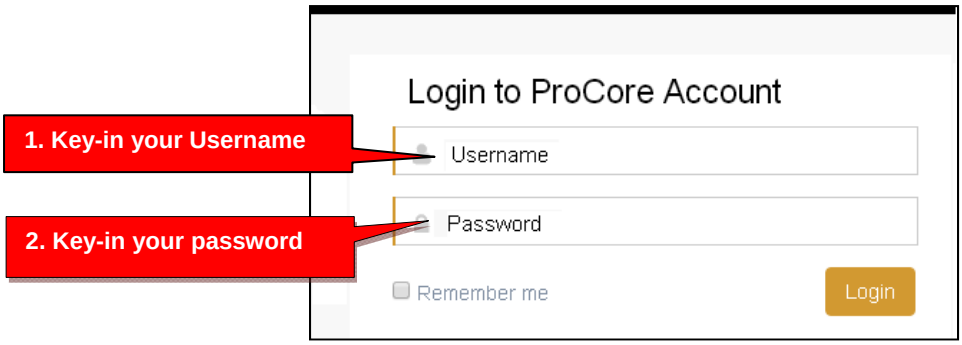
NOTE: Schools using **Clever** or **ClassLink** MUST follow the enrollment instructions in **Section C**.

Sections D and E of the *Pro-Core User Manual* contains District Administrator school set-ups and enrollment procedures. The **student system** and **test access *controls*** are found in **Section G**. These are available to the District Manager and district level users who have been added to the system. *See* page **E-2** for information on "Adding/Editing District Level Users."

District Administrator Log-In

NOTE: District Administrators will log-in at a *special* **district administrator-only url** emailed by Ben Hemingway to the "**District** Managing Administrator" and/or "Tech Contact Person." The **School** Administrator/Principal log-in and functions are presented in **Section I**.

In the *special* District Administrator's url **Pro-Core Account window**, key-in your Pro-Core Administrator ID, and password. Your password will appear as *dots* ●●● for security.



View/Add/Edit Teachers and Subject Classes – "Individual" vs "Batch" editing

Update In addition to "individual" student, teacher, and class editing functions, the District Administrator or District Tech Person may now edit, add, move, or delete records using "batch" files.

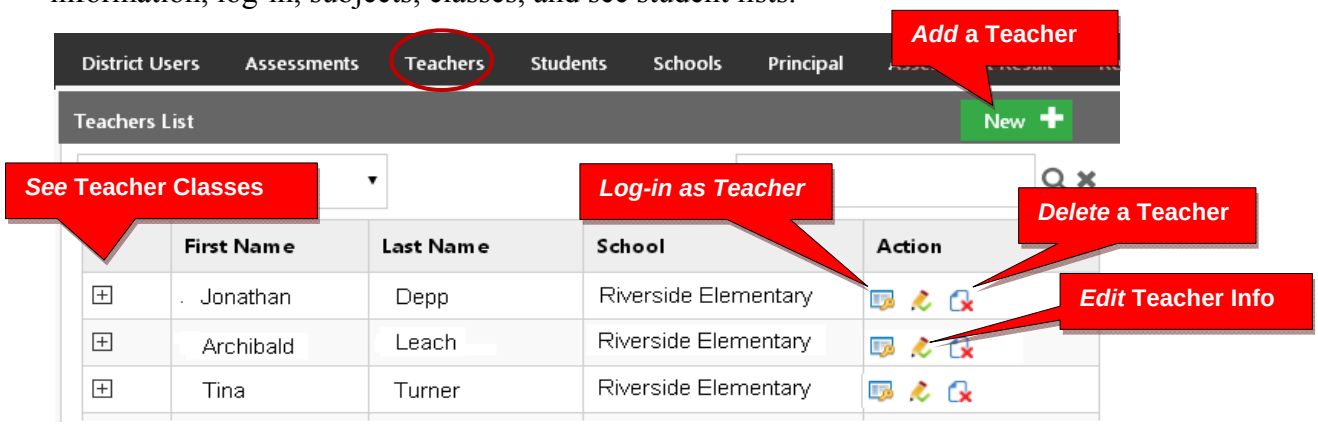
This section is divided into **two parts**: (1) Individual record editing, and (2) Batch records editing. **The part on batch file editing begins on page F-7.**

Part 1. Individual Teacher, Subject, and Student Record Editing

All the maintenance procedures in **Part 1** (*below)* are accomplished though the administrator level Menu bar by editing, adding, deleting, or moving *individual* records (one-by-one) *manually* as instructed in each topic below. **Part 2**, (*F-7f)* dealing with batch records, is accomplished by a district tech administrator who has access to all-district or all-school database records.

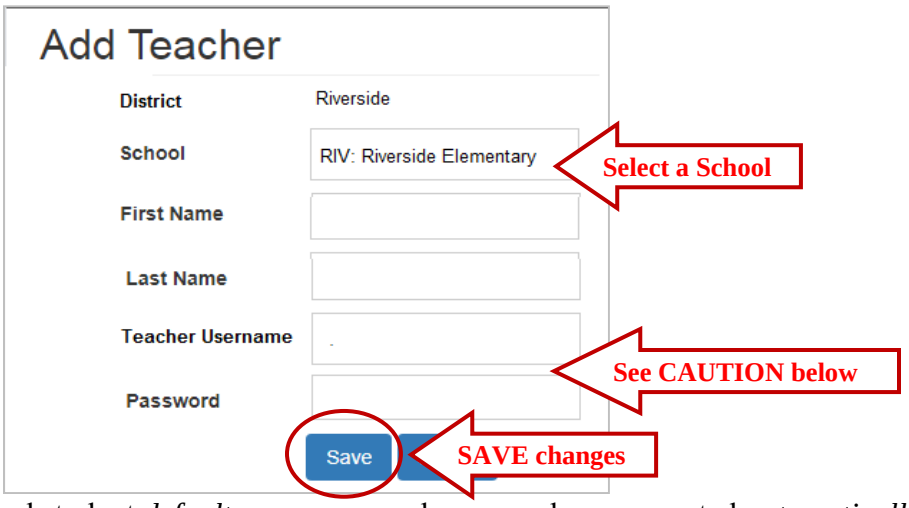
View/Add/Edit Teachers and Subject Classes

Selecting **"Teachers"** in the Menu bar allows you to view, add, edit, or remove teacher information, log-in, subjects, classes, and see student lists.



Add a New Teacher *(Teacher Codes are now automatically generated.)*

Teachers, classes, and students will already have been enrolled in each district school based on the Enrollment Data File you uploaded previously. District or school administrators/ principals are responsible for adding new teachers.



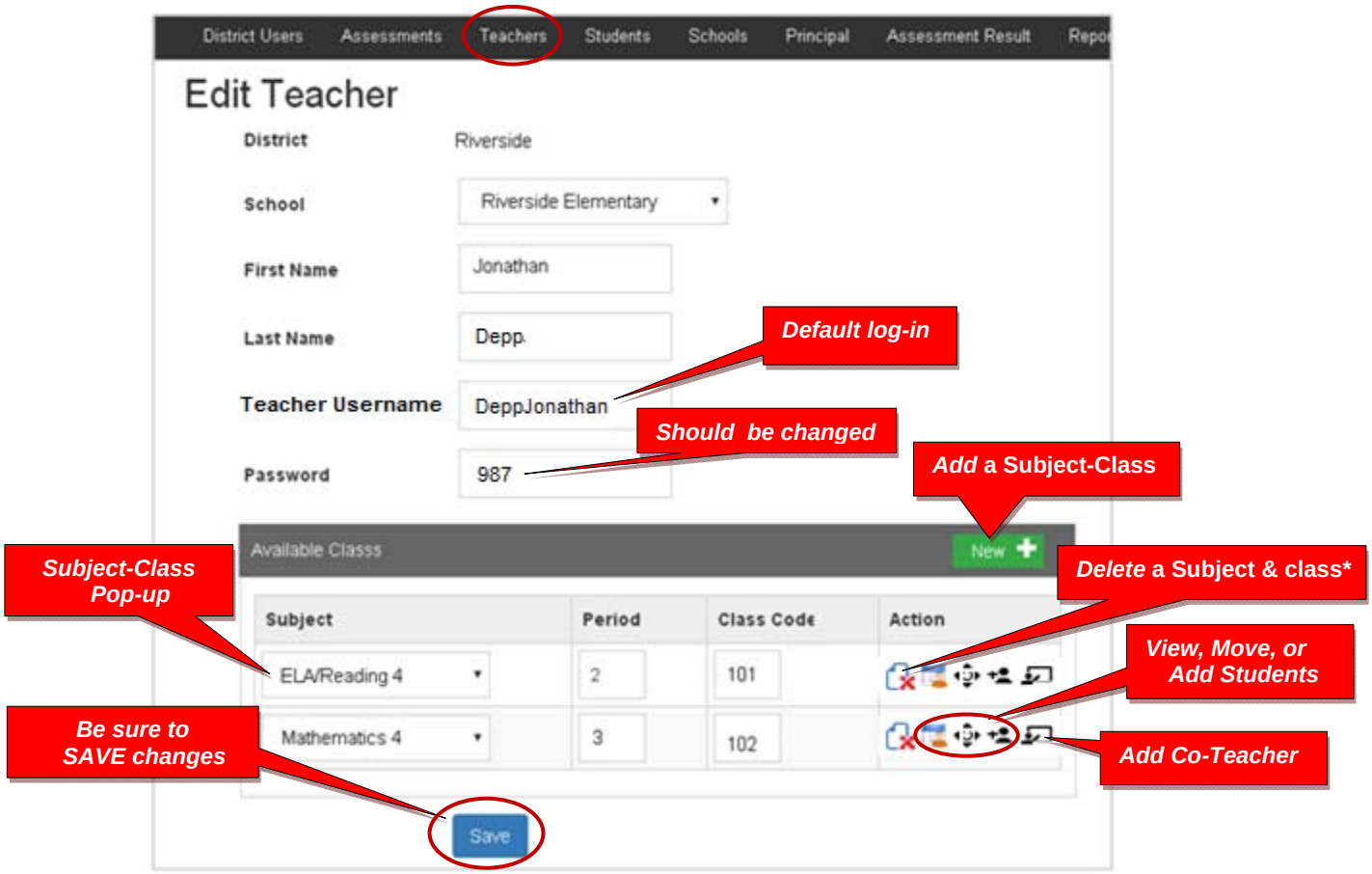
CAUTION: Teacher and student *default* usernames and password are generated *automatically* when your Pro-Core Enrollment File spreadsheet is uploaded. Administrator, teacher, and student passwords *should* be changed for added security.

When **adding** a new teacher, you *may* want to follow the Pro-Core format for Usernames and Passwords to avoid confusion unless a teacher has given you a preferred Username and Password. The *default* Pro-Core teacher **username** is the *TeacherLastnameFirstname;* the *default* teacher **password** is 987. The teacher must change the Password upon first logging-in. The teacher has the option to change their own Username as well.

WARNING: If you **delete** a teacher, you will delete the teacher's classes as well. So, if a *new* teacher is replacing an *old* teacher, it is preferable simply to change the teacher's name and log-in as shown *below*.

Edit Teacher Info Classes and Students

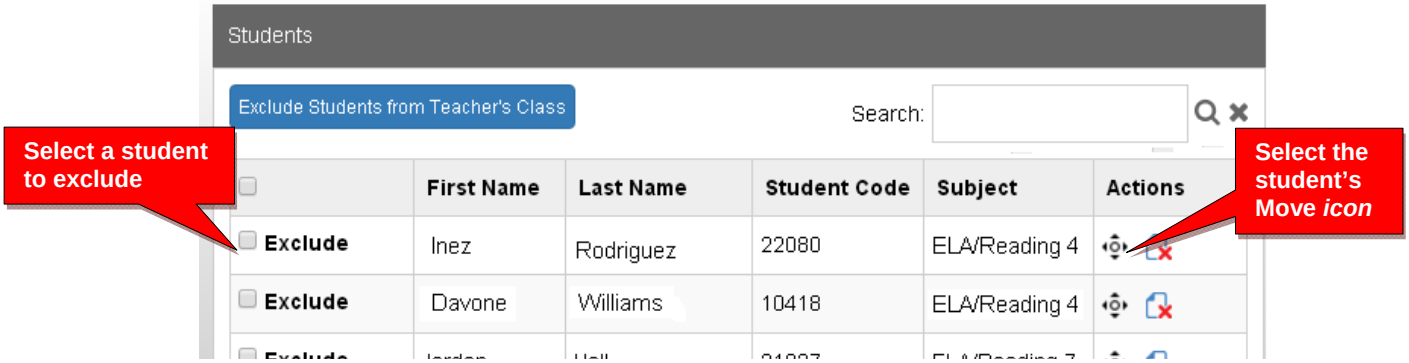
Selecting the **"Edit Teacher"** icon allows you to view, edit, add or remove teacher log-in information or subject classes, and view, move or add students, and add co-teachers.



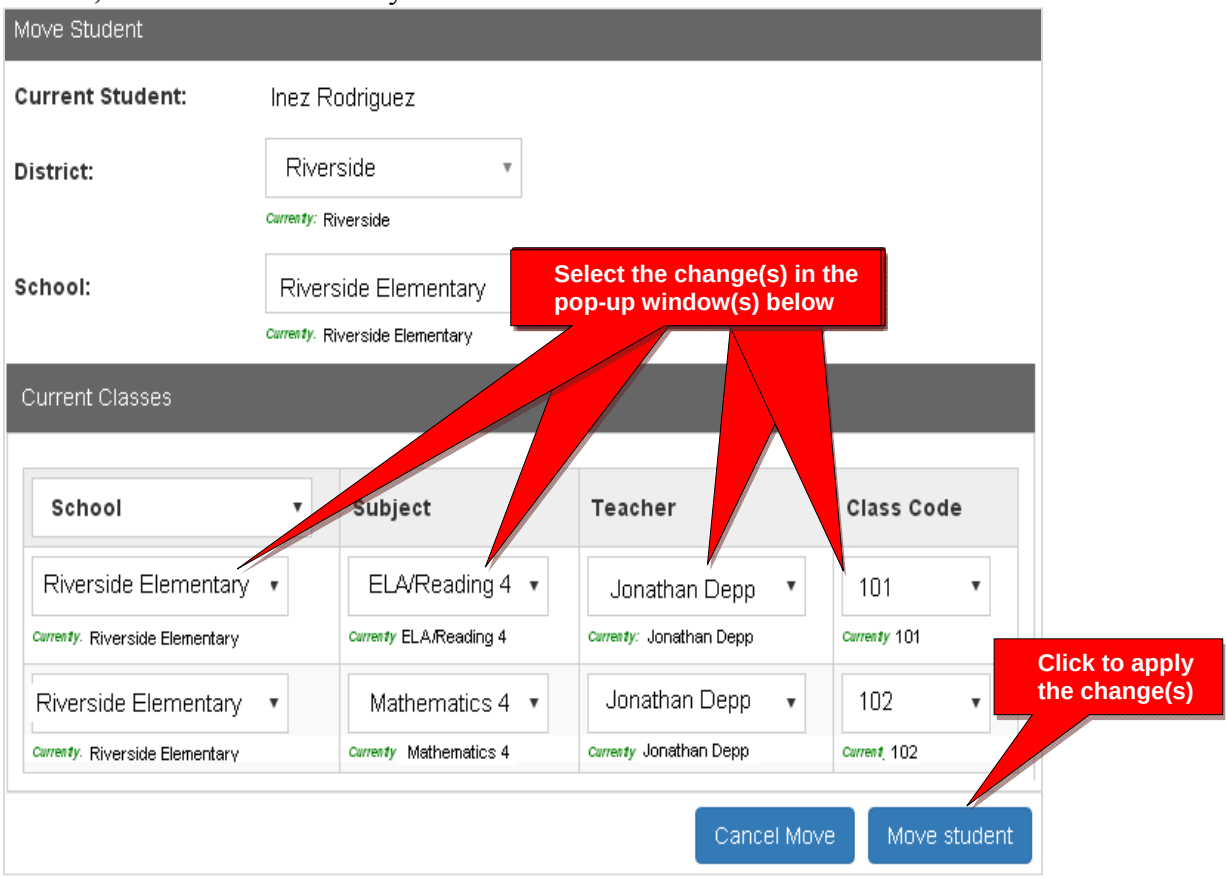
***WARNING:** If you **delete** a teacher's subject, you will delete the teacher's class as well.

View and Move a Student to a Different Teacher Class

Selecting the **View Students** icon takes you to a student list where you can view, move, or remove students to different teacher classes or exclude students from teacher-class reports.



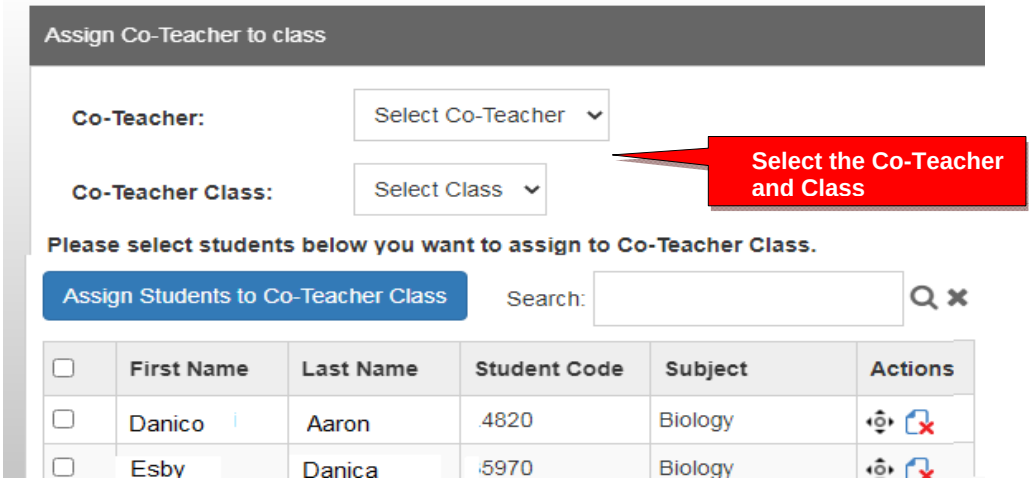
When you select an individual student's Action icon, a "Move Student" pop-up window will appear showing the student's current classes. You may then select the school, teacher, and class code where you want the student moved.



Add a Co-Teacher to a Main Teacher's Class

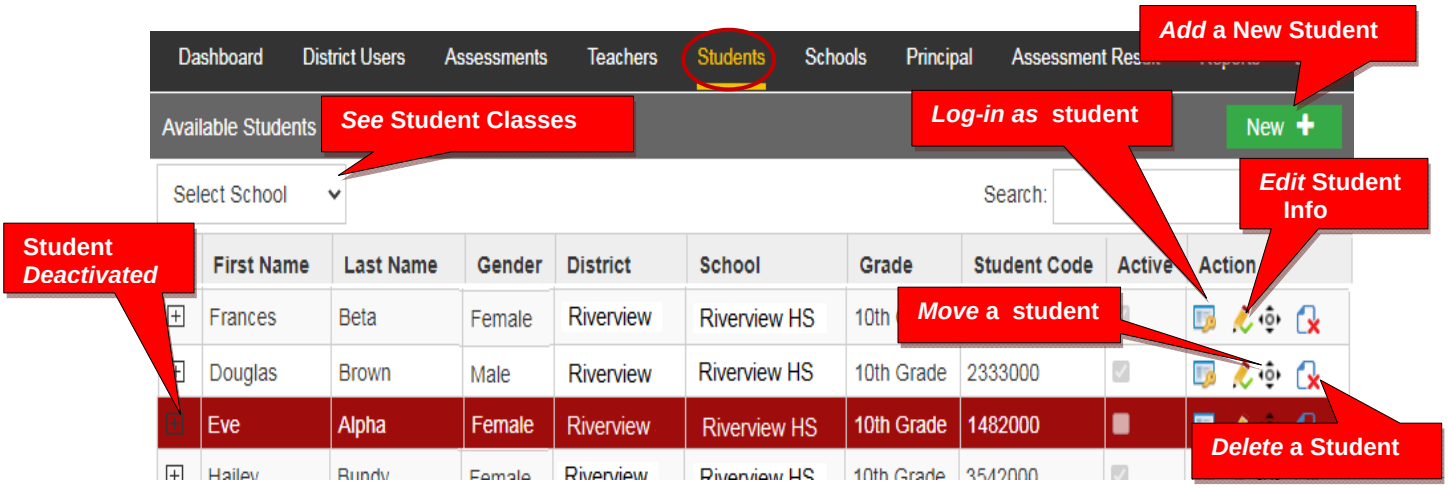
Selecting the **Co-Teacher** icon takes you to a window where you can assign a Co-Teacher to students in the selected Main Teacher's class(es).

NOTE: The co-teacher's name and class(es) must have been **added** previously as *above*.



View/Edit/Add Students and Student Classes

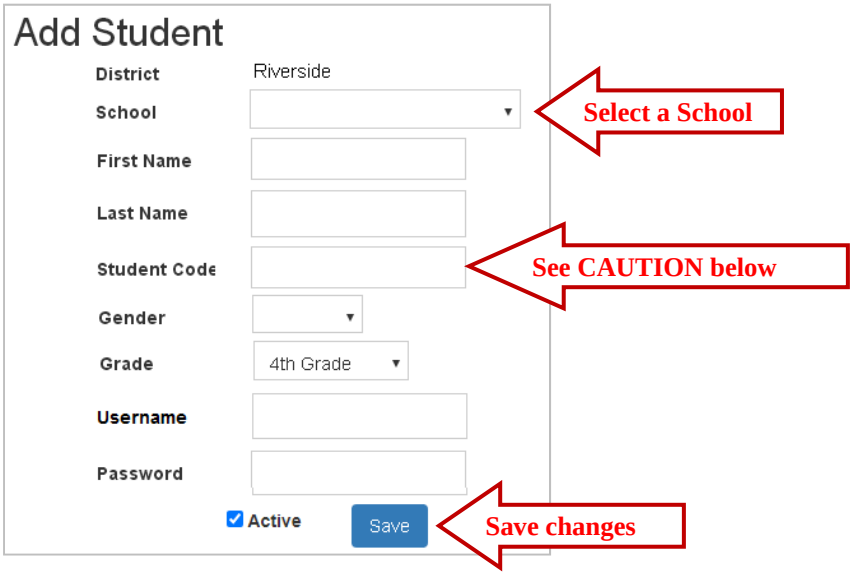
Selecting **"Students"** in the Menu bar allows you to view, add, edit, delete, and move students and students' assigned subject. You may also log-in as a student. If a student leaves the district, you may *deactivate* that student in the Student Edit layout. That student's data will not appear in any reports.



NOTE: You nay add individual students here, but go to the Teachers Menu to add multiple students to a class, or you may use the new "batch enroll" process. (*see* pages F-7*f*)

Add a New Student

Teachers, classes, and students will already have been enrolled in each district school based on the Enrollment Data File you uploaded previously.

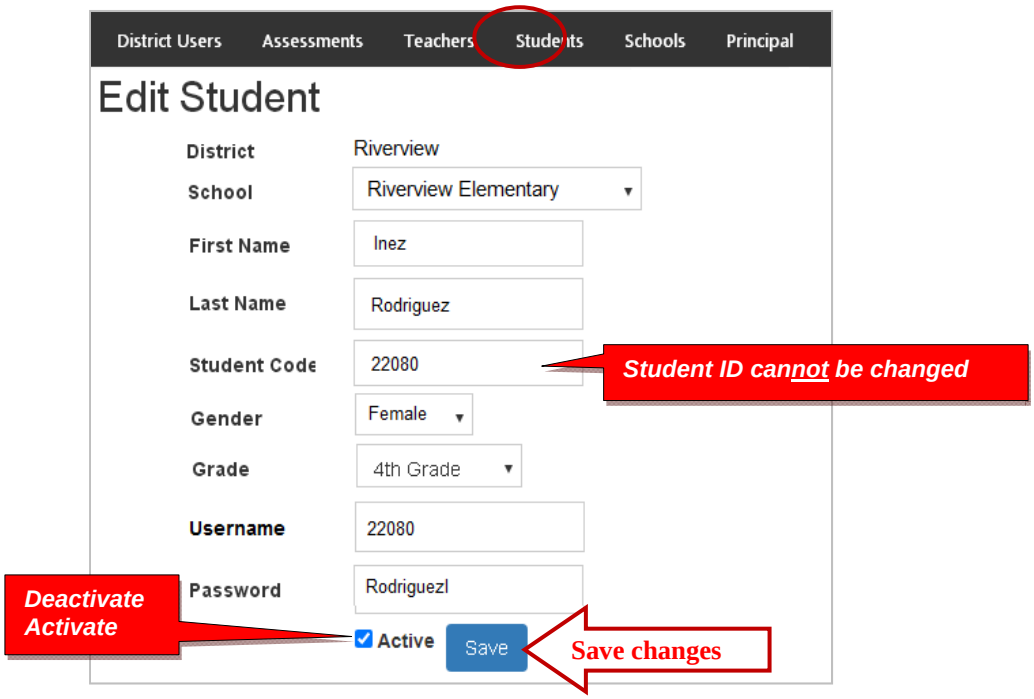


CAUTION: When **adding** a new student, you *must* create a **unique** Student ID Code of 4 or more digits which does not duplicate another student ID in existence in the school.

Default student passwords are *LastNameFirstInitial.* The school administrator or teacher may change student usernames or passwords.

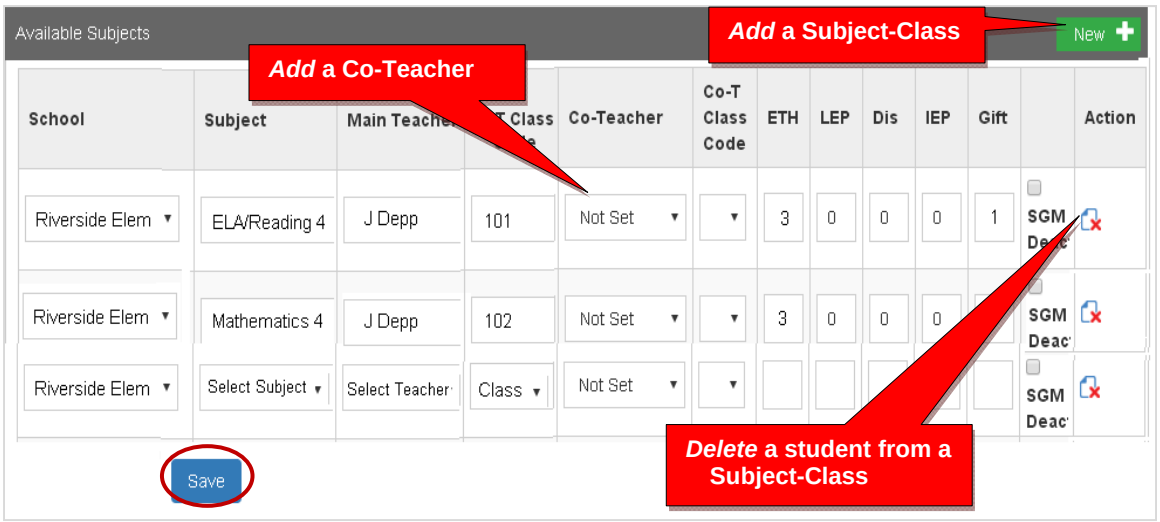
Edit Student Info/Add Subject Classes

Selecting the **Student Info** icon allows you to view, edit, add or deactivate (remove) student information, log-in, and add subjects-classes to a student.



Subjects with main subject teachers, as well as co-teachers, may be added to this student's classes.

- Select the **New+** button to add the student to a new subject class.
- New subject-class selections or co-teachers are made from each pop-up box.
- Be sure to **Save** all changes or additions.



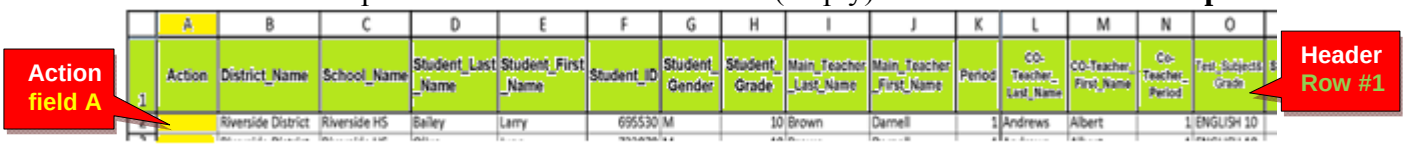
Part 2. Batch Records Editing

For schools needing to add new teacher classes and/or students, or having to make many student teacher class changes ***after the initial enrollment,*** Pro-Core provides a "batch editing" function. Using this feature requires some familiarity with the school enrollment spreadsheet as described in **Section D** of this Manual.

Batch Editing File Using Action Words

WARNING: The **Pro-Core Data File** sample shown below is the *same* spreadsheet used to collect the required student and teacher data for school enrollment as described in **Section D**. It is recommended that you maintain your original school enrollment spreadsheet file which you can more easily edit and make your required changes. You may also export a copy of your enrollment data in the proper format from your **Export menu** (***see* page F-10**). *This is highly recommended if school administrators have been making changes.* If you enter the changes into a new (empty) enrollment spreadsheet, **the header row is REQUIRED with the exact header field names in row 1, columns A-AA, as shown in Section D.** Case-sensitive matching is not required. The order of the columns *is* required. You may use an .xls, .xlsx, or .csv format.

All batch functions can be accomplished by entering an "**Action word**" in **column A** of your Enrollment spreadsheet file with the change(s) in the student record **row#**. You may also enter new or updated student records in a new (empty) **Pro-Core Data File template**.



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Action	District_Name	School_Name	Student_Last_Name	Student_First_Name	Student_ID	Student_Gender	Student_Grade	Main_Teacher_Last_Name	Main_Teacher_First_Name	Period	CO-Teacher_Last_Name	CO-Teacher_First_Name	Co-Teacher_Period	First_Subject&Grade
		Riverside District	Riverside HS	Bailey	Larry	695530	M	10	Brown	Darnell	1	Andrews	Albert	1	ENGLISH 10

Actions words

The following **Action words** are used in **Column A** of the Pro-Core Data File

- **enroll** – enroll a new student in a teacher class subject (or may be left *empty*)
- **add** – add a new student in a teacher class subject (same as enroll; or may be left *empty*)
- **move** – move student in a subject to a different teacher class or period (or may be left *empty*)
- **delete** – delete a student from the named teacher class(es) (action word ***required***)
- **delete_student** – delete a student from all class(es) in the school (action word ***required***)
- **update** – change the information in *any* field (or may be left *empty*)

CAUTION: Do **not** use "move" to move a student to an entirely **new subject**. First, "**delete**" the student from the old subject class(es), then "**enroll**" or "add" the student to the new subject class(es).

The examples on the next page have truncated columns so that you can see the data more clearly. *Your Pro-Core Data File must contain a* ***header row with the exact header field names in row 1, columns A-AA. See Section D of this manual for more information.***

The cells are colorized in the samples, so you can compare the data in the initial enrollment file to the changes made in each sample. Your spreadsheet does not need to be colorized in any way.

Batch Editing Samples Using Action Words

Below is a sample of an <u>initial enrollment</u> file.

Enroll

	A	D	E	F	I	J	K	L	M	N	O
1	Action	Student Last Name	Student First Name	Student ID	Main Teacher Last Name	Main Teacher First Name	Period	CO-Teacher Last Name	CO-Teacher First Name	Co-Teacher Period	Test Subject& Grade
2	enroll	Bailey	Larry	695530	Brown	Darnell	1	Andrews	Albert	1	ENGLISH 10
3	enroll	Olivo	Juan	733870	Brown	Darnell	1	Andrews	Albert	1	ENGLISH 10
4	enroll	Harvey	Barbara	737190	Oneil	Richard	2				ENGLISH 9
5	enroll	Dunbar	Trent	651140	McCall	Connie	2	Cotton	Larry	2	ENGLISH 9
6	enroll	Houston	Shaniqua	737270	Oneil	Richard	2	Mason	James	7	ENGLISH 9
7	enroll	Alman	Braden	738670	Jones	Marsha	1				PHYSICAL SCI
8	enroll	Black	Kanton	615550	Smith	Alice	4	Temple	Zelda	5	ALGEBRA 1
9	enroll	Arrigo	Marisco	741900	Grissom	Evelyn	2	Wilson	Michael	5	PHYSICAL SCI

Your initial enrollment may include the action word "**enroll**" in column A or the column may be left empty. *Error tests* are applied during the enrollment process. *See **Section E-3f** for more information*.

You may "**enroll**" or "**add**" new students, teachers, and subject classes at any time using your original enrollment file or using a new Pro-Core Data File template.

Enroll or Add

	A	D	E	F	I	J	K	L	M	N	O
1	Action	Student Last Name	Student First Name	Student ID	Main Teacher Last Name	Main Teacher First Name	Period	CO-Teacher Last Name	CO-Teacher First Name	Co-Teacher Period	Test Subject& Grade
2	enroll	Harris	Kenneth	734350	Lawson	Anette	2				BIOLOGY
3	add	Ball	Lester	704040	Lawson	Anette	2	Ramirez	Juan	1	BIOLOGY
4		Bailey	Larry	695530	Brown	Darnell	1	Andrews	Albert	1	ENGLISH 10
5		Olivo	Juan	733870	Brown	Darnell	1	Andrews	Albert	1	ENGLISH 10

In the example above, students Harris and Bell have been **added** to the *original enrollment* data file. Column A for Bailey and Olivo are left empty because they were previously enrolled. If this were a *new* data file, the records for Bailey and Olivo would not need to be included.

You may "**delete**" students only after they have been enrolled in Pro-Core.

Delete student from classes

Delete student From ALL classes

	A	D	E	F	I	J	K	L	M	N	O
1	Action	Student Last Name	Student First Name	Student ID	Main Teacher Last Name	Main Teacher First Name	Period	CO-Teacher Last Name	CO-Teacher First Name	Co-Teacher Period	Test Subject& Grade
6	delete	Harvey	Barbara	737190	Oneil	Richard	2				ENGLISH 9
7	delete	Dunbar	Trent	651140	McCall	Connie	2	Cotton	Larry	2	ENGLISH 9
8	delete_student	Houston	Shaniqua	737270	Oneil	Richard	2	Mason	James	7	ENGLISH 9

In the example above, student Harvey will be **deleted** from Oneil's English9 class ***only***. Student Dunbar will be **deleted** from ***both*** McCall's (main teacher) and Cotton's (co-teacher) classes. Student Houston will be **deleted** from Oneil and Mason's classes and ***all*** other classes in which she is enrolled. The action words "delete" or "delete_student" *<u>must</u>* be used to delete student records.

You may "**move**" students only after they have been enrolled in Pro-Core.

Move Student to new classes

	A	D	E	F	I	J	K	L	M	N	O
1	Action	Student Last Name	Student First Name	Student ID	Main Teacher Last Name	Main Teacher First Name	Period	CO-Teacher Last Name	CO-Teacher First Name	Co-Teacher Period	Test Subject& Grade
9	move	Alman	Braden	738670	Grissom	Evelyn	2				PHYSICAL SCI
10	move	Black	Kanton	615550	Demoto	Mario	5	Temple	Zelda	5	ALGEBRA 1
11	move	Arrigo	Marisco	741900	Grissom	Evelyn	2	Lopez	Juanita	2	PHYSICAL SCI

In the example above, student Alman will be **moved** from Jones's class to Grissom's class. Student Black will be **moved** from Smith's class to Demoto's class, but **remain** in Temple's class. Student Arrigo will **remain** in Grisson's class, but be **moved** from Wilson's to Lopez's class.

CAUTION: In moving students to a different teacher class or district school, the changed name must be spelled ***exactly*** the way the name is spelled as enrolled in the Pro-Core system.

The action word "**update"** may be used to make *any* changes in *any* student record field—except Student ID and Test Subject&Grade

Update info

	A	D	E	F	I	J	K	O	P	Q	R	S	T
1	Action	Student_Last_Name	Student_First_Name	Student_ID	Main_Teacher_Last_Name	Main_Teacher_First_Name	Period	Test_Subject& Grade	Subgroup1: Racial/Ethnic Group Code	Subgroup2: IEP/Special Education	Subgroup3: 504 Plan	Subgroup4: Gifted	Subgroup5: English Learner
2	update	Bailey	Lawrence	695530	Brown	Darnell	1	ENGLISH 10	H	N	N	Y	Y

In the example above, student Baily's First_Name has been **updated** from" Larry" to "Lawrence," and the student's Subgroup 4 and Subgroup 5 have been **updated** " from "N" to "Y."

The Action word field *may* be left empty in most cases *except* for "delete" and "delete_student." But we recommend using the action words, so that you may keep track of any changes you make in the Pro-Core system. If any discrepancies are found, you can more easily trace the source if you have a record of the intended action.

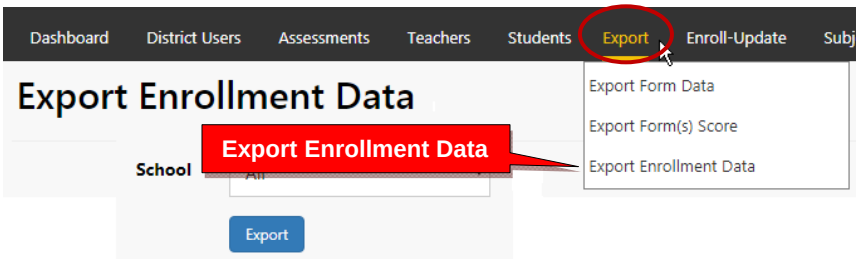
What May Not be Done with Action Words

- **You may not change a Student ID**
  Once enrolled, the student's unique student ID is used by the student to log-into the Pro-Core system and to keep track of the student's work. If a student's ID is incorrect, the student must be *deleted* and *re-enrolled* (added) into the system using their corrected ID. Any work completed will be lost

- **You may not change a student's Test Subject**
  If a student has been enrolled into an incorrect subject, you may *delete* the student from that subject and *re-enroll* (add) the student into the correct teacher subject class. Any work completed in the previous subject will be lost

Export Enrollment Data

There are three *pre-programmed* export files that you may find useful for viewing test results in a spreadsheet format or reviewing your school enrollment records.



Select "**Export Enrollment Data**" to export a file copy of your school enrollments. It is most useful for record maintenance and may be used as a ***batch file*** for re-enrollment or batch editing functions using "Action" words.

CAUTION: It is highly recommended that you use the most current Export Enrollment Data file if school administrators have been making changes themselves since your original enrollments. This will avoid school-level changes being reverted to the original enrollments.

See **Section H, pages 13 and 14**, in this Manual for further information about the other **export** files listed above.

➢ ***The next Section G deals with District Administrator Settings.***

District Administrator: Setting Security Times and Enabling Form Assessments

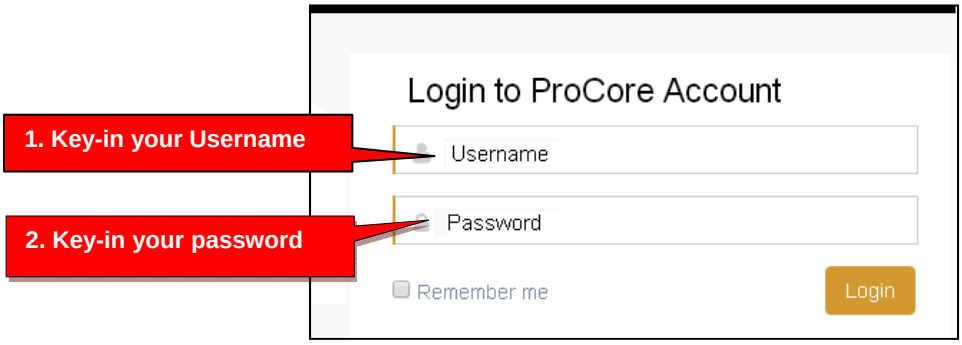
NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

The District or School Administrator or Tech Person is responsible for student, teacher, and class enrollments. This section deals with setting student and system access times and *enabling* assessments and testing times after the school enrollment has successfully been accomplished. Security features for each user level are also available in Appendix 4.

DISTRICT ADMINISTRATOR LOG-IN (Available to all district administrators)

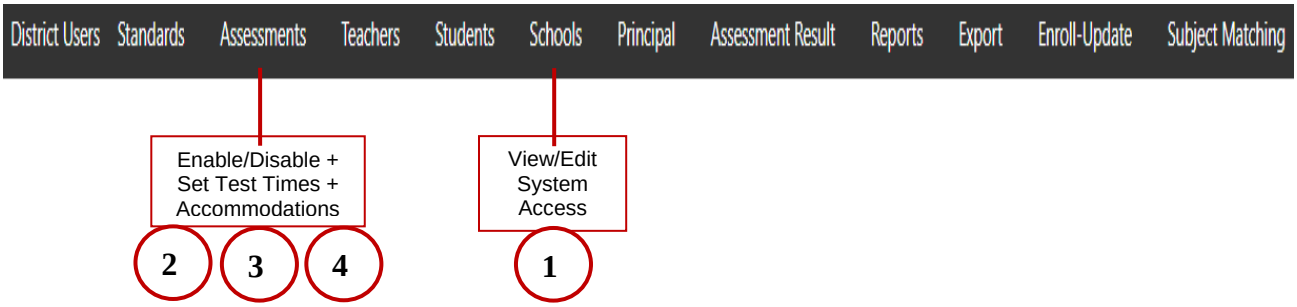
NOTE: District Administrators will log-in at a *special* **district administrator-only url** emailed by Ben Hemingway to the "**District** *Managing* Administrator" and/or "Tech Person." The School Administrator/ Principal log-in and functions are presented in Section G.

In the *special* District Administrator's url **Pro-Core Account window**, key-in your Pro-Core Administrator Username, and password. Your password will appear as *dots* ●●● for security.



The District Administrator's Dashboard: Set-up System Access and Test Times

The District Administrator's Dashboard presents a variety of functions in the **Menu Bar**:



District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Dashboard Menu Bar. **One District Level User,** the "Managing Administrator**,"** and district **School Names** will initially be set up by Ben Hemingway. Teacher and student level users are *automatically* set-up during enrollment.

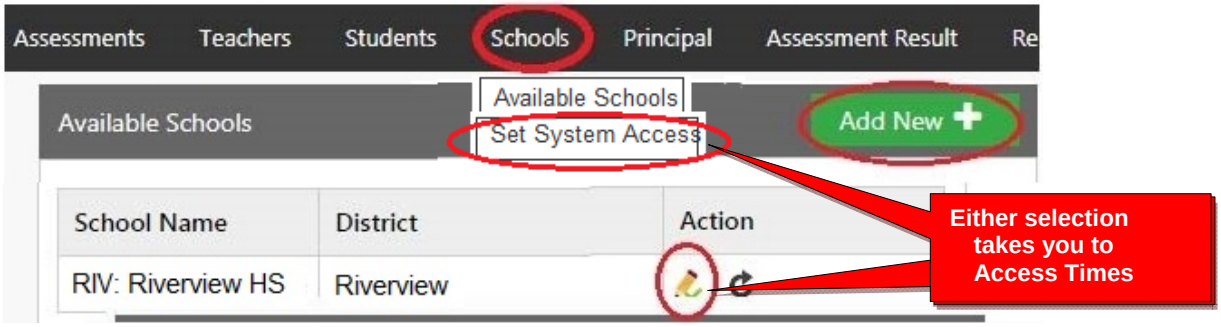
1. Set Student System Access Times

Your school(s) and students Pro-Core system access times are pre-set at the beginning of the school year. The *default* student system access times are weekdays from 7:00 a.m. to 5:00 p.m.

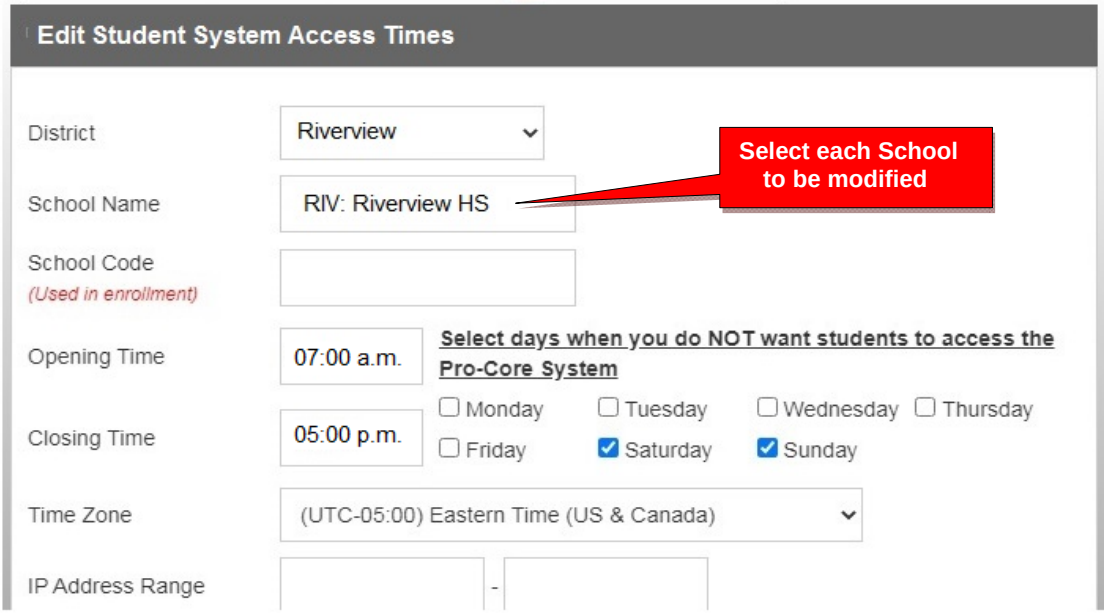
You may modify these times to better fit each school's actual opening and closing times when you want to allow students to have access—or not--to the Pro-Core ***system*** at school or from home.

Selecting **Schools** > **Available Schools** in the District Menu allows you to view or edit or Add New district schools. Selecting **Set System Access** or the pencil icon allows you view and reset **student** system access times. School administrators and teachers may log-in at anytime.

Available Schools layout



Set System Access layout



Students attempting to log-into the Pro-Core system outside of the system access times selected will see the **message**: "Pro-Core system access is closed at this time."

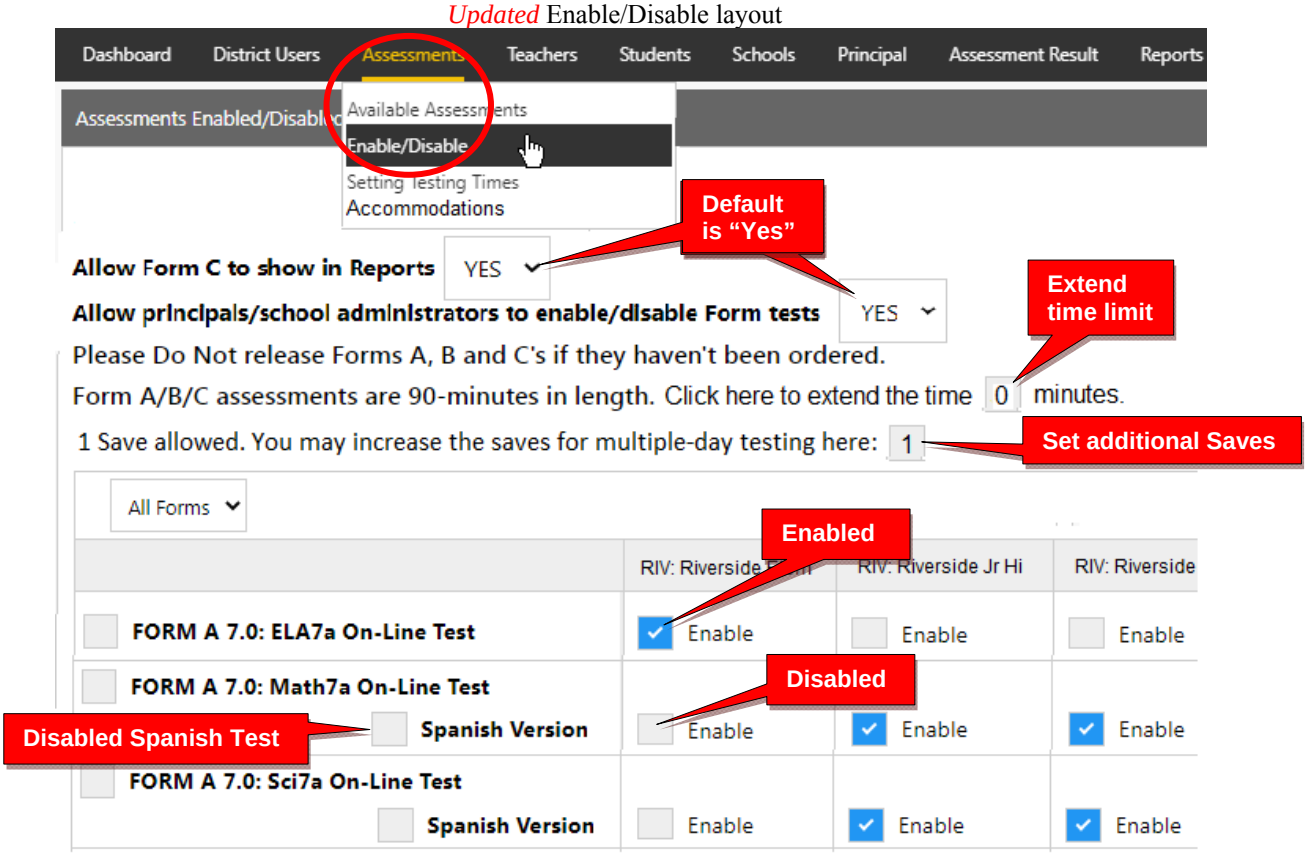
You should decide, along with your school administrators and teachers, on the settings to best enhance the security of students accessing Pro-Core system for testing and other activities at school or from home.

2. Enable/Disable <u>Form Assessments</u> and Test Length

You should enroll your teachers and students into the Pro-Core system at least a week prior to your district or school(s) Form A assessment date. Your Form A assessments will be ***activated*** by Ben Hemingway and will appear in your **Assessments** window as **<u>disabled</u>** (**unchecked**).

Selecting **"Assessments"** in the Menu bar allows you to ***enable*** (reveal) your Form A, B, or C assessments to teachers and students when they are ready to be used. **Checking** the boxes will **<u>enable</u>** them.

Updated Enable/Disable layout



<u>WARNING</u>: Do **NOT** enable Form A, B, or C assessments that you have not ordered or you may incur additional charges to your district. Spanish versions are $200 for <u>each</u> subject and grade you enable.

- All Form A/B/C assessments are **90 minutes** long with 1 "Save" allowed.
- <u>Administrators</u> have the option to extend the time limit on all Form tests.
- Administrators also have the option to add more Saves for multiple-day testing on all enabled tests.
- Assessments may be scheduled over multiple days in the Setting Test Times layout.
- <u>Teachers</u> have the option to extend the time limit on student class tests with added Saves.

For **Form C** assessments, you have the option to **hide all Form C <u>reports</u>** by selecting "**No**" until all students have completed the Form C assessments. The *default* setting is "Yes" (*see above*) which will allow all Form C results to show in all reports whether all students have completed the assessments or not.

After enabling and Saving your Form assessments, select "**Setting Testing Times**" in the District Assessments Menu, or you will automatically be taken to the Setting Testing Times layout to set the days and times students will be taking the Form Assessments you enabled.

3. Set Form Assessment Times

Pro-Core Form A/B/C school testing times *must* be set *after* the District Manager has *enabled* the Pro-Core Form A, B, or C assessments. (*See above*)

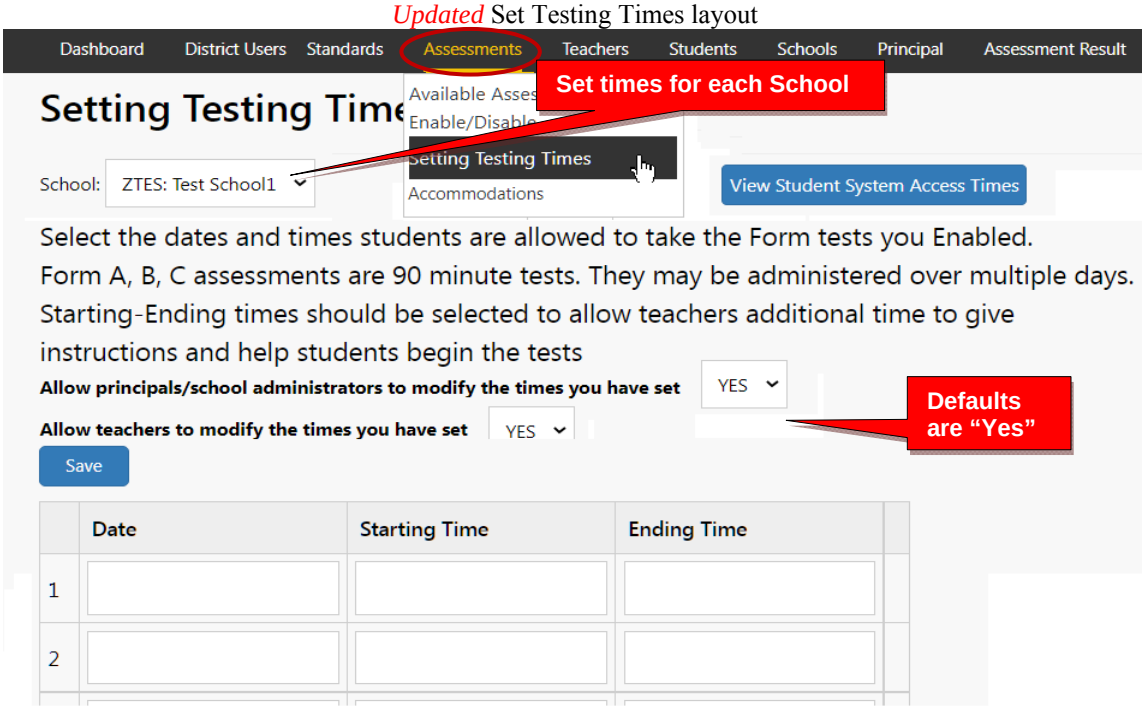
Students attempting to access the assessments outside of the set times will see the **message**: "Pro-Core Form A/B/C assessments are not available at this time."

WARNING: Pro-Core Form A/B/C assessments and make-up testing should be scheduled within a **one or two-week testing window** for the assessments you enabled. You should then **disable** (**uncheck**) the assessments at the end of the testing period window.

Leaving the Form A or C tests enabled after the testing week has ended may affect the end-of-course student growth results.

Select each school and each day and times you want students to have access to the Form A, B, or C assessments that you *enabled*.

Updated Set Testing Times layout



Allow at least 2 hours for 1-day testing. For multiple-day testing, Ending Times selected *must* always be at least **30 minutes** or greater than the Starting time selected.

- If no date or times are entered, all enabled assessments will be available anytime during the Student System Access Times.
- If test days or times selected are outside the Student System Access Times, a warning message will appear.
- You may view and adjust the times set for student access by clicking the "View Student System Access Times" *button*.

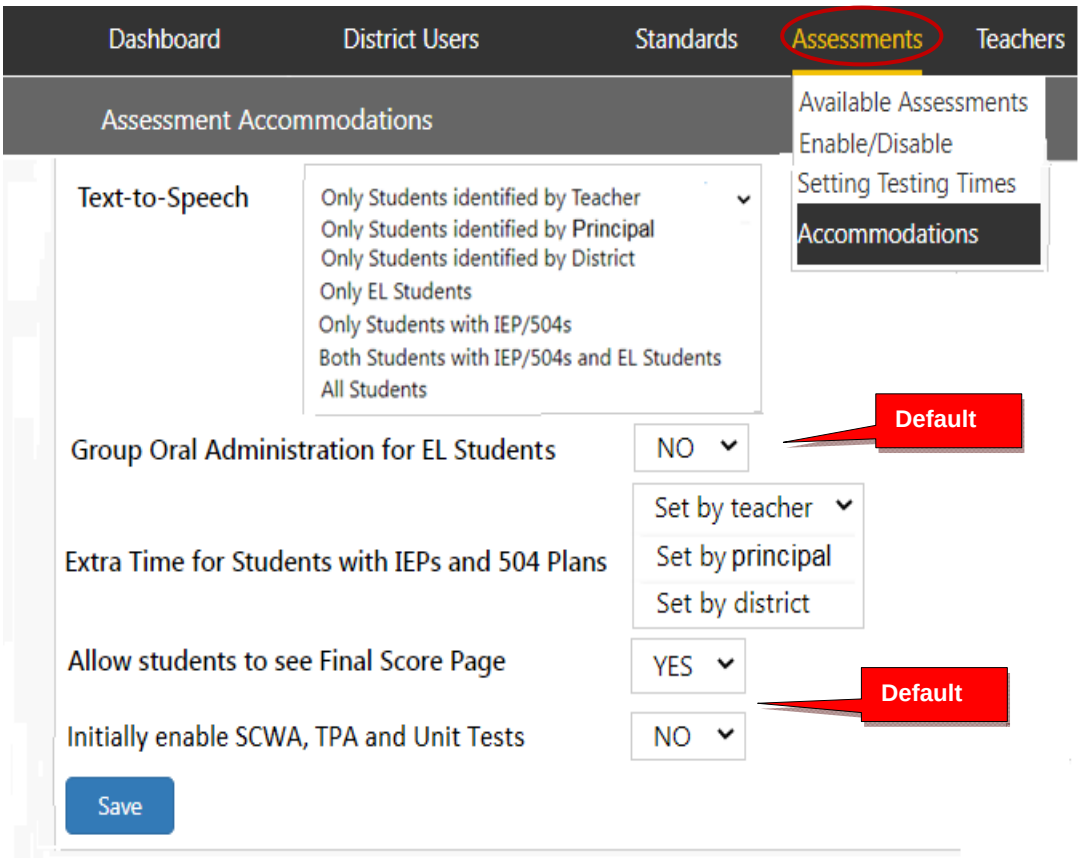
WARNING: Setting strict assessment times will make the Form A/B/C assessments more secure. *See* more information about **System Access Times** *above.*

School administrators and teachers may modify local or remote student Form A/B/C assessment starting and ending times to override those set by the district. *See further information in sections G and J.*

NEW! **4. Set District Accommodations**

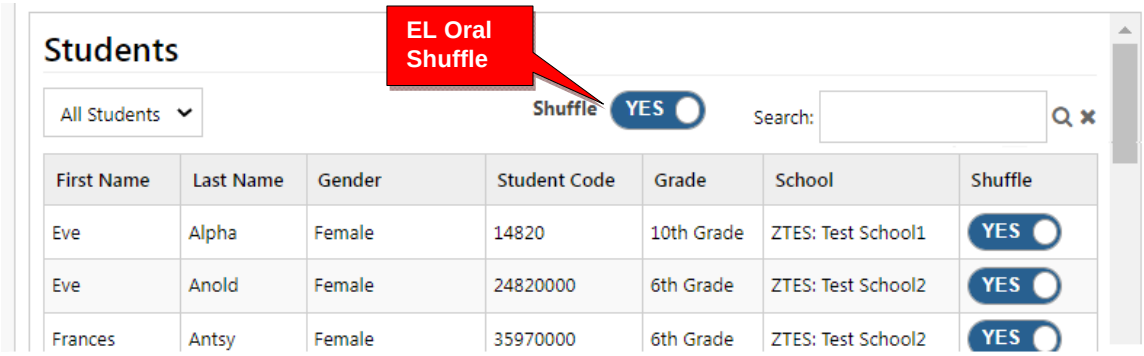
Pro-Core allow the district manager to set accommodations across the entire district for students with IEPs, 504 plans, and/or English Language students (EL).

NOTE: This feature applies the selected accommodation(s) only if the EL students or students with IEPs or 504 plans have been identified during enrollment rostering; otherwise, students must be identified individually by the district administrator or teacher.



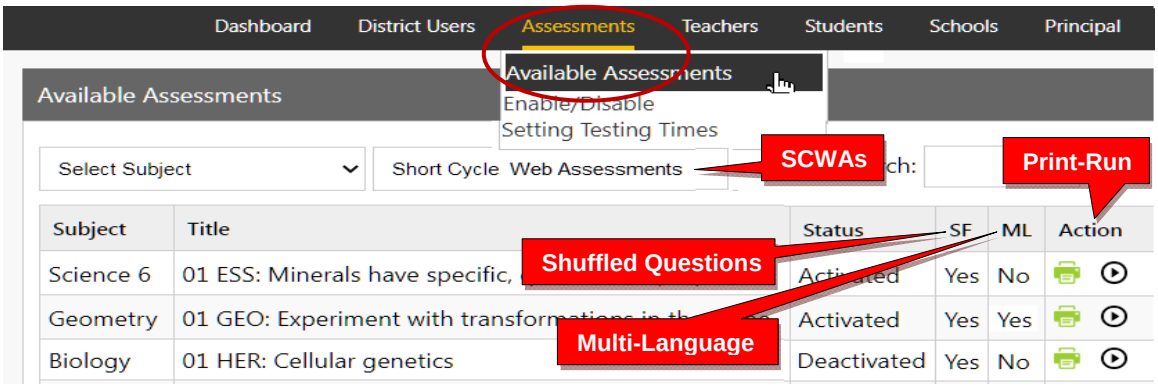
CAUTION: ***Non-default*** selections made by the district administrator are synced *and locked* in the settings available to the school administrator/principal and teachers. If the school administrator or teacher attempts to change the district setting, a message will appear requesting they contact you.

Selecting "**YES**" for **Group Oral Administration for EL Students** allows a Students list to appear, so that you may select whether the assessment questions should be shuffled or not for all or some students.



View, Print, Run Short Cycle Web Assessments (SCWAs)

In the district administrator Menu, click on **Assessments**, and select **Available Assessments,** and then **Short Cycle Web Assessments** from the drop down boxes. This will allow you to view, print, or run Short Cycle Web Assessments by subject.

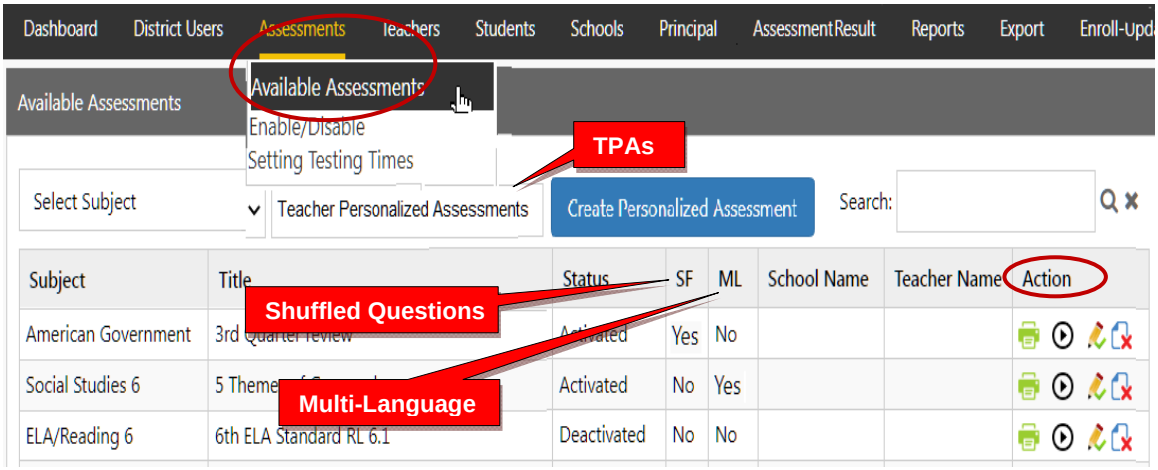


Teacher Personalized Assessments (TPAs)

Teachers may create customized Short Cycle Web Assessments (SCWAs) for their classes. They may also select questions from the Pro-Core Form A and SCWA database. These questions are directly aligned to the state's most resent Learning Standards in Reading/ELA, Mathematics, Science, and Social Studies. TPAs may also be shared with other teachers in the school. (*see* **Section N** for more information)

View, Print, Run, Edit, Share, Delete TPAs

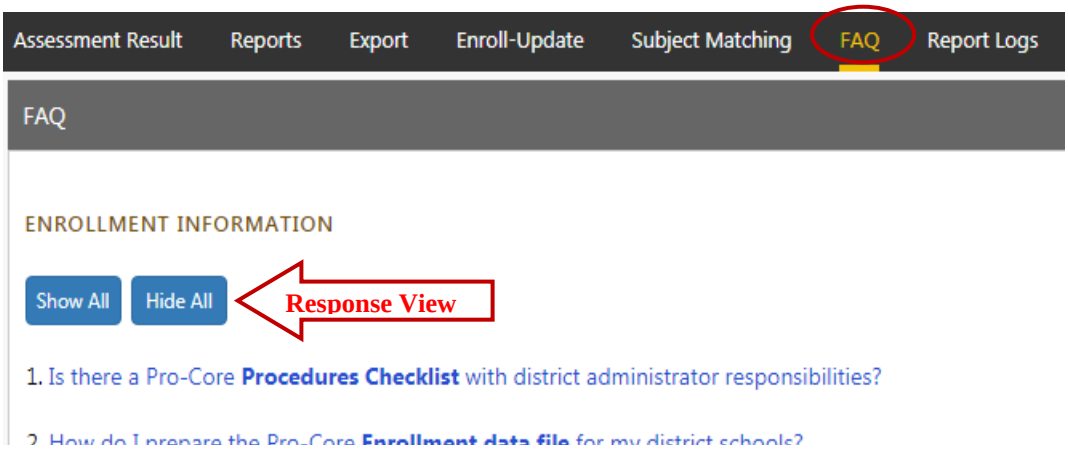
In the administrator Menu, click on **Assessments**, and select **Available Assessments,** and then **Teacher Personalized Assessments** from the drop down boxes. This will allow you to view, print, run, edit, share, or delete Teacher Personalized Assessments by subject and teacher.



NOTE: Administrators may collect and ***Share*** TPAs among other teachers in the school or district by selecting the edit icon and selecting the "Share with other teachers" checkbox.

District Administrator FAQs (Frequently Asked Questions)

Selecting "FAQ" will display some commonly asked questions and answers which will help you understand and use the Pro-Core system more effectively. New FAQs appear from time-to-time, so be sure to check this selection often. You may also submit your own questions to hemingway@pro-core.us

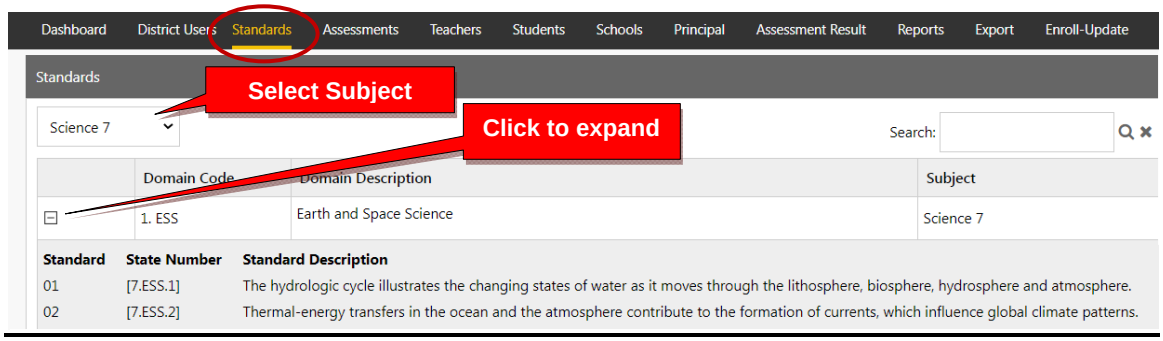


There is a FAQ selection addressed specifically to school administrator/principals and teachers in their respective menus.

General FAQ's related to the Pro-Core system are available on the Pro-Core web site Support > FAQ page: **https://pro-core.us/faq.html**

View Learning Standards

Selecting "Standards" will display the Learning Standards and Domains assessed by Pro-Core. The Pro-Core Standard and State codes and descriptions are shown for each subject.



➢ ***The next Section H deals with District Administrator Reports.***

Pro-Core District Administrator Reports

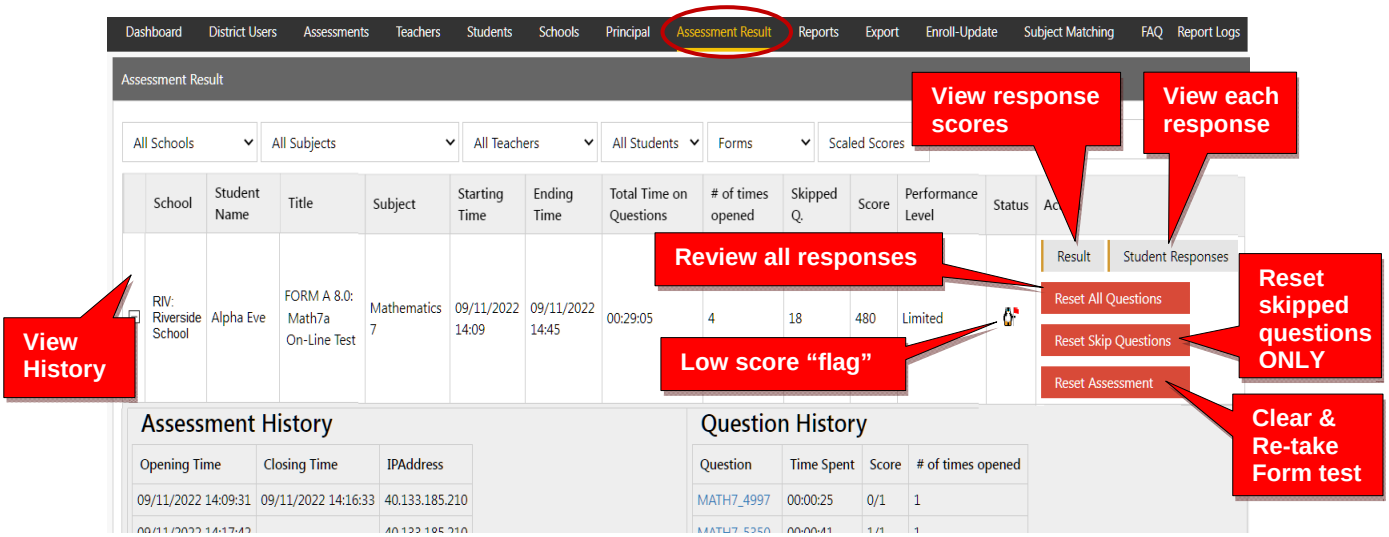
NOTE: This section applies to Clever. ClassLink, and *regular* Pro-Core users.

Assessment Results Report (View/Reset)

Selecting "Assessment Results" allows you to view student scores or response details on *any* assessment, or to reset student *Form* assessments.

New! Scaled Scores as well as Percent Scores along with Performance Levels are now available in the Score column.

If a Form Assessment "freezes" or there is another problem with the student's assessment, selecting a **Reset** *button* option will reset the assessment, allowing the student re-take some or all of the Form test.



- **Reset All Questions** will allow the student to review ALL questions and keep or change responses (whether previously answered or skipped).
- **Reset Slipped Questions** will keep student responses and allow the student to review and respond to ONLY skipped questions.
- **Reset the Assessment** will delete ALL student responses and allow the student to re-take the entire assessment from the beginning.

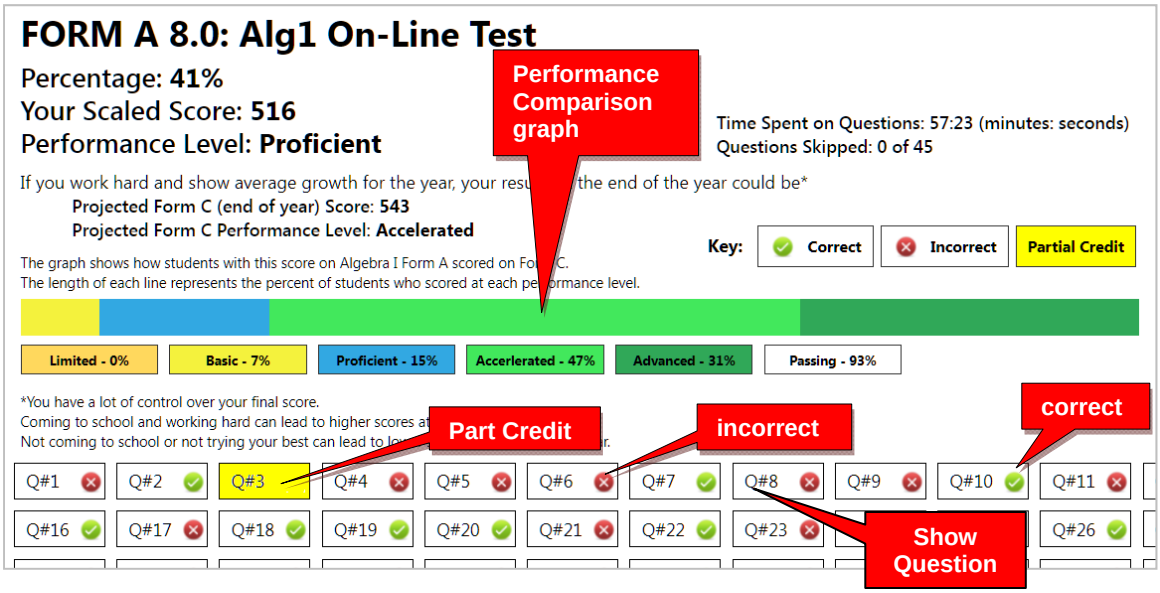
The symbol "flags" students who scored very low on the Form test or skipped an excessive number of questions. You can decide if they need to re-take the assessment.

The criteria for showing the flag are:

- Spending too little or more than the standardized time allowed on a Form test.
- Skipping or rushing through too many questions.

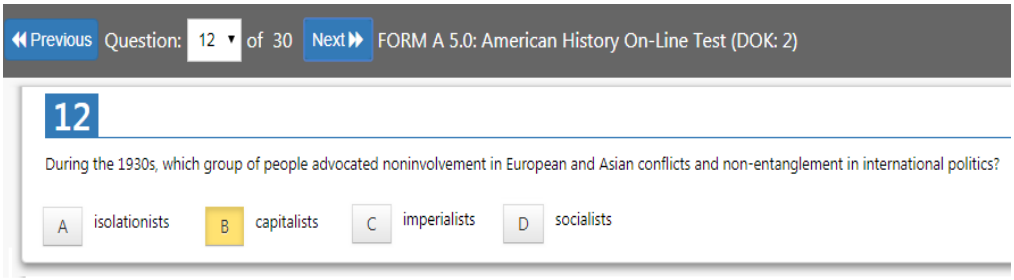
Note: Selecting **Student Responses** will allow you to see a student's response on each question. For security, Form B questions will NOT display *for students* until Growth Reports are *released* (*See* page **H-11**). Form C questions are *never* shown.

Selecting **Result** will allow you to view a student's test results on each test item.



New! The **performance comparison graph** shows historical Form C results for students in the past with this student's particular score.

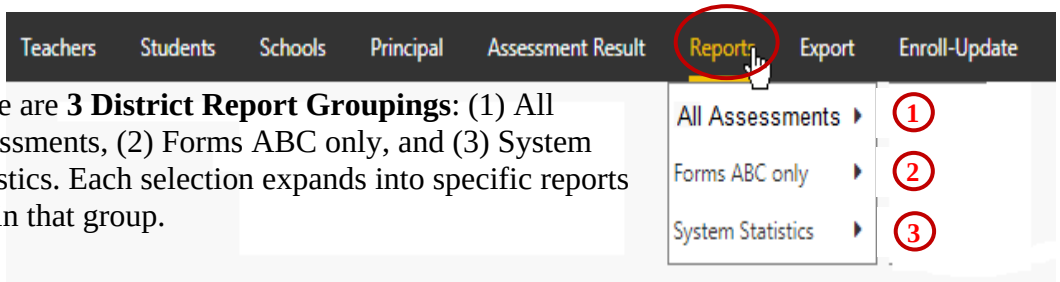
Clicking a question (**Q#**) will show the question and the student's response.



Note: *Anchor* questions will not appear when selected. They are used to link results between the Form tests. Instead, a message will appear: "This question has not been released at this time. Please see the SCWA for this standard for similar questions."

Assessment Reports

Selecting **"Reports"** in the District Administrator Dashboard Menu Bar allows you to **view** the various district and school reports listed in the drop-down window. You may also **print** the report or **export** the data from most of the reports to a spreadsheet file.

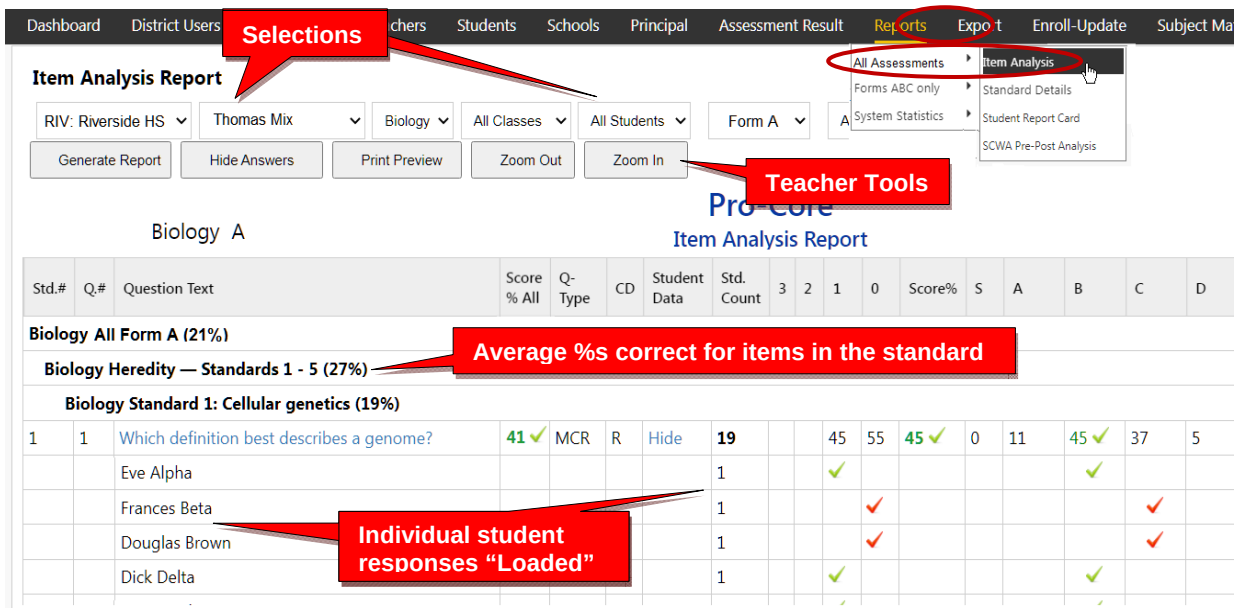


There are **3 District Report Groupings**: (1) All Assessments, (2) Forms ABC only, and (3) System Statistics. Each selection expands into specific reports within that group.

① 1.0 All Assessments

1.1 Item Analysis Report

The Item Analysis Report can be used after a test as a teacher's **classroom learning tool** to generate class discussions about the standard, the question, and the actual student responses.

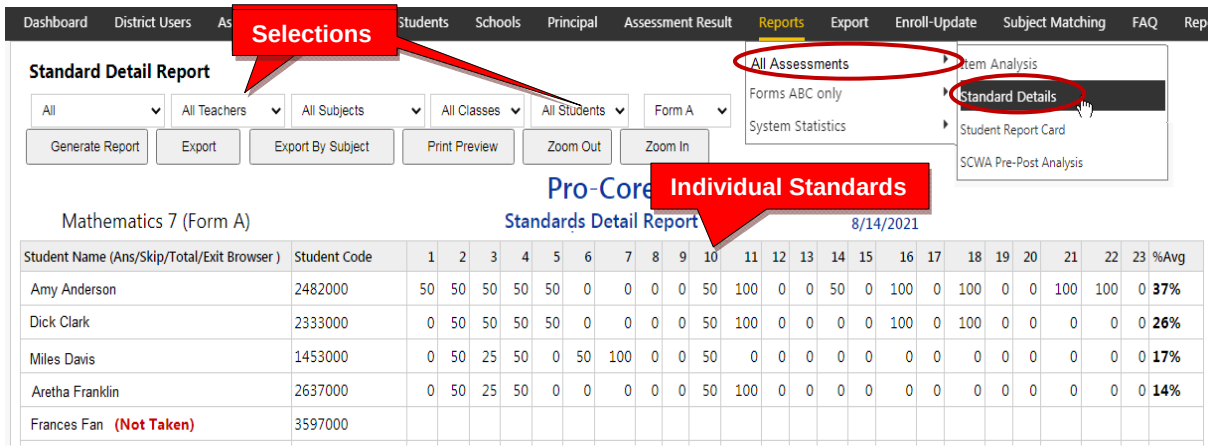


The Item Analysis Report shows the test question's Pro-Core state Standard number, the Question itself, the Percent of student responding correctly, the question Type, and the estimated Depth of Knowledge needed to respond to the question.

The Count of students responding and percent of correct and incorrect responses to each possible response is also shown. Selecting "**Load**" in the **Student Data** column shows the individual student responses to the question.

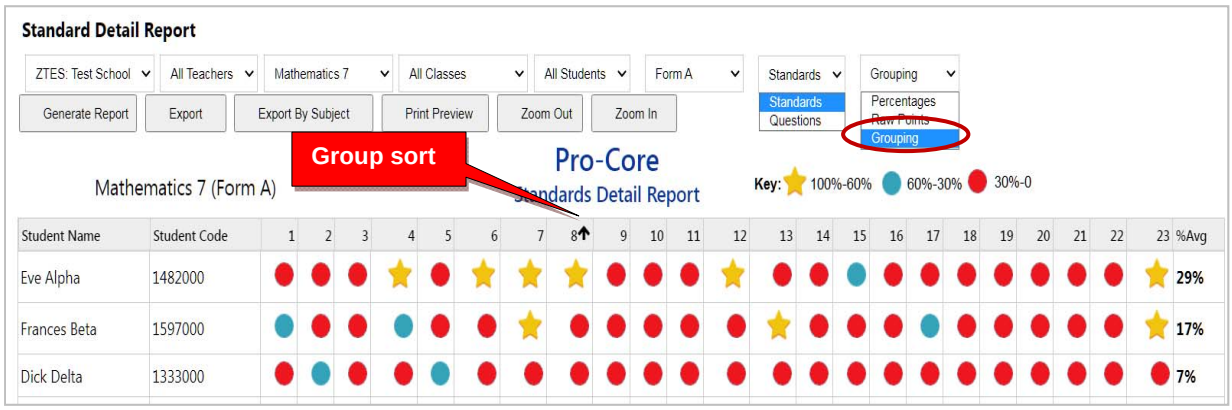
1.2 Standards Detail Report

The Standards Detail Report provides the student scores for each state standard in each test by Subject and Form in each teacher's class. This report also will display students with incomplete assessments**.**



You can use this report to identify and sort high or low performing students by each **standard** or **question.** Results can be shown by **percentages** or by **points**.

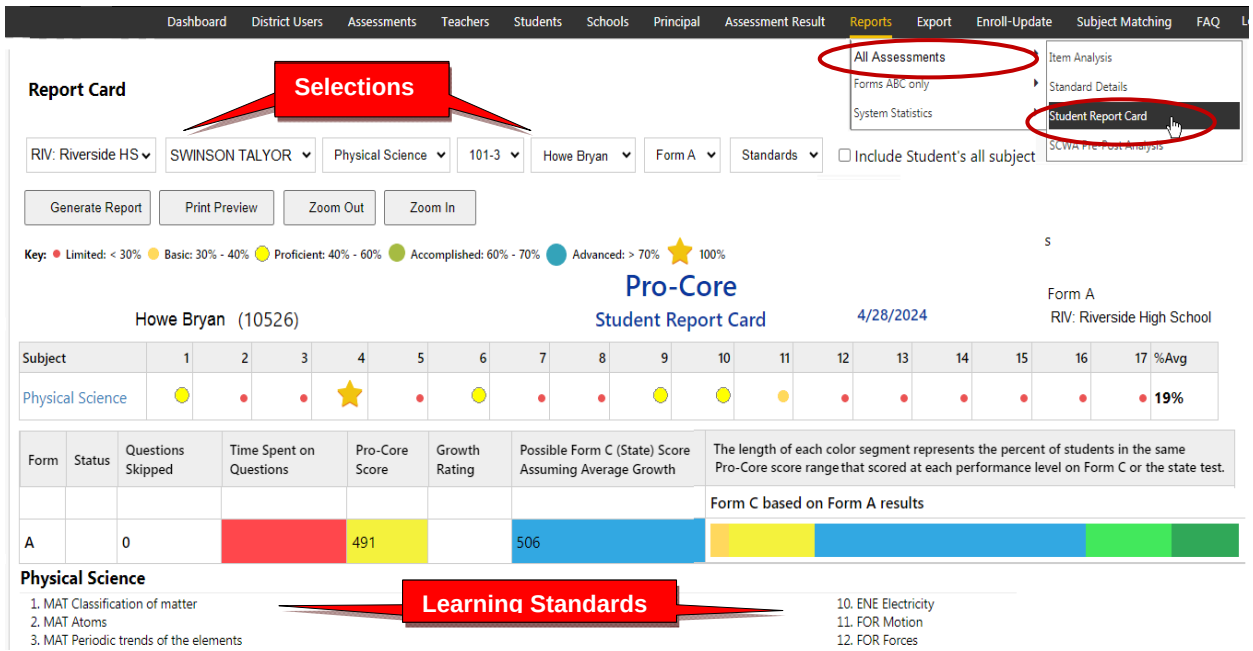
New! You may now generate and *graphically* **sort** students into high, medium, and low scoring **groups** in each standard.



Essentially, this report shows mastery or non-mastery of each state standard on each test with a Star (100%) or actual percent score. This report can be used as a **diagnostic tool** to identify high or low performing students in each learning standard or for student grouping.

1.3 Student Report Card

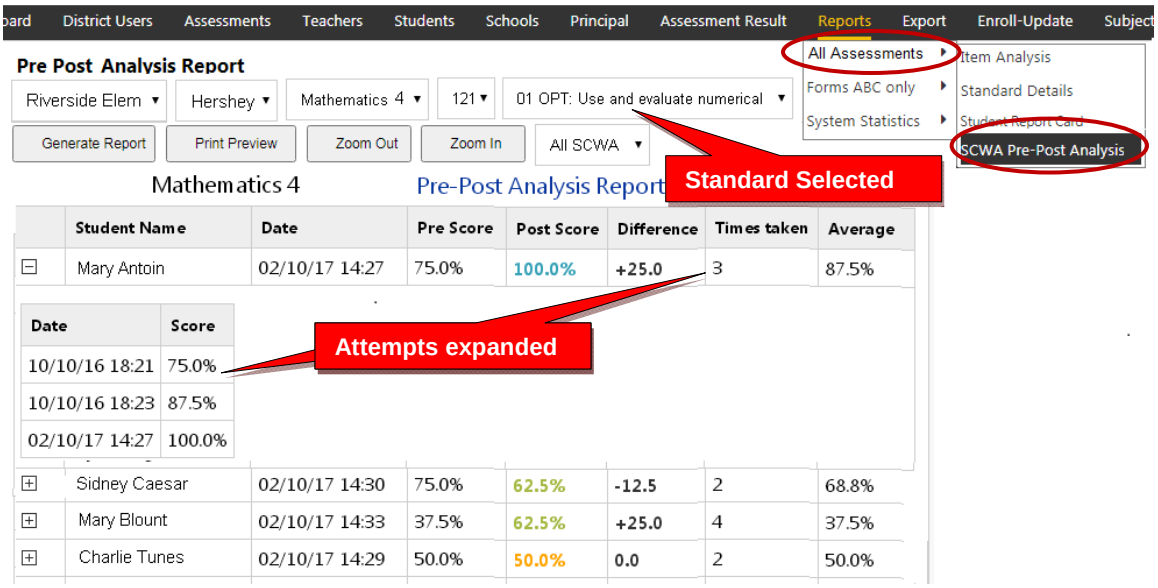
This report shows each student's achievement or progress in each subject at the time the report is generated. Form A B, C test results or Short Cycle Web Assessment (SCWA) results can be selected along with a list of the learning standards.



You may also view the student's color-coded layout by clicking on the Subject name.

1.4 SCWA Pre-Post Analysis Report

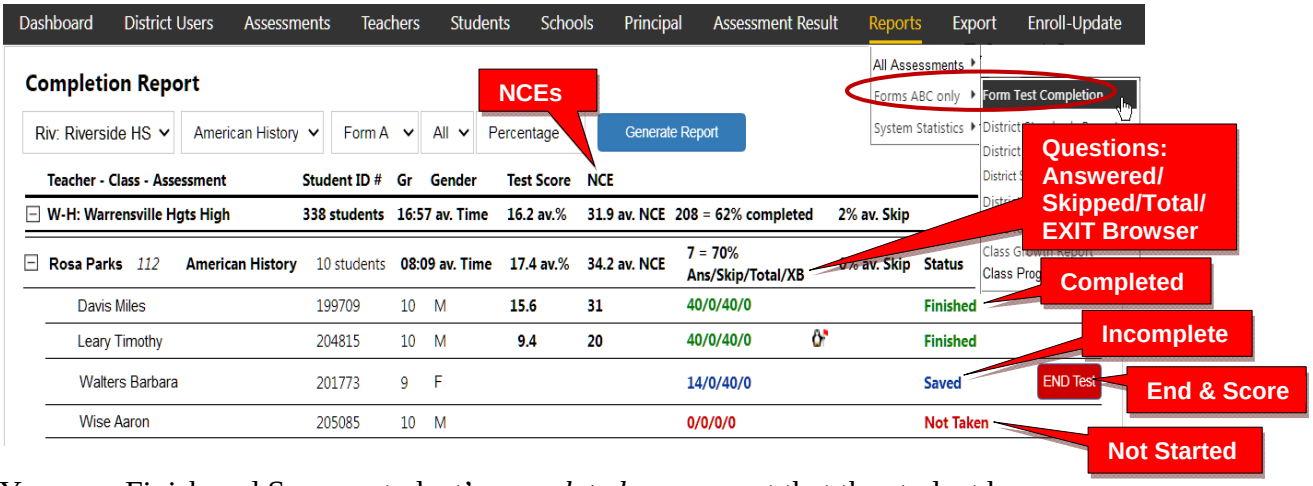
The Pre-Post Analysis provides a summary of each student's progress using the **Short Cycle Web Assessments**. Pre-post scores for each state standard are shown including each attempt in each state standard.



2 2.0 Forms ABC only

2.1 Form Test Completion Report

The Test Completion report allows you to view whether all students have completed the Form A, B, or C assessment prior to your disabling the test at the end of the testing window. A symbol "flags" students who spent less than 10 minutes on the Form test or skipped more than half the questions. You can decide if they need to re-take the assessment.

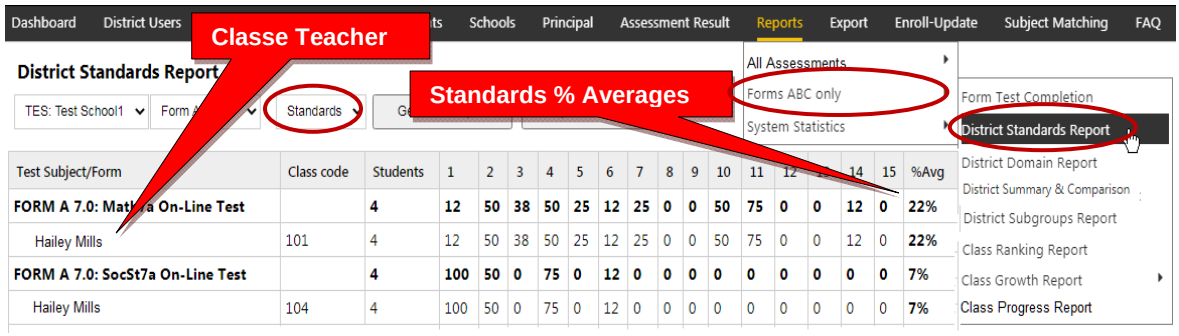


You may Finish and Score a student's *completed* assessment that the student has accidentally Saved instead of Ended by clicking the **END Test** *button*.

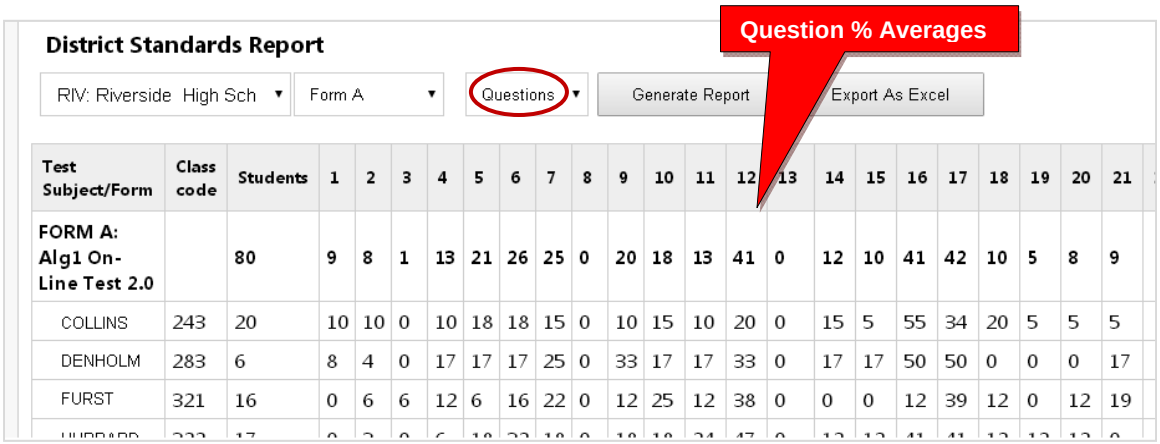
CAUTION: Normal Curve Equivalent (NCE) scores are available only to administrators and may change as additional students complete their assessments in the district subjects. *See more* on page **H-11**.

2.2 District Standards Report

The District Standards Report shows school and class averages for each state standard in each subject test and teacher class.

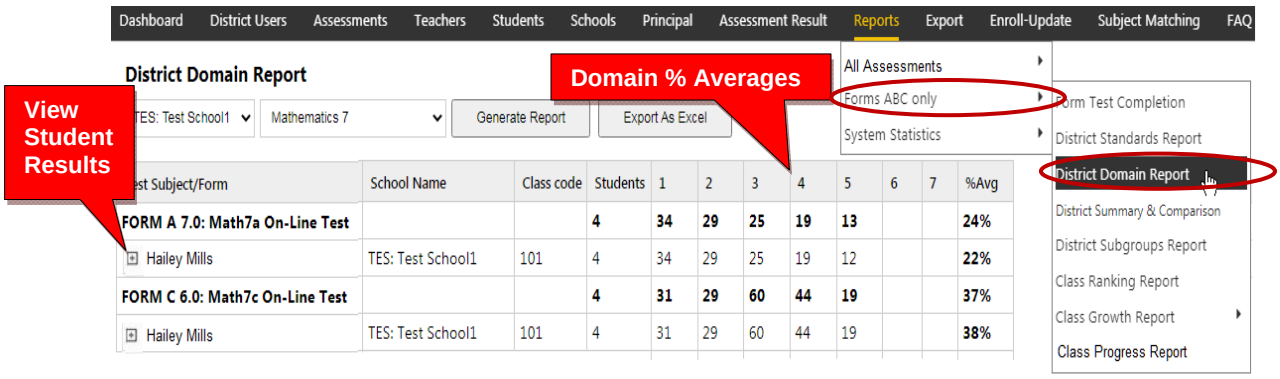


You may also generate the average percent of student answering each question correctly in each test for each subject and teacher class.



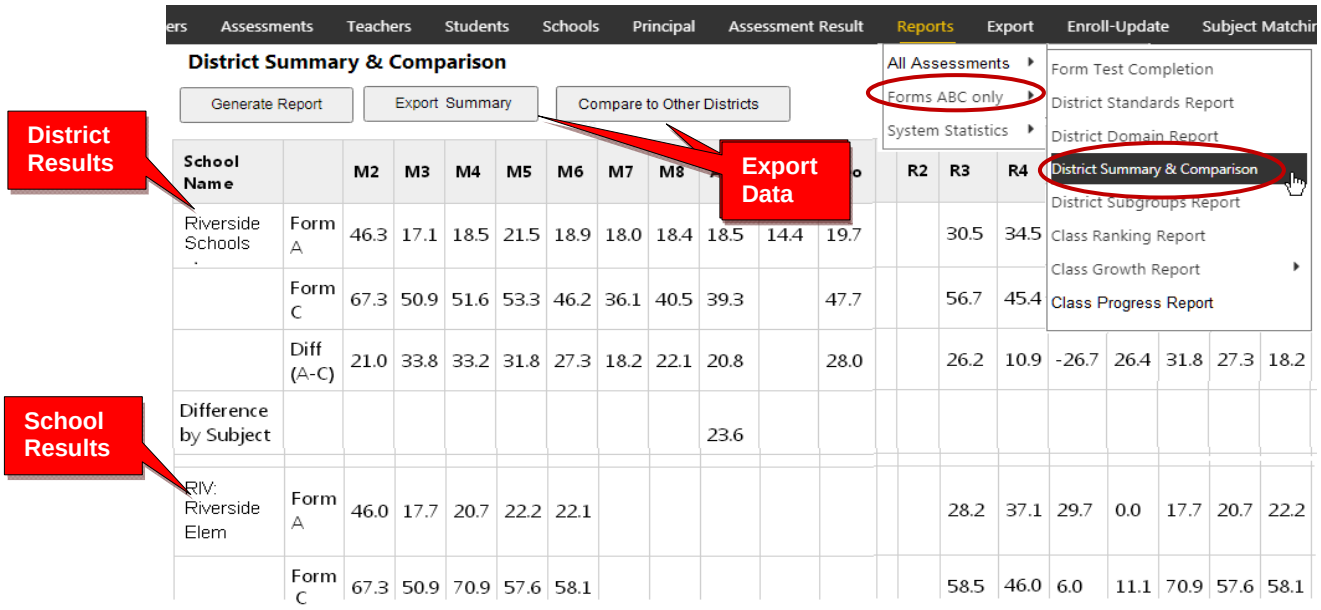
2.3 District Domains Report

The **District Domains Summary Report** shows school and class averages in each state standard **domain** for each subject and teacher class.

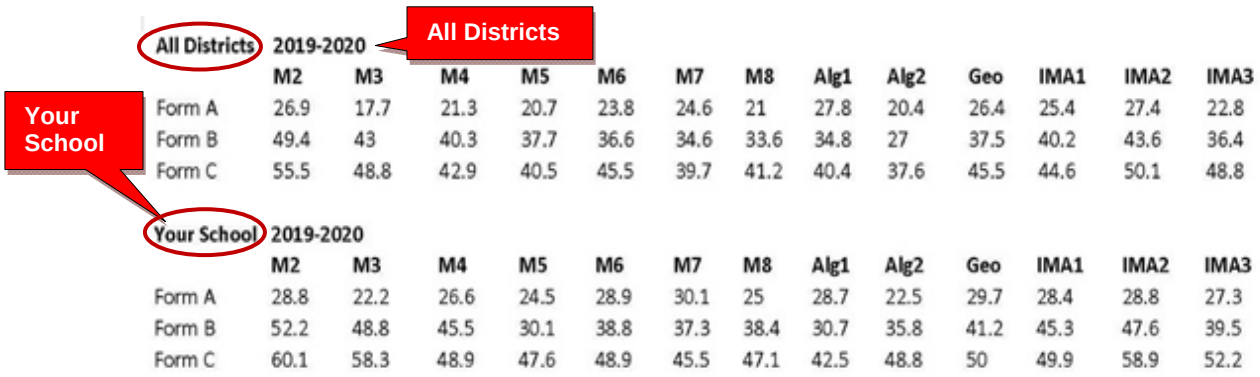


2.4 District Summary & Comparison Report

The District Summary & Comparison Report allows you to view the results of the Form A, B, C assessements. Average assessment scores are shown for the entire district in each subject area and also by school. Percent differences between the Form A pre-test and Form C post-tests are also shown.



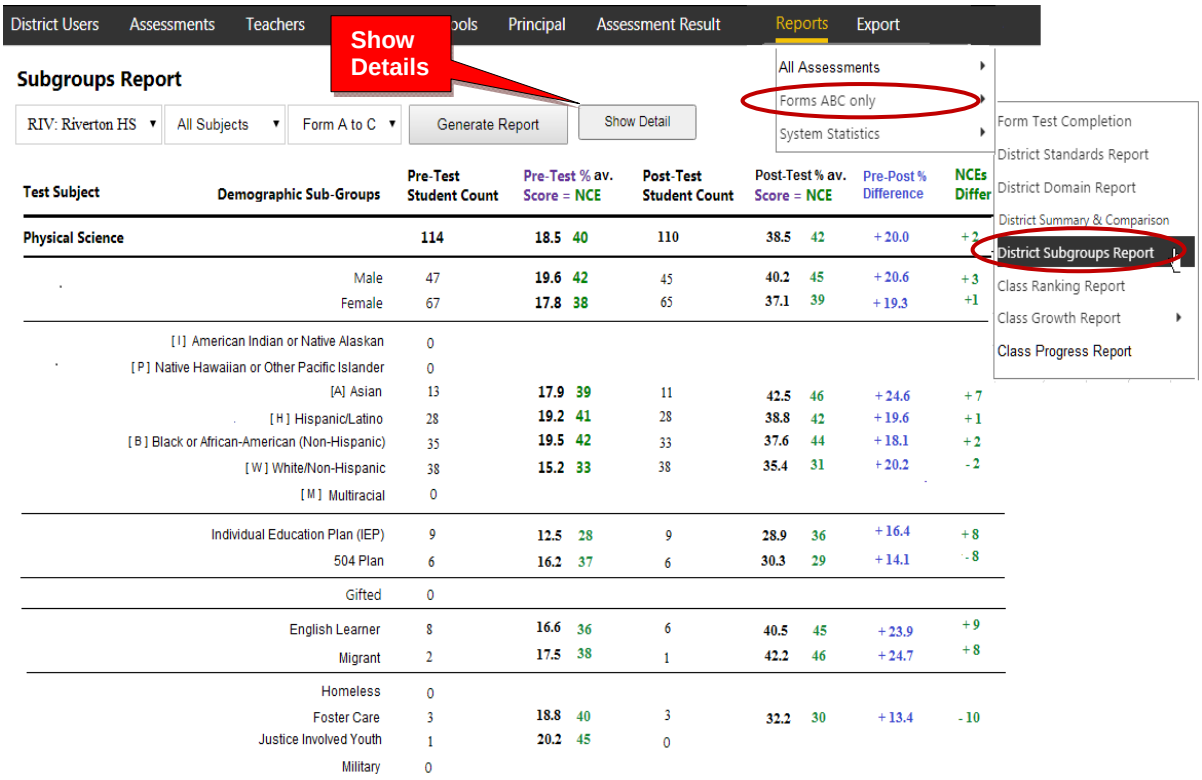
Selecting **Compare to Other Districts** generates a *spreadsheet* file which compares your average school and district scores in each subject Form A/B/C assessment to the average scores in all other districts in the current school year.



In addition to current year Form A, B, C assessment district comparison results available within the system, you may contact Ben Hemingway to receive up to 2 additional years of district comparative results.

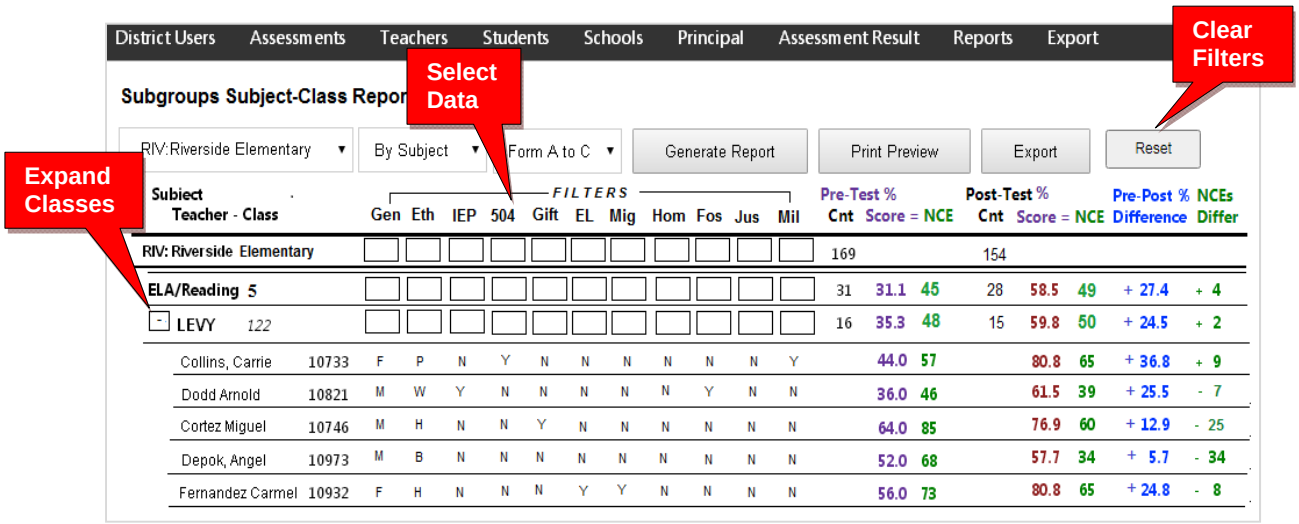
2.5 District Subgroups Report

The Subgroups Report shows a **summary** of the pre-post test average scores of students by subjects. Demographic results will appear *only if* demographic codes were included in each student's original enrollment form; otherwise, the codes may need to be entered manually. New subgroups have been added to support the state's One Plan program.



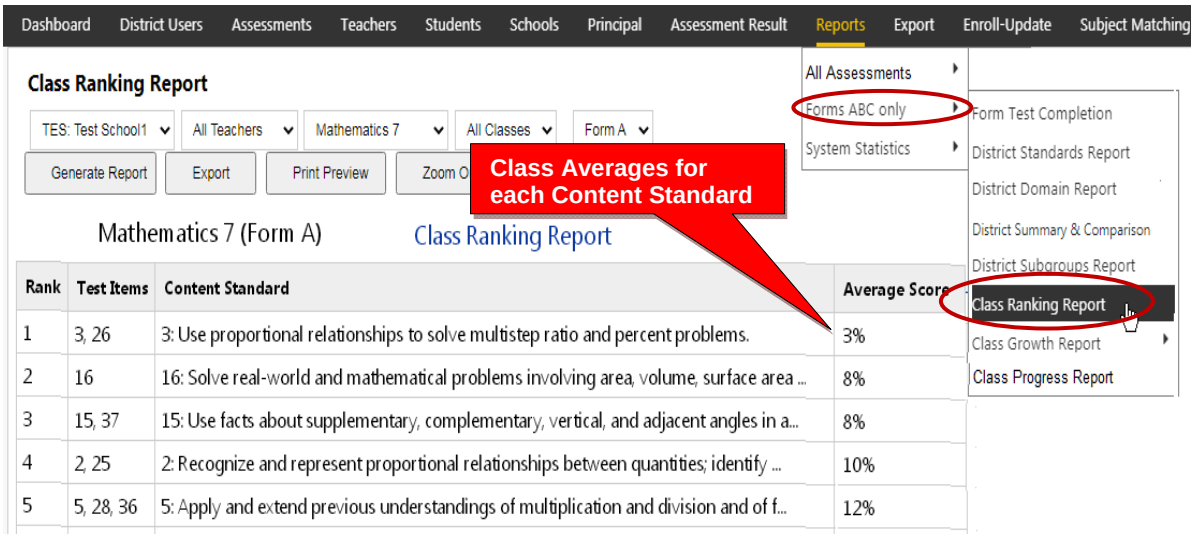
Clicking the "**Show Detail**" *button* (*above*) will take you to the Subgroups Subject-Class Detail Report where you can"drill down" to indivdual classes and student data. (*next page*)

You may use the Subgroups Detail Report to select and *filter* each subgroup or export the data to a spreadsheet for further analysis.



2.6 Class Ranking Report

The Class Ranking report shows the Average Scores, sorted low to high, in each Content Standard in a teacher's class(es) for each subject area assessment. The Test Item numbers and state standard tested are also shown.



This report is most useful for discovering content area class strengths and weaknesses.

2.7 Class Growth Reports Using Normal Curve Equivalents (NCEs)

The Class Growth Report is available after the Pro-Core Form B or Form C assessments are administered. The report converts assessment percent scores into Normal Curve Equivalents (NCEs) to show how much academic progress students have made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C).

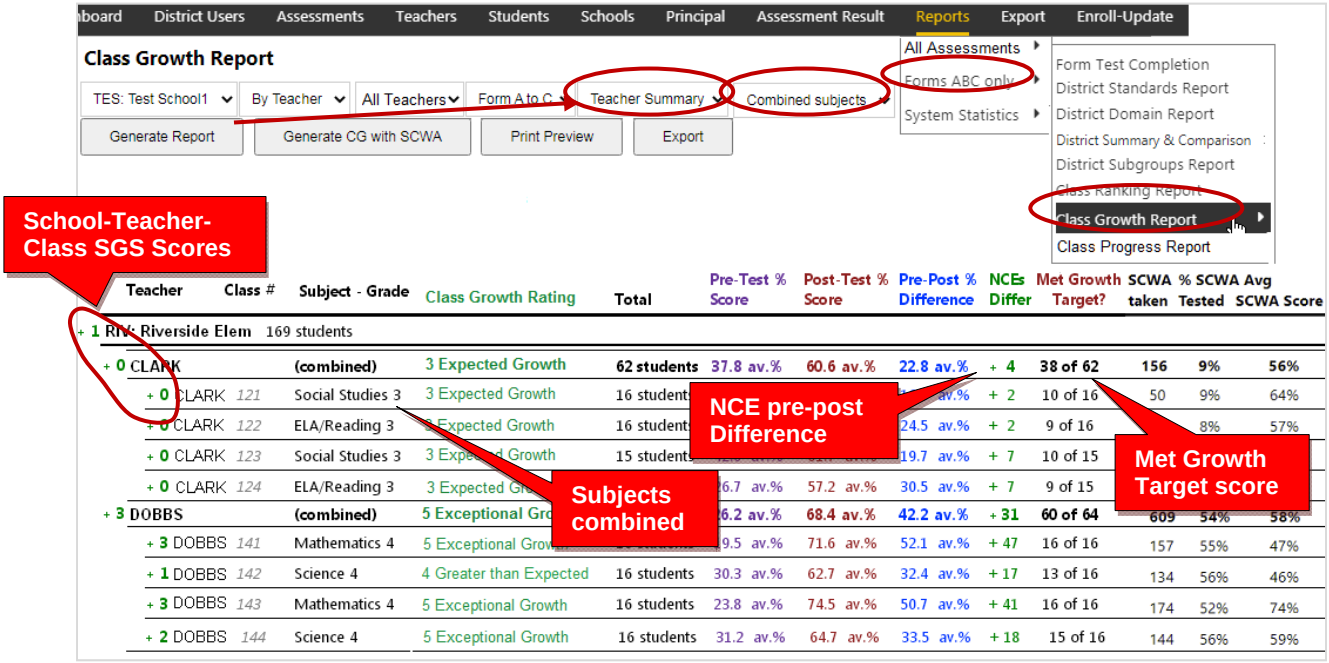
WARNING: Class Growth (CG) reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be "disabled" at the end of the testing windows, so that the CG results don't change. ***See* the District Administrator's Section, page G-3, for more information on Enabling/Disabling tests**.

Student and class growth (CG) ratings are automatically computed for each teacher's class. There are four CG reports: (a) Class Summary-combined subjects, (b) Class Summary-same subjects, (c) Student Detail, (d) Subject Summary. These reports are useful for state OTES 2.0 reporting purposes.

See more information on Student and Class Growth on our Pro-Core web site Support > FAQ page at https://pro-core.us/faq.html.

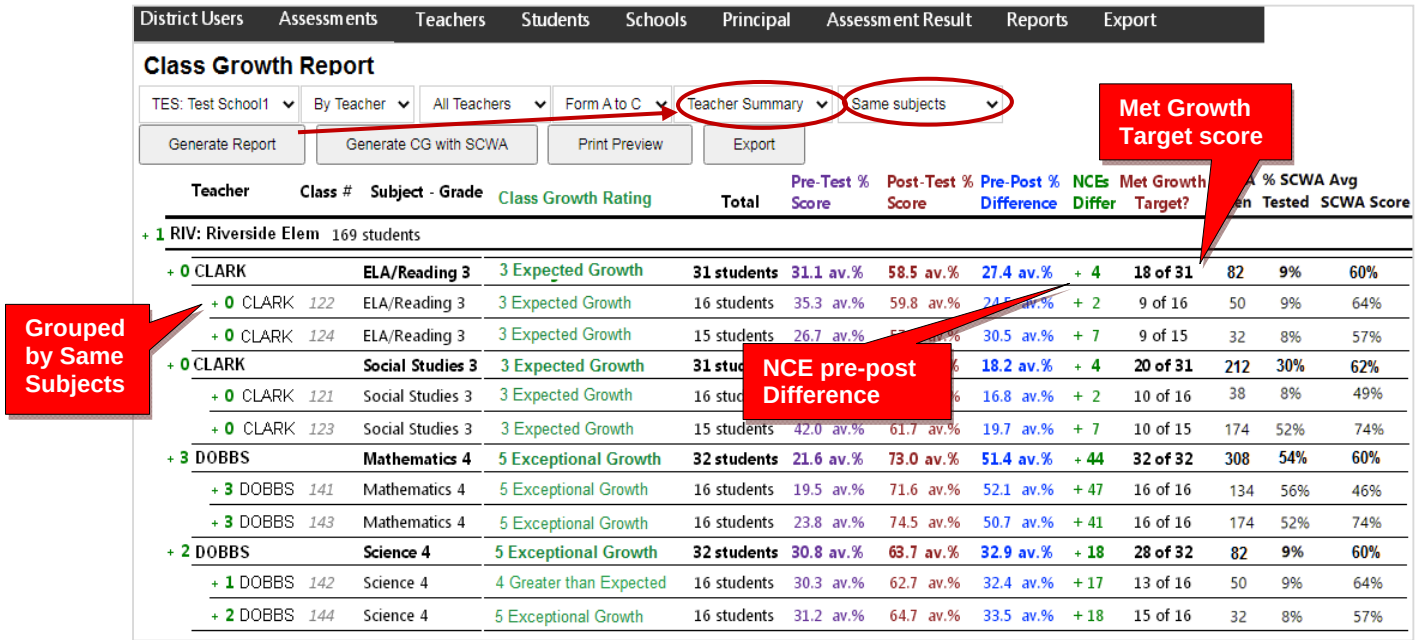
2.7a Class Growth Summary – Combined subjects

The Class Growth Summary-Combined subjects report shows whether students in teachers' classes have met growth target scores. This report combines and averages all the teacher's subject area classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included.



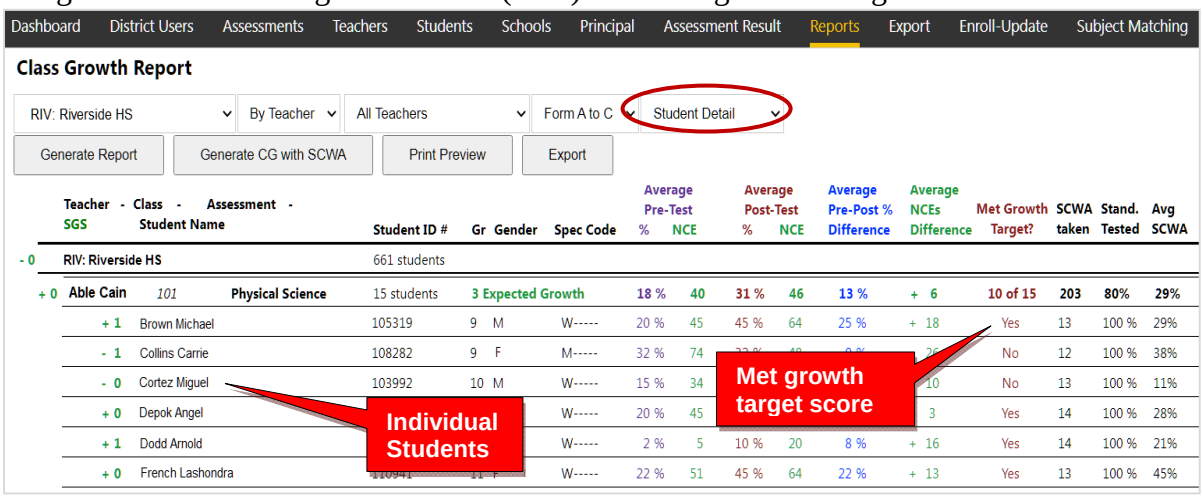
2.7b Class Growth Summary – Same subjects

The Class Growth Summary-Same subjects report shows whether students in teachers' classes have met growth target scores. This report groups each teacher's classes by the <u>same subjects</u> and averages the classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included.



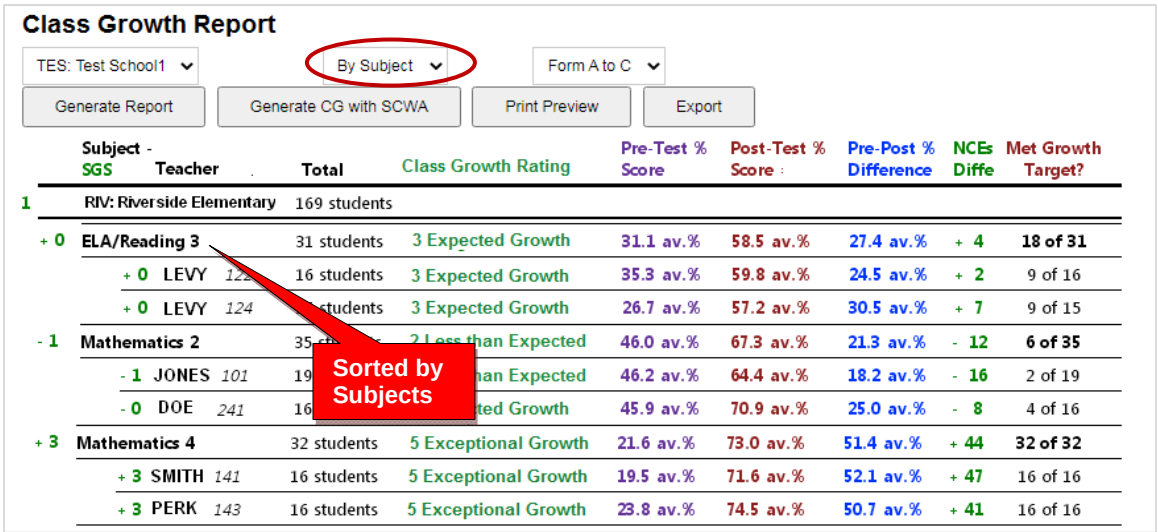
2.7c Class Growth – Student Detail

The Class Growth Student Detail report shows whether each student in each teacher's classes have met his/her growth target score. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included.



2.7d Class Growth – Subject Summary

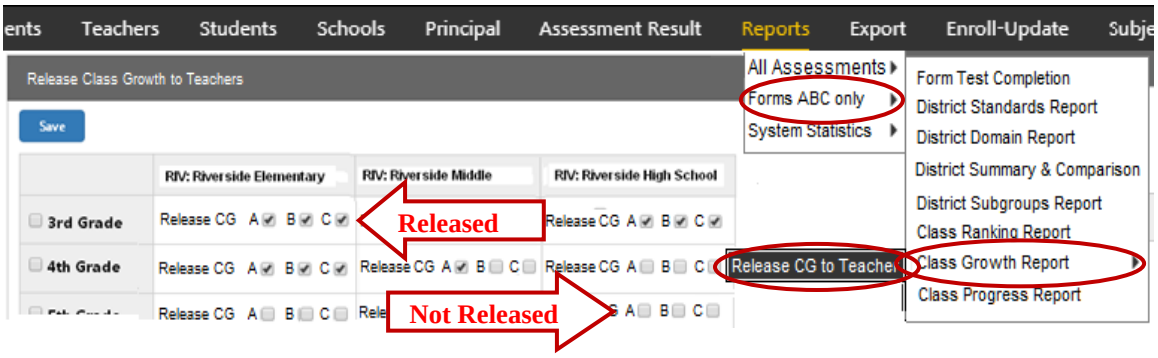
The Class Growth Subject Summary report shows whether students in teachers' classes have met growth target scores. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and subject growth ratings are included. The only difference between this report and the Class Growth Summary (above) is that this report is sorted by subject assessments. This report is useful for district subject area curriculum administrators.



2.7e Release Class Growth to Teachers

The Release Class Growth (CG) to Teachers Report shows the grade level CG Form reports which have NOT been released for teacher viewing. Checking a box releases the Class Growth Form report to the teachers in the school. The *default* is unchecked.

CAUTION: Class Growth Reports should only be released after the Form B or Form C testing window has been closed. I.e. After the assessments have been "disabled," so that CG results do *not* change if all students haven't completed the assessments. ***See* the District Administrator's Section, page G-3 for more information on Enabling/Disabling tests**.



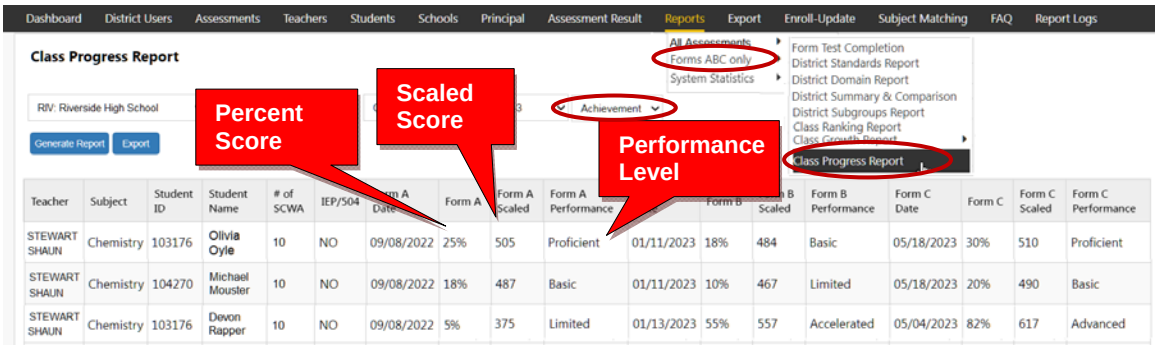
New! 2.8 Class Progress Reports Using Scaled Scores

The Class Progress Report is available after each Pro-Core Form A/B/C assessment is administered. The report converts assessment percent scores into scaled scores and performance levels that are parallel to the scaled scores and performance levels used in Ohio's State Exams.

Student and class progress (CP) ratings are automatically computed for each teacher's class. There are three CP detail reports that show (a) Achievement, (b) Growth, and (c) Pre-Post Summary. These reports are useful for state OTES 2.0 reporting purposes.

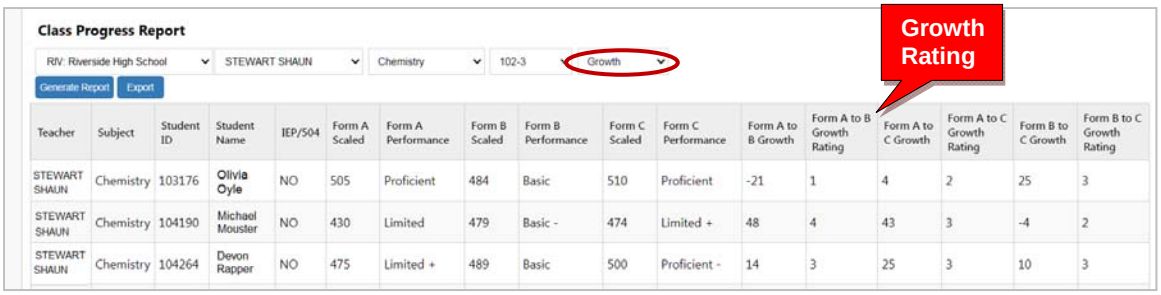
2.8a Achievement Report

Select "**Achievement**" in the Class Progress Report to show each student's percent score, scaled score, and Performance Level on each Form test.



2.8b Growth Report

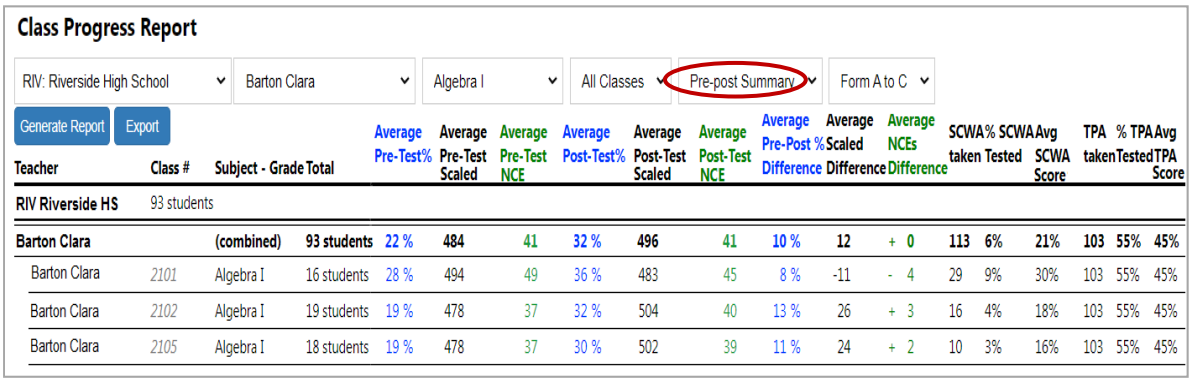
Select "**Growth**" in the Class Progress Report to show how much academic progress students have made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C). Growth rating is shown on a scale of 1 to 5.



Teacher	Subject	Student ID	Student Name	IEP/504	Form A Scaled	Form A Performance	Form B Scaled	Form B Performance	Form C Scaled	Form C Performance	Form A to B Growth	Form A to B Growth Rating	Form A to C Growth	Form A to C Growth Rating	Form B to C Growth	Form B to C Growth Rating
STEWART SHAUN	Chemistry	103176	Olivia Oyle	NO	505	Proficient	484	Basic	510	Proficient	-21	1	4	2	25	3
STEWART SHAUN	Chemistry	104190	Michael Mouster	NO	430	Limited	479	Basic -	474	Limited +	48	4	43	3	-4	2
STEWART SHAUN	Chemistry	104264	Devon Rapper	NO	475	Limited +	489	Basic	500	Proficient -	14	3	25	3	10	3

New! 2.8c Pre-Post Summary Report

Select "**Pre-Post Summary**" in the Class Progress Report to show the differences in 3 average class scores--percents, scaled, NCEs-- made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C).



Teacher	Class #	Subject - Grade Total		Average Pre-Test%	Average Pre-Test Scaled	Average Pre-Test NCE	Average Post-Test%	Average Post-Test Scaled	Average Post-Test NCE	Average Pre-Post % Difference	Average Scaled Difference	Average NCEs Difference	SCWA taken	% SCWA Tested	Avg SCWA Score	TPA taken	% TPA Tested	Avg TPA Score
RIV Riverside HS	93 students																	
Barton Clara		**(combined)**	**93 students**	**22 %**	**484**	**41**	**32 %**	**496**	**41**	**10 %**	**12**	**+ 0**	**113**	**6%**	**21%**	**103**	**55%**	**45%**
Barton Clara	*2101*	Algebra I	16 students	28 %	494	49	36 %	483	45	8 %	-11	- 4	29	9%	30%	103	55%	45%
Barton Clara	*2102*	Algebra I	19 students	19 %	478	37	32 %	504	40	13 %	26	+ 3	16	4%	18%	103	55%	45%
Barton Clara	*2105*	Algebra I	18 students	19 %	478	37	30 %	502	39	11 %	24	+ 2	10	3%	16%	103	55%	45%

This report also shows Short Cycle Web Assessments (SCWAs) and Teacher Personalized Assessments (TPAs) taken, tested and average scores by class.

New! 2.8d Performance Summary Report

Select "**Performance Summary**" in the Class Progress Report to see a graphical representation of what a student *might* score on the Pro-Core Form C or state assessment IF they show "average growth" on the Pro-Core assessments.

Last Name	First Name	Form	Status	Questions Skipped	Time Spent on Questions	Pro-Core Score	Growth Rating	Possible Form C (State) Score Assuming Average Growth
Garfield	James	A	Ö*	1	00:08:01	508		590
							Form A to B	
		B		0	00:21:25	516	3	561
Jones	Bridget	A		6	00:29:49	491		573
							Form A to B	
		B		2	00:36:18	513	4	558

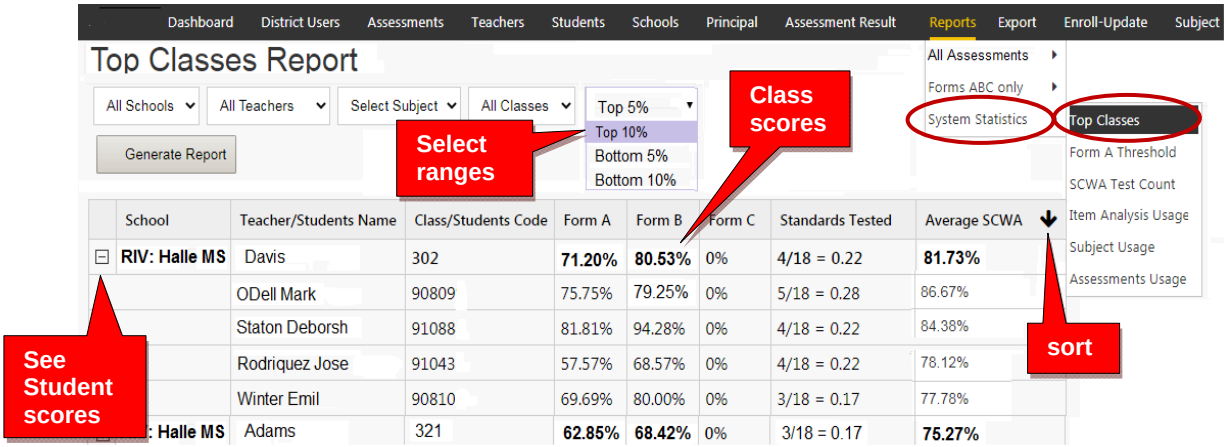
The options include the estimated growth rating between the Pro-Core pre-test (Form A) and the formative (Form B) and post-test (Form C) and state test.

See more information on Student and Class Progress on our Pro-Core web site Support > **FAQ** page at https://pro-core.us/faq.html.

③ 3.0 System Statistics

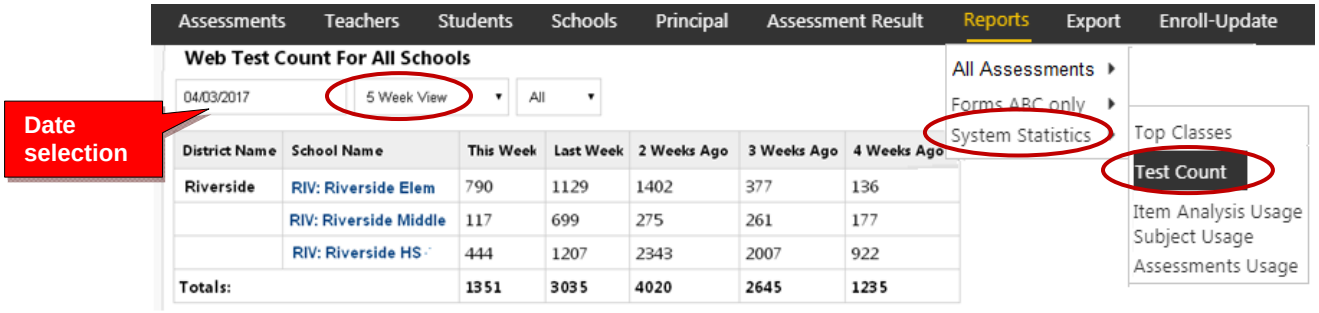
3.1 Top Classes Report

This report allows you to view top-performing classes in the distict or in each school, subject and/or teacher's class. Then "drill down" to top students. Results for the Form A, B, and C assessments are shown along with Standards Tested and Short Cycle Web Assessments (SCWA) average scores.

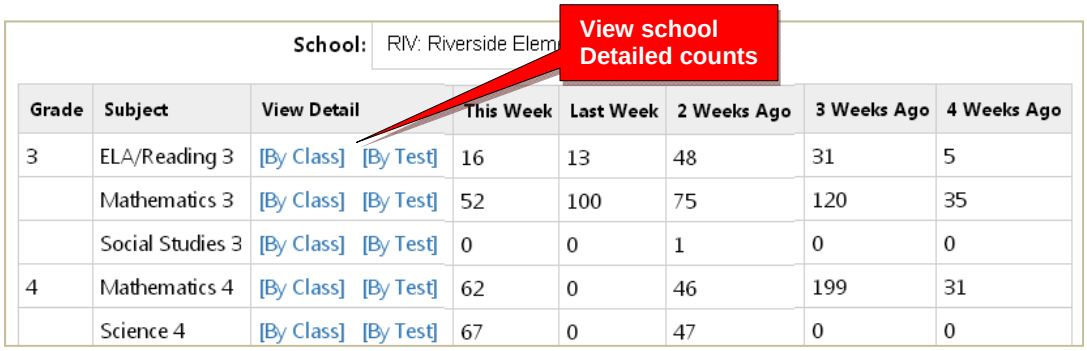


3.2 SCWA Test Count Report

The Web Test Count for All Schools report shows you how many Short Cycle Web Assessments each school has accessed over 2, 3, 4, 5 weeks or Year-to-date.



You may "drill down" to see individual subjects, classes, and tests being accessed within each district school.

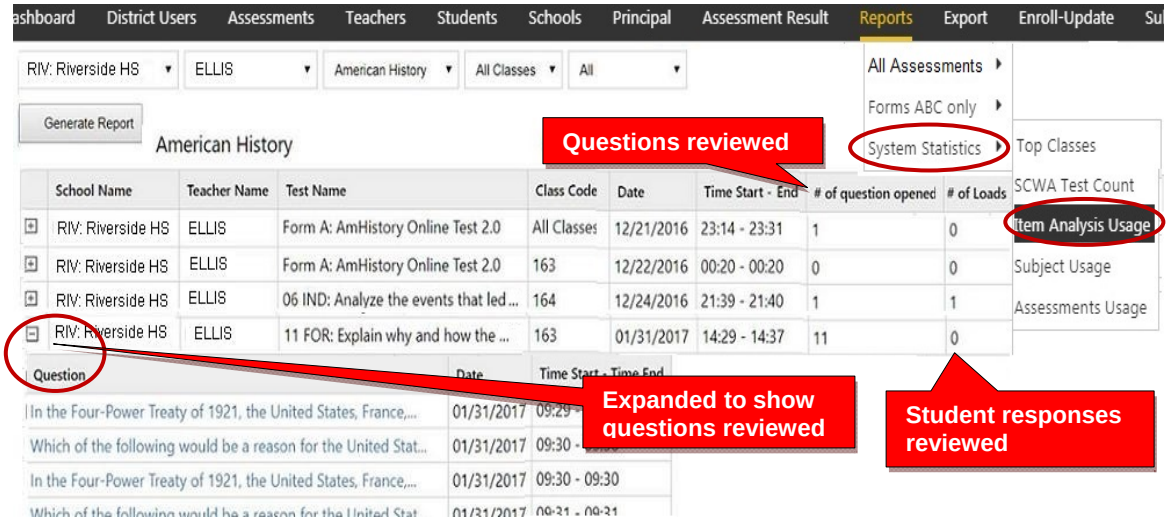


Grade	Subject	View Detail	This Week	Last Week	2 Weeks Ago	3 Weeks Ago	4 Weeks Ago
3	ELA/Reading 3	[By Class] [By Test]	16	13	48	31	5
	Mathematics 3	[By Class] [By Test]	52	100	75	120	35
	Social Studies 3	[By Class] [By Test]	0	0	1	0	0
4	Mathematics 4	[By Class] [By Test]	62	0	46	199	31
	Science 4	[By Class] [By Test]	67	0	47	0	0

3.3 Item Analysis Usage Report

The Item Analysis Usage Report shows the number of times a teacher is viewing specific **questions** in the **Item Analysis Report** or displaying questions to a class for discussion.

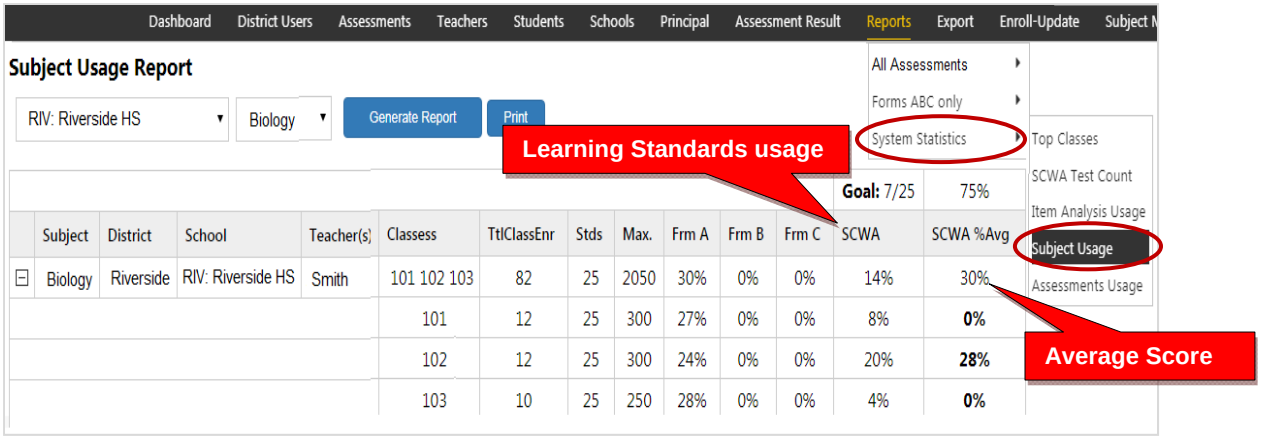
The number of **loads** shows the number of times a teacher is viewing or displaying specific student responses for a question.



The Item Analysis Usage report shows whether a teacher is using the Item Analysis Report, and at what level. If the question is expanded (+), you will see the dates and time the teacher spent on each question.

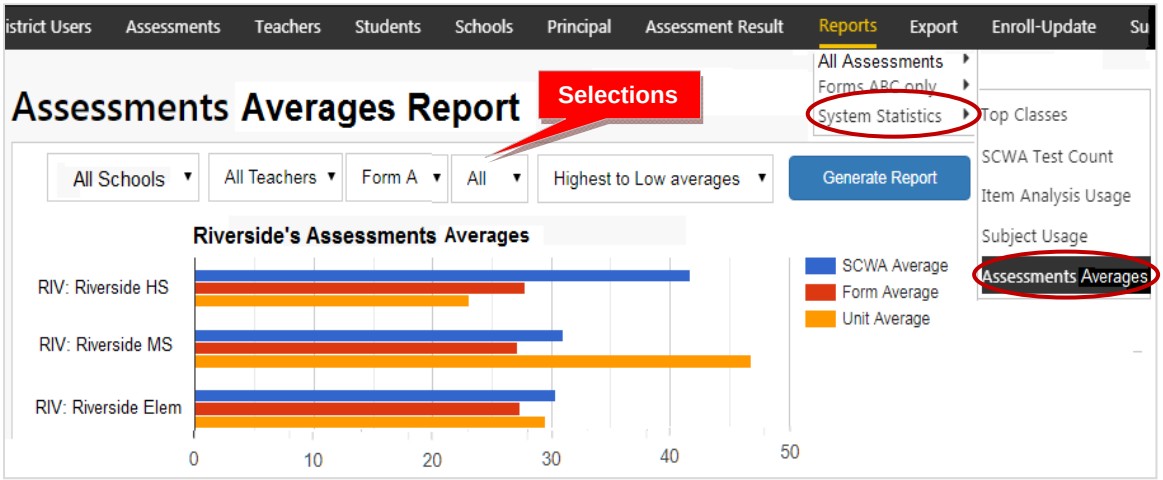
3.4 Subject Usage Report

The Subject Usage Report shows overall student usage of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher's class.



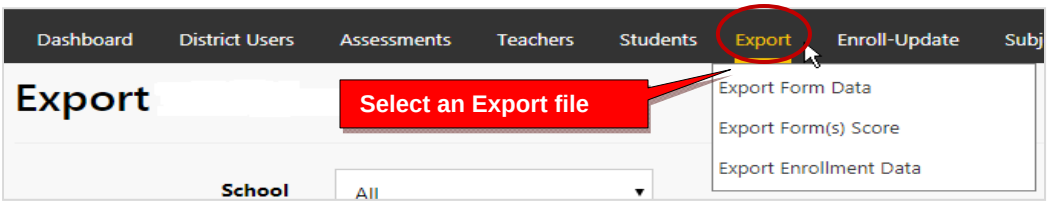
Updated 3.5 Assessments Averages Report

The Assessment Averages Report is a *graphic* comparison of overall student averages of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher's class. Clicking on a colored bar will show a pop-up student usage.



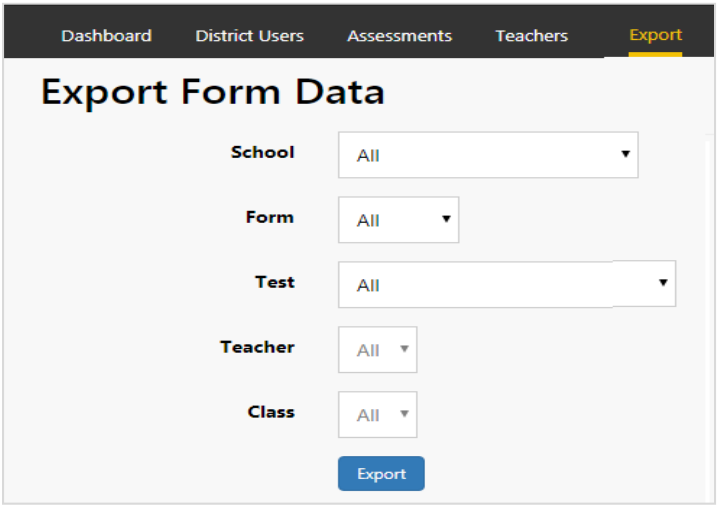
Export Menu

There are three *pre-programmed* export files that you may find useful for viewing test results in a spreadsheet format or reviewing your school enrollment records.



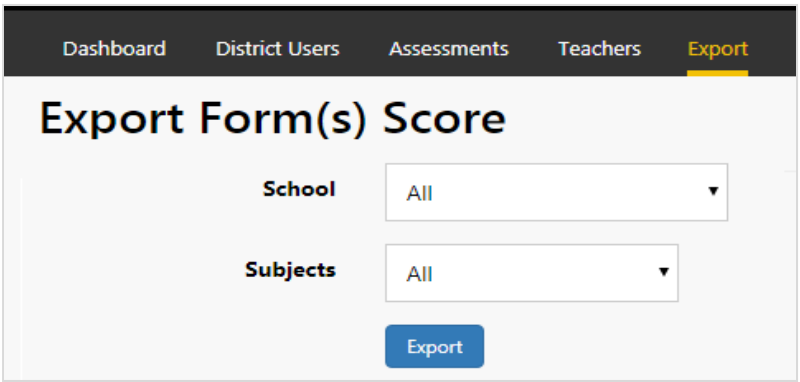
1) Export Form Data

Make your selections to view student and teacher class records for test Forms A, B, and/or C.



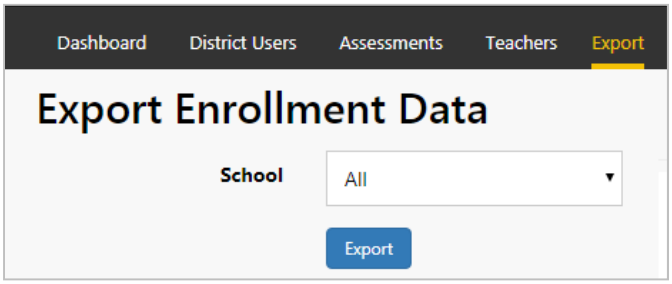
2) Export Form(s) Score

Make your selections to view student percent scores (only) for test Forms A, B, and/or C.



3) Export Enrollment Data

This will export a file copy of your school enrollments. It is most useful for non-Clever/ClassLink record maintenance and may be used as a *batch file* for *regular* re-enrollment or batch editing functions using "Action" words.

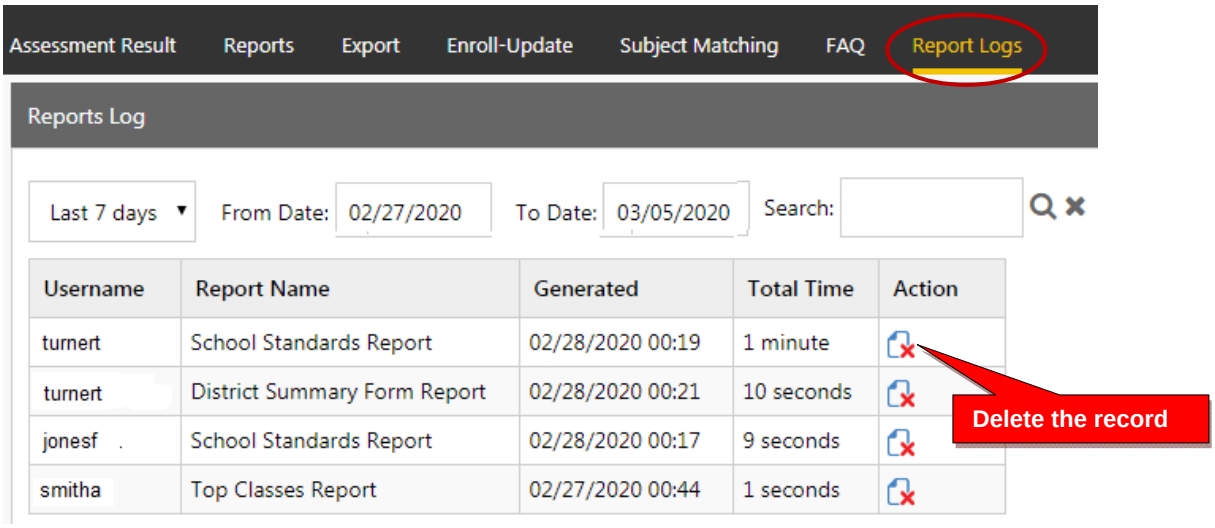


CAUTION: It is highly recommended that you use the most current Export Enrollment Data file if non-Clever school administrators have been making changes themselves since your original enrollments. This will avoid school-level changes being reverted to the original enrollments. *See* **Section F, pages 7*f*** in this Manual for further information about batch records editing.

Clever and ClassLink users will use Syncing to update or edit enrollment records.

Report Logs

This is a systems "load" report which shows district managers which reports are being run in the school or district. A school report will normally take less time and *bandwidth* to generate than a district report. The report shows the username and the report(s) being generated along with the time taken to run the reports.



Username	Report Name	Generated	Total Time	Action
turnert	School Standards Report	02/28/2020 00:19	1 minute	
turnert	District Summary Form Report	02/28/2020 00:21	10 seconds	
jonesf	School Standards Report	02/28/2020 00:17	9 seconds	
smitha	Top Classes Report	02/27/2020 00:44	1 seconds	

This report is useful for the district administrator who wants to run a comprehensive district report, but doesn't want to slow school activities taking place during the school day.

- **If there is heavy system use in the district or schools, the administrator should wait until after regular school hours to run long, comprehensive reports.**

P-C Standards

The Pro-Core **Content Domains and Learning Standards** used in the Pro-Core subject assessments that align to the state standards are found on the Pro-Core web site at: **https://pro-core.us/standards.html**

Additional Reports are currently being developed.

Contact Ben Hemingway for more information or if you have an idea for a special report: Hemingway@pro-core.us

Principal/School Administrator Log-in and Editing Functions (Non-Clever/ClassLink Schools)

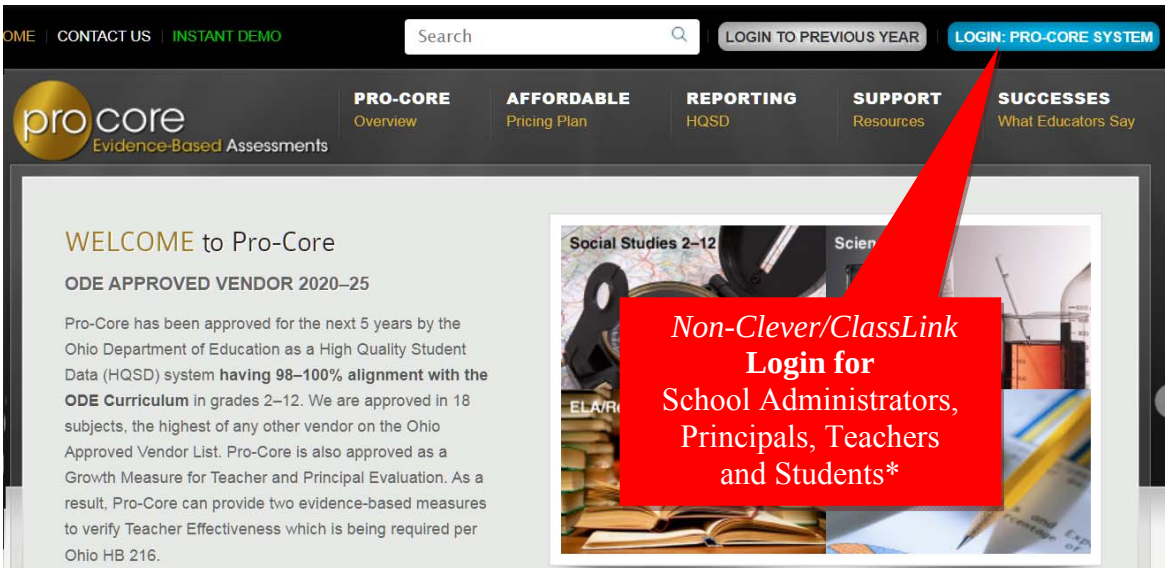
NOTE: Schools using **Clever or ClassLink** should follow **Rostering** and **Sync** instructions in Section C.

BEFORE THE FORM A (Pre-Test) ASSESSMENTS

1. Your **District Administrator** will set-up school administrator usernames and passwords for school administrator/principal access to the system.

2. Your District Administrator will generate a list of teacher usernames and passwords for logging into the online Pro-Core Assessment System to forward to principals.

3. **School Administrators** and **teachers** should log into the system before the Form A diagnostic pre-test is administered to confirm teacher class and student enrollments are accurate, and to become familiar with the various system features and commands.*
   - School administrators, teachers, and students may login to the Pro-Core Assessments (P-C #) program through the Pro-Core Web Site at **https://pro-core.us**
   - They may click on the "**#.0 Login New Tech Enhanced**" tab, and ***Bookmark*** the P-C Login page on their browser for direct access.



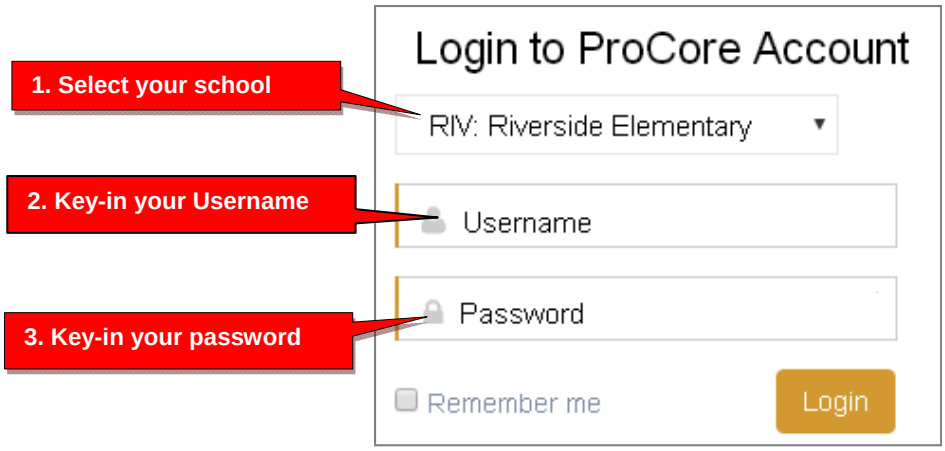
➢ ***See Section L and P of this manual for Teacher and Student Log in and Procedures.***

***NOTE:** Your Pro-Core **District Administrator** will log-in at a *special* "district-level" url provided by Ben Hemingway (*see* Section F). The district-level administrator must enroll students, teachers, classes, at least one principal or school-level administrator for each district school, and send the school principal(s) their log-in information

Contact your Pro-Core District Administrator for your School Administrator log-in Username and Password.

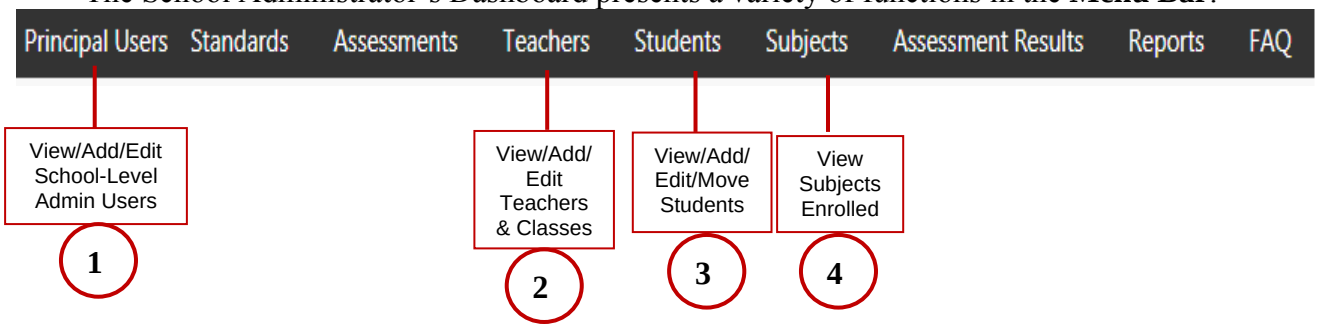
Principal/School Administrator Log-In

On the Pro-Core **Login Window**, select your school, then key-in your Pro-Core User ID and password.* Your password will appear as *dots* ●●● for security.



The Principal/School Administrator Dashboard

The School Administrator's Dashboard presents a variety of functions in the **Menu Bar**:



School-Level administrator users have full access to teacher, class and student information including enrollments, reports, and functions shown in the Menu Bar. **At least one School-Level Administrator/Principal should be enrolled into each school by your District-Level Administrator or SIS Tech person.**

NOTE: The School-Level Administrator/Principal may change her/his username and password at any time, and enroll additional school-level administrators.

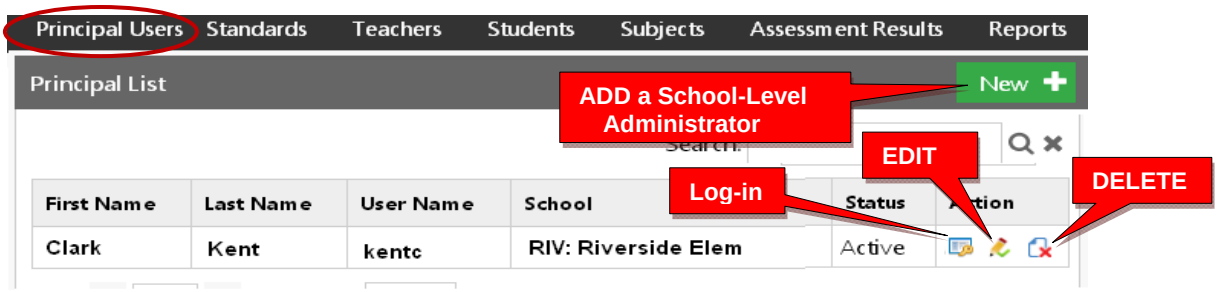
Teacher-level and student-level users and teacher classes are *automatically* enrolled into the Pro-Core system at the beginning of the school year.

District or School-Level administrators may view or edit teacher or student information.

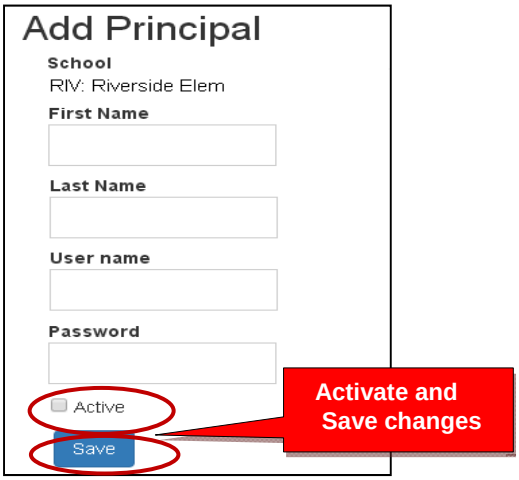
The District *OR* School-Level administrator is responsible for adding new teachers, classes, and students, or moving enrolled teachers, classes, and students in the system after the initial enrollment.

1. View/Add/Edit Principal/School Administrator Level Users

In the District Admin Control Panel Menu Bar, select **Principal Users.**



To <u>add</u> a Principal (School Level Administrator) user, select the **New+** *button*.

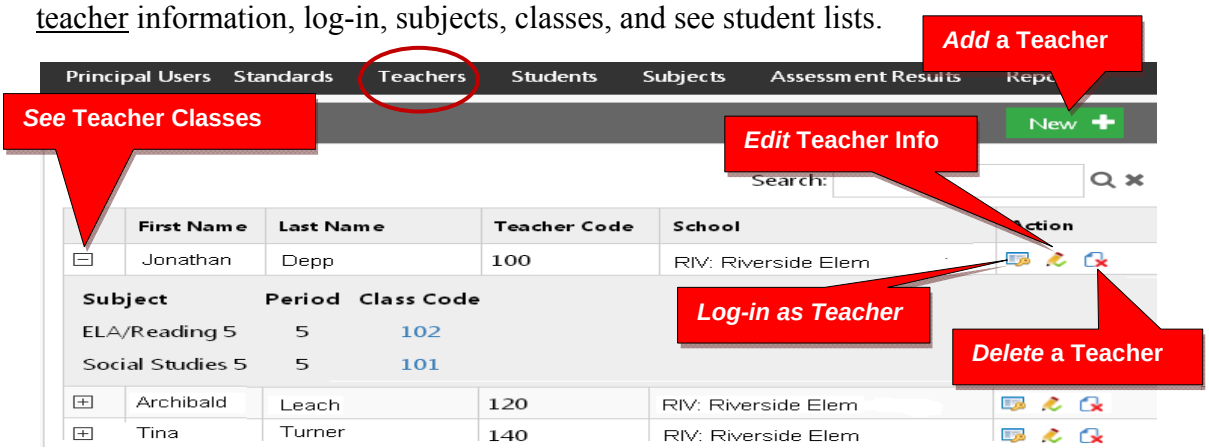


Key-in the "Add Principal" information. The recommended *default* log-in is *LastnameFirstInitial* with password 789. Select "**Active**," then "**Save**" when done.

School-level administrators have access to the same functions as the Principal. They may log-in and change username and passwords at any time. We strongly recommend that administrators change their *default* username and password.

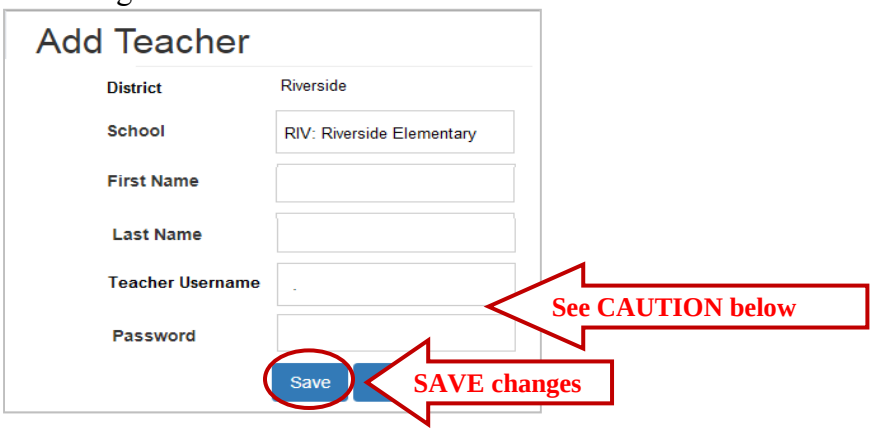
2. View/Add/Edit Teachers and Class Students

Selecting **"Teachers"** in the Menu bar allows you to view, find, edit, add or remove <u>teacher</u> information, log-in, subjects, classes, and see student lists.



Add a New Teacher

Teachers, classes, and students will already have been enrolled in each district school based on the Enrollment Data File you uploaded previously. District or school administrators/ principals are responsible for adding new teachers.



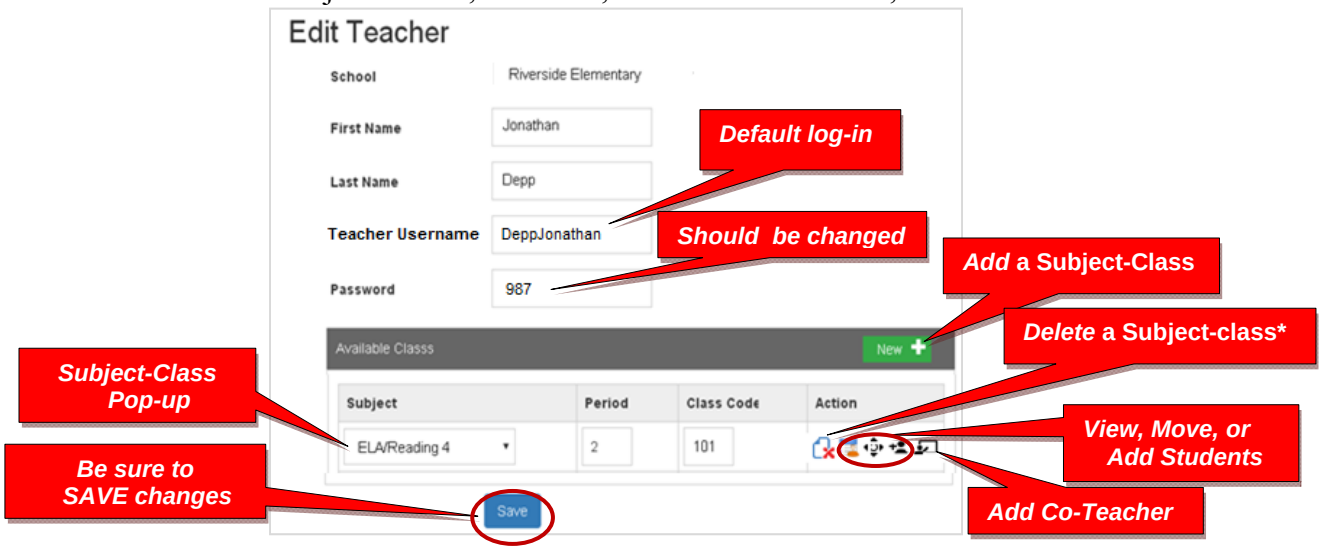
CAUTION: Teacher and student *default* usernames and password are generated *automatically* when your Pro-Core Enrollment File spreadsheet is uploaded. Administrator, teacher, and student passwords *should* be changed for added security.

When **adding** a new teacher, you *may* want follow the Pro-Core format for Usernames and Passwords to avoid confusion unless a teacher has given you a preferred Username and Password. The *default* Pro-Core teacher **username** is the *TeacherLastnameFirstname;* the *default* teacher **password** is 987. The teacher must change the Password upon first logging-in. The teacher has the option to change their own Username as well.

WARNING: If you **delete** a teacher, you will delete the teacher's classes as well. So, if a *new* teacher is replacing an *old* teacher, it is preferable simply to change the teacher's name and log-in as shown *below*.

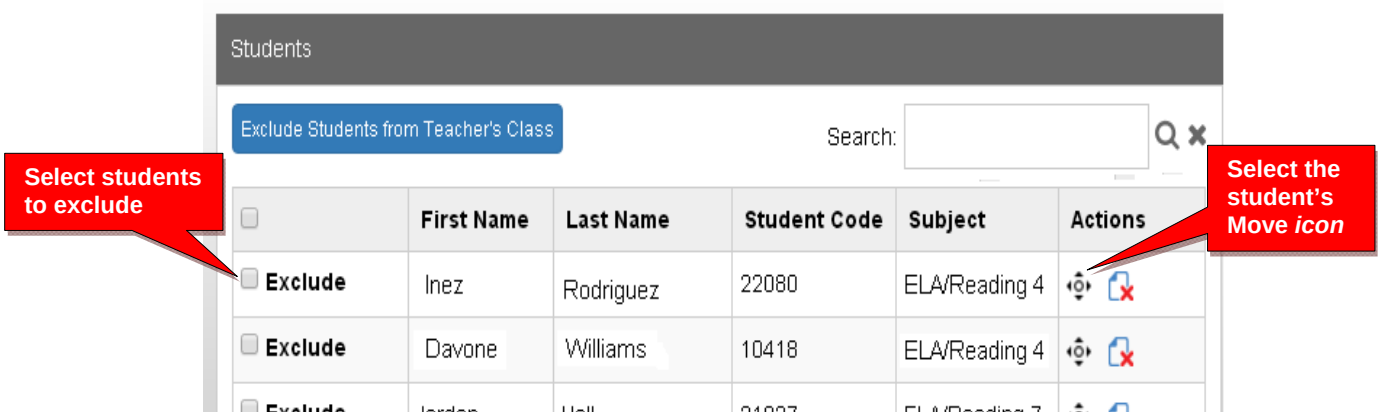
Edit Teacher Info Classes and Students

Selecting the **"Edit Teacher"** icon allows you to view, edit, add or remove teacher log-in information or subject classes, and view, move or add students, and add co-teachers.

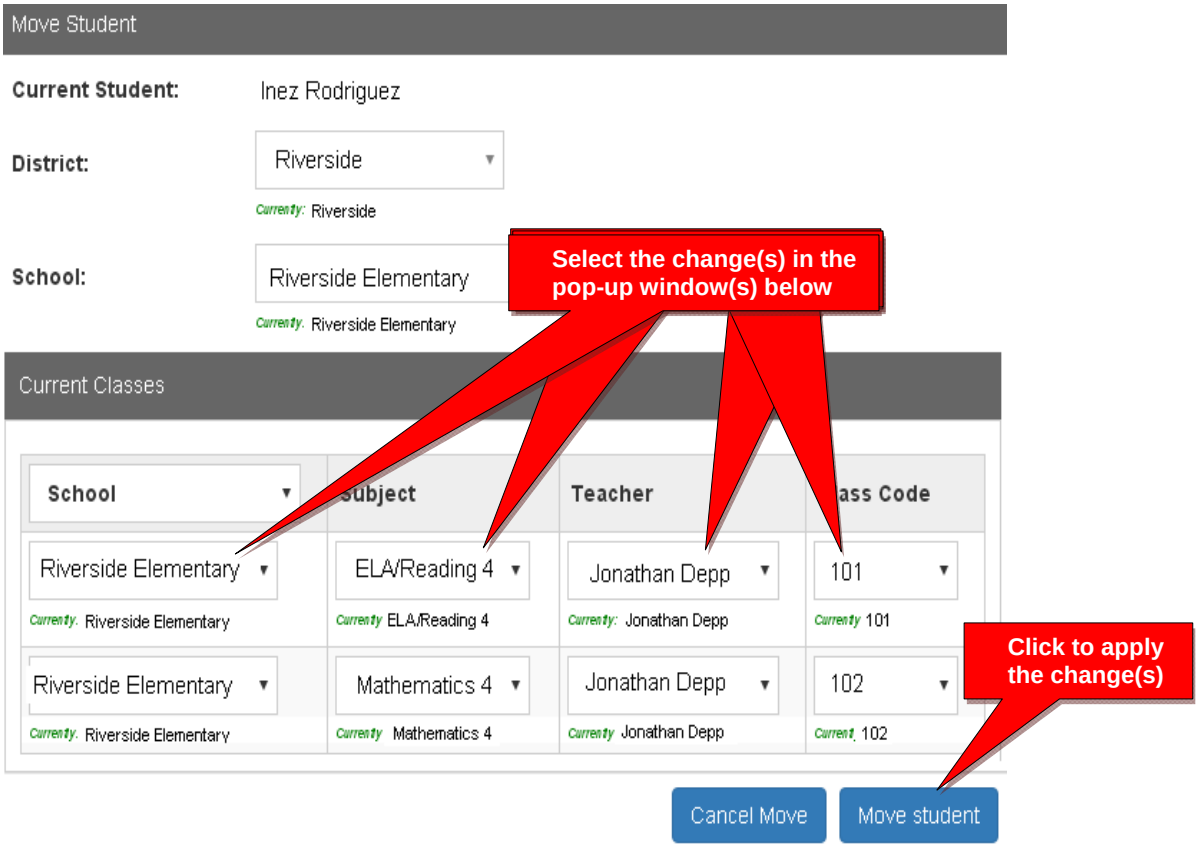


View and Move a Class Student to a Different Teacher Class

Selecting the **View Students** icon takes you to a student list where you can view, move, or remove students to different teacher classes or exclude students from certain reports.



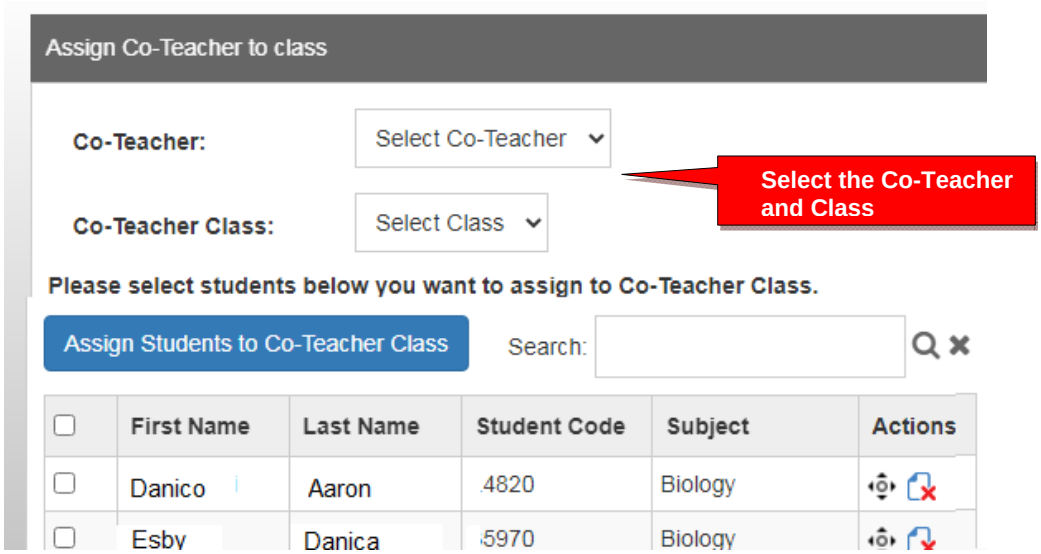
When you select an individual student's Action icon, a "Move Student" pop-up window will appear showing the student's current classes. You may then select the school, teacher, and class code where you want the student moved.



Add a Co-Teacher to a Main Teacher's Class

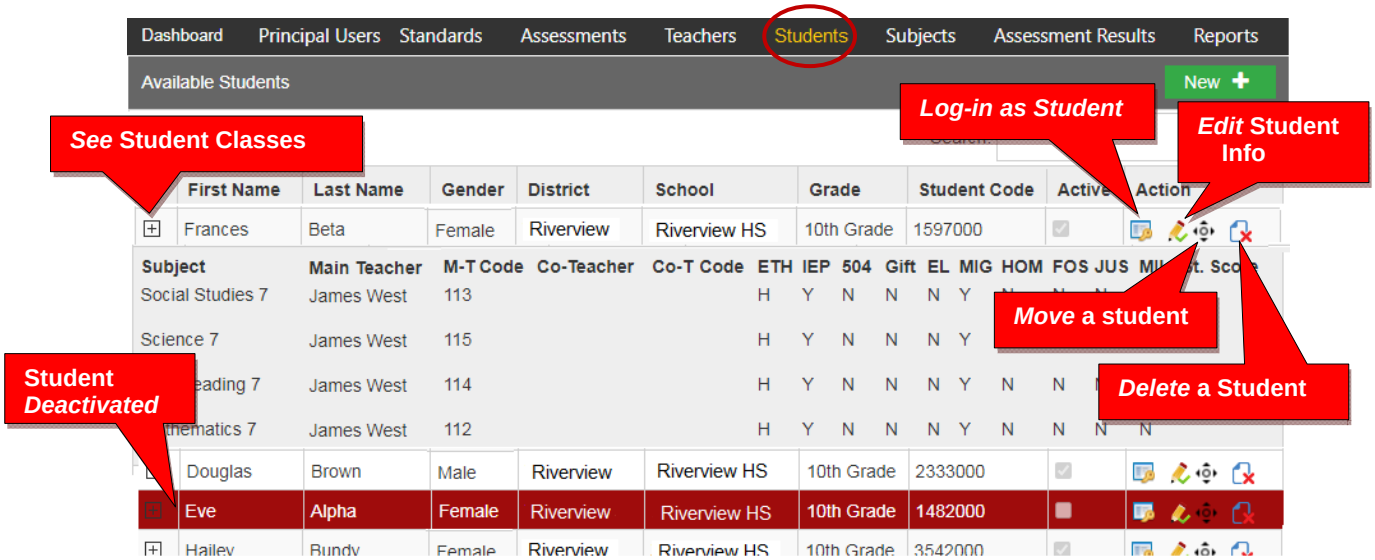
Selecting the **Co-Teacher** icon takes you to a window where you can assign a Co-Teacher to students in the selected Main Teacher's class(es).

NOTE: The co-teacher's class(es) must have been created previously.



3. View/Edit/Add Students and Student Classes

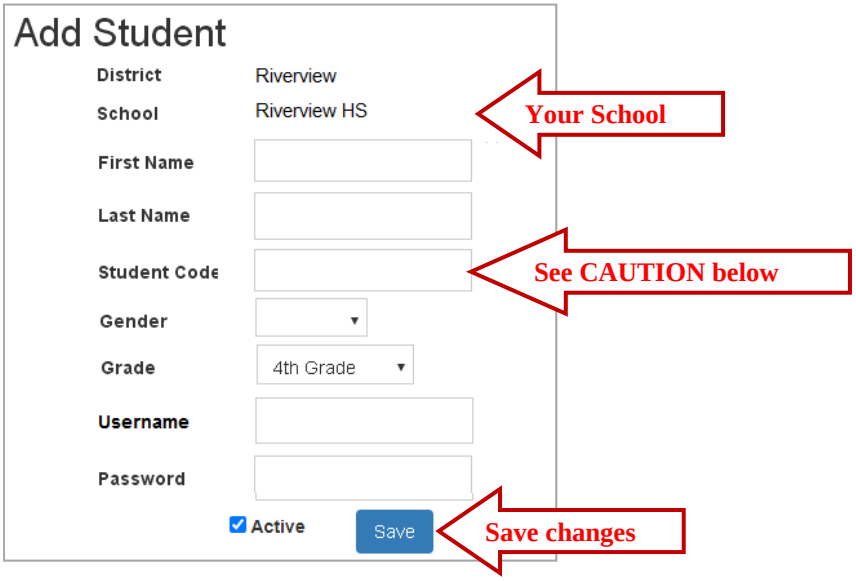
Selecting **"Students"** in the Menu bar allows you to view, add, edit, delete, and move students and students' assigned subject. You may also log-in as a student. If a student leaves the school, you may *deactivate* that student in the Student Edit layout. That student's data will not appear in any reports.



Note: You can add individual students here, but go to Teachers menu to add multiple students to a class

Add a New Student

Teachers, classes, and students will already have been enrolled in each district school based on the Enrollment Data File you submitted previously.



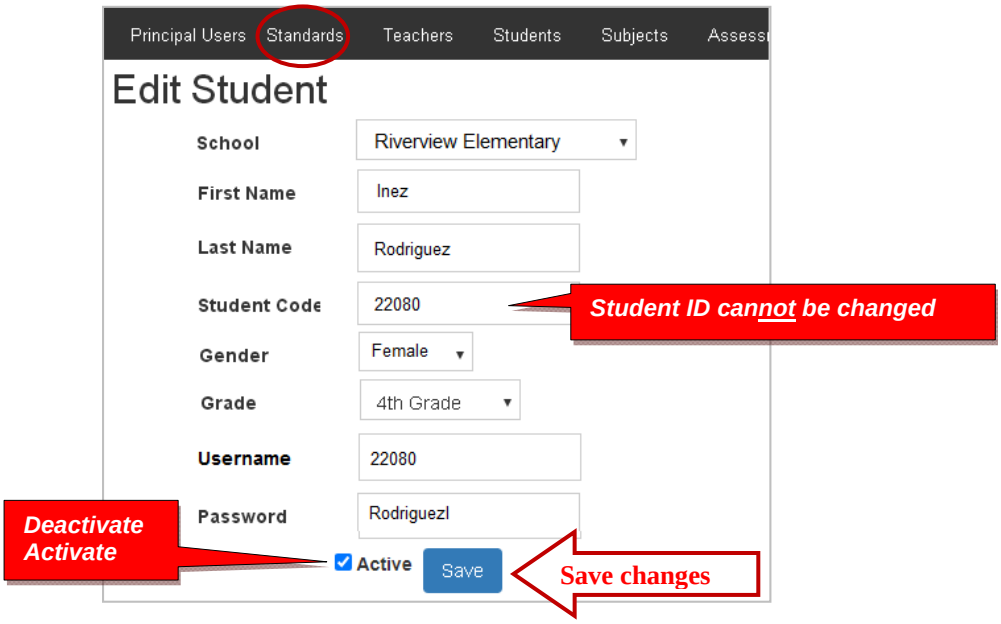
CAUTION: When **adding** a new student, you *must* create a **unique** Student ID Code of 4 or more digits which does not duplicate another student ID in existence in the school.

Default student passwords are *LastNameFirstInitial.* The school administrator or teacher may change student usernames or passwords.

To **Move Students** to different classes, follow the directions on page **I-5.**

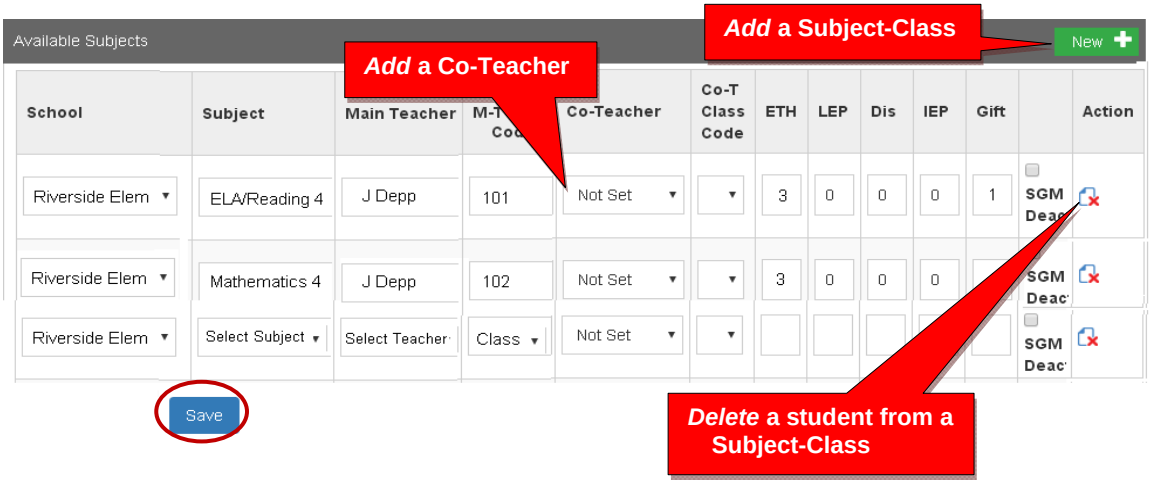
Edit Student Info/Add Subject Classes

Selecting the **Student Info** icon allows you to view, edit, add or deactivate (remove) student information, log-in, and add subjects-classes to a student.



Subjects with main subject teachers, as well as co-teachers, may be added to this student's classes.

- Select the New+ button to add the student to a new subject class.
- New subject-class selections or co-teachers are made from each pop-up box.
- Be sure to **Save** all changes or additions.



➢ *The next Section deals* ***with setting student and system access times and enabling assessments <u>after</u> the school enrollment has successfully been accomplished.***

Principal/School Administrator: Enabling Form Assessments and Testing Times

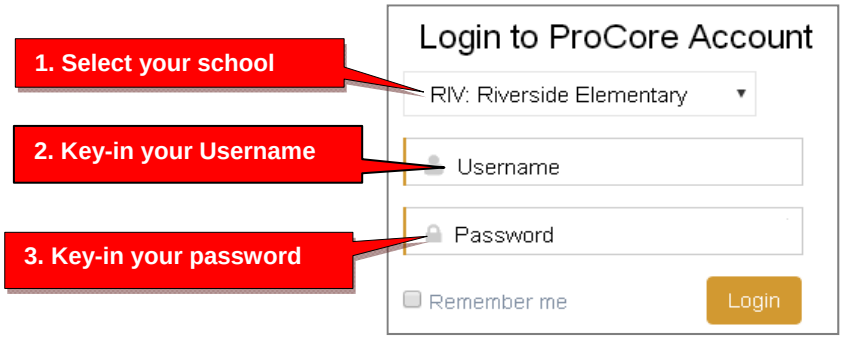
NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

The District or School Administrator or Tech Person is responsible for student, teacher, and class enrollments. This section deals with setting student and system access times and *enabling* assessments and testing times after the school enrollment has successfully been accomplished.

SCHOOL ADMINISTRATOR LOG-IN (Available to all school administrators)

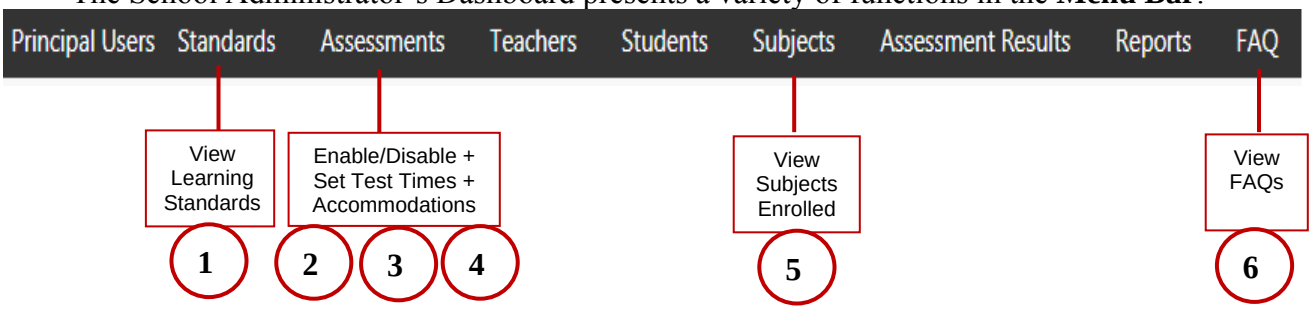
Contact your Pro-Core District *Managing* Administrator for your School Administrator log-in Username and Password.

In the Pro-Core **Login Window**, select your school, then key-in your Pro-Core User ID and password. Your password will appear as *dots* ●●● for security.



The School Administrator's Dashboard

The School Administrator's Dashboard presents a variety of functions in the **Menu Bar**:

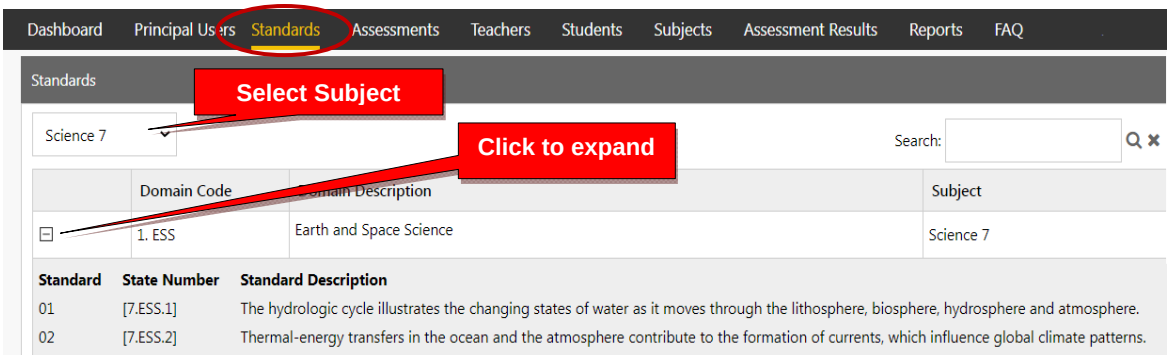


School Level administrator Users have full access to teacher, class and student information including enrollments, reports, and functions shown in the Menu Bar. **At least one School-Level Administrator/Principal should be enrolled into each school by your District-Level Administrator or SIS Tech person.** Teacher and student level users are *automatically* set-up during enrollment. Clever or ClassLink users will normally use Single-Sign On (SSO)

NOTE: The School-Level Administrators/Principals may change their username and password at any time, and enroll additional school-level administrators. Non-Clever/ClassLink users may also view or edit teacher or student information.

1. View Learning Standards

Selecting "Standards" will display the Learning Standards and Domains assessed by Pro-Core. The Pro-Core Standard and State codes and descriptions are shown for each subject.

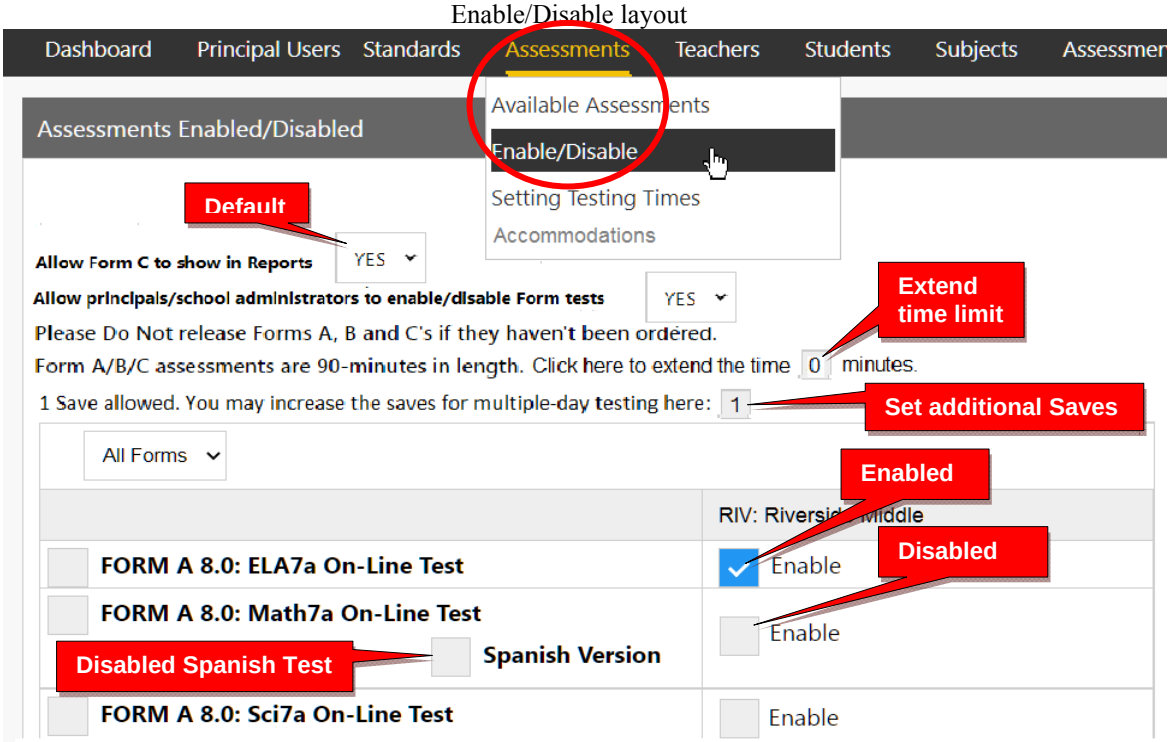


2. Enable/Disable <u>Form Assessments</u> and Test Length

Your District Manager or SIS Tech person should enroll teachers and students into the Pro-Core system at least a week prior to your district or school(s) Form A assessment date. Your Form A assessments will be ***activated*** by Ben Hemingway and will appear in your **Assessments** window as **<u>disabled</u>** (**unchecked**). Your District Manager or SIS Tech person should have *enabled* the Form assessment for you school.

If not, selecting **"Assessments"** in the Menu bar allows you to enable (reveal) your Form A, B, or C assessments to teachers and students when they are ready to be used. **Checking** the boxes will **<u>enable</u>** them.

Enable/Disable layout



WARNING: Do **NOT** enable Form A, B, or C assessments that your district has not ordered or you may incur additional charges to your district. Spanish versions are $100 for each subject and grade you enable.

- All Form A/B/C assessments are **90 minutes** long with 1 "Save" allowed.
- Administrators have the option to extend the time limit on all Form tests.
- Administrators also have the option to add more Saves for multiple-day testing on all enabled tests.
- Assessments may be scheduled over multiple days in the Setting Test Times layout.
- Teachers have the option to extend the time limit on student class tests with added Saves.

For **Form C** assessments, you have the option to **hide all Form C reports** by selecting "**No**" until all students have completed the Form C assessments. The *default* setting is "Yes" (*see above*) which will allow all Form C results to show in all reports whether all students have completed the assessments or not.

After enabling and Saving your Form assessments, select "**Setting Testing Times**" in the Assessments Menu, or you will automatically be taken to the Setting Testing Times layout to set the days and times students will be taking the Form Assessments you enabled.

3. Setting System Access and Test Times

Pro-Core System Access and Assessment Times *should have been* previously set by the District Manager or tech person. Those ***controls*** can be modified by a School Administrator or Principal who have been added to the system by the District Manager to more closely reflect each school's scheduling.

There are two security features that allow control of (A) Pro-Core System Student Access Times and (B) Pro-Core Form Assessment Times.

A. Student System Access Times

The *default* student system access times are **weekdays from 7:00 a.m. to 5:00 p.m**., but these may have been modified by your District Administrator to better fit your school's actual opening and closing times.

School administrators and teachers have access to the Pro-Core system at any time. But for enhanced security, students should only be allowed to have system access—or not—to the Pro-Core *system* during controlled times at school or from home.

NOTE: You may need to confirm or edit your students' system access settings so that they coincide with your Pro-Core Form A/B/C testing plans and other teacher class activities. *See* **Set Test Times** *below* for more information

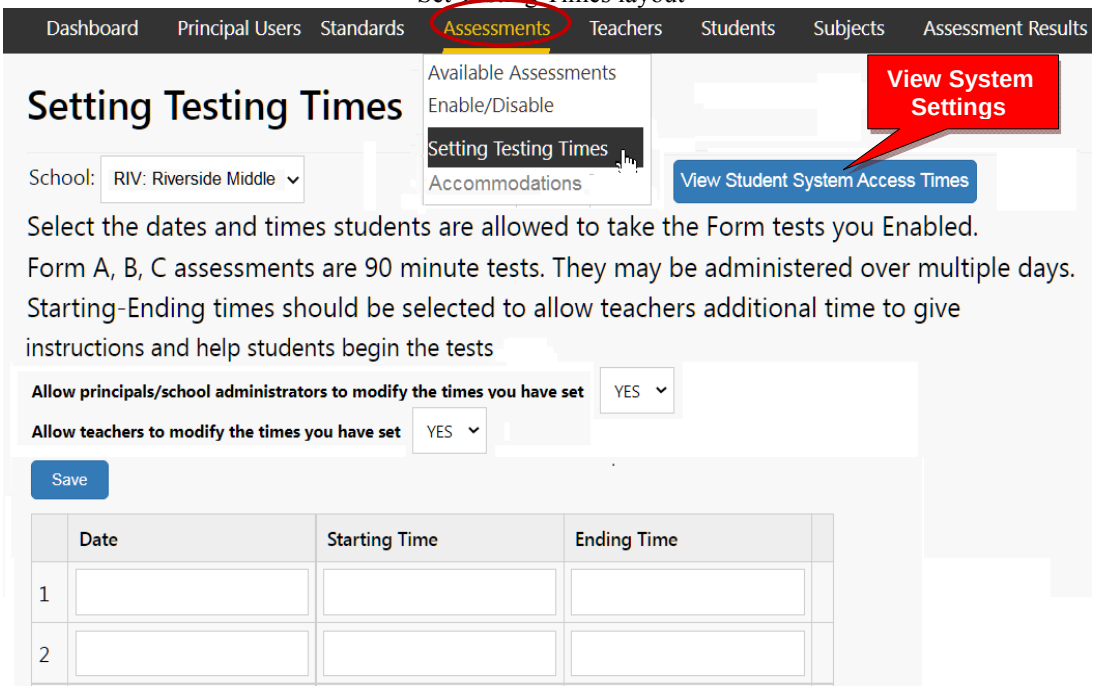
Students attempting to log-into the Pro-Core system outside of the system access times set will see the **message**: "Pro-Core system access is closed at this time."

B. Setting Form Assessment Times

After Form tests have been Enabled and Saved, select "**Setting Testing Times**" in the School Assessments Menu to go to the Set Testing Times layout to set the days and times students will be taking the enabled Form assessments. If there are dates and times visible in the layout, they may have been previously set by your District Administrator. You may modify them if you wish; otherwise, you may set your own school's testing times.

Pro-Core Form A/B/C assessments and make-up testing should be scheduled within a **two-week testing *window***. Select each day and times you want students to have access to the enabled assessments.

Set Testing Times layout



Allow at least 2 hours for 1-day testing. For multiple-day testing, Ending Times selected *must* always be at least **30 minutes** or greater than the Starting time selected.

- If no date or times are entered, all enabled assessments will be available anytime during the Student System Access Times.
- If test days or times selected are outside the Student System Access Times, a warning message will appear.
- You may view and adjust the times set for student access by clicking the "View Student System Access Times" *button*.

WARNING: Setting strict assessment times will make the Form A/B/C assessments more secure. Students attempting to access the assessments outside of the set times will see the **message**: "Pro-Core Form A/B/C assessments are not available at this time."

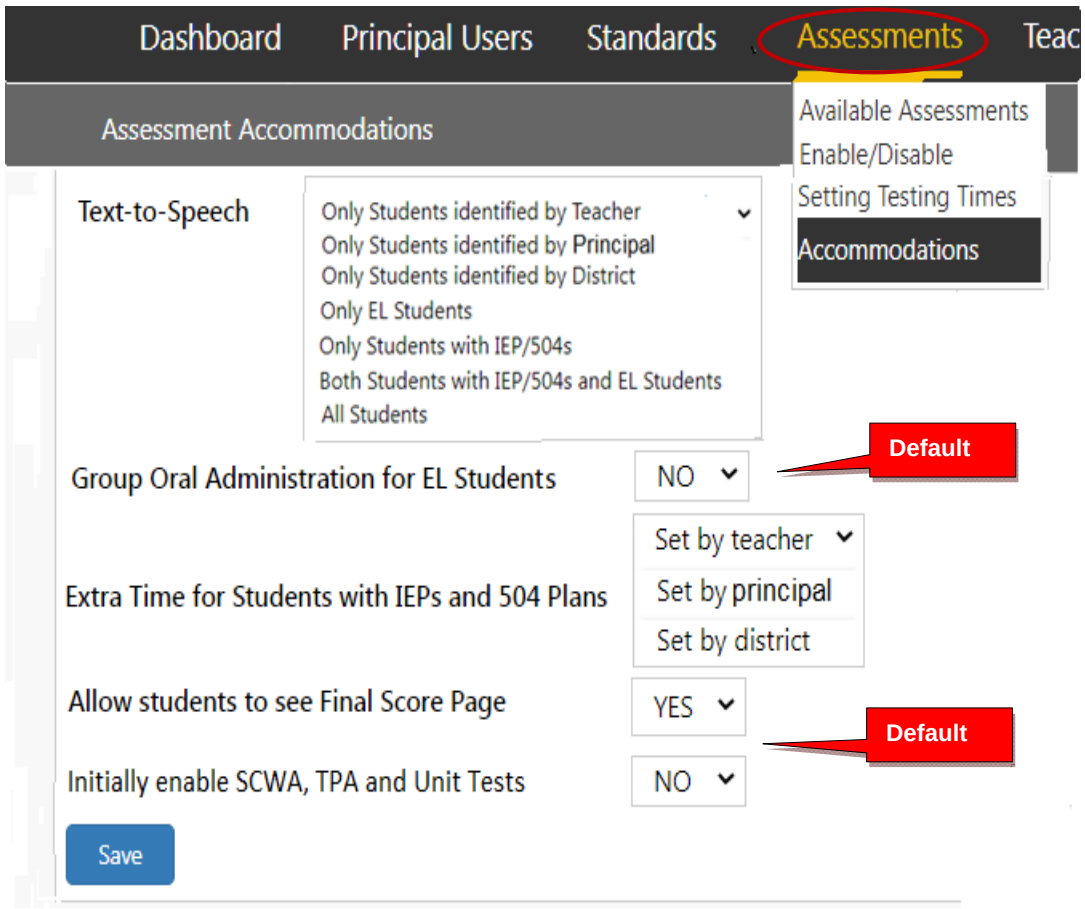
Teachers administering the Form A/B/C assessments may further modify local or remote student Form A/B/C assessment starting and ending times to override those set by the district or school. Students attempting to access the assessments outside of the set times will see the **message**: "Pro-Core Form A/B/C assessments are not available at this time."

Teachers are able to further enhance security by selecting specific subjects and student testing times within the school's system access and testing schedule for each of the teacher's classes. *See teacher information in Section L.*

NEW! 4. Set School Accommodations

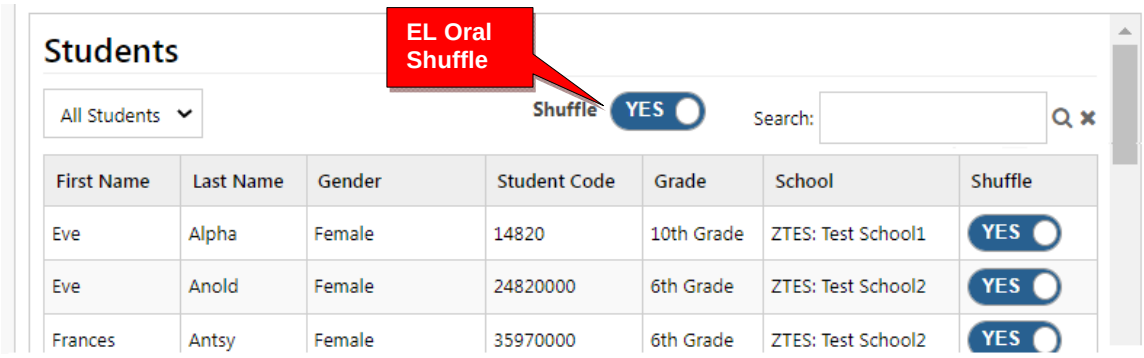
Pro-Core allow the district manager to set accommodations across the entire district for students with IEPs, 504 plans, and/or English Language students (EL). The school administrator/principal may set accommodations for their school IF they do *not* contradict the settings made by the district manager.

NOTE: This feature applies the selected accommodation(s) only if the EL students or students with IEPs or 504 plans have been identified during enrollment rostering; otherwise, students must be identified individually by the administrator or teacher.



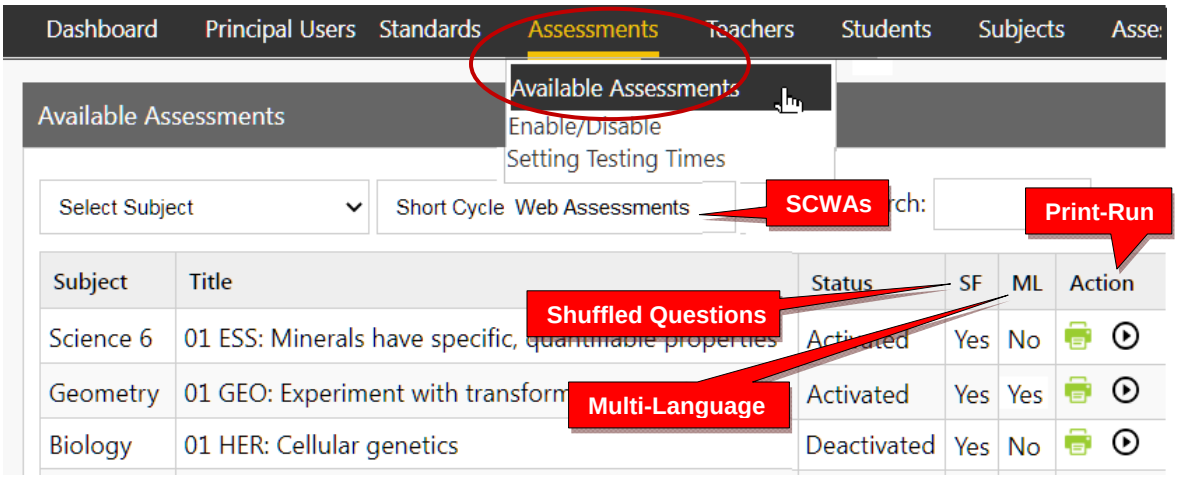
CAUTION: ***Non-default*** selections made by the district administrator are synced *and locked* in the settings available to the school administrator/principal and teachers. If the school administrator or teacher attempts to change the district setting, a message will appear requesting they contact you.

Selecting "**YES**" for **Group Oral Administration for EL Students** allows a Students list to appear, so that you may select whether the assessment questions should be shuffled or not for all or some students.



View, Print, Run, Short Cycle Web Assessments (SCWAs)

In the school administrator Menu, click on **Assessments**, and select **Available Assessments,** and then **Short Cycle Web Assessments** from the drop down boxes. This will allow you to view, print, or run Short Cycle Web Assessments by subject.

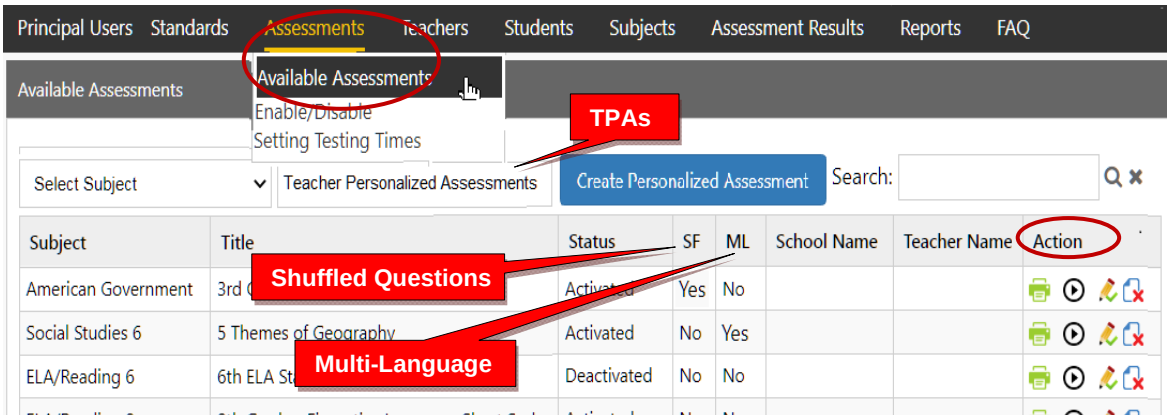


Teacher Personalized Assessments (TPAs)

Teachers may create customized Short Cycle Web Assessments (SCWAs) for their classes. They may also select questions from the Pro-Core Form A and SCWA database. These questions are directly aligned to the state's most resent Learning Standards in Reading/ELA, Mathematics, Science, and Social Studies. TPAs may also be shared with other teachers in the school. (*see* **Section N** for more information)

View, Print, Run, Edit, Share, Delete TPAs

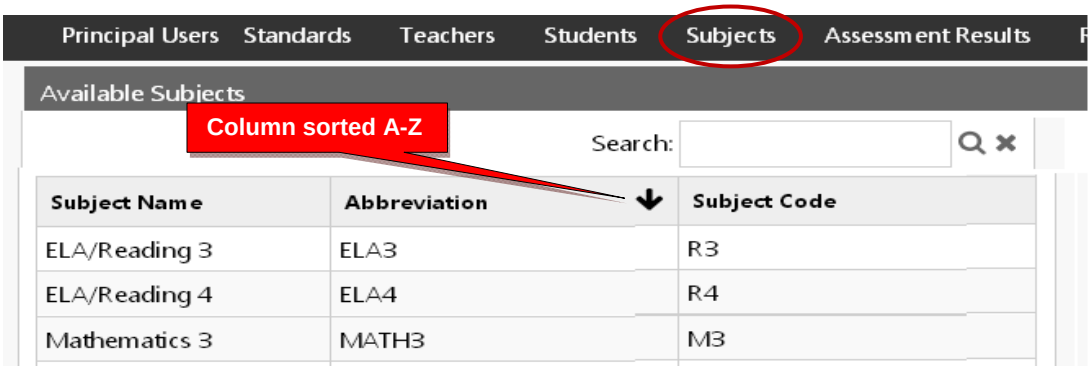
In the administrator Menu, click on **Assessments**, and select **Available Assessments,** and then **Teacher Personalized Assessments** from the drop down boxes. This will allow you to view, print, run, edit, share, or delete Teacher Personalized Assessments by subject and teacher.



NOTE: Administrators may ***Share*** TPAs among other teachers in the school or district by selecting the edit icon and selecting the "Share with other teachers" checkbox.

5. View Subjects Enrolled

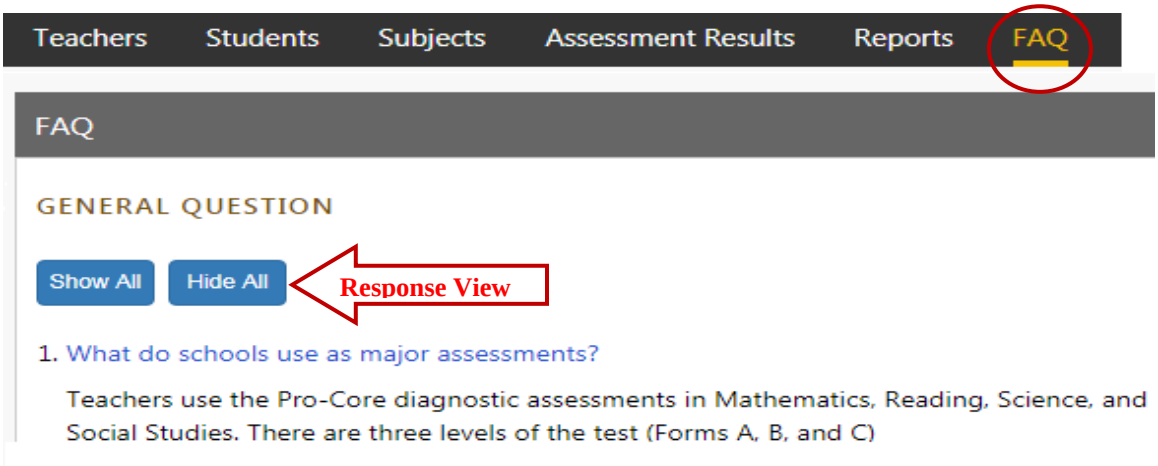
Selecting the Subjects tab shows you the Pro-Core subjects into which your school's teachers and students have been enrolled.



It is a good practice to check this report *prior* to the Form A assessments to make sure all your pre-test subjects are listed here.

6. Principal/School Administrator FAQs (Frequently Asked Questions)

Selecting "FAQ" will display some commonly asked questions and answers which will help you understand and use the Pro-Core system more effectively. New FAQs appear from time-to-time, so be sure to check this selection often. You may also submit your own questions to hemingway@pro-core.us



There is a FAQ selection addressed specifically to district managers and teachers in their respective menus.

General FAQ's related to the Pro-Core system are available on the Pro-Core web site Support > FAQ page: **https://pro-core.us/faq.html**

➢ ***The next section deals with Principal/School Administrator Reports.***

Pro-Core Principal/School Administrator Reports

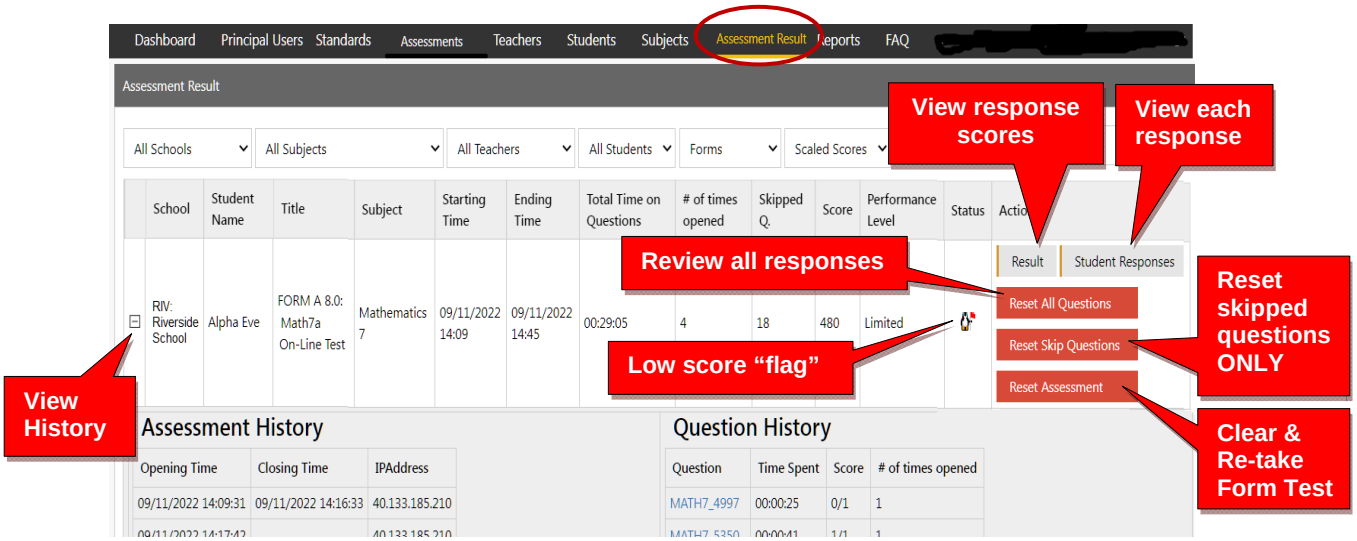
NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

Assessment Results Report (View/Reset)

Selecting "Assessment Results" allows you to view student scores or response details on *any* assessment, or to reset student *Form* assessments.

New! Scaled Scores as well as Percent Scores along with Performance Levels are now available in the Score column.

If a Form Assessment "freezes" or there is another problem with the student's assessment, selecting a **Reset** *button* option will reset the assessment, allowing the student re-take some or all of the Form test.



- **Reset All Questions** will allow the student to review ALL questions and keep or change responses (whether previously answered or skipped).
- **Reset Slipped Questions** will keep student responses and allow the student to review and respond to ONLY skipped questions.
- **Reset the Assessment** will delete ALL student responses and allow the student to re-take the entire assessment from the beginning.

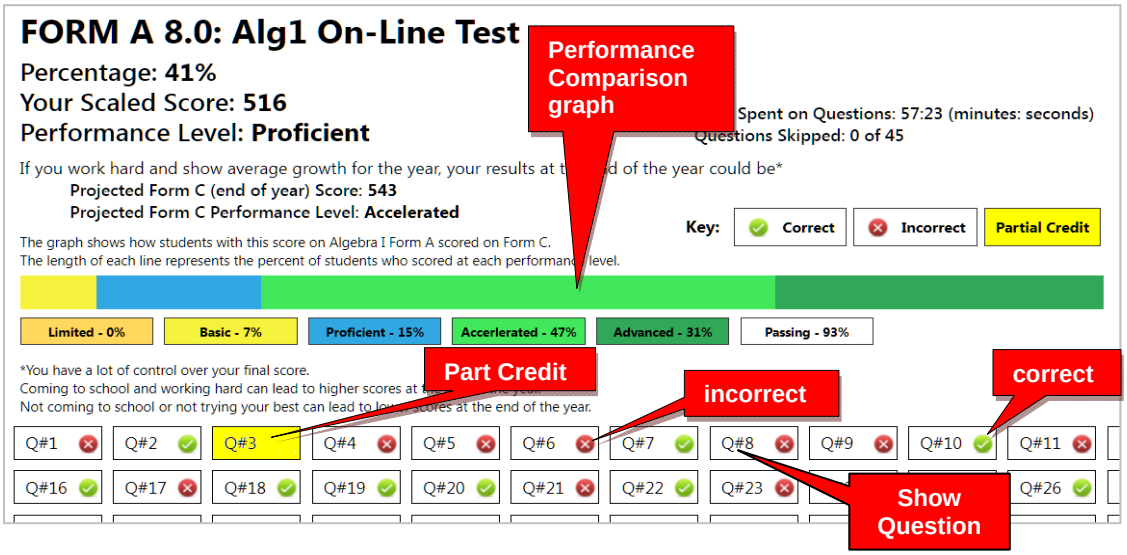
The symbol "flags" students who scored very low on the Form test or skipped an excessive number of questions. You can decide if they need to re-take the assessment.

The criteria for the flag are:

- Spending too little or more than the standardized time allowed on a Form test.
- Skipping or rushing through too many questions.

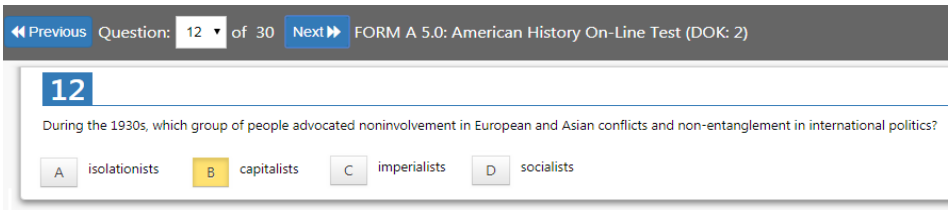
Note: Selecting **Student Responses** will allow you to see a student's response on each question. For security, Form B questions will NOT display *for students* until Growth Reports are *released*. Form C questions are *never* shown.

Selecting **Result** will allow you to view a student's test results on each test item.



New! The **performance comparison graph** shows historical Form C results for students in the past with this student's particular score.

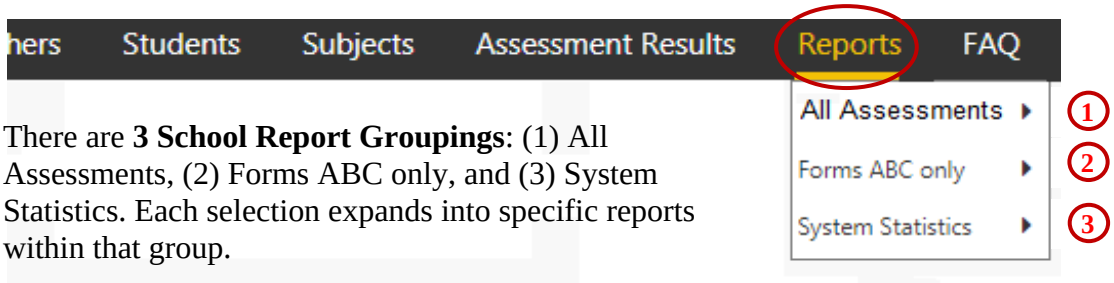
Clicking a question (Q#) will show the question and the student's response.



Note: *Anchor* questions will not appear when selected. They are used to link results between the Form tests. Instead, a message will appear: "This question has not been released at this time. Please see the SCWA for this standard for similar questions."

Assessment Reports

Selecting **"Reports"** in the School/Principal Dashboard Menu Bar allows you to **view** the various school and teacher class reports listed in the drop-down window. You may also **print** the report or **export** the data from most of the reports to a spreadsheet file.

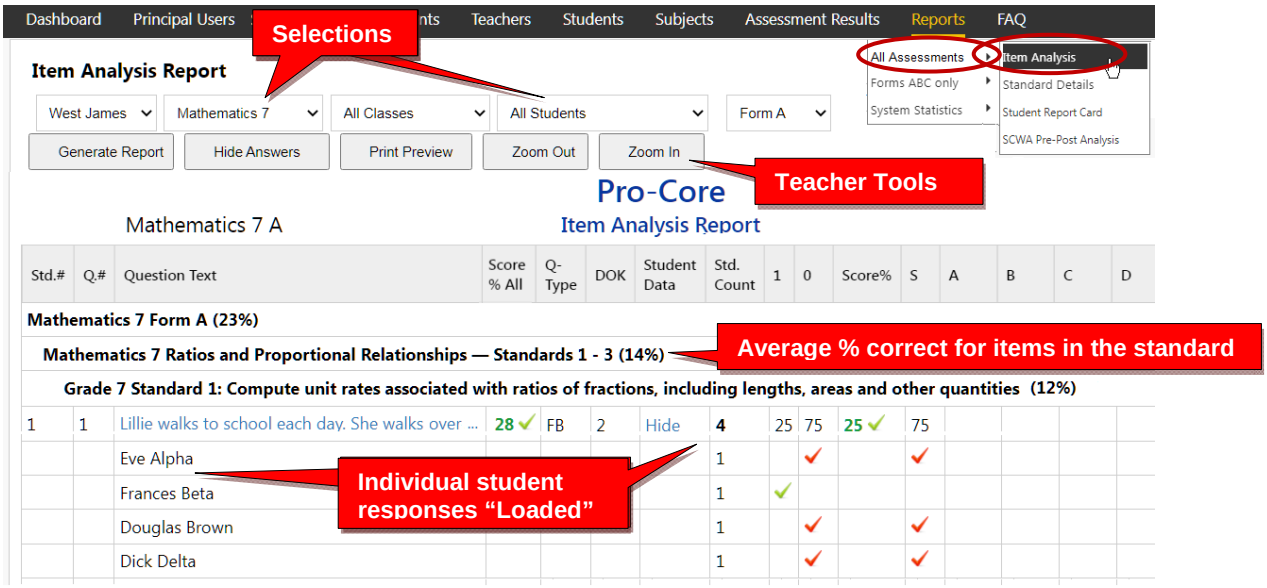


There are **3 School Report Groupings**: (1) All Assessments, (2) Forms ABC only, and (3) System Statistics. Each selection expands into specific reports within that group.

① 1.0 All Assessments

1.1 Item Analysis Report

The Item Analysis report can be used after a test as a teacher's **classroom learning tool** to generate class discussions about a standard, a question, and the actual student responses.

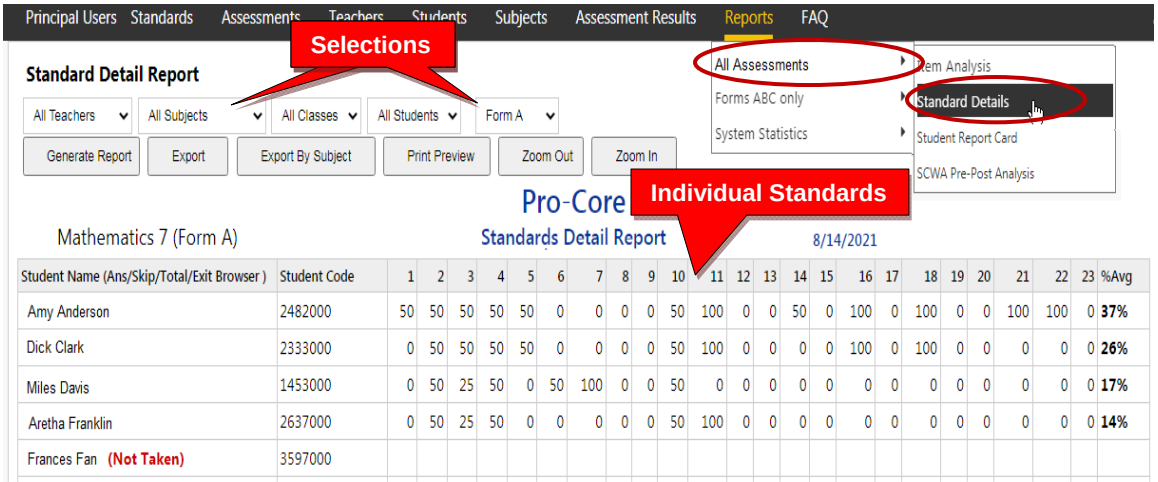


The Item Analysis Report shows the test question's Pro-Core state Standard number, the Question itself, the Percent of student responding correctly, the question Type, and the estimated Depth of Knowledge needed to respond to the question.

The Count of students responding and percent of correct and incorrect responses to each possible response is also shown. Selecting "**Load**" in the **Student Data** column shows the individual student responses to the question.

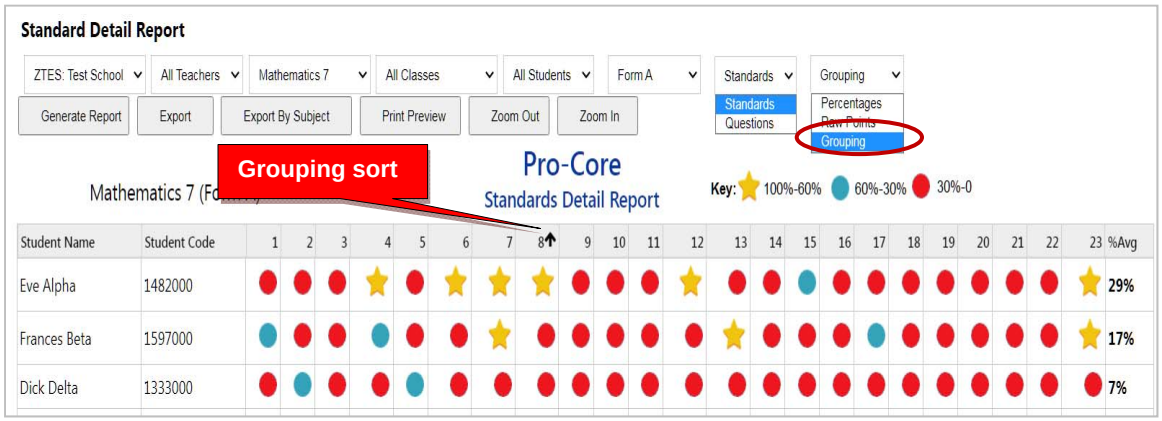
1.2 Standards Detail Report

The Standards Detail Report provides the student scores for each state standard in each test by Subject and Form in each teacher's class. This report also will display students with incomplete assessments**.**



You can use this report to identify and sort high or low performing students by each **standard** or **question.** Results can be shown by **percentages** or by **points**.

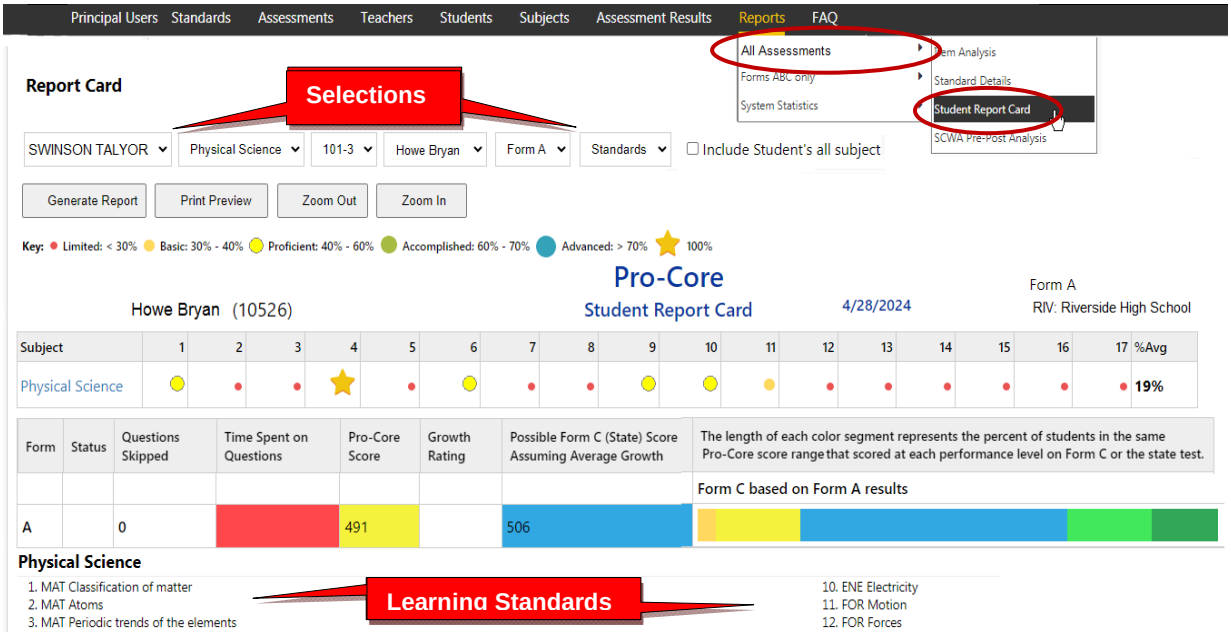
New! You may now generate and *graphically* **sort** students into high, medium, and low scoring **groups** in each standard.



Essentially, this report shows mastery or non-mastery of each state standard on each test with a Star (100%) or actual percent score. This report can be used as a **diagnostic tool** to identify high or low performing students in each learning standard or for student grouping.

1.3 Student Report Card

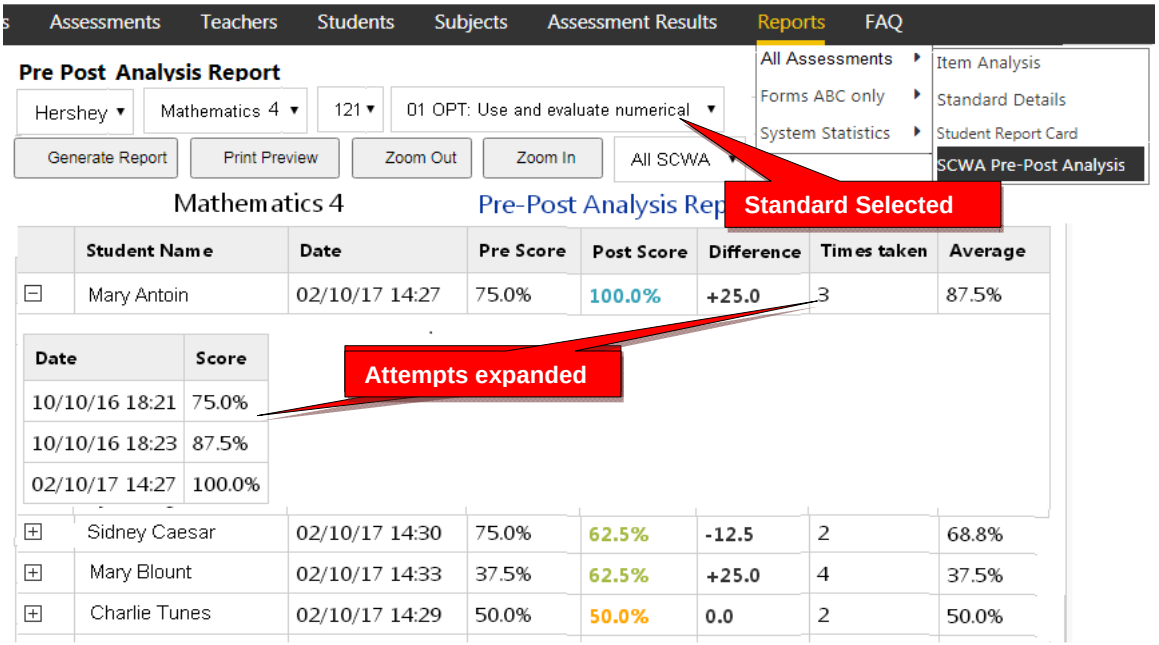
This report shows each student's achievement or progress in each subject at the time the report is generated. Form A B, C test results or Short Cycle Web Assessment (SCWA) results can be selected along with a list of the learning standards.



You may also view the student's color-coded layout by clicking on the Subject name.

1.4. Pre-Post SCWA Analysis Report

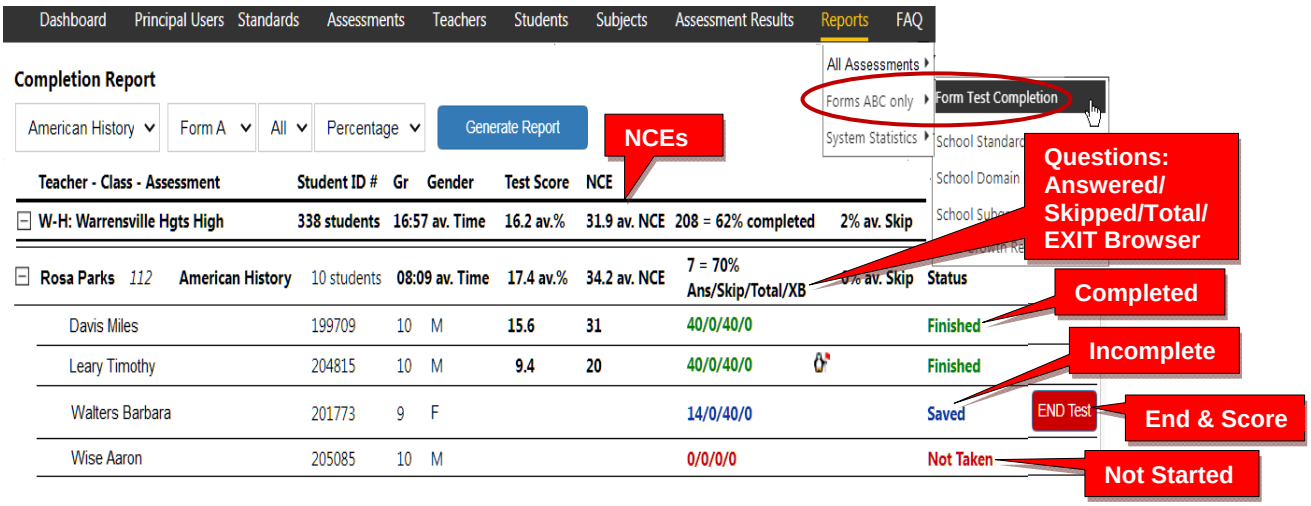
The Pre-Post Analysis provides a summary of each student's progress using the **Short Cycle Web Assessments (SCWA)**. Pre-post scores for each state standard are shown including each attempt in each state standard. The difference is the evidence of learning.



② 2.0 Forms ABC only

2.1 Form Test Completion Report

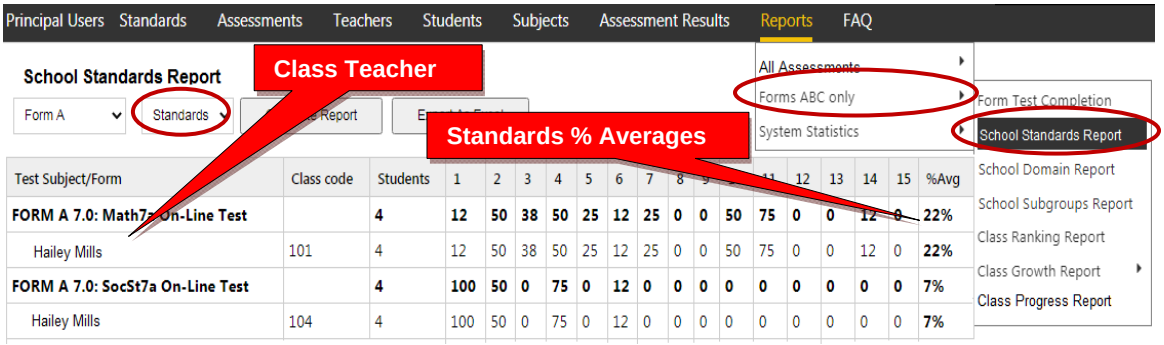
The Test Completion report allows you to view whether all students have completed the Form A, B, or C assessment prior to your district administrator disabling the test at the end of the testing window. A symbol "flags" students who spent less than 10 minutes on the Form test or skipped more than half the questions. You can decide if they need to re-take the assessment.



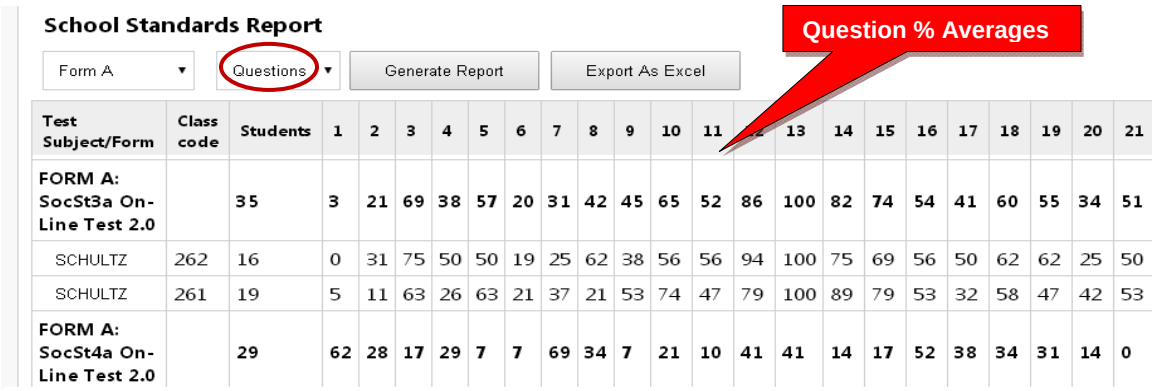
You may Finish and Score a student's *completed* assessment that the student has accidentally Saved instead of Ended by clicking the **END Test** *button*.

2.2 School Standards Report

The School Standards Report shows school and class averages for each state standard in each subject test and teacher class.

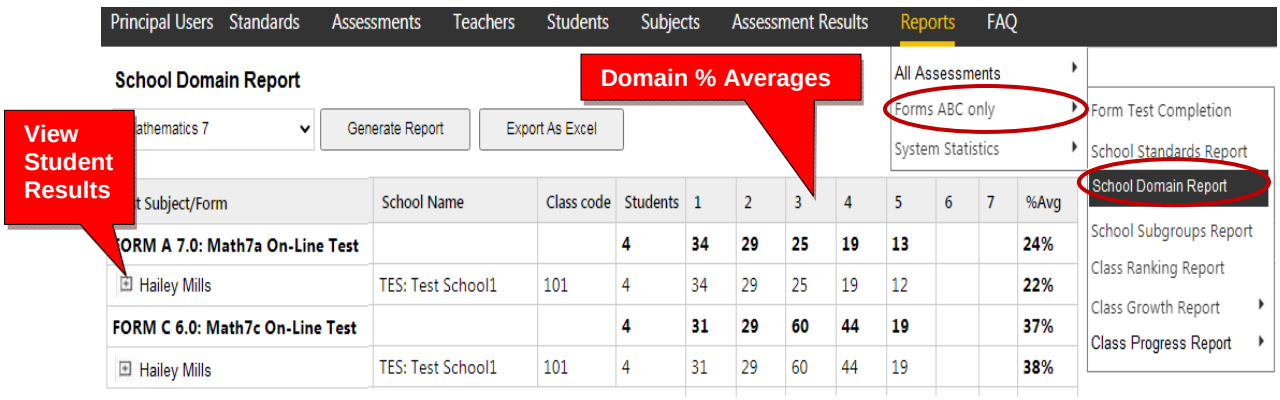


You may also generate the average percent of student answering each question correctly in each test for each subject and teacher class.



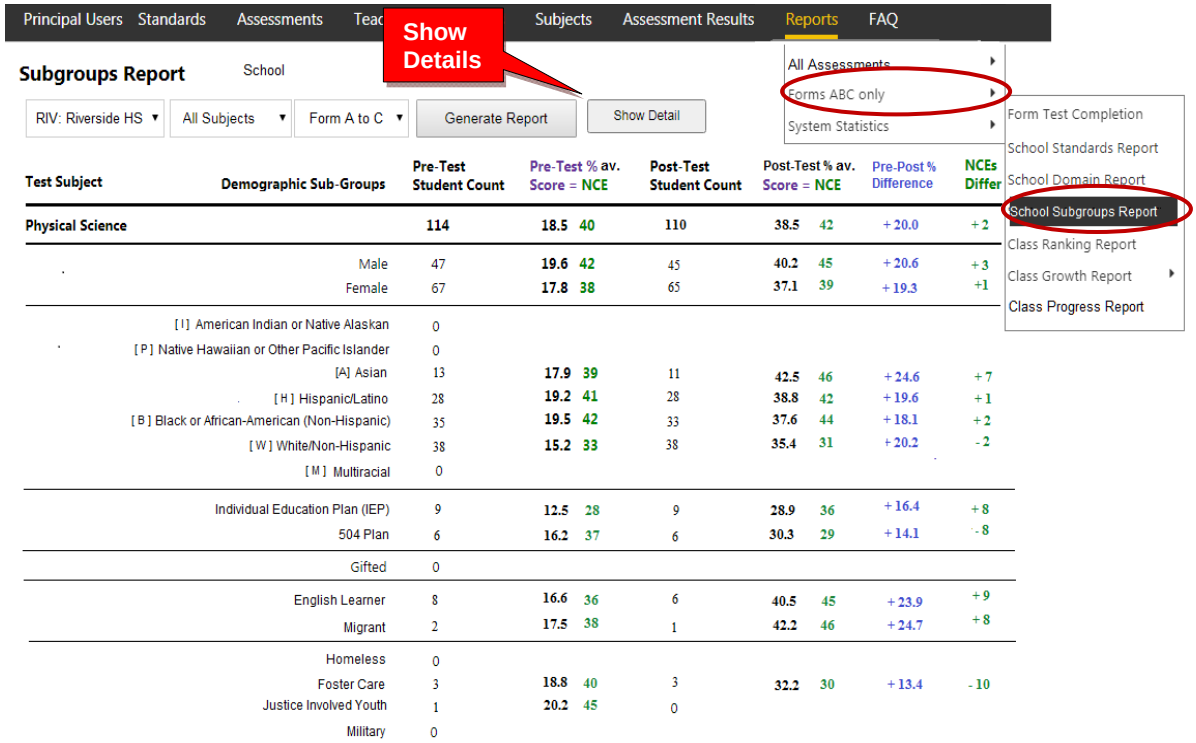
2.3 School Domains Report

The **School Domains Report** shows school and class averages in each state standard **domain** for each subject and teacher class.

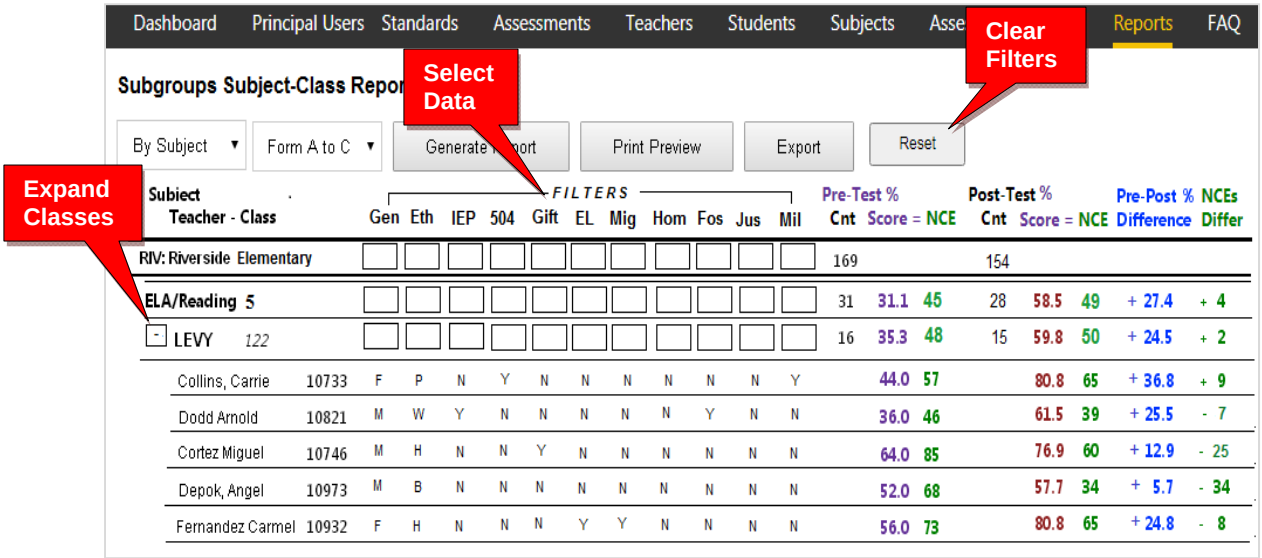


2.4 School Subgroups Report

The Subgroups Report shows the pre-post test average scores of students by subjects. Demographic results will appear *only if* demographic codes were included in each student's original enrollment form; otherwise, the codes will have to be entered manually. New subgroups have been added to support the state's One Plan program.



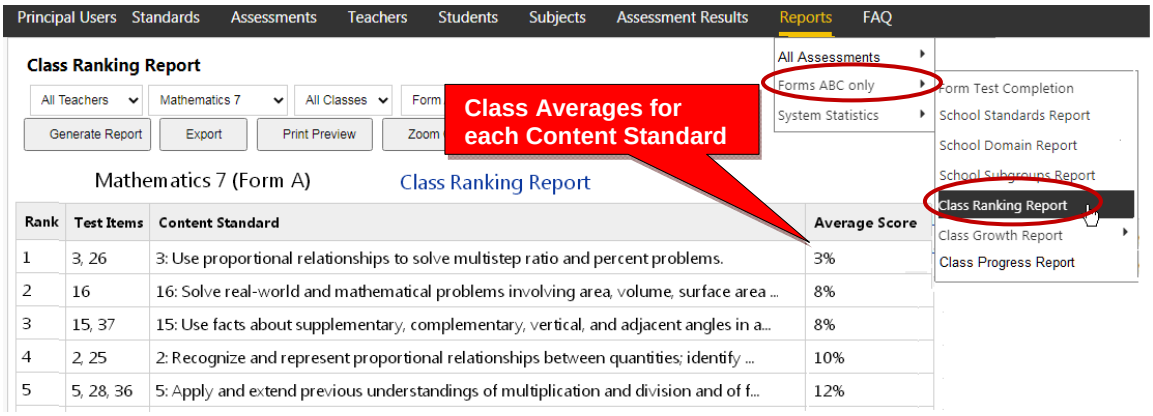
NEW! Clicking the "**Show Detail**" *button* (*above*) will take you to the Subgroup Subject-Class Detail Report where you can"drill down" to indivdual classes and student data.



You may use the Subgroup Detail Report to select and *filter* each subgroup or export the data to a spreadsheet for further analysis.

2.5 Class Ranking Report

The Class Ranking report shows the Average Scores, sorted weakest to strongest, in each Content Standard in a teacher's class(es) for each subject area assessment. The Test Item numbers and state standard tested are also shown.



This report is most useful for discovering content area class strengths and weaknesses.

2.6 Class Growth Reports Using Normal Curve Equivalents (NCEs)

The Class Growth Report is available after the Pro-Core Form B or Form C assessments are administered. The report converts assessment percent scores into Normal Curve Equivalents (NCEs) to show how much academic progress students have made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C).

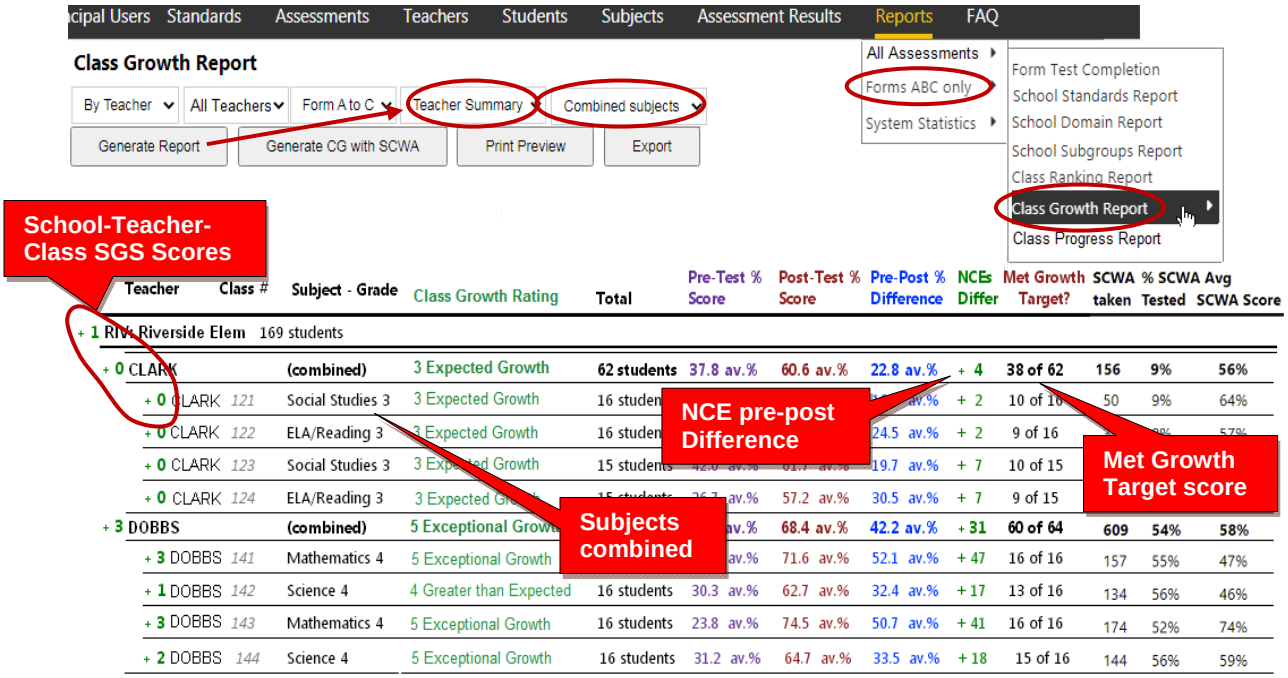
WARNING: Class Growth (CG) reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be "disabled" at the end of the testing windows, so that the CG results don't change. *See* the District Administrator's **Section G** for more information on Enabling/Disabling tests.

Student and class growth (CG) ratings are automatically computed for each teacher's class. There are four CG reports: (a) Class Summary-combined subjects, (b) Class Summary-same subjects, (c) Student Detail, (d) Subject Summary. These reports are useful for state OTES 2.0 reporting purposes.

See more information on Student and Class Growth on our web site Support > FAQ page at https://pro-core.us/faq.html.

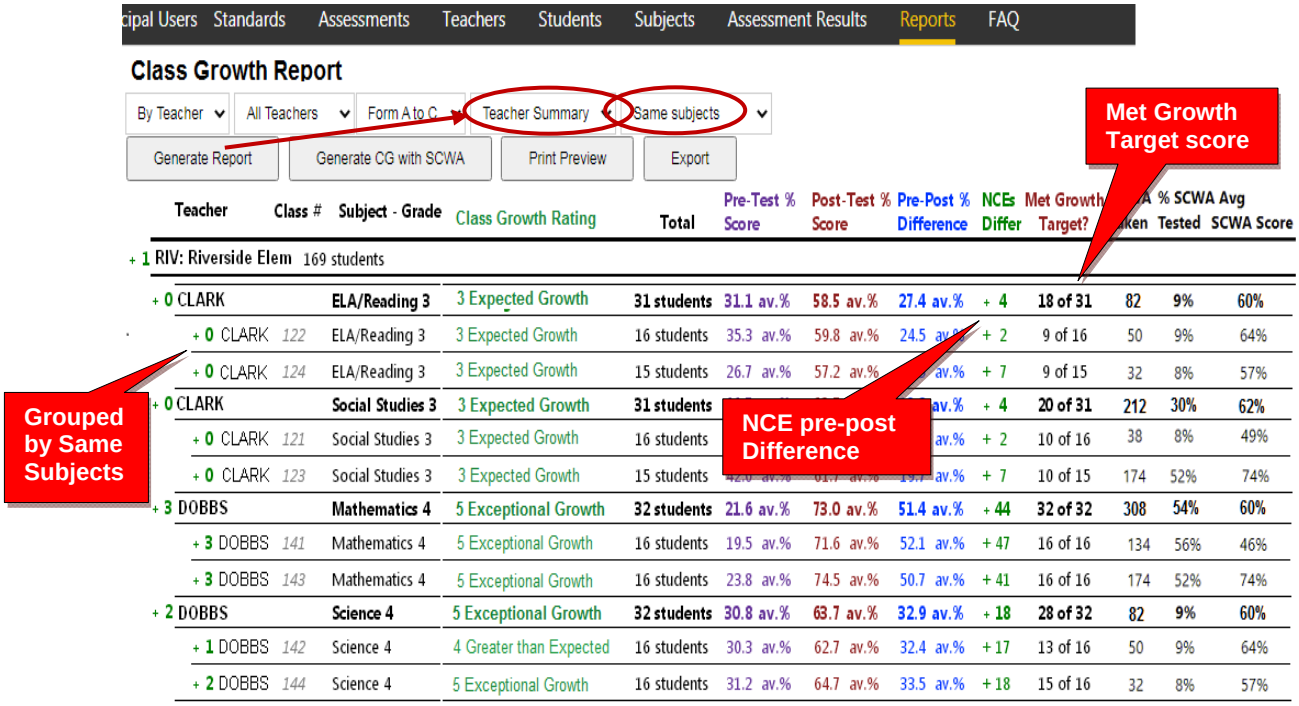
2.6a Class Growth Summary – Combined subjects

The Class Growth Summary-Combined subjects report shows whether students in teachers' classes have met growth target scores. This report combines and averages all the teacher's subject area classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included.



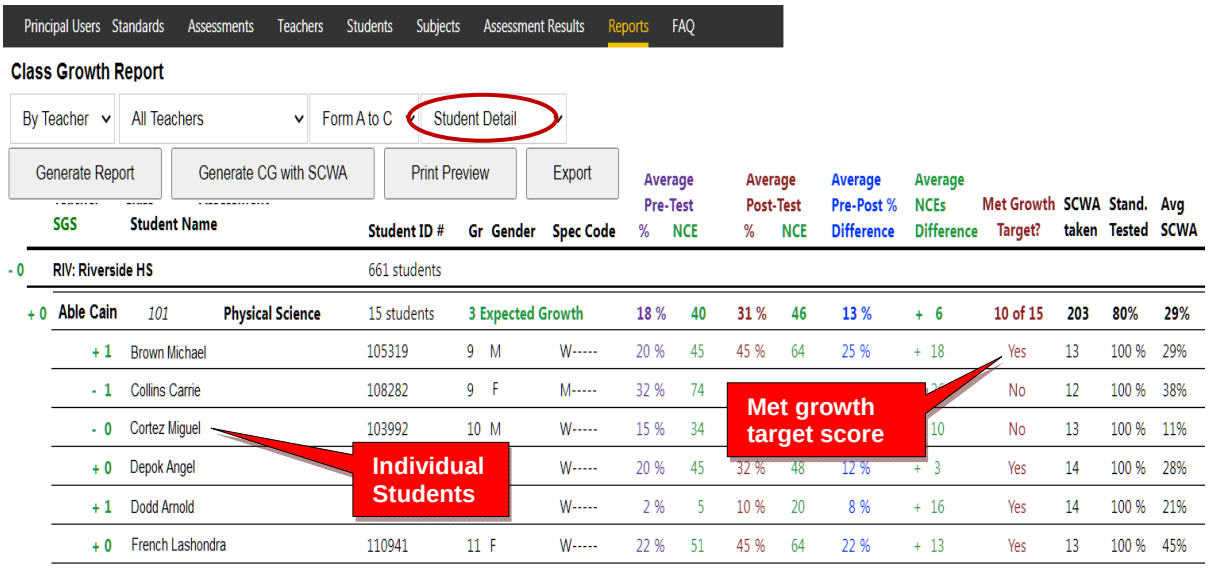
2.6b Class Growth Summary – Same subjects

The Class Growth Summary-Same subjects report shows whether students in teachers' classes have met growth target scores. This report groups each teacher's classes by the same subjects and averages the classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included. This report is useful for state OTES 2.0 reporting purposes.



2.6c Class Growth – Student Detail

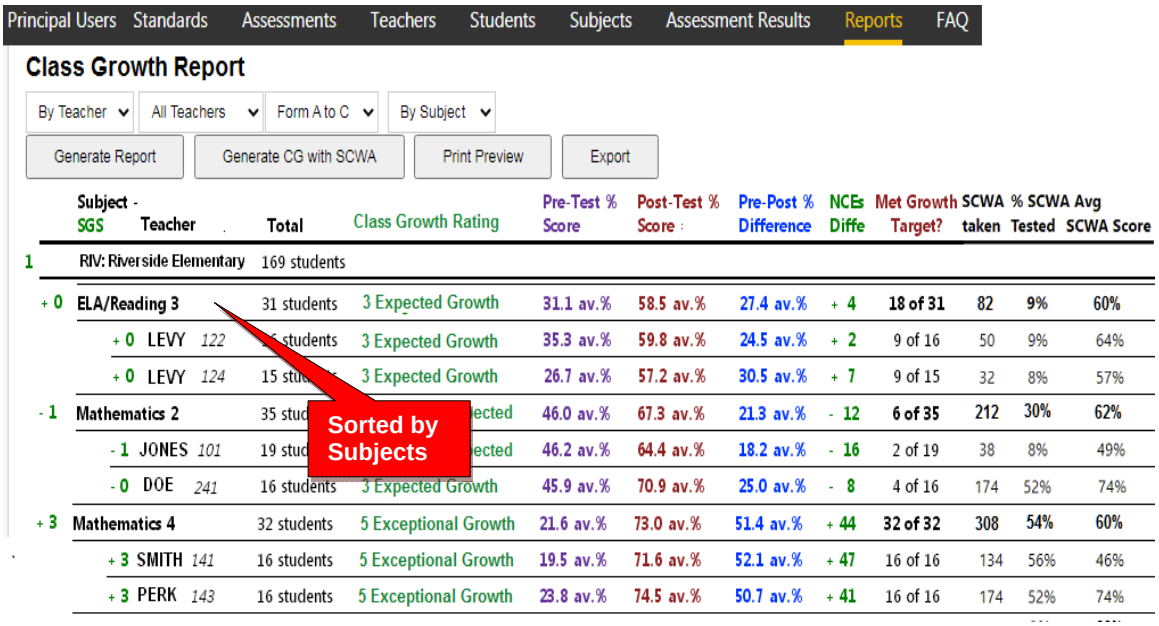
The Class Growth Student Detail report shows whether each student in each teacher's classes have met his/her growth target score. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included.



SGS	Student Name	Student ID #	Gr	Gender	Spec Code	Average Pre-Test %	Average Pre-Test NCE	Average Post-Test %	Average Post-Test NCE	Average Pre-Post % Difference	Average NCEs Difference	Met Growth Target?	SCWA taken	Stand. Tested	Avg SCWA
- 0	RIV: Riverside HS	661 students													
+ 0	Able Cain 101 Physical Science	15 students	3 Expected Growth			18 %	40	31 %	46	13 %	+ 6	10 of 15	203	80%	29%
+ 1	Brown Michael	105319	9	M	W-----	20 %	45	45 %	64	25 %	+ 18	Yes	13	100 %	29%
- 1	Collins Carrie	108282	9	F	M-----	32 %	74					No	12	100 %	38%
- 0	Cortez Miguel	103992	10	M	W-----	15 %	34				10	No	13	100 %	11%
+ 0	Depok Angel				W-----	20 %	45	32 %	48	12 %	+ 3	Yes	14	100 %	28%
+ 1	Dodd Arnold				W-----	2 %	5	10 %	20	8 %	+ 16	Yes	14	100 %	21%
+ 0	French Lashondra	110941	11	F	W-----	22 %	51	45 %	64	22 %	+ 13	Yes	13	100 %	45%

2.6d Class Growth – Subject Summary

The Class Growth Subject Summary report shows whether students in teachers' classes have met growth target scores. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and subject growth ratings are included. The only difference between this report and the Class Growth Summary (above) is that this report is sorted by subject assessments. This report is useful for district subject area curriculum administrators.

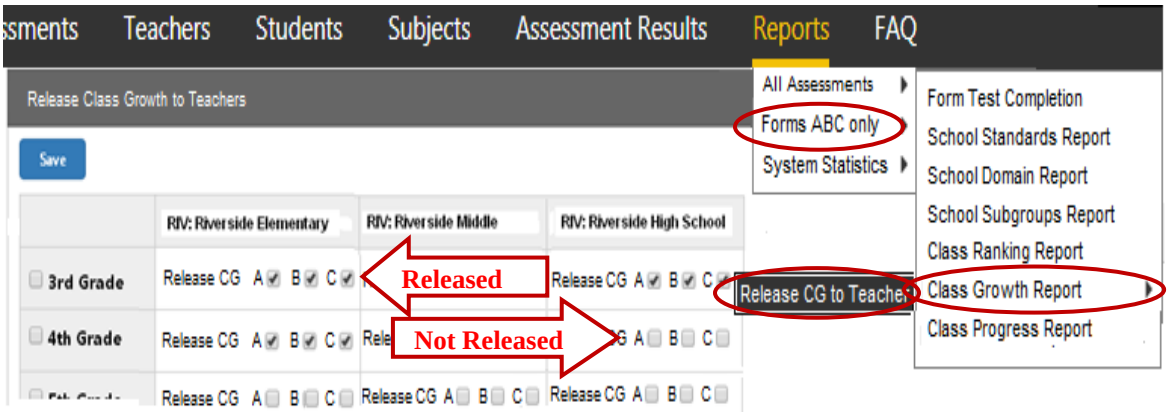


SGS	Subject - Teacher	Total	Class Growth Rating	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Diffe	Met Growth Target?	SCWA taken	% SCWA Tested	Avg SCWA Score
1	RIV: Riverside Elementary	169 students									
+ 0	ELA/Reading 3	31 students	3 Expected Growth	31.1 av.%	58.5 av.%	27.4 av.%	+ 4	18 of 31	82	9%	60%
+ 0	LEVY 122	16 students	3 Expected Growth	35.3 av.%	59.8 av.%	24.5 av.%	+ 2	9 of 16	50	9%	64%
+ 0	LEVY 124	15 students	3 Expected Growth	26.7 av.%	57.2 av.%	30.5 av.%	+ 7	9 of 15	32	8%	57%
- 1	Mathematics 2	35 students	ected	46.0 av.%	67.3 av.%	21.3 av.%	- 12	6 of 35	212	30%	62%
- 1	JONES 101	19 students	ected	46.2 av.%	64.4 av.%	18.2 av.%	- 16	2 of 19	38	8%	49%
- 0	DOE 241	16 students	3 Expected Growth	45.9 av.%	70.9 av.%	25.0 av.%	- 8	4 of 16	174	52%	74%
+ 3	Mathematics 4	32 students	5 Exceptional Growth	21.6 av.%	73.0 av.%	51.4 av.%	+ 44	32 of 32	308	54%	60%
+ 3	SMITH 141	16 students	5 Exceptional Growth	19.5 av.%	71.6 av.%	52.1 av.%	+ 47	16 of 16	134	56%	46%
+ 3	PERK 143	16 students	5 Exceptional Growth	23.8 av.%	74.5 av.%	50.7 av.%	+ 41	16 of 16	174	52%	74%

2.6e Release Class Growth to Teachers

The Release Class Growth (CG) to Teachers Report shows the grade level CG Form reports which have NOT been released for teacher viewing. Checking a box releases the Class Growth Form report to the teachers in the school. The *default* is unchecked.

CAUTION: Class Growth Reports should only be released after the Form B or Form C testing window has been closed. I.e. After the assessments have been "disabled," so that CG results do *not* change if all students haven't completed the assessments. ***See* the District Administrator's Section G for more information on Enabling/Disabling tests**



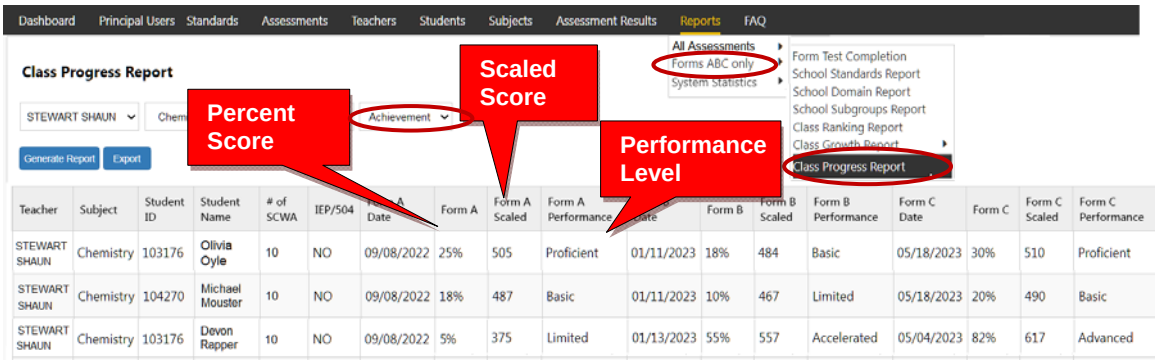
New! 2.7 Class Progress Reports Using Scaled Scores

The Class Progress Report is available after each Pro-Core Form A/B/C assessment is administered. The report converts assessment percent scores into scaled scores and performance levels that are parallel to the scaled scores and performance levels used in Ohio's State Exams.

Student and class progress (CP) ratings are automatically computed for each teacher's class. There are three CP detail reports that show (a) Achievement, (b) Growth, and (c) Pre-Post Summary. These reports are useful for state OTES 2.0 reporting purposes.

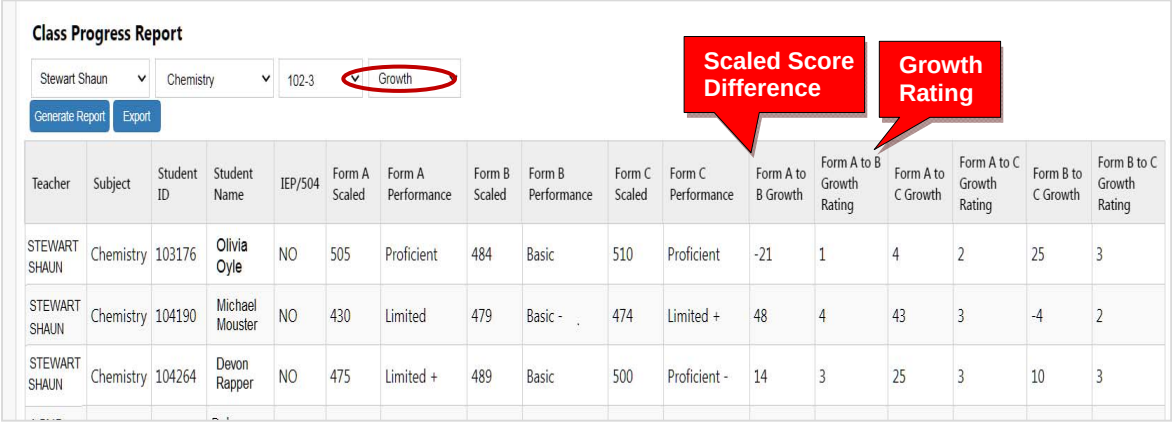
2.7a Achievement Report

Select "**Achievement**" in the Class Progress Report to show each student's percent score, scaled score, and Performance Level on each Form test.



2.7b Growth Report

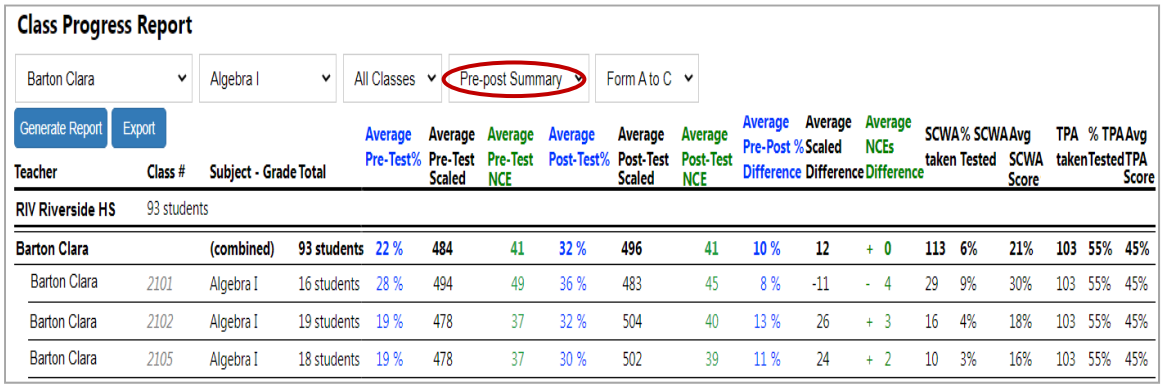
Select "**Growth**" in the Class Progress Report to show how much academic progress students have made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C). Growth rating is shown on a scale of 1 to 5.



Teacher	Subject	Student ID	Student Name	IEP/504	Form A Scaled	Form A Performance	Form B Scaled	Form B Performance	Form C Scaled	Form C Performance	Form A to B Growth	Form A to B Growth Rating	Form A to C Growth	Form A to C Growth Rating	Form B to C Growth	Form B to C Growth Rating
STEWART SHAUN	Chemistry	103176	Olivia Oyle	NO	505	Proficient	484	Basic	510	Proficient	-21	1	4	2	25	3
STEWART SHAUN	Chemistry	104190	Michael Mouster	NO	430	Limited	479	Basic -	474	Limited +	48	4	43	3	-4	2
STEWART SHAUN	Chemistry	104264	Devon Rapper	NO	475	Limited +	489	Basic	500	Proficient -	14	3	25	3	10	3

New! 2.7c Pre-Post Summary Report

Select "**Pre-Post Summary**" in the Class Progress Report to show the differences in 3 average class scores--percents, scaled, NCEs-- made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C).

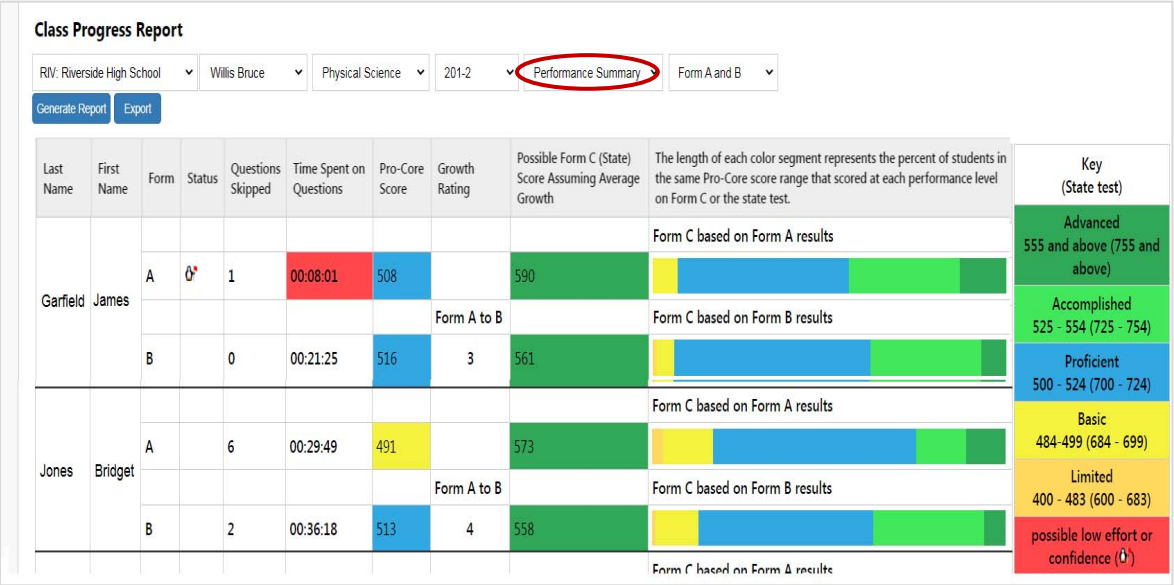


Teacher	Class #	Subject - Grade Total		Average Pre-Test%	Average Pre-Test Scaled	Average Pre-Test NCE	Average Post-Test%	Average Post-Test Scaled	Average Post-Test NCE	Average Pre-Post % Difference	Average Scaled Difference	Average NCEs Difference	SCWA taken	% SCWA Tested	Avg SCWA Score	TPA taken	% TPA Tested	Avg TPA Score
RIV Riverside HS	93 students																	
Barton Clara		**(combined)**	**93 students**	**22 %**	**484**	**41**	**32 %**	**496**	**41**	**10 %**	**12**	**+ 0**	**113**	**6%**	**21%**	**103**	**55%**	**45%**
Barton Clara	*2101*	Algebra I	16 students	28 %	494	49	36 %	483	45	8 %	-11	- 4	29	9%	30%	103	55%	45%
Barton Clara	*2102*	Algebra I	19 students	19 %	478	37	32 %	504	40	13 %	26	+ 3	16	4%	18%	103	55%	45%
Barton Clara	*2105*	Algebra I	18 students	19 %	478	37	30 %	502	39	11 %	24	+ 2	10	3%	16%	103	55%	45%

This report also shows Short Cycle Web Assessments (SCWAs) and Teacher Personalized Assessments (TPAs) taken, tested and average scores by class.

New! 2.7d Performance Summary Report

Select "**Performance Summary**" in the Class Progress Report to see a graphical representation of what a student *might* score on the Pro-Core Form C or state assessment IF they show "average growth" on the Pro-Core assessments.



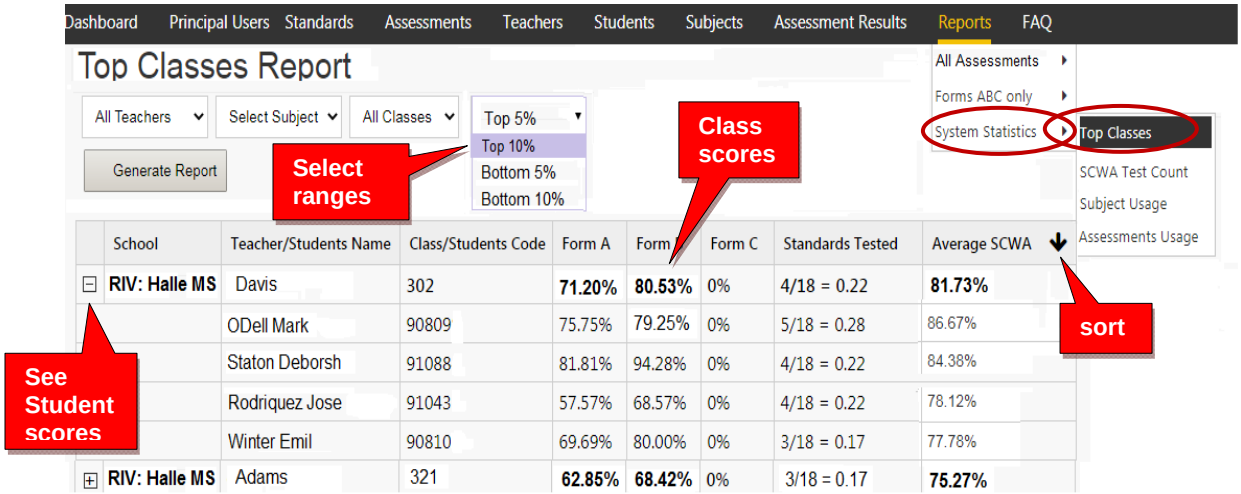
The options include the estimated growth rating between the Pro-Core pre-test (Form A) and the formative (Form B) and post-test (Form C) and state test.

See more information on Student and Class Progress on our Pro-Core web site Support > FAQ page at https://pro-core.us/faq.html.

③ 3.0 System Statistics

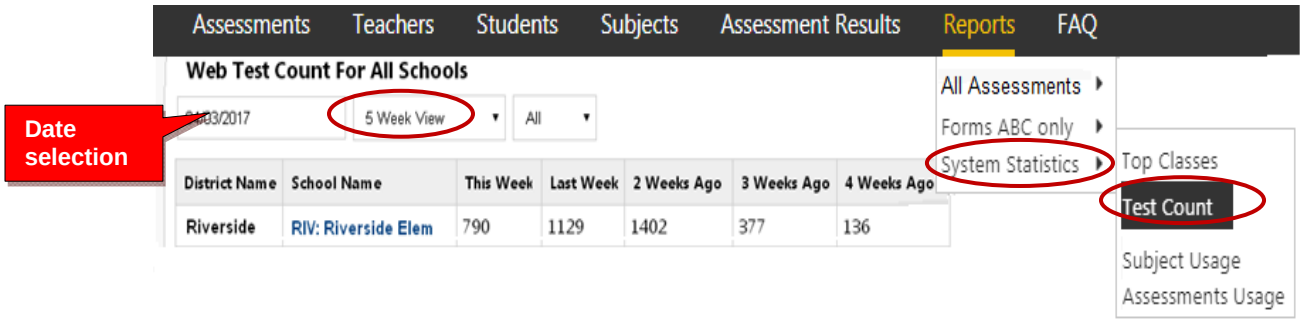
3.1 Top Classes Report

This report allows you to view top-performing classes in the your school, subject and/or teacher's class. Then "drill-down" to top students. Results for the Form A, B, and C assessments are shown along with Stasndards Tested and Short Cycle Web Assessments (SCWA) average scores.

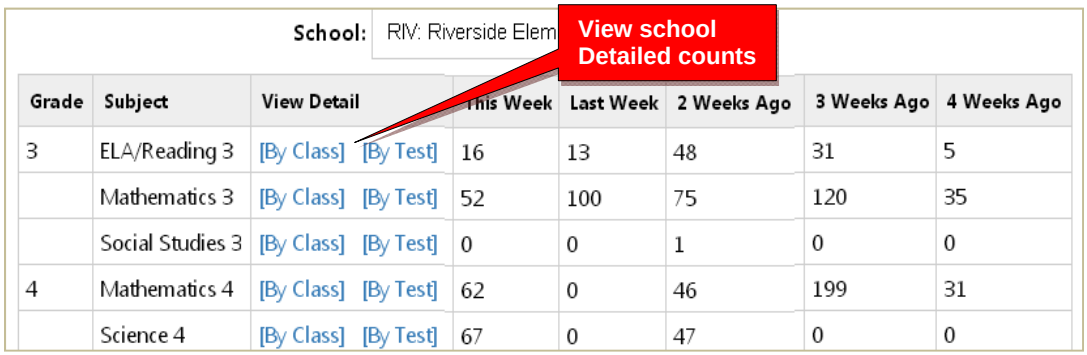


3.2 SCWA Test Count Report

The WebTest Count report shows you how many Short Cycle Web Assessments your school has accessed over 2, 3, 4, 5 weeks or Year-to-date.

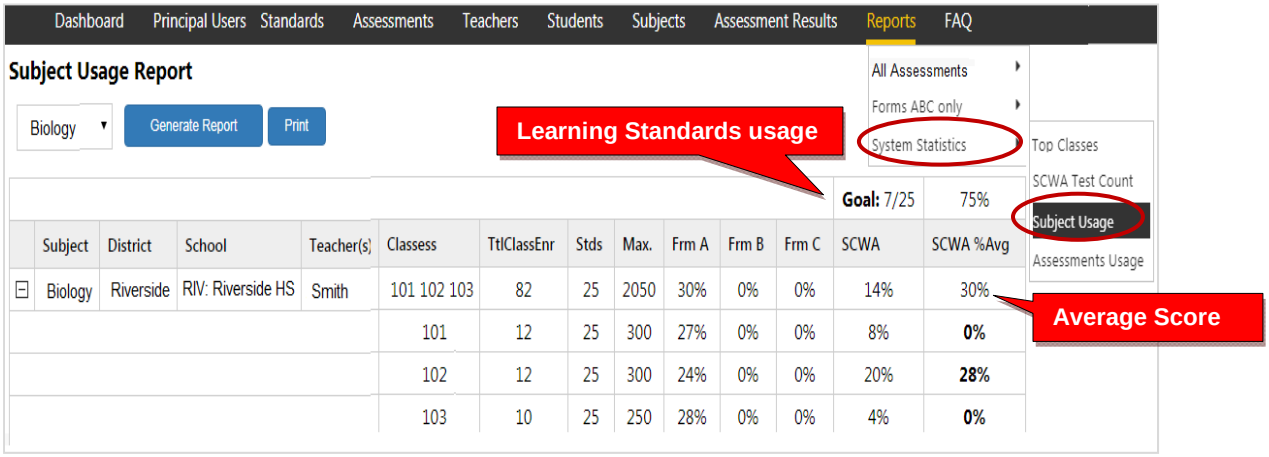


You may "drill down" to see individual subjects, classes, and tests being accessed within each district school.



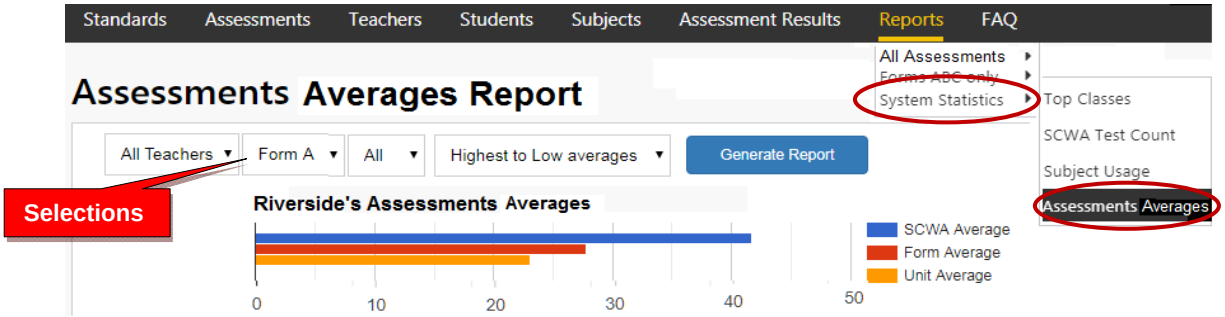
3.3 Subject Usage Report

The Subject Usage Report shows overall student usage of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher's class.



Updated 3.4 Assessments Averages Report

The Assessment Averages Report is a *graphic* comparison of overall student averages of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher's class. Clicking on a colored bar will show a pop-up student usage.



P-C Standards Report

The Pro-Core Standards Report is no longer available within the school/principal Menu. The Pro-Core **Content Domains and Learning Standards** used in the Pro-Core subject assessments that align to the state standards are found on the Pro-Core web site at: **https://pro-core.us/standards.html**

Contact Ben Hemingway for more information: Hemingway@pro-core.us

Teacher Log-in, Procedures, And Setting Form Assessment Testing Times*

NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

Included in this section is information about…

1. Teacher and student log-ins
2. Setting class testing times for Form A/B/C assessments
3. Using Short Cycle Web Assessments (SCWAs)
4. Creating Teacher Personalized Assessments (TPAs)

***IMPORTANT**: Pro-Core Security Guidelines require that the school's Test Coordinator, Principal, or Managing Administrator is responsible for monitoring the pre- and post-tests. No previewing of the pre- or post-tests Forms A, B, and C is allowed. No printed or "alternate media" copies of the pre- and post assessments must be made to maintain assessment security.

Form A/B/C Test administration instructions are contained in **Appendix 1**.

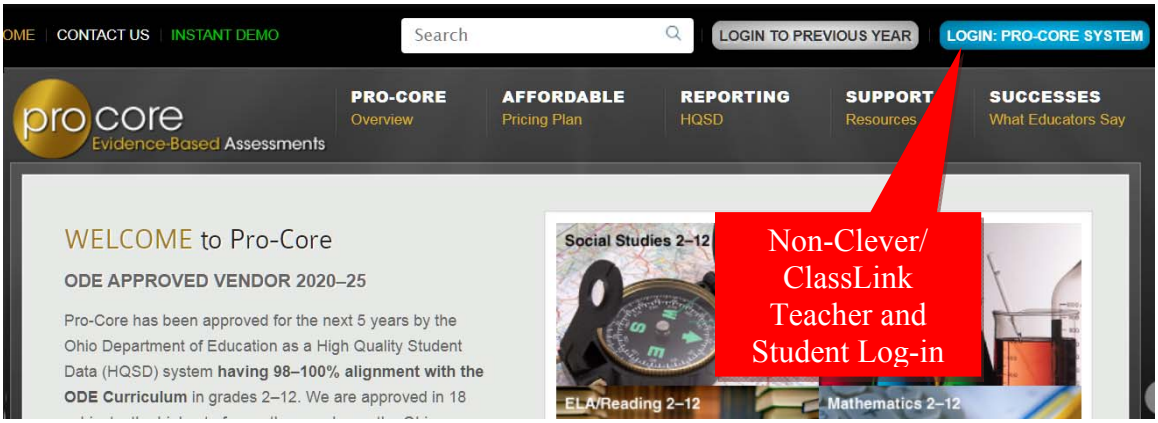
Pro-Core has a variety of features to enhance local and remote system and assessment security. These new features are controlled by **district managers**, **school administrators**, and **teachers**. Also included are new security features for **students** taking the Pro-Core Form A/B/C assessments. (*see* **Appendix 4**)

1. Teacher Log-In

- Clever and ClassLink users will log in with Single Sign-On (SSO)
- Non-Clever users will use Pro-Core log in *below*.

Teachers should log into the system a week before the Form A diagnostic pre-test is administered to confirm teacher class and student enrollments are accurate, and to become familiar with the various system features and commands.

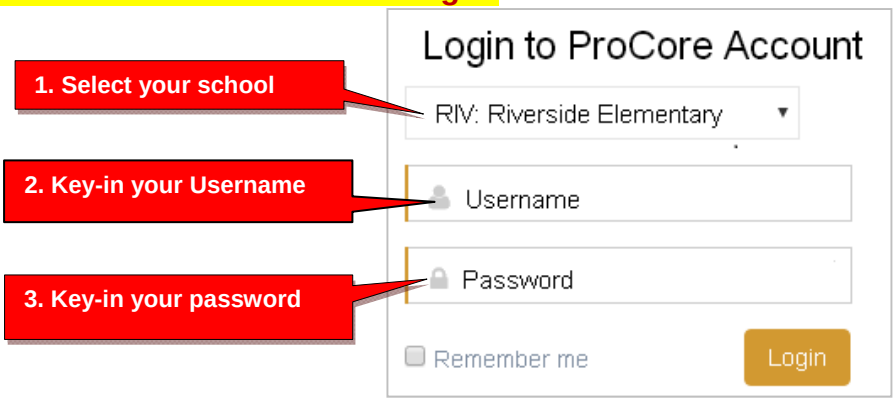
- Non-Clever/ClassLink Teachers (and students) must login to the Pro-Core Assessments program through the Pro-Core Web Site at **https://pro-core.us**
- Click on the "**LOGIN: PRO-CORE SYSTEM**" *button*. You may also ***bookmark*** the P-C Login page on your browser for direct access.



Non-Clever/ClassLink teacher usernames and passwords may be obtained from your District or School Administrator for logging into the online Pro-Core Assessment System.

On the Pro-Core **Login layout**, select the School (or Login Group), then key-in your Pro-Core teacher username and password. Your password will appear as *dots* ●●● for security.

Non-Clever/ClassLink Teacher Log-in

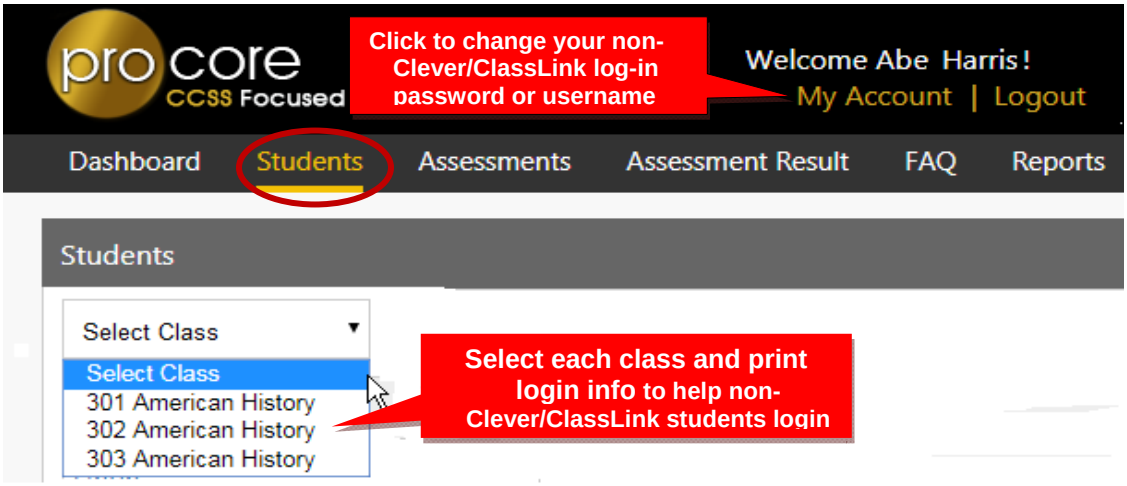


CAUTION: Your non-Clever/ClassLink teacher *default* password *should* be changed after you first log-in. You may also change your username for added security.

Clever/ClassLink teachers will use Single Sign-On (SSO) to log into Pro-Core.

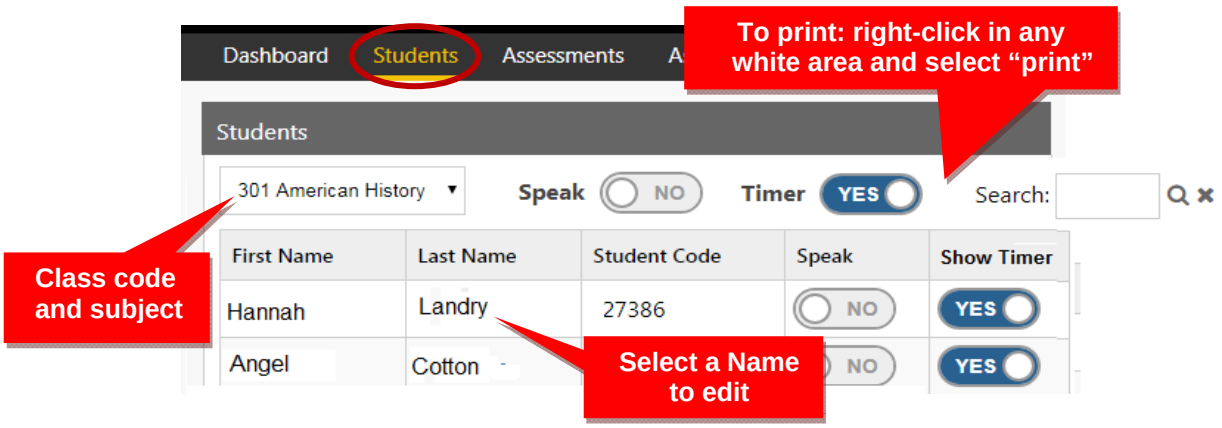
View/Edit Student Information

On your first log-in, you should become familiar with your Dashboard MENU bar options. Check that your teacher classes and students are properly enrolled. This will prevent problems when students first log-in.

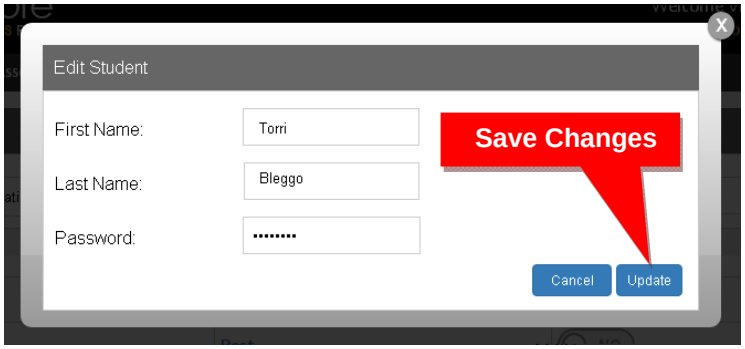


Select "**My Account**" to view your information or to change your non-Clever/ClassLink log-in password or username. If you forget your password, contact your School Administrator/Principal who can reset your non-Clever/ClassLink password.

The **Students class** list allows you to view and edit student *regular* login information.



Click on a student's name to edit their non-Clever/ClassLink name or password. You cannot change a Student ID (Code). The student's ID must remain the same to compare all of the student's assessment results.



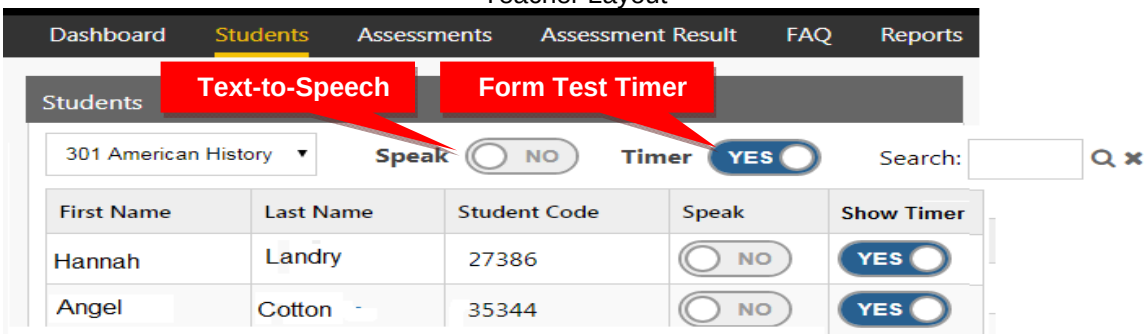
CAUTION: Do not change the Student ID (Code). The student's ID must remain the same to compare pre-post test results. Student passwords may also be changed by your district or school Pro-Core system administrator/principal.

Notify your system administrator/principal if students need to be added to your class, moved to another class, or deleted from the system.

WARNING: Editing done to Clever or ClassLink student information may revert to prior information when **Syncing** is performed by your Clever/ClassLink tech person.

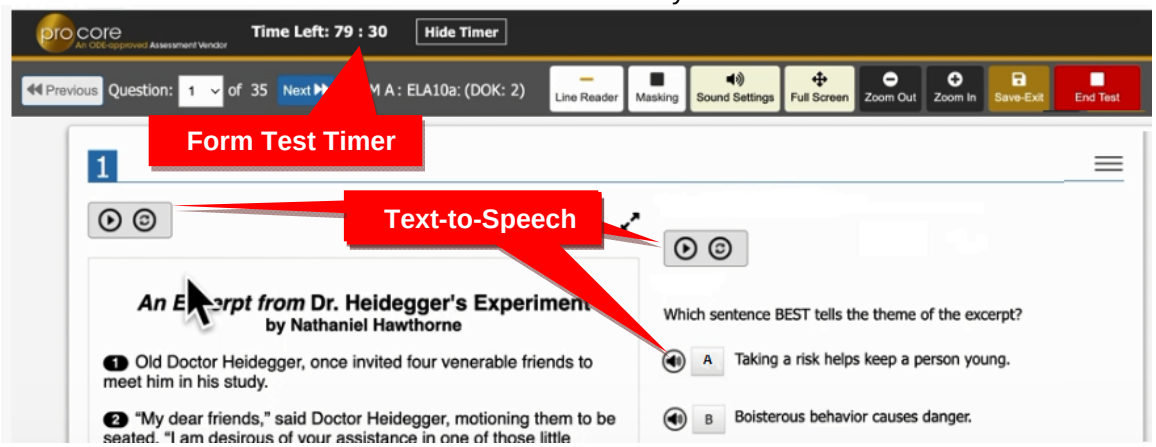
Two important features are available in the Student list: (1) to turn on the **Speak** (text-to-speech) feature in Form tests and/or (2) to hide the 90-minute **Timer** for some or all students on the Form tests.

Teacher Layout



The following layout shows the available **text-to-speech** and **test timer** *controls* for the student when s/he takes a Form ABC assessment.

Student Form test Layout



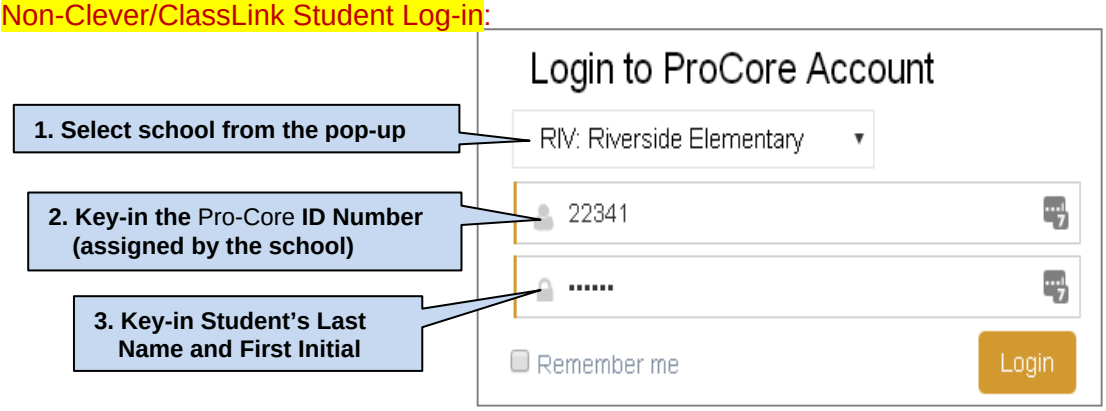
Student Log-In

Clever or ClassLink students will use Single Sign-On (SSO) to log into Pro-Core.

To prepare for *regular* student log-ins, you may print their Login IDs and passwords. Normally, the Student's password is his or her Last Name and First Initial as it appears in the Class Login List. **Section P** in this Manual contains the student instructions below.

The student's *default* password may be changed as shown on the previous page. You may want to shorten the password for younger students. Student passwords can also be changed by your district or school Pro-Core system administrator/principal.

Non-Clever/ClassLink Student Log-in:



2. Securing Form A, B, C Assessments (for Clever, ClassLink, and *regular* Pro-Core Users)

Your **District Manager** or tech person is responsible for enrolling your teachers and students into the Pro-Core system at least a week prior to your district or school(s) Form A assessment date. Assessment security controls have been added to the system for remote and local test administration.

Pro-Core System Access and Assessment Times are initially set by the **District Administrator** or tech person. These ***controls*** can be modified by a **School Administrator** or Principal. Teachers also may modify Form testing times.

The two main security features allow control of (**A**) Pro-Core **Student System Access Times** and (**B**) Pro-Core **Form Assessment Times**.

A. Student System Access Times

Your school's student Pro-Core system access times have been previously set. The *default* student system access times are **weekdays from 7:00 a.m. to 5:00 p.m.**, but these may have been modified by your District or School Administrator to better fit your school's actual opening and closing times.

School administrators and teachers have access to the Pro-Core system at any time. But for enhanced security, students should only be allowed to have system access—or not--to the Pro-Core *system* during controlled times at school or from home.

CAUTION: You should confirm your students' system access settings with your school administrator, so that they coincide with your Pro-Core **Form A/B/C** testing plans and other teacher class activities.

You may modify your students' system access times to specific **Short Cycle Web Assessment** (SCWA) class subjects to improve security in remote learning situations. S*ee page* **L-8** *below*.

B. Setting Form Assessment Times

Your Pro-Core **Form A/B/C** testing times *should have* been previously set by the District Manager or School Administrator after *enabling* the Pro-Core Form A, B, or C assessments.

All Form A/B/C assessments are **90 minutes** long *unless* an administrator or teacher has removed or extended the testing time. Assessments may be scheduled over multiple days, but within a **two-week testing window**.

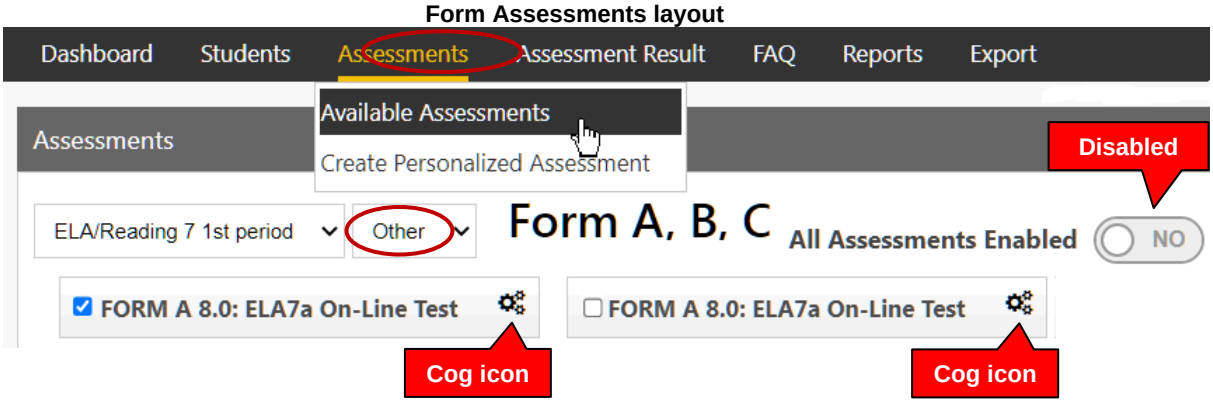
Teachers are able to further enhance security by *locking in* specific subjects and student testing times within the school's system access and testing schedule for each of the teacher's classes, in school with the teacher or at home with a guardian monitoring. Check with your school administrator for your school's student access and testing schedule.

CAUTION: If the teacher selects a date or time outside the district or school system access or testing times, a **message** will appear: "The Date(s) and/or times you have selected are outside the system or testing times set by your district or school administrator."

Administrators have the option to add up to 3 student test Saves for multiple-day testing. To avoid students activating unassigned assessments, all assessments are *Disabled* by default until the teacher is ready to *Enable* them.

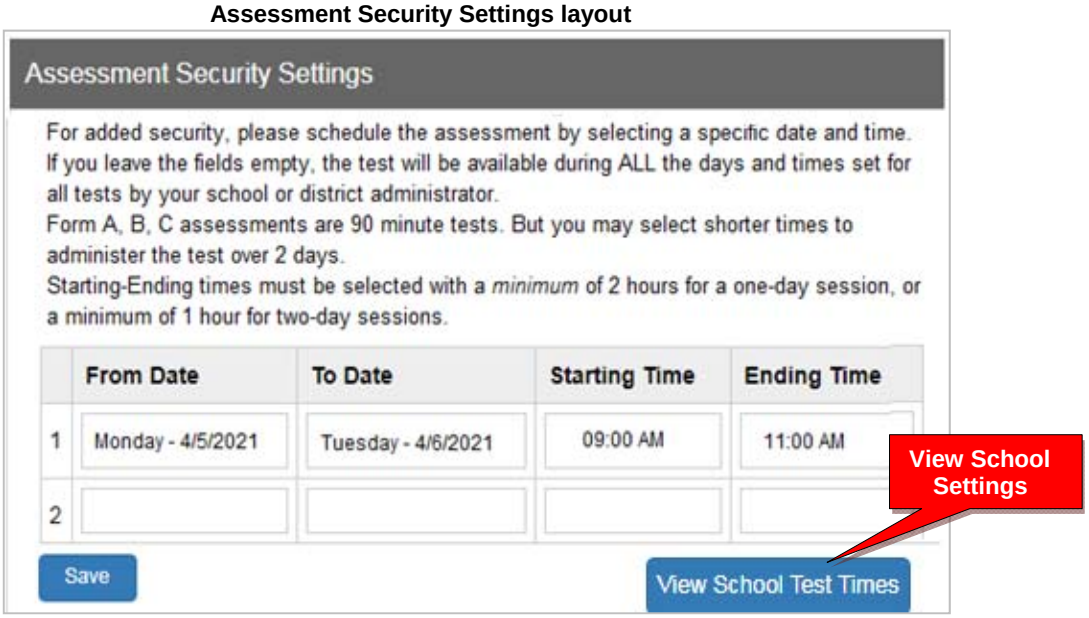
In the Teacher Menu bar, select **Assessments** > **Available Assessments** > the **Subject Class**, and "**Other**." Select the **Test Form** you want to secure, and click on the "**cog" icon** to schedule an assessment and lock/unlock students.

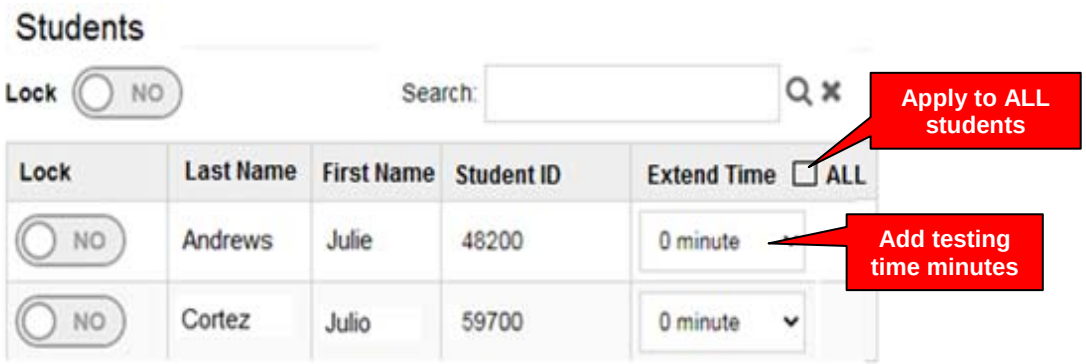
Form Assessments layout



Select the date with a starting and ending time each day for the test. . If you do NOT select dates or times (leave them blank), the district or school administrator settings will apply. You may also lock out students who are absent or who are not to take the test on that day or time. You may also unlock students or extend testing time for students with IEPs or 504 plans.

Assessment Security Settings layout





The **Extend Time** field may also be used to add test time for students whose tests may have been "force-ended" because the regular 90-minute test time has expired. Extending the test time will allow the student to ***resume*** the test where s/he left off. Selecting the "ALL" box will apply the extended time of the first student to ALL students in the class.

CAUTION: If the student has previously "Saved" the test, this *save-rule* will apply: The student will NOT be able to change previous responses nor view skipped questions previous to the Save.

➢ **Instruction for Administering the Form A/B/C Assessments are found in Appendix 1**

Student Demo Test

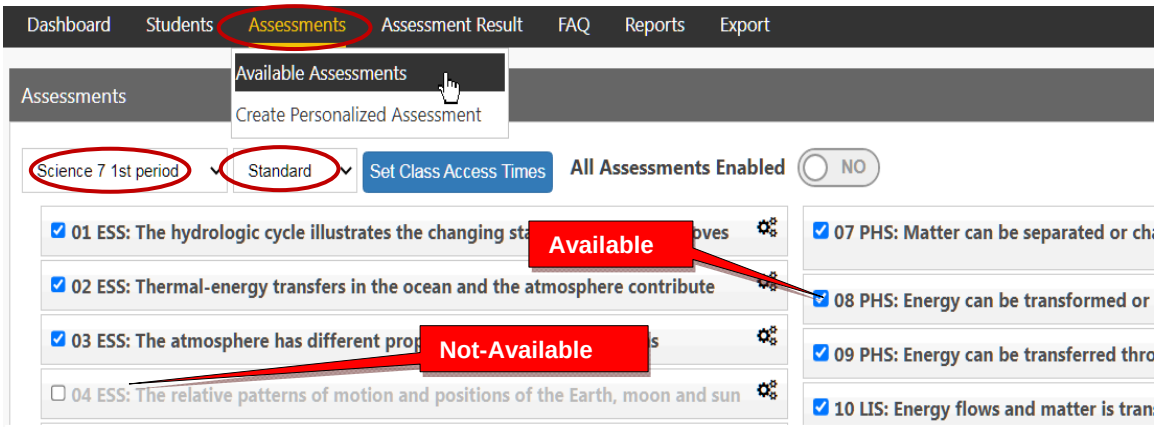
We recommend that students--especially those new to Pro-Core--take the **Pro-Core Demo Test** prior to the Form A test in order to become acquainted with the Pro-Core testing layouts and features.

It is available under the student's **Assessments** tab > **Other Assessments.**

Using Short Cycle Web Assessments (SCWA)

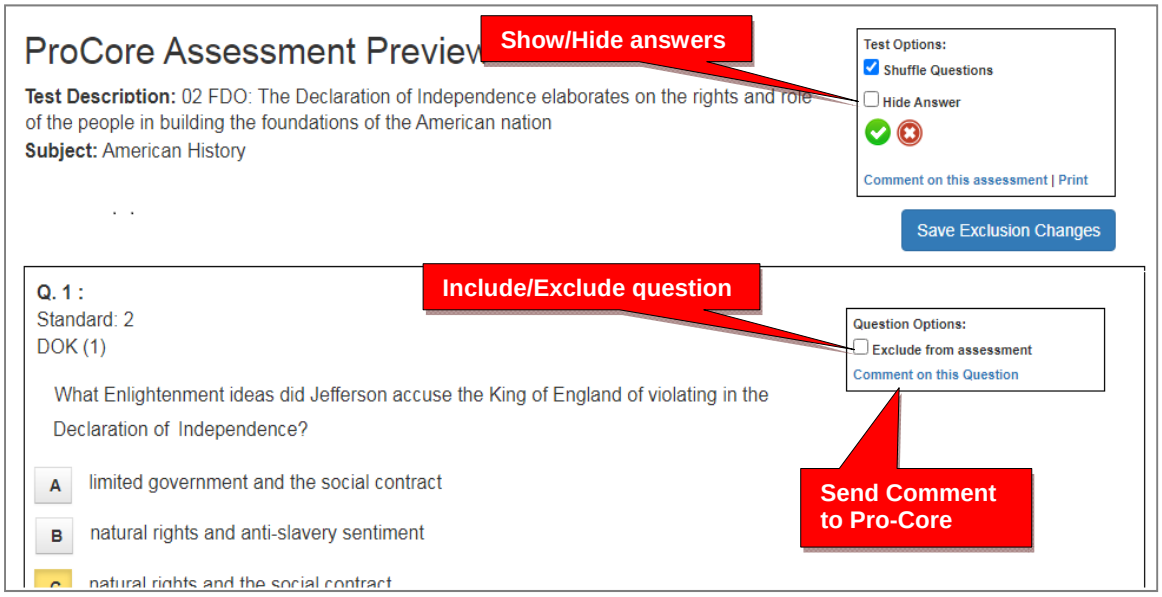
Short Cycle Web Assessments (**SCWA**) provide teachers with activities focused on <u>each</u> subject area learning standard tested on the Form A, B, and C assessments. In the Teacher Menu bar, select **Assessments** > **Available Assessments** > the **Subject Class,** and **Standard**.

There is a SCWA **checkbox** for each class that has a check for each assessment standard available. The boxes are checked ON by default, meaning the SCWA assessments are available. If you remove the checkmark, then that SCWA Assessment will no longer be available until you check it back on.



In the sample above, all the SCWAs are available for the teacher's Science 7, 1st period class *except* for standard #04 ESS: Relative Patterns…. This gives teachers more control over the presentation of individual learning standards by subject and class.

By double-clicking on a SCWA, you can preview or print the assessment items related to that particular standard. You then have the option to manage the questions and responses you want the students to see and answer during or after they have taken the SCWA online.

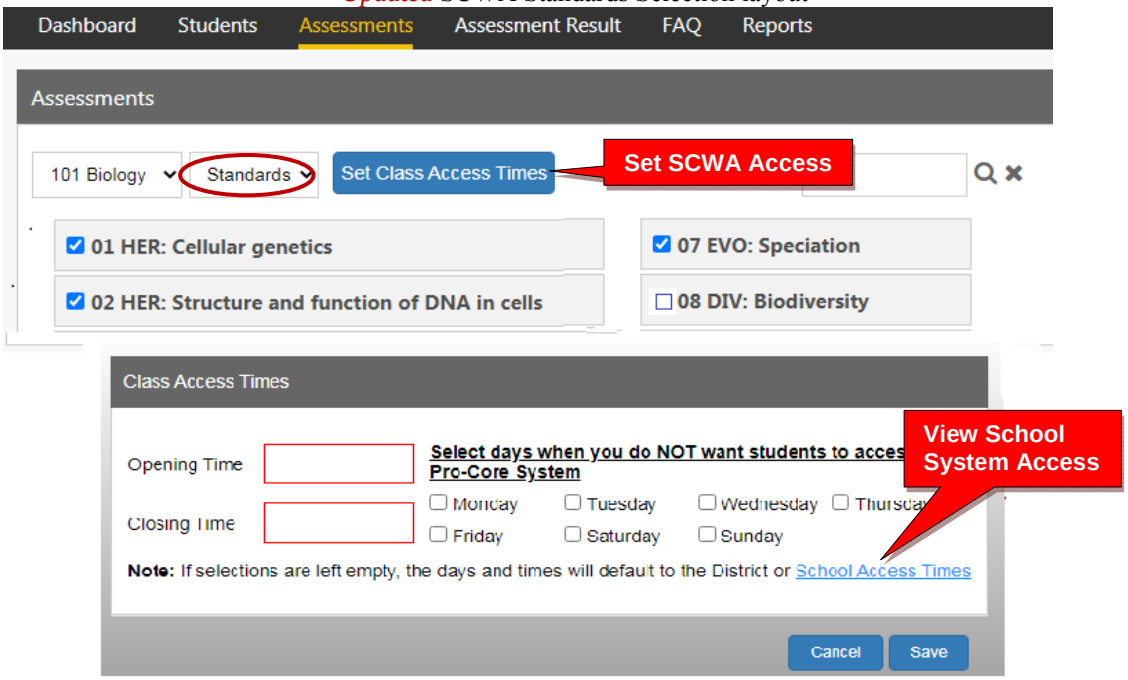


You also have the option to send Comments on any test item directly Pro-Core.

Setting SCWA Access Times

To **modify** your student's Short Cycle Web Assessments access times, select the **Assessments** tab in the Menu bar, select the SCWA **Standards**, then click the "Set Class Access Times" *button*. The selections you check will override the School Access Times.

Updated SCWA Standards Selection layout

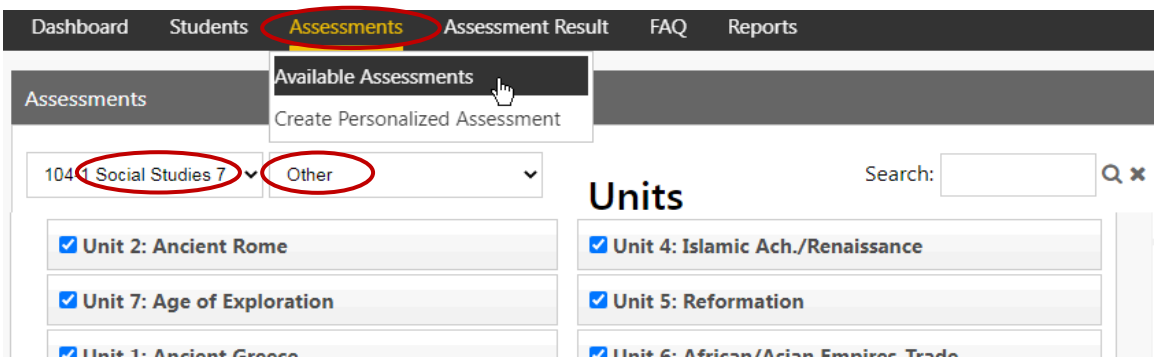


CAUTION: Modifying the SCWAs will NOT change the Form A/B/C Test Times.
Setting Form A/B/C Test Times is explained on pages **L-5 *f***.

Leaving the selections blank will cause access days and time to *default* to the School's System Access Times. Students attempting to log-into the Pro-Core system outside of the system access times set will see the **message**: "Pro-Core system access is closed at this time."

Unit Tests (Social Studies)

Unit Tests provide students with activities focused on Social Studies learning standards. In the Teacher Menu bar, select "**Assessments**," "**Available Assessments**," "**Social Studies,"** and "**Other**."



Unit Tests for Social Studies have the same questions as the SCWA. The questions are simply grouped into larger tests that reflect a theme. If your instructional sequence is different from the Unit Tests, you can use the **Teacher Personalized Assessment** feature to create Unit Tests in any subject customized for your school or district. (*see next page*)

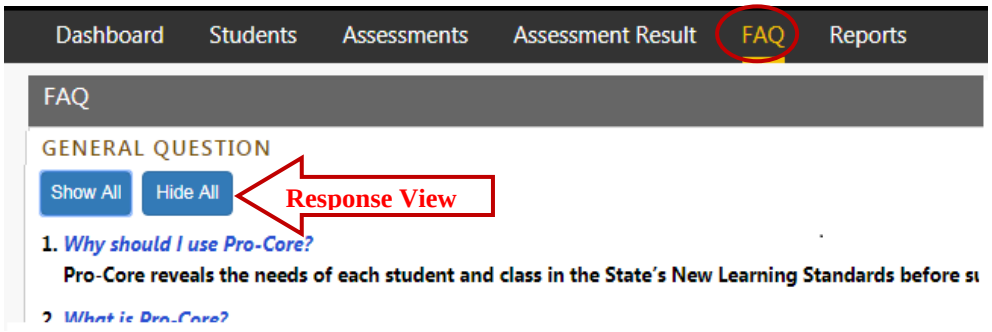
Teacher Personalized Assessments (TPAs)

Teachers may create customized Short Cycle Web Assessments (SCWAs) for their classes. You may select questions from the Pro-Core Form A and SCWA database. These questions are directly aligned to the state's most resent Learning Standards in Reading/ELA, Mathematics, Science, and Social Studies. TPAs may also be shared with other teachers in the school.

***See* Section N** in the *Pro-Core User Manual* for instructions on creating, sharing, editing and reports for Teacher Personalized Assessments (TPAs).

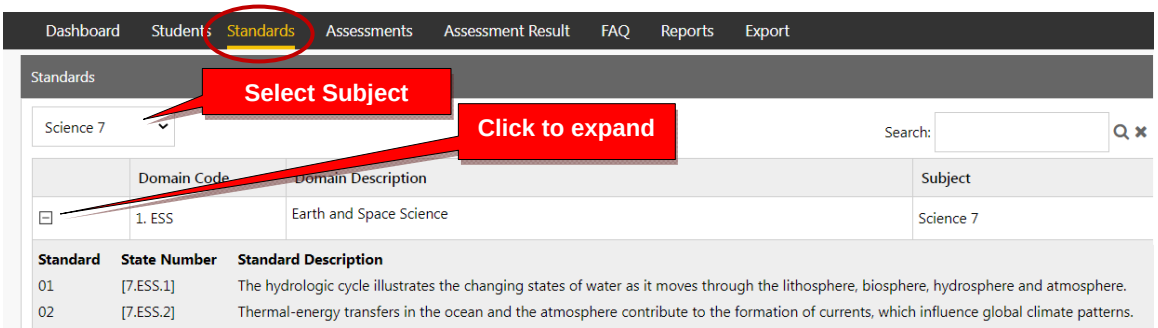
Teacher FAQs (Frequently Asked Questions)

Selecting "FAQ" will display some commonly asked questions and answers which will help you understand and use the Pro-Core system more effectively. New FAQs appear from time-to-time, so be sure to check this selection often. You may also submit your own questions to hemingway@pro-core.us.



View Learning Standards

Selecting "Standards" will display the Learning Standards and Domains assessed by Pro-Core. The Pro-Core Standard and State codes and descriptions are shown for each subject.



➢ ***The next section deals with Teacher Reports***

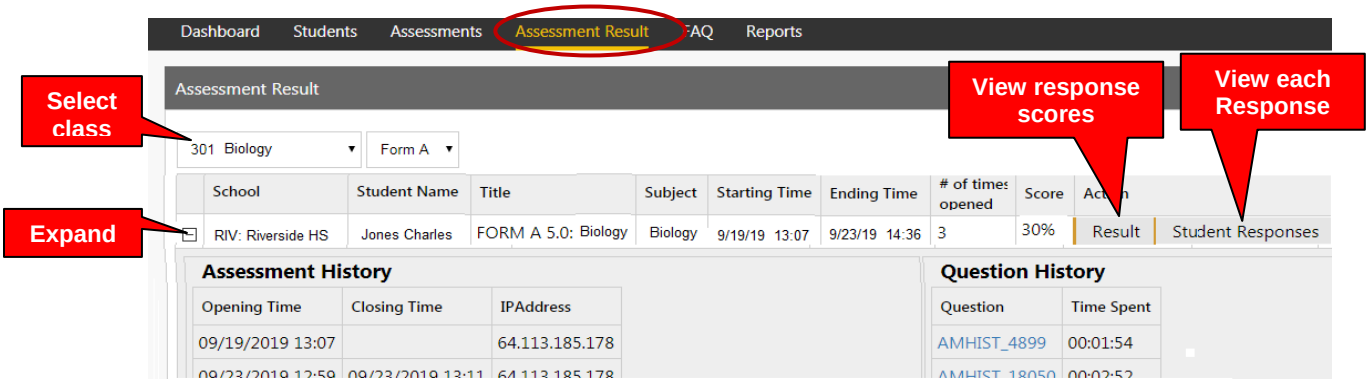
Pro-Core Teacher Reports

NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

Assessment Results Report

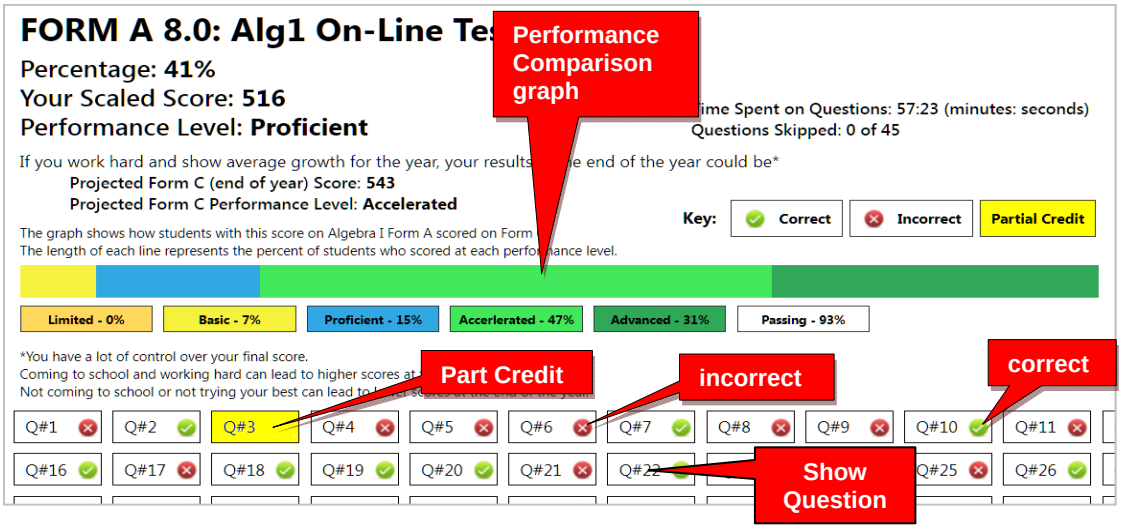
Selecting "Assessment Result" in the Teacher Menu will show the students' scores and assessment summary information for Form, Short Cycle, and Teacher Personalized Assessments.

Selecting **Result** will allow you to view a student's test Score on each test item.



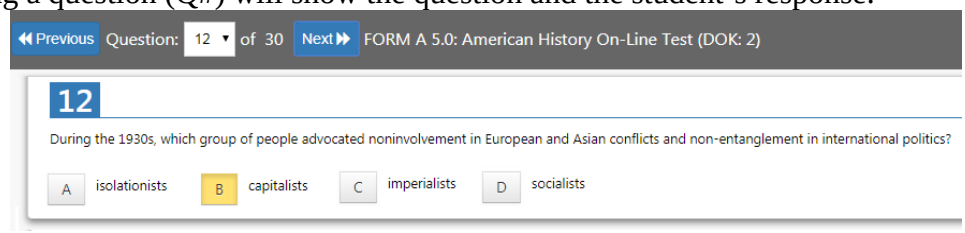
Assessment Results

Note: Selecting **Student Responses** will allow you to see a student's response on each question. For security, Form B questions will NOT display *for students* until Growth Reports are *released*. Form C questions are *never* shown.



New! The **performance comparison graph** shows historical Form C results for students in the past with this student's particular score.

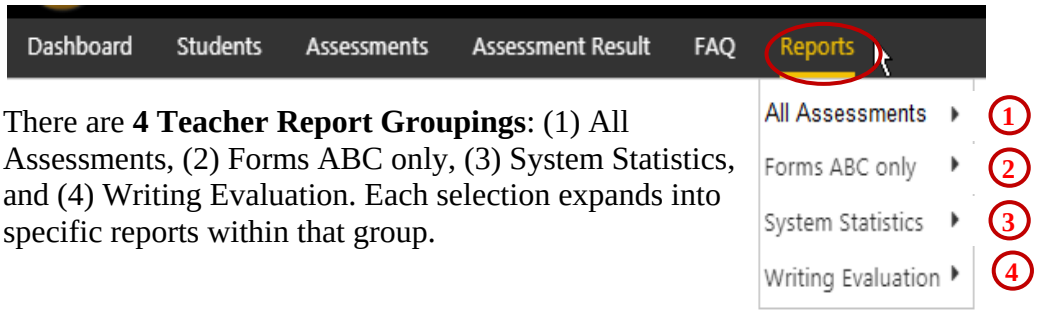
Clicking a question (Q#) will show the question and the student's response.



Note: *Anchor* questions will not appear when selected. They are used to link results between the Form tests. Instead, a message will appear: "This question has not been released at this time. Please see the SCWA for this standard for similar questions."

Assessment Reports

Selecting **"Reports"** in the Teacher Dashboard Menu Bar allows you to **view** the various teacher reports listed in the drop-down window. You may also **print** the report or **export** the data from most of the reports to a spreadsheet file.



There are **4 Teacher Report Groupings**: (1) All Assessments, (2) Forms ABC only, (3) System Statistics, and (4) Writing Evaluation. Each selection expands into specific reports within that group.

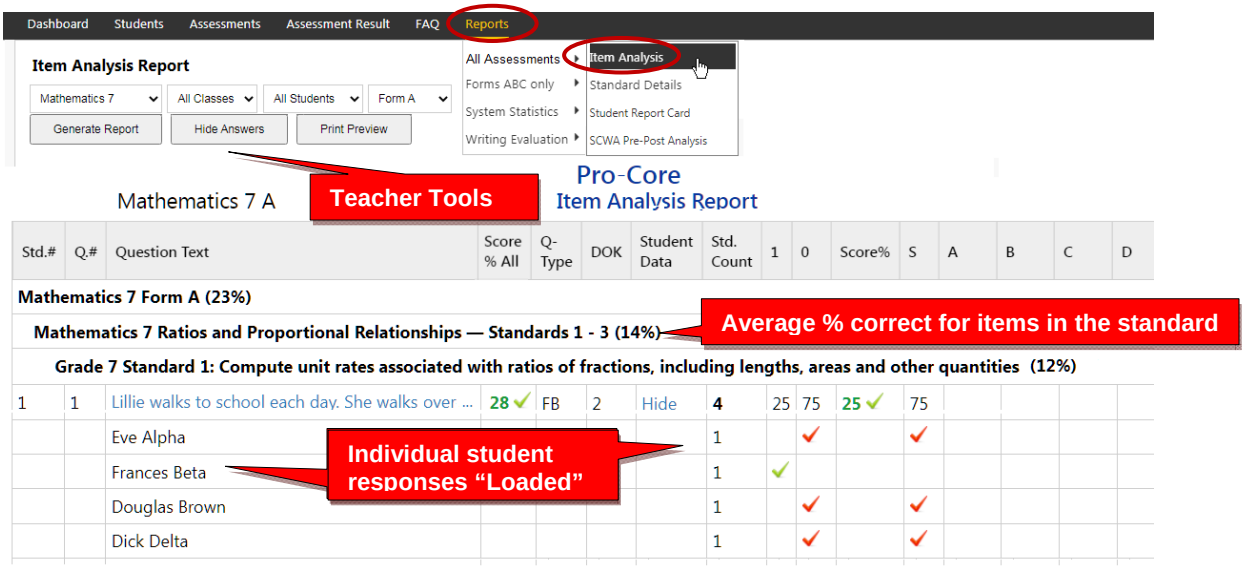
1 1.0 All Assessments

1.1 Item Analysis Report

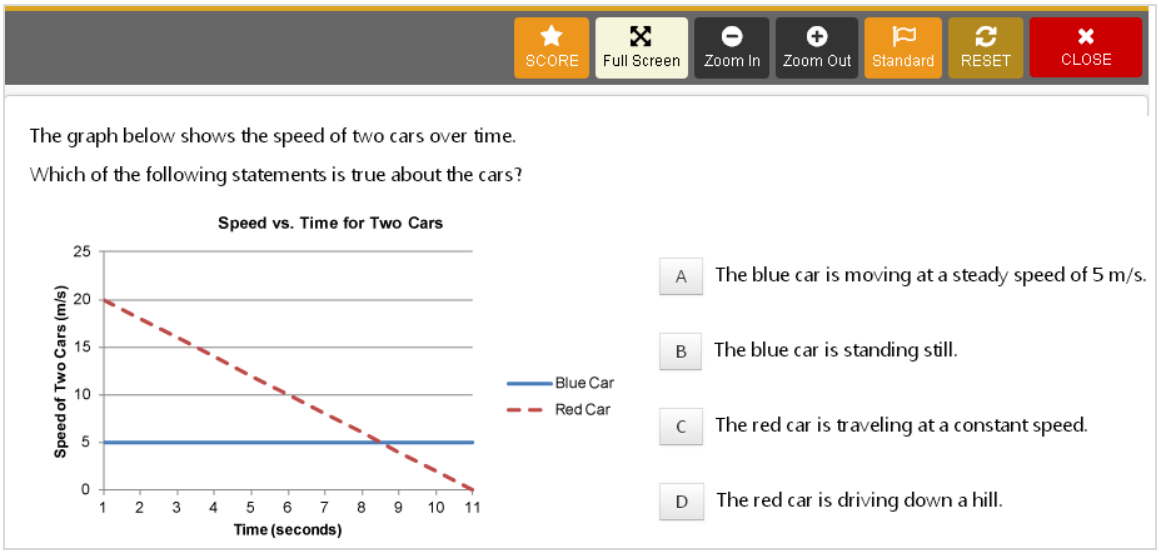
The Item Analysis report can be used after a test as a **classroom learning tool** to generate class discussions about a standard, a question, and the actual student responses.

Item Analysis report shows the test question's Pro-Core state Standard number, the Question itself, the Percent of student responding correctly, the question Type, and the estimated Depth of Knowledge needed to respond to the question.

The Count of students responding and percent of correct and incorrect responses to each possible response is also shown. This is helpful in identifying student misconceptions. The correct answer is indicated by a green check. Selecting "**Load**" in the **Student Data** column shows the individual student responses to the question.

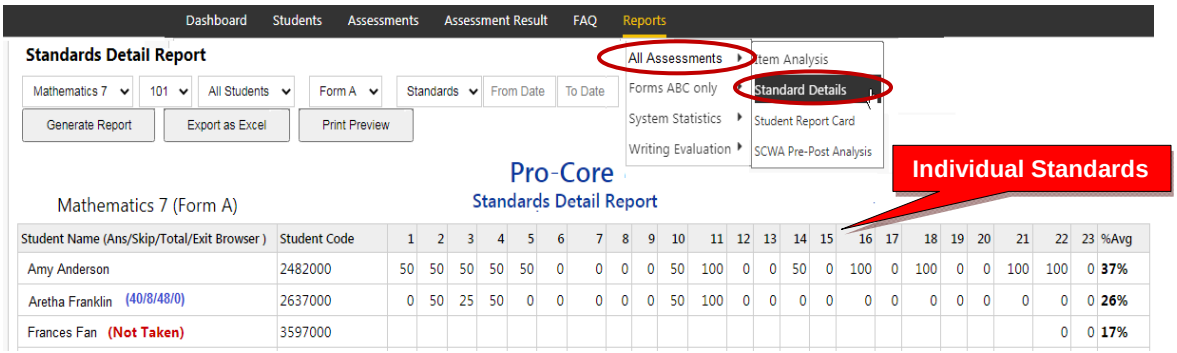


Selecting **the test question**, shows the entire item which can be expanded to full screen for classroom presentation and discussion

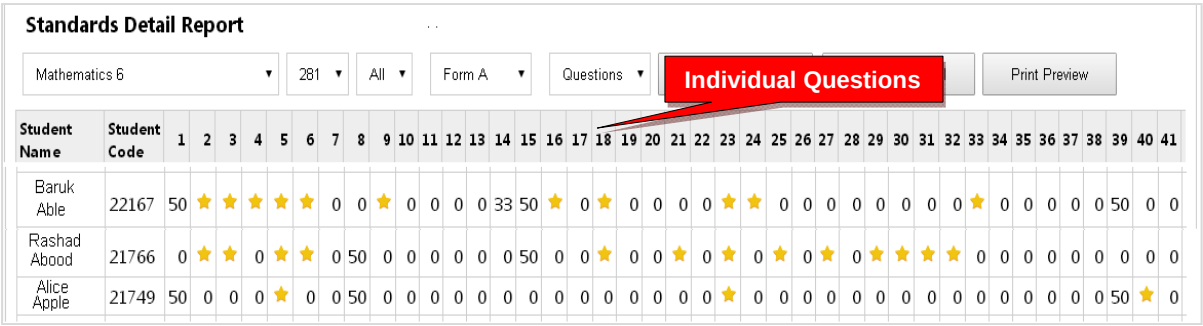


1.2 Standards Detail Report

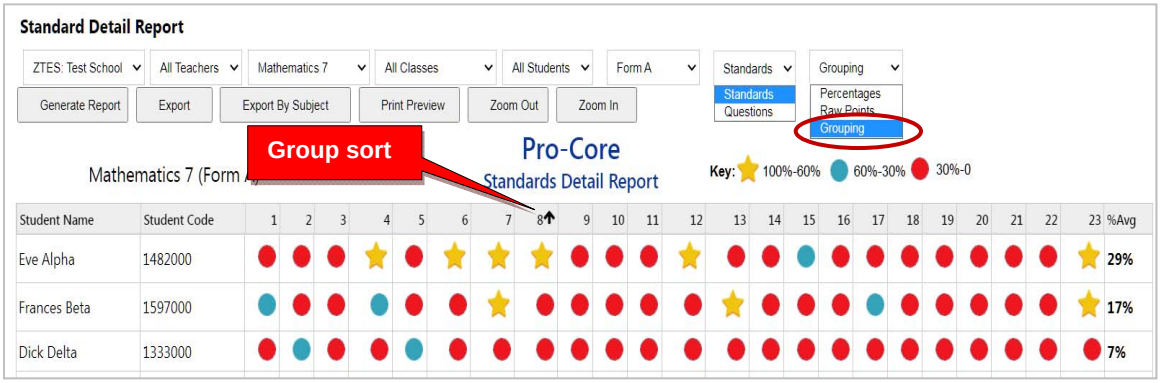
The Standards Detail Report provides the student scores for each state <u>standard</u> in each test by Subject and Form in each teacher's class. This report also will display students with incomplete assessments**.**



You can use this report to identify and sort high or low performing students by each **standard** or **question.** Results can be shown by **percentages** or by **points**.



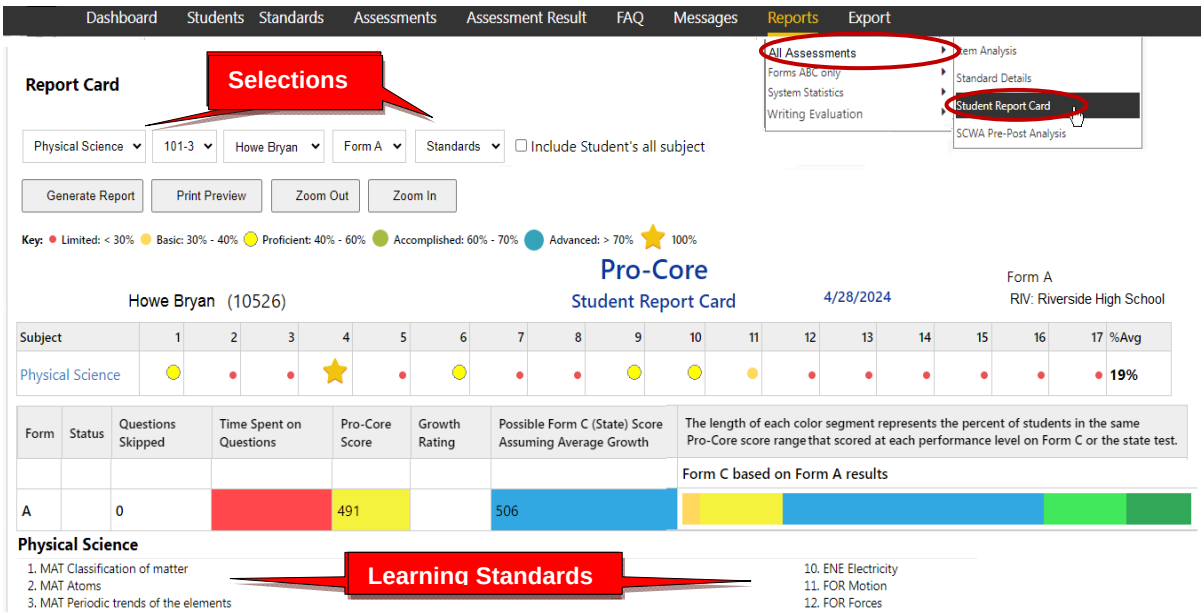
New! You may now generate and *graphically* sort students into high, medium, and low scoring **groups** in each standard.



Essentially, this report shows mastery or non-mastery of each state standard on each test with a Star (100%) or actual percent score. This report can be used as a **diagnostic tool** to identify high or low performing students in each learning standard or for student grouping.

1.3 Student Report Card

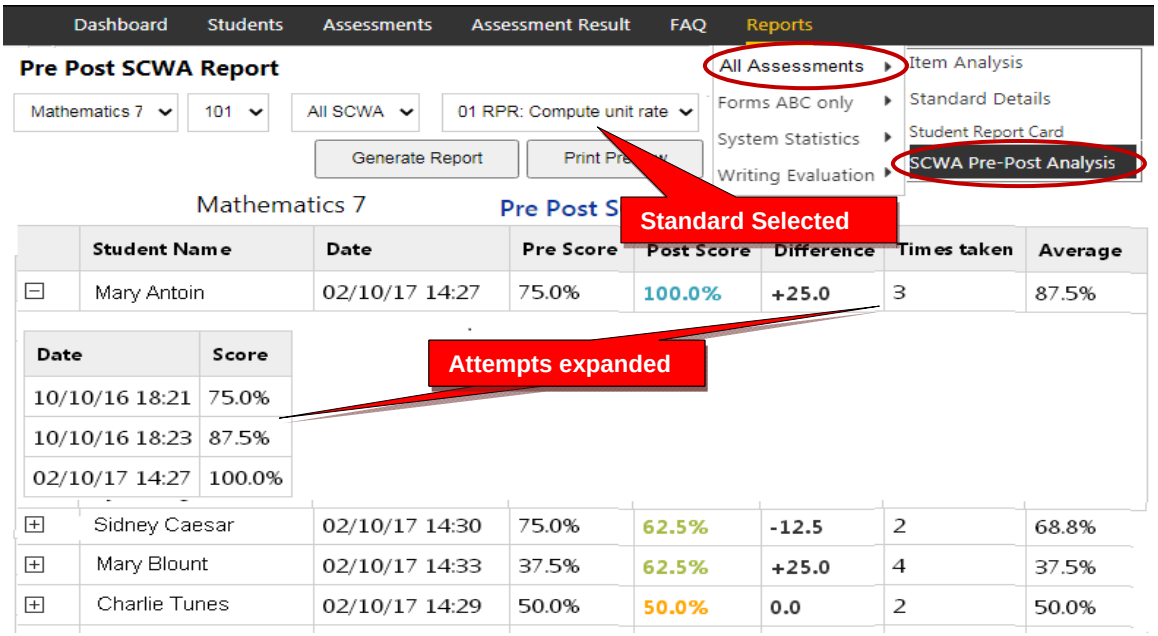
This report shows each student's achievement or progress in each subject at the time the report is generated. Form A B, C test results or Short Cycle Web Assessment (SCWA) results can be selected along with a list of the learning standards.



You may also view the student's color-coded layout by clicking on the Subject name.

1.4 SCWA Pre-Post Analysis Report

The Pre-Post Analysis provides a summary of each student's progress using the **Short Cycle Web Assessments (SCWA)**. Pre-post scores for each state standard are shown including each attempt in each state standard. The difference is the evidence of learning.



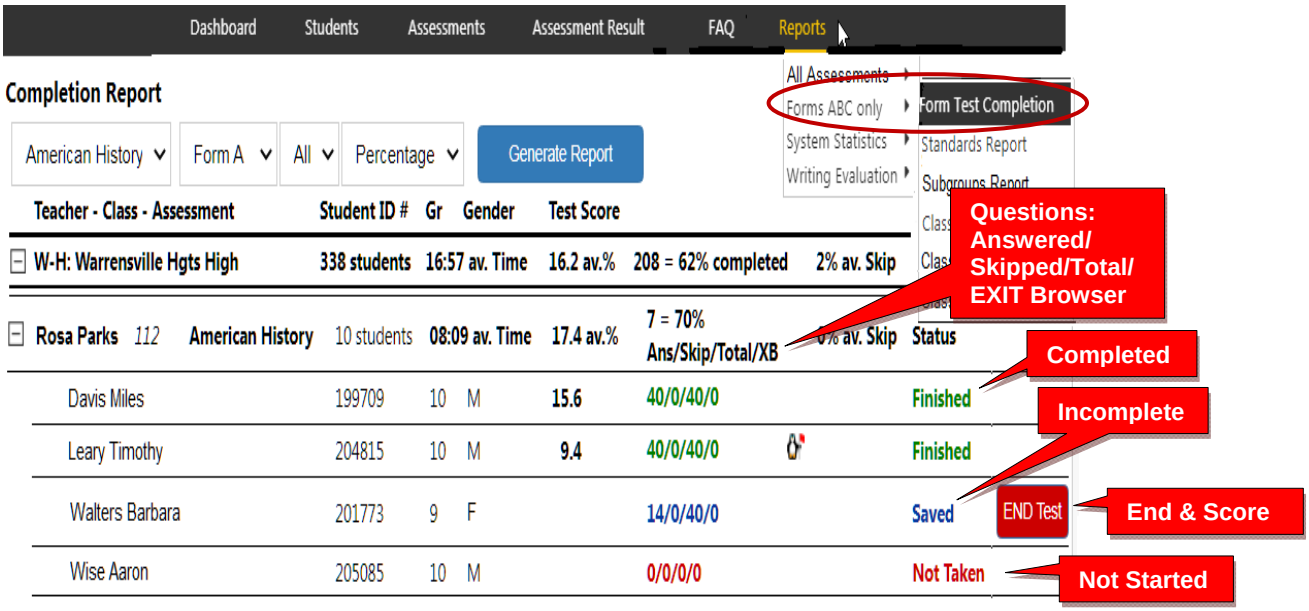
② 2.0 Forms ABC only

2.1 Form Test Completion Report

The Test Completion report allows you to view whether all students have completed the Form A, B, or C assessment prior to your district administrator disabling the test at the end of the testing window. A symbol "flags" students who...

- spent too little or more than the standardized time allowed on a Form test
- skipped or rushed through too many questions.

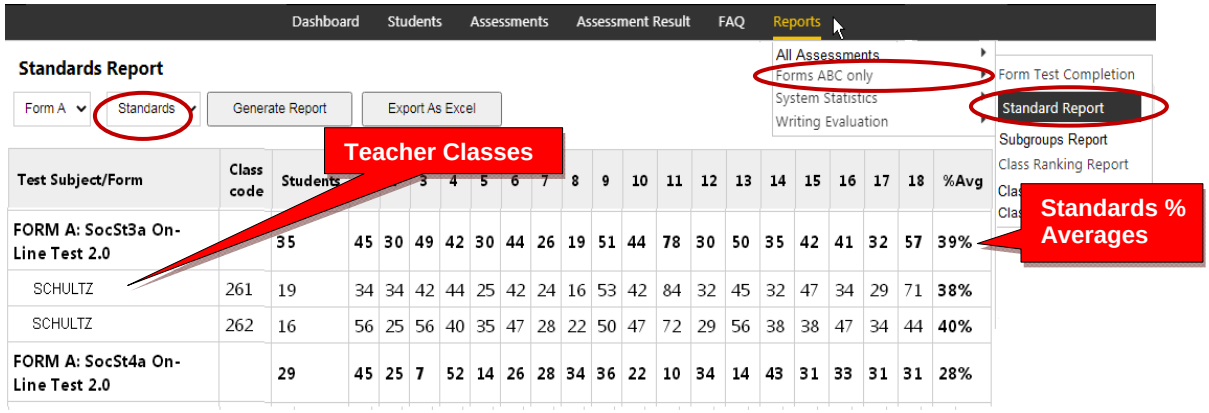
You can decide if they need to re-take the assessment.



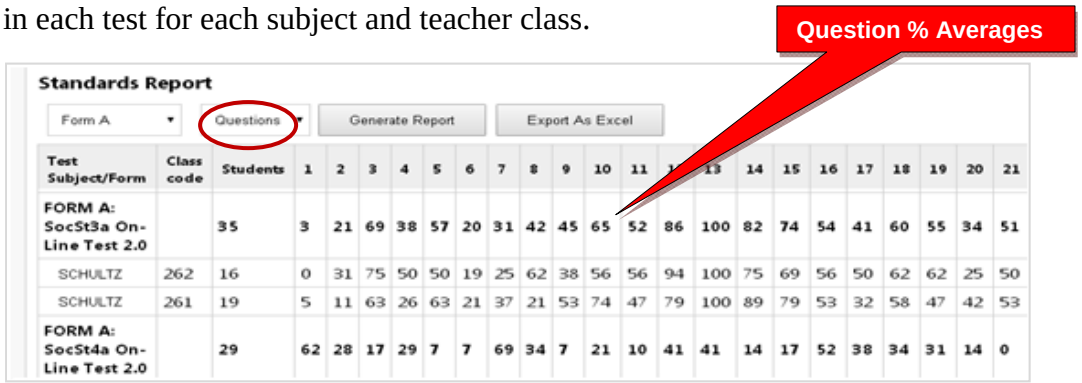
You may Finish and Score a student's *completed* assessment that the student has accidentally Saved instead of Ended by clicking the **END Test** *button*.

2.2 Class Standards Report

The Standards Report shows the averages for each state standard in each subject test and class.

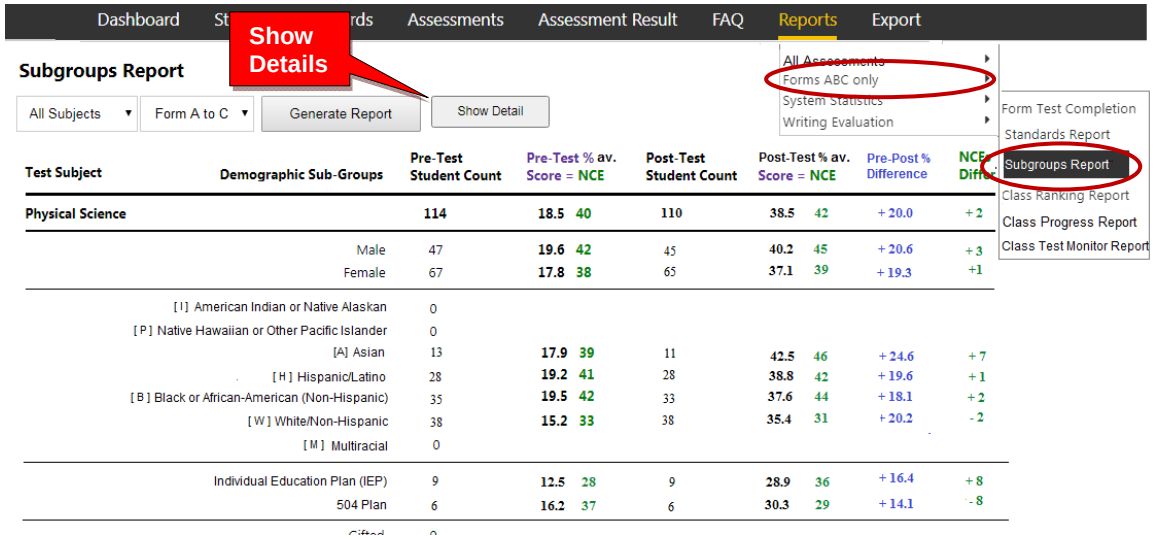


You may also generate the average percent of student answering each question correctly in each test for each subject and teacher class.

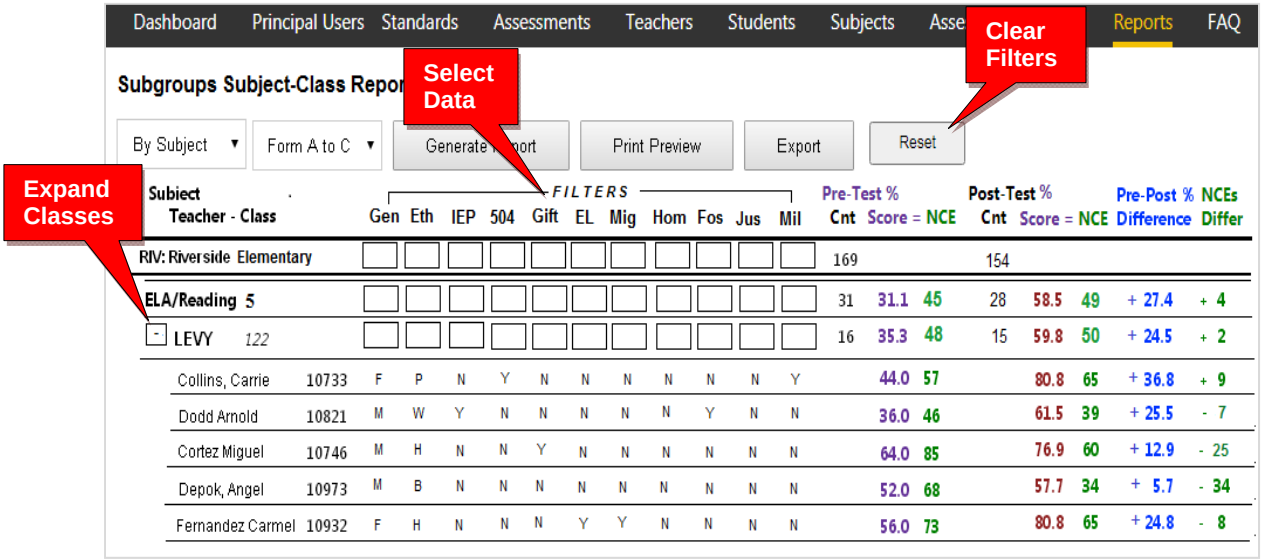


NEW! 2.3 Subgroups Report

The Subgroups Report shows the pre-post test average scores of students by subjects. Demographic results will appear *only if* demographic codes were included in each student's original enrollment form; otherwise, the codes will have to be entered manually. New subgroups have been added to support the state's One Plan program.



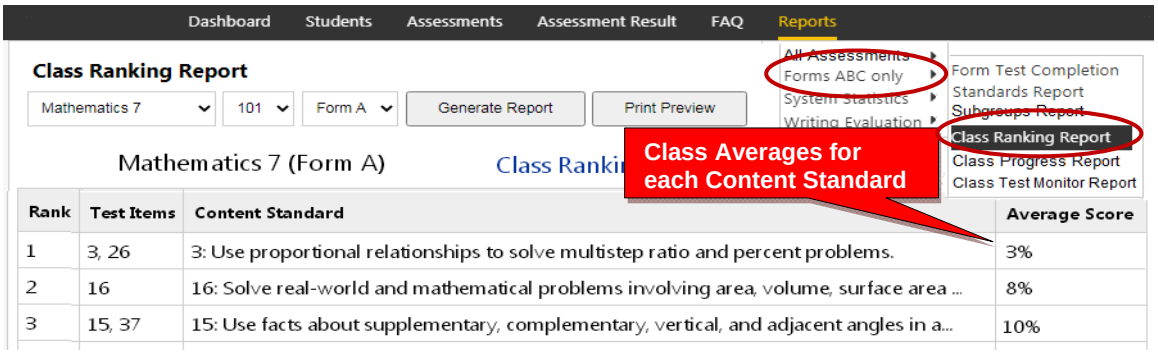
Clicking the "**Show Detail**" *button* (*above*) will take you to the Subgroup Subject-Class Detail Report where you can"drill down" to indivdual class and student data.



You may use the Subgroup Detail Report to select and *filter* each subgroup or export the data to a spreadsheet for further analysis.

2.4 Class Ranking Report

The Class Ranking report shows the Average Scores, sorted weakest to strongest, in each Content Standard in a teacher's class(es) for each subject area assessment. The Test Item numbers and state standard tested are also shown.



This report is most useful for discovering content area class strengths and weaknesses.

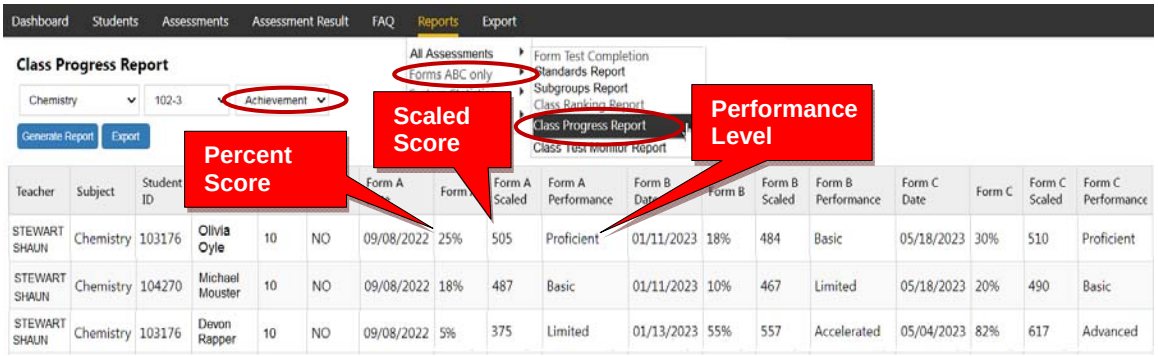
New! 2.5 Class Progress Report Using Scaled Scores

The Class Progress Report is available after <u>each</u> Pro-Core Form A/B/C assessment is administered. The report converts assessment percent scores into scaled scores and performance levels that are parallel to the scaled scores and performance levels used in Ohio's State Exams.

Student and class progress (CP) ratings are automatically computed for each teacher's class. There are <u>three</u> CP detail reports that show (a) Achievement, (b) Growth, and (c) Pre-Post Summary. These reports are useful for state OTES 2.0 reporting purposes.

2.5a Achievement Report

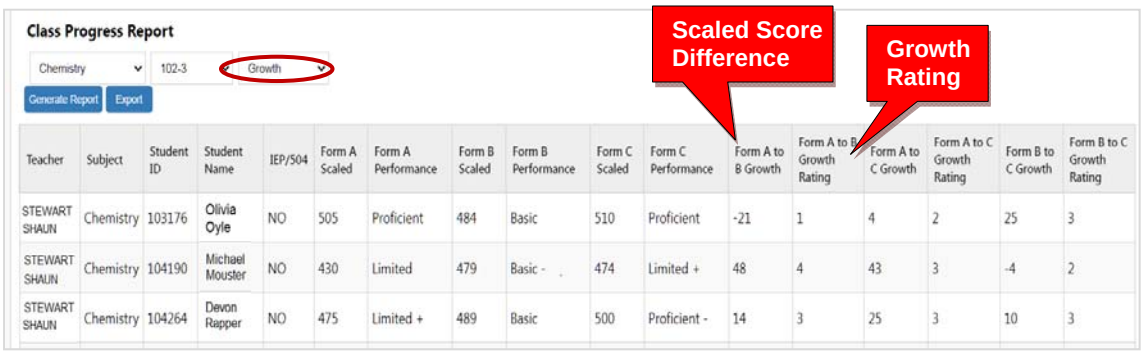
Select "**Achievement**" in the Class Progress Report to show each student's percent score, scaled score, and Performance Level on each Form test.



Teacher	Subject	Student ID				Form A	Form A Scaled	Form A Performance	Form B Date	Form B	Form B Scaled	Form B Performance	Form C Date	Form C	Form C Scaled	Form C Performance
STEWART SHAUN	Chemistry	103176	Olivia Oyle	10	NO	09/08/2022	25%	505	Proficient	01/11/2023	18%	484	Basic	05/18/2023	30%	510	Proficient
STEWART SHAUN	Chemistry	104270	Michael Mouster	10	NO	09/08/2022	18%	487	Basic	01/11/2023	10%	467	Limited	05/18/2023	20%	490	Basic
STEWART SHAUN	Chemistry	103176	Devon Rapper	10	NO	09/08/2022	5%	375	Limited	01/13/2023	55%	557	Accelerated	05/04/2023	82%	617	Advanced

2.5b Growth Report

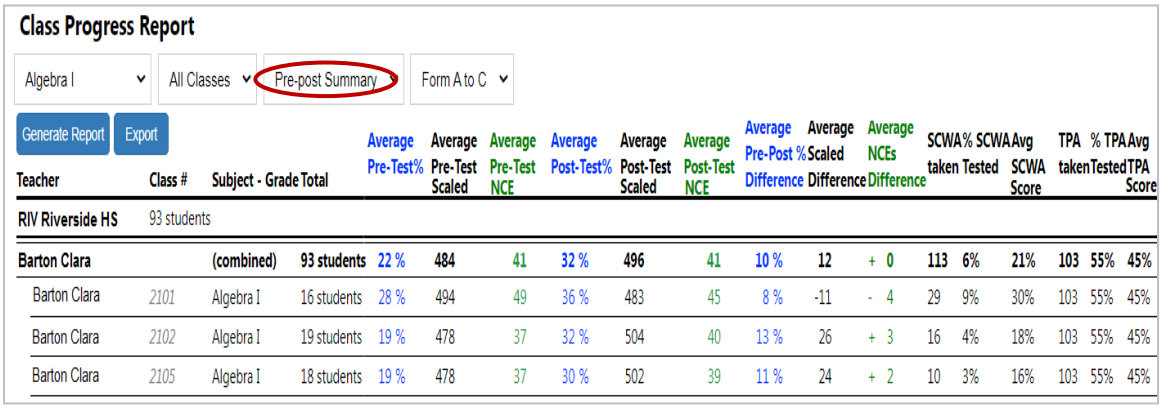
Select "**Growth**" in the Class Progress Report to show how much academic progress students have made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C). Growth rating is shown on a scale of 1 to 5.



Teacher	Subject	Student ID	Student Name	IEP/504	Form A Scaled	Form A Performance	Form B Scaled	Form B Performance	Form C Scaled	Form C Performance	Form A to B Growth	Form A to B Growth Rating	Form A to C Growth	Form A to C Growth Rating	Form B to C Growth	Form B to C Growth Rating
STEWART SHAUN	Chemistry	103176	Olivia Oyle	NO	505	Proficient	484	Basic	510	Proficient	-21	1	4	2	25	3
STEWART SHAUN	Chemistry	104190	Michael Mouster	NO	430	Limited	479	Basic -	474	Limited +	48	4	43	3	-4	2
STEWART SHAUN	Chemistry	104264	Devon Rapper	NO	475	Limited +	489	Basic	500	Proficient -	14	3	25	3	10	3

New! 2.5c Pre-Post Summary Report

Select "**Pre-Post Summary**" in the Class Progress Report to show the differences in 3 average class scores--percents, scaled, NCEs-- made between the Pro-Core pre-test (Form A) and the formative (Form B) or post-test (Form C).

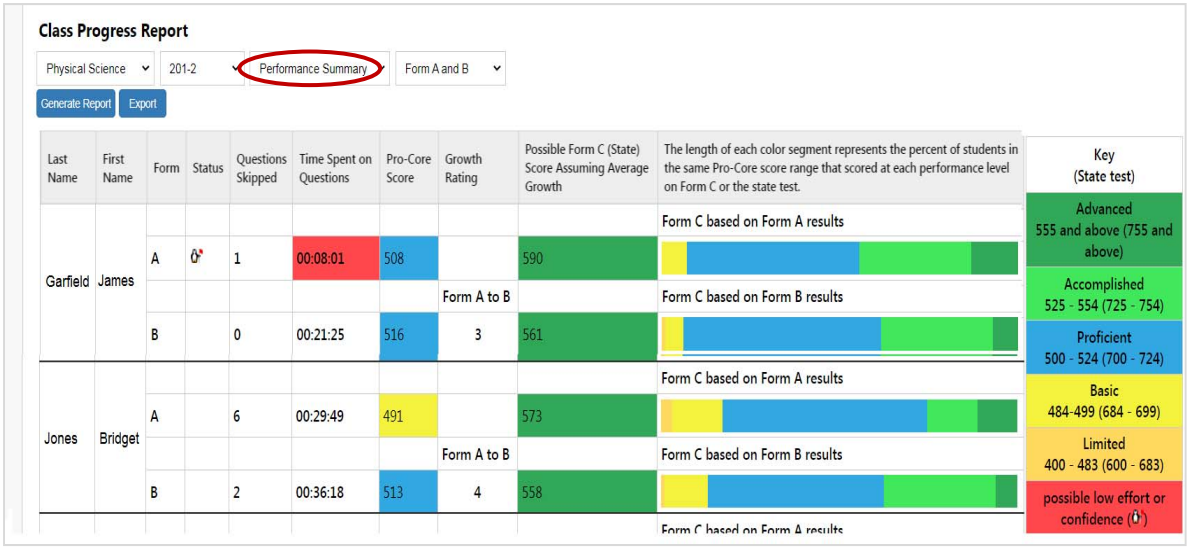


Teacher	Class #	Subject - Grade Total		Average Pre-Test%	Average Pre-Test Scaled	Average Pre-Test NCE	Average Post-Test%	Average Post-Test Scaled	Average Post-Test NCE	Average Pre-Post % Difference	Average Scaled Difference	Average NCEs Difference	SCWA taken	% SCWA Tested	Avg SCWA Score	TPA taken	% TPA Tested	Avg TPA Score
RIV Riverside HS		93 students																
Barton Clara		**(combined)**	**93 students**	**22 %**	**484**	**41**	**32 %**	**496**	**41**	**10 %**	**12**	**+ 0**	**113**	**6%**	**21%**	**103**	**55%**	**45%**
Barton Clara	*2101*	Algebra I	16 students	28 %	494	49	36 %	483	45	8 %	-11	- 4	29	9%	30%	103	55%	45%
Barton Clara	*2102*	Algebra I	19 students	19 %	478	37	32 %	504	40	13 %	26	+ 3	16	4%	18%	103	55%	45%
Barton Clara	*2105*	Algebra I	18 students	19 %	478	37	30 %	502	39	11 %	24	+ 2	10	3%	16%	103	55%	45%

This report also shows Short Cycle Web Assessments (SCWAs) and Teacher Personalized Assessments (TPAs) taken, tested and average scores by class.

New! 2.5d Performance Summary Report

Select "**Performance Summary**" in the Class Progress Report to see a graphical representation of what a student *might* score on the Pro-Core Form C or state assessment IF they show "average growth" on the Pro-Core assessments.

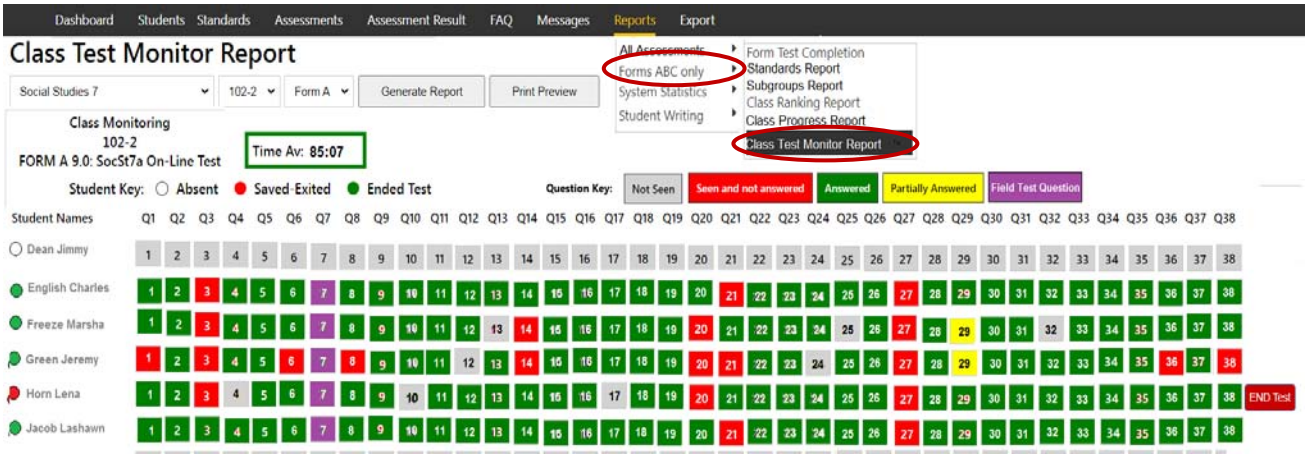


The options include the estimated growth rating between the Pro-Core pre-test (Form A) and the formative (Form B) and post-test (Form C) and state test.

See more information on Student and Class Progress on our Pro-Core web site Support > FAQ page at https://pro-core.us/faq.html.

New! 2.6 Class Test Monitor Report

The Form Test **Class Monitor Report** allows teachers to analyze the pattern of student responses to test questions after a Form test is administered.

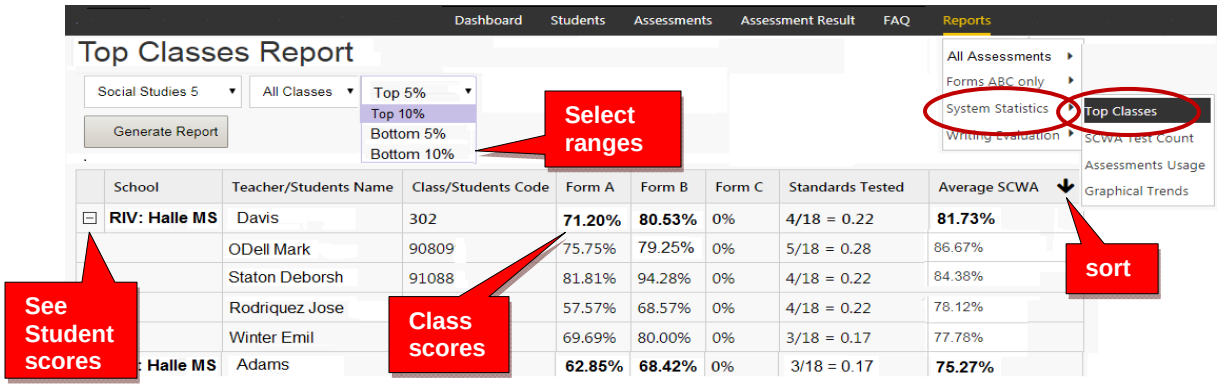


➢ See **Appendix 7** in the *Pro-Core User Manual* for detailed information about this report**.**

③ 3.0 System Statistics

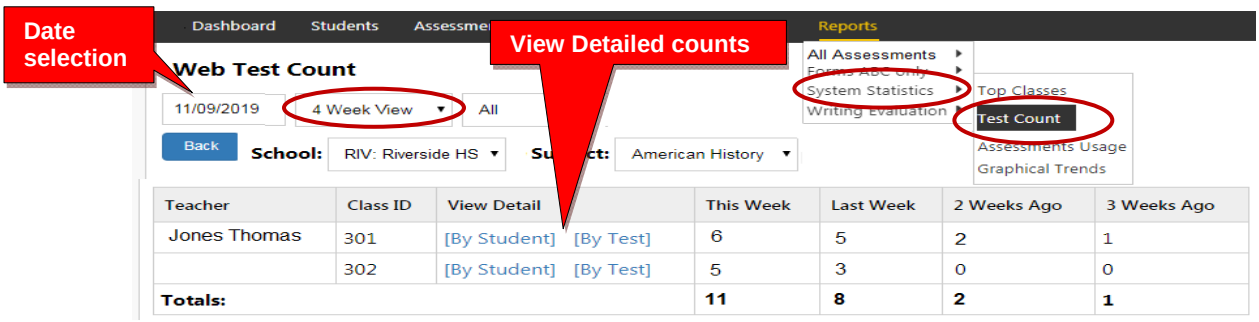
3.1 Top Classes Report

This report allows you to view your top-performing class(es). Then “drill-down” to top students. Results for the Form A, B, and C assessments are shown along Standards Tested and Short Cycle Web Assessments (SCWA) average scores.



3.2 SCWATest Count

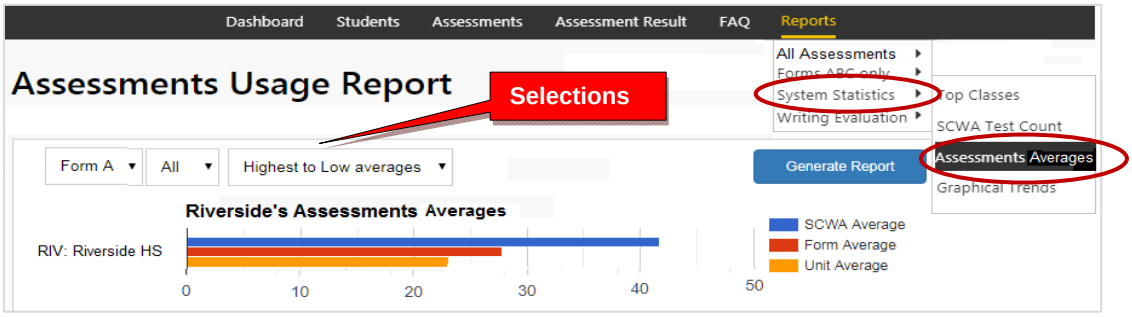
The Web Test Count Report shows you how many Short Cycle Web Assessments each class or student has accessed over 2, 3, 4, 5 weeks or Year-to-date.



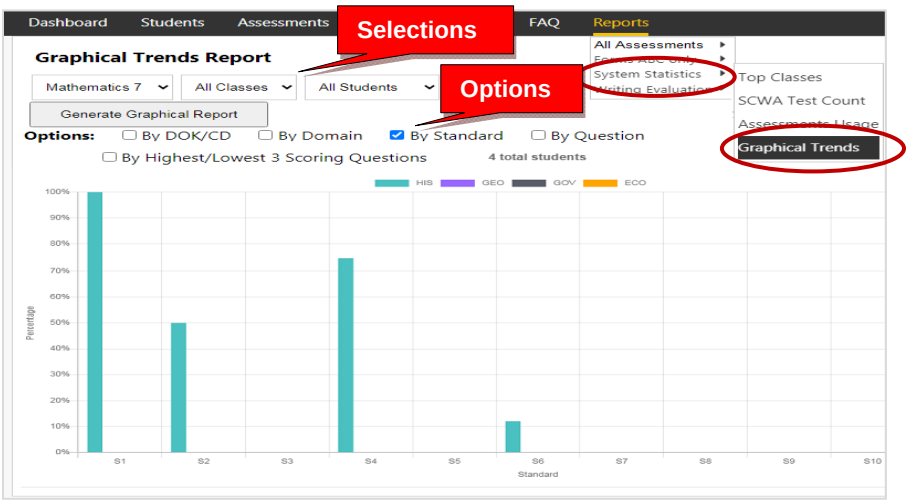
You may “drill down” to see individual students and tests being accessed within each subject class.

Updated 3.3 Assessments Averages Report

The Assessment Averages Report is a *graphic* comparison of overall student averages of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher’s class. Clicking on a colored bar will show a pop-up student usage.



3.4 Graphical Trends *(This report is still under construction)*

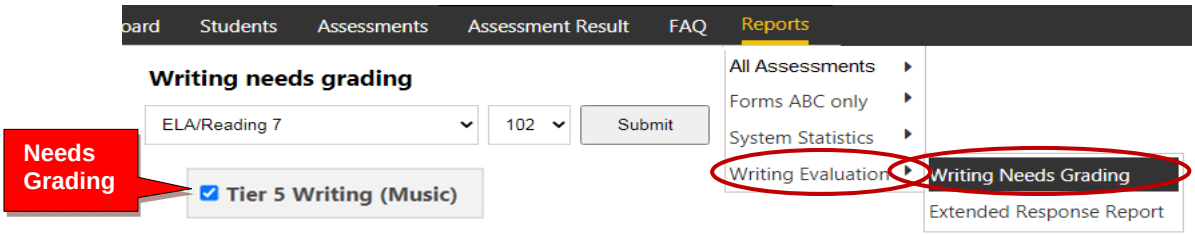


4 Writing Evaluation

Note: These reports are currently related only to the **5 Tier Writing (5TW)** Activity.

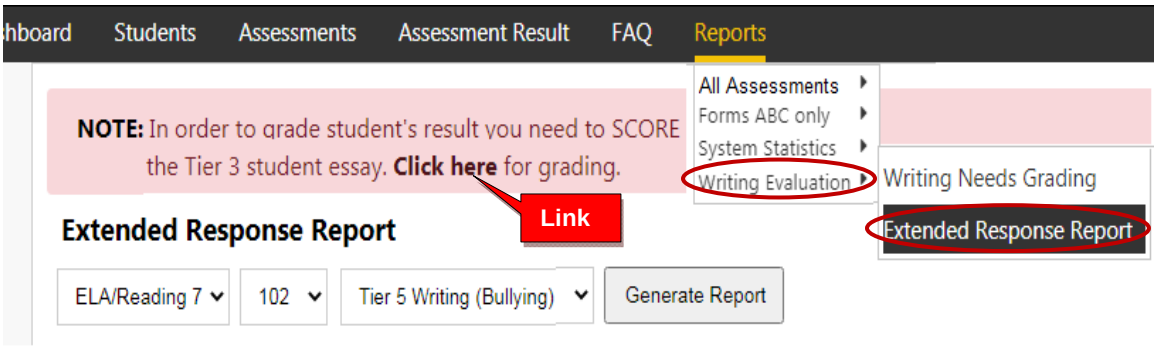
4.1 Writing Report

The Writing report shows student writing that needs grading in the selelcted subject area class.



4.2 Extended Response Report

Selecting the "Click Here" link in the Extended Response Report takes you to a selected **5 Tier Writing Scoring** layout.



➢ ***See* Section O** in the *Pro-Core User Manual* for more information on **5 Tier Writing (5TW)**.

Teacher Personalized Assessment (TPA) Reports

- ***See*** **Section N** in the following section of the *Pro-Core User Manual* for detailed information about the **Teacher Personalized Assessment (TPA**) Report.

Additional Information about the Pro-Core Short Cycle Web Assessments (SCWA) and reports is available from the online ***Pro-Core User Manual.***
Go to **https://Pro-Core.us/manuals.html**

Pro-Core Teacher Personalized Assessments and Reports

NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

Teacher Personalized Assessments (TPAs)

Teachers may create Teacher Personalized Assessments (TPAs) for their classes using a bank of questions from Pro-Core' Form A and Short Cycle Web Assessments (SCWAs). All Pro-Core questions are directly aligned to the state's most recent Learning Standards in Reading/ELA, Mathematics, Science, and Social Studies.

- TPAs may also be built in collaboration with other teachers and shared with other teachers in their school or district.
- Teachers may submit their own test items for entry into the Pro-Core database.

Customized **Student Assessments** may be administered to students and computer-scored in the same manner as regular SCWAs. (*See pages* ***L-7*** *f.)*

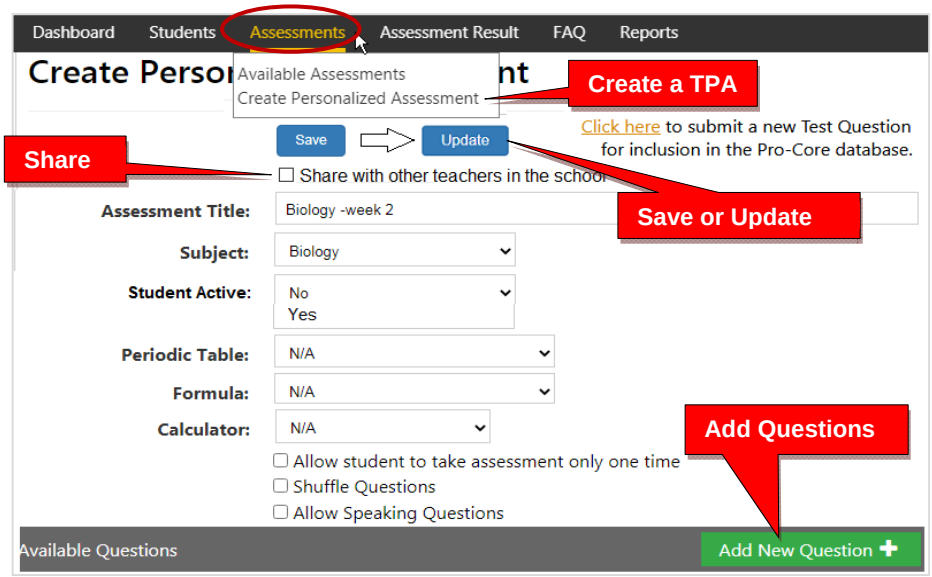
Create TPAs for Student Assessment

In the teacher Dashboard Menu bar, click on **Assessments** and select "Create Personalized Assessments" from the drop down menu. Type a unique **Title**; then select a class **Subject.**

NOTE: The TPA is ***not*** **Student Active** by *default*. Selecting "**Yes**" indicates you want your students have access to your test. You can wait to student-activate the test until you want it to appear in your students' list of assessments.

There are additional choices available for your Student Assessment, including adding a periodic table, formula sheet, or online calculator. You may select whether students may take the assessment only one time. If this is *not* checked, students may re-take the assessment as many times as they would like, but only once a day. You will be able to see the results of all their trials.

You may also select the questions to be shuffled in a different order for all students (highly recommended), or if you want text-to-speech to be activated for your test.

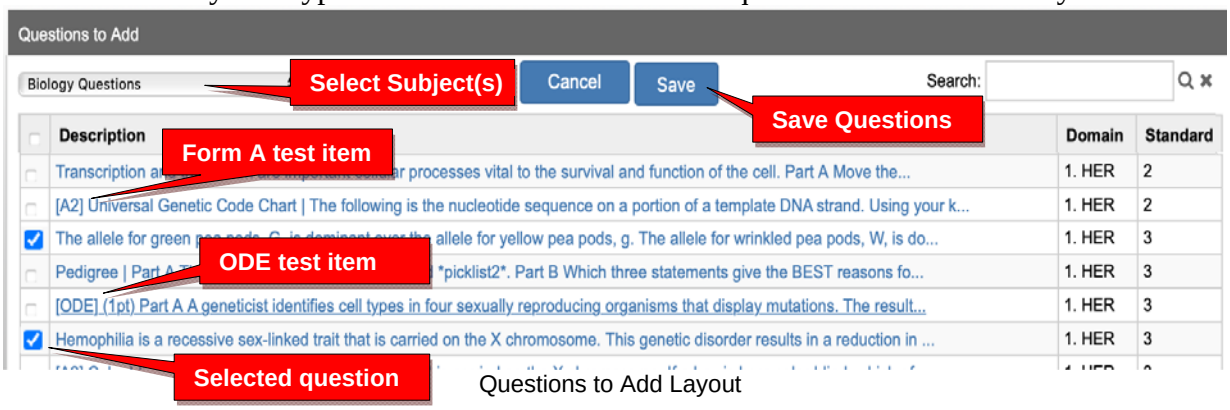


TPA Creation Layout

When you have made all your selections, click **Save**. After saving, that *button* changes to **Update**. Now, you may add assessment questions by clicking the "**Add New Question+**" *button* that appears at the bottom-right of layout. (see *above*)

When you click the **Add New Question** *button*, a "Questions to Add" layout will appear *as below*. Questions are listed by Domain and Standard for your selected subject. If you would like to see the entire question, click anywhere on the blue text, and a pop-up box of the questions will appear. Questions labeled [A2] are from the Form A test. Questions labeled [ODE] are Ohio Department of Education released questions. All other questions are from SCWAs. Click in the box to the left of each question to include it on your assessment.

NOTE: You may select other grade level subjects from the drop down box at the top of the layout. After selecting your questions, click **Save** to include them in your assessment. You may also type into the "Search" box to find questions than include keywords.

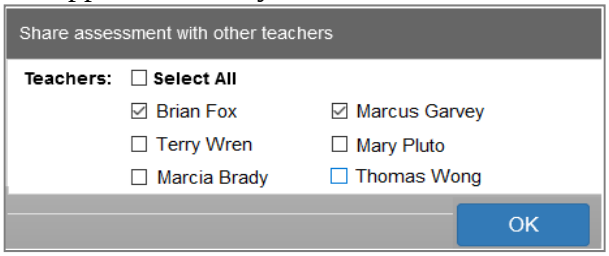


Questions to Add Layout

If your test is ready to post your TPA to your students, select **Student Active**: "**Yes**" in the Creation layout (*see the previous page)* to activate your assessment. Then click the **Update** *button*. You may also "**Share**" your test with other teachers in the school.

Share TPAs

You may share your TPA with other teachers in the school by selecting the **Share** *checkbox* under the Save-Update button in the TPA Creation layout (*see the previous page)*. A list of teachers in your school will appear. You may select one or more teachers to share your TPA.



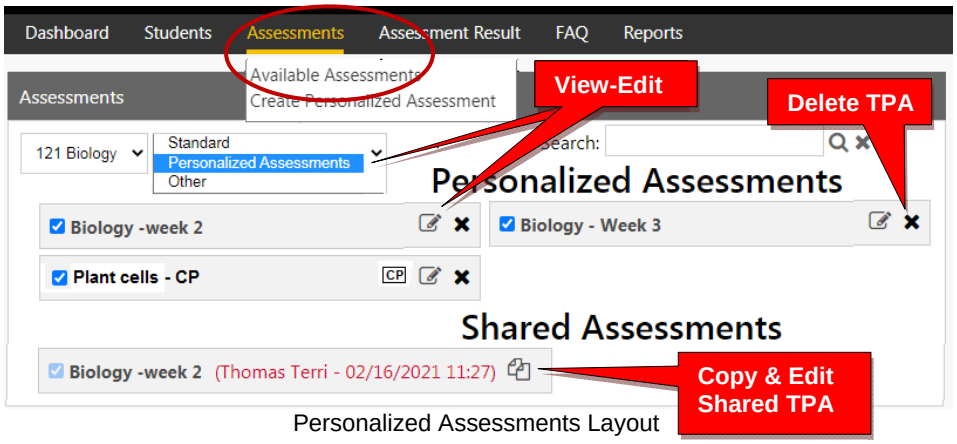
Teacher Share List

Shared teachers may use your original TPA or copy and edit their own version. It is recommended you include specific identifying information in your **Student Assessment Title**. For example, instead of naming you file "Biology," name it "Biology–Week 1" or "Biology–Vertebrates," etc.

Shared TPAs will appear in the shared teachers' Menu in **Assessments** > Available Assessments > Personalized Assessments > Edit Personalized Assessments layout *below*.

Edit TPAs

To view, edit, or delete your Teacher Personalized Assessments (TPAs), select “Available Assessments” under your **Assessments** drop-down box. Then select “Personalized Assessments” in the Assessments box.

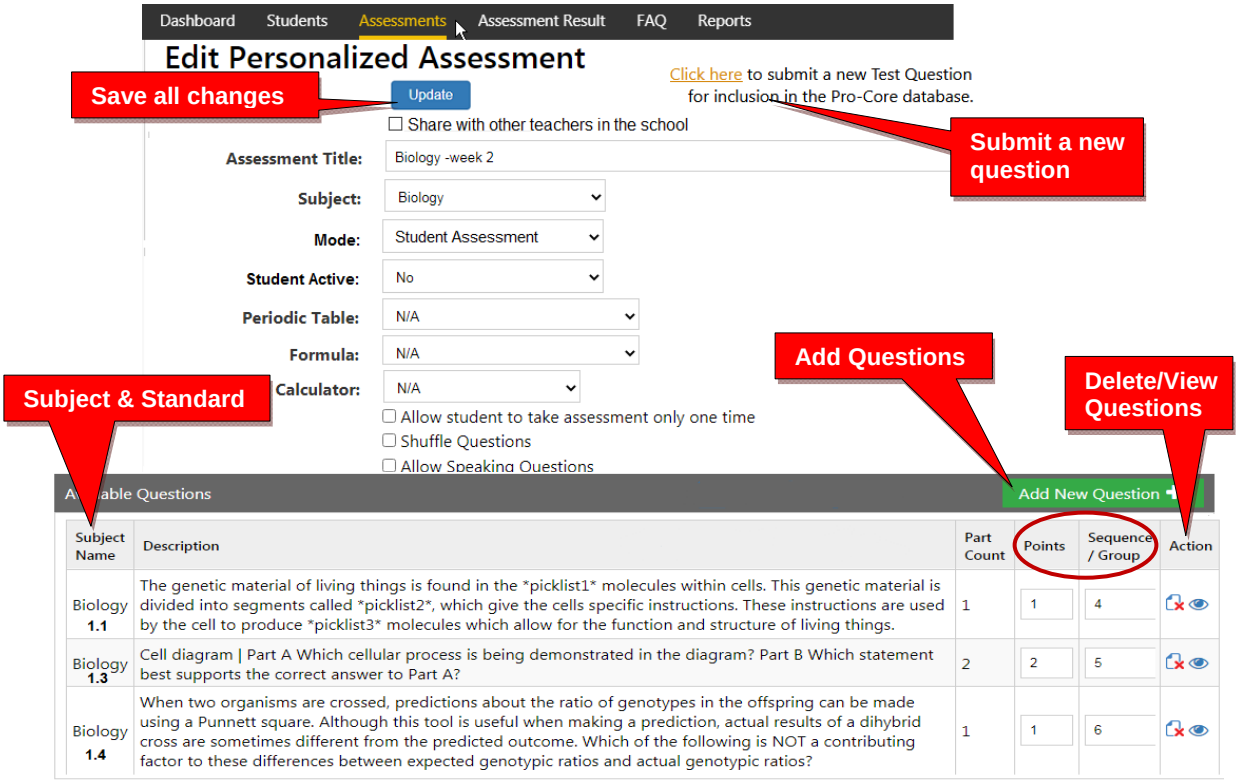


Personalized Assessments Layout

Select the **edit** *icon* to view or delete questions, or add new questions in a selected TPA.

If you wish to edit a shared TPA from another teacher, you must first make a copy of it. You may share your own version of a TPA by selecting the **Share** *checkbox* under to the Update button in the TPA Edit layout (*below*). A list of teachers in your school will appear (*as shown above*). You may select one or more teachers to share your TPA.

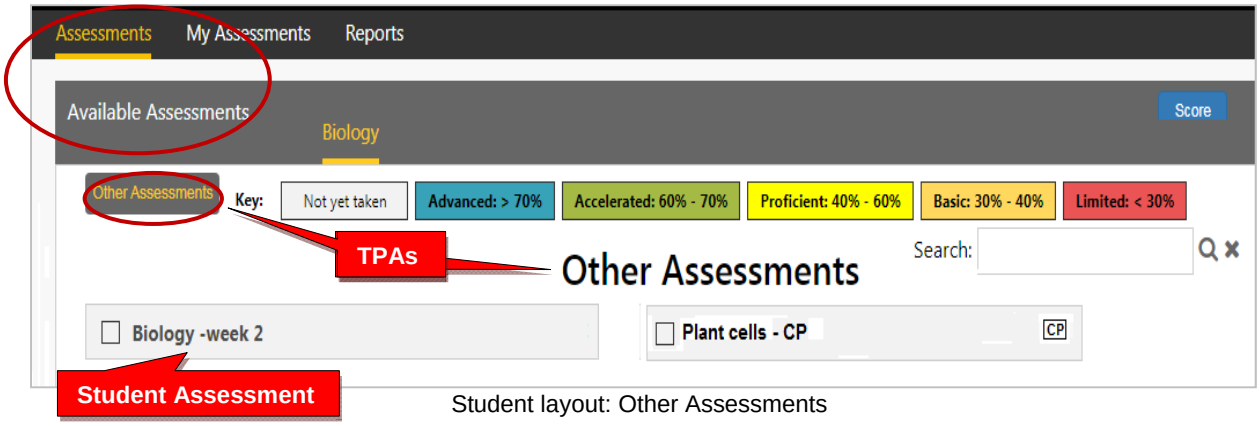
NOTE: You may also adjust the **points** or the **sequence** of questions in the edit layout .



If you make changes, click the **Update** *button*—or **Save** *button* in the "Add New Questions" layout. If your test is ready to post to your students, select **Student Active: "Yes"** to *activate* the assessment for student use. Then click the **Update** *button*.

Students: Using TPAs

Activated Teacher Personalized Assessments [**Student Active: Yes**] will appear in the student's **Assessments** Menu in the "Available Assessments" layout under "**Other Assessments**." Further information about **Student Assessments** is found in ***Pro-Core User Manual***, Section **P.**

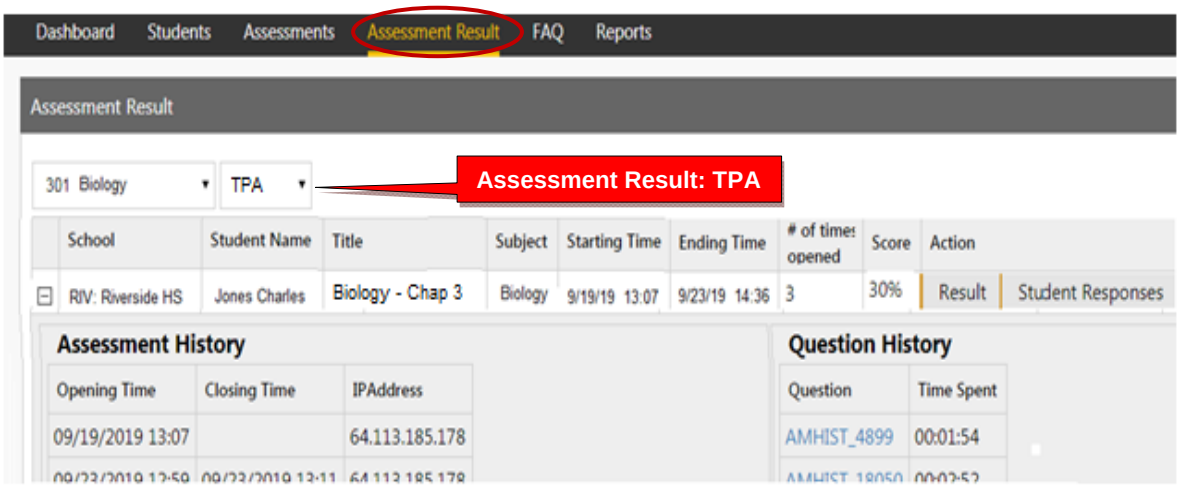


Student layout: Other Assessments

Teachers: TPA Reports

1. TPA Assessment Result

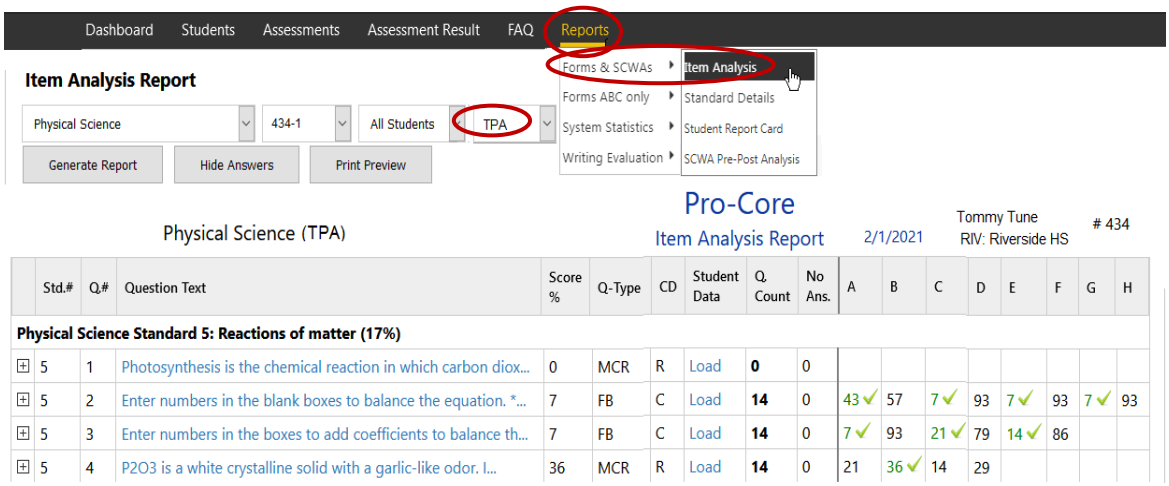
In the teacher Menu, click **Assessment Result**, and then **TPA** from the drop down box. Further Information about Assessment Results is found in the online ***Pro-Core User Manual***, page **M-10.**



TPA Assessment Result

2. TPA Item Analysis

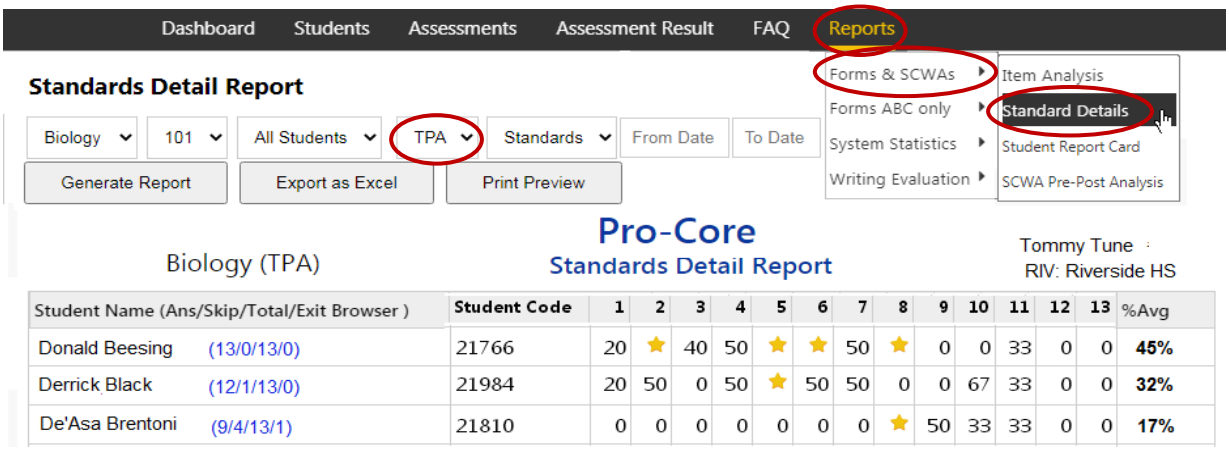
In the teacher Menu, click **Reports,** select **Forms & SCWAs > Item Analysis,** and then **TPA** from the drop down boxes. Further Information about the Item Analysis report is found in the online ***Pro-Core User Manual***, pages **M-2*f*.**



TPA Item Analysis Report

3. TPA Standards Detail

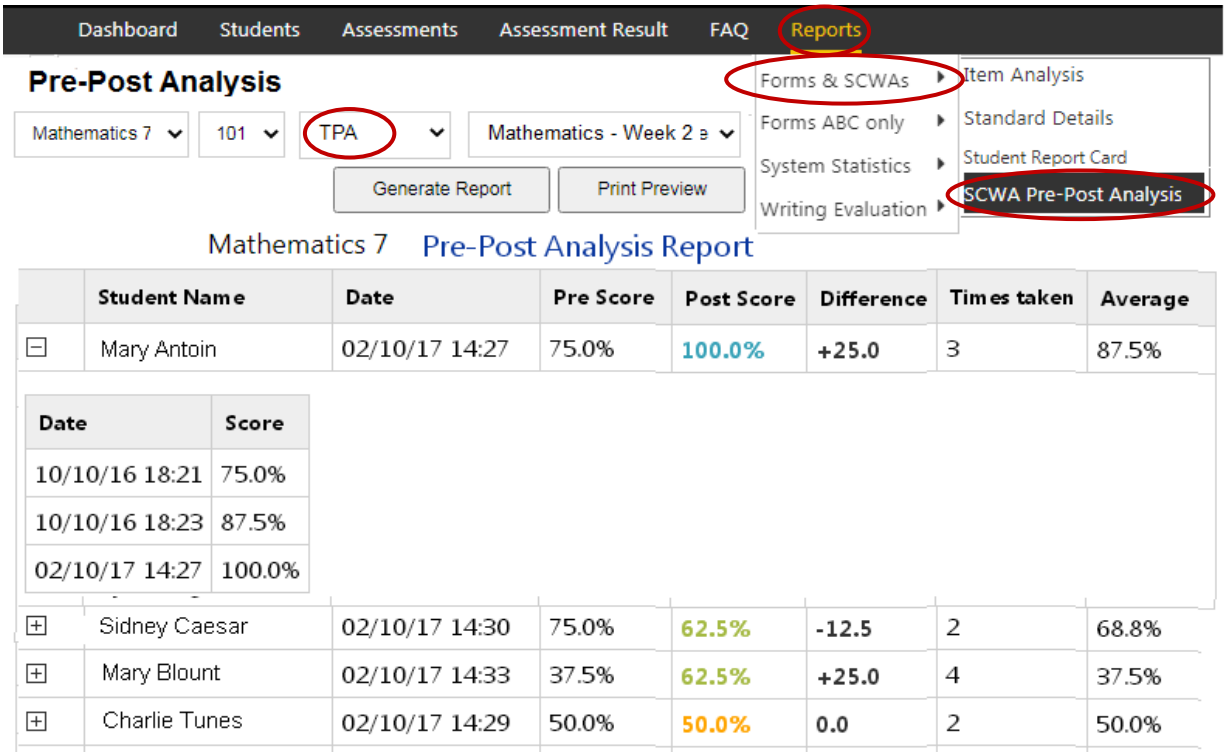
In the teacher Menu, click **Reports**, select **Standards Detail,** and then **TPA** from the drop down boxes. Further information about the Standards Detail report is found in the online ***Pro-Core User Manual***, pages **M-3*f*.**



TPA Standards Detail Report

4. TPA Pre-Post Analysis

In the teacher Menu, click **Reports**, select **Pre-Post Analysis,** and then **TPA** from the drop down boxes. Further information about the Pre-Post Analysis report is found in the online ***Pro-Core User Manual***, page **M-4.**



TPA Pre-Post Analysis Report

Administrator Procedures

Administrators may view, print, run, edit, or delete Teacher Personalized Assessments by subject and teacher in their Assessments menu.

Administrators may also ***Share*** TPAs among other teachers in the school or district.

See **Section H** (District administrators) or **Section K** (School Administrators) in the *Pro-Core User Manual*.

Contact Ben Hemingway for more information: Hemingway@pro-core.us

➢ ***The next section deals with 5-Tier Writing.***

Five-Tier Writing (5TW) Assessments and Reports

NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

Purpose

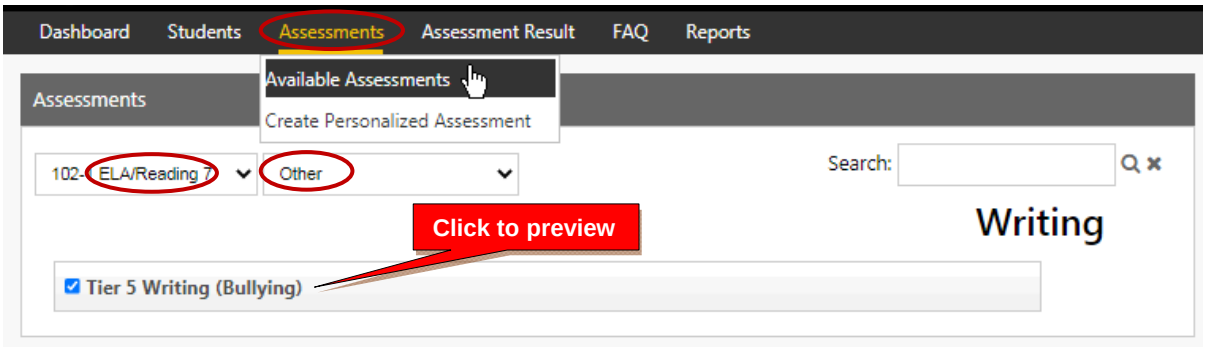
- Students demonstrate **both** their **writing** and **reading** skills through a written response.
- The difficulty (**Depth of Knowledge**) increases as the students think about a given theme as they progress through the assessment.
- Students **learn and improve their skills** as they take this assessment.
- Students **gain experience** that is similar to ODE writing assessments.
- Students are provided opportunities to **revise/edit their written responses**.
- Teachers can **learn more about their students' writing and reading skills** than they do from a multiple-choice assessment.
- Students use the **skills inherent in more than one standard** as they respond (reading AND writing).
- The provided scoring rubric allows for **holistic scoring** AND **notations of the success and weaknesses** teachers see from the student responses.
- Teachers are provided information about their students that helps them enhance future instruction.

Teacher Preview of the 5TW Assessment

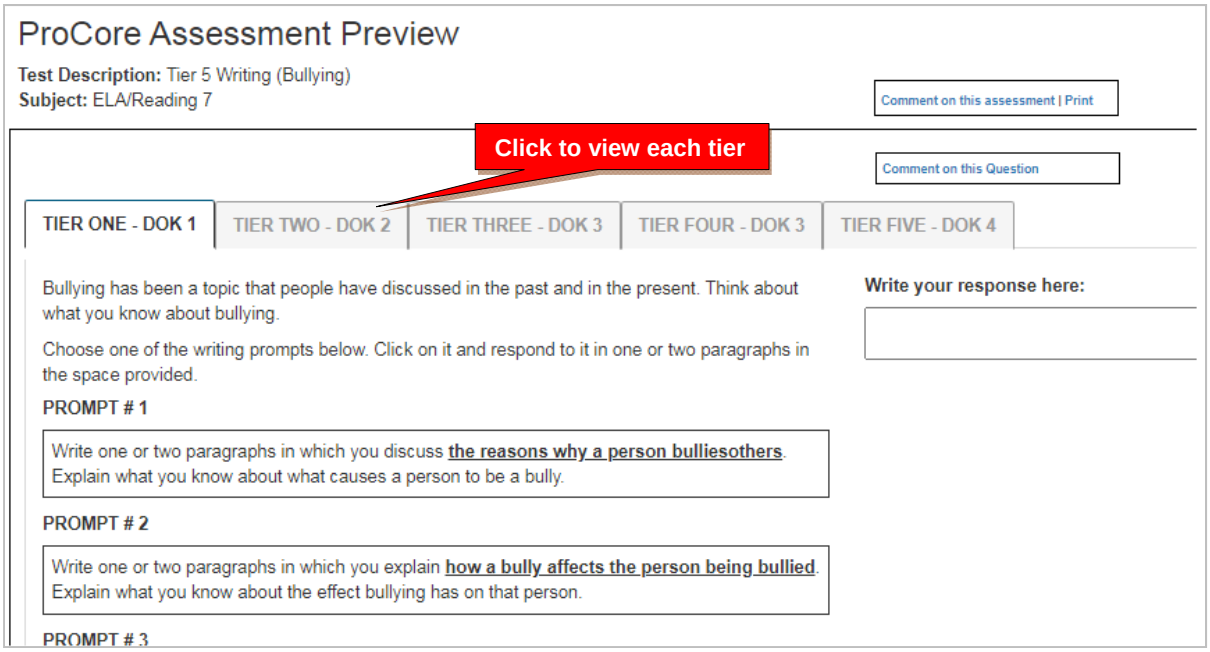
The teacher logs-in as usual (*see **Section L** of the **Pro-Core User Manual**)*

From the teacher's Menu bar **Assessments** tab, select …

1. **Available Assessments**
2. an **ELA**/Reading class,
3. **Other**
4. the **Tier 5 Writing** Assessment



The teacher preview layout allows the teacher to view the directions and information contained in each tier writing assessment window.

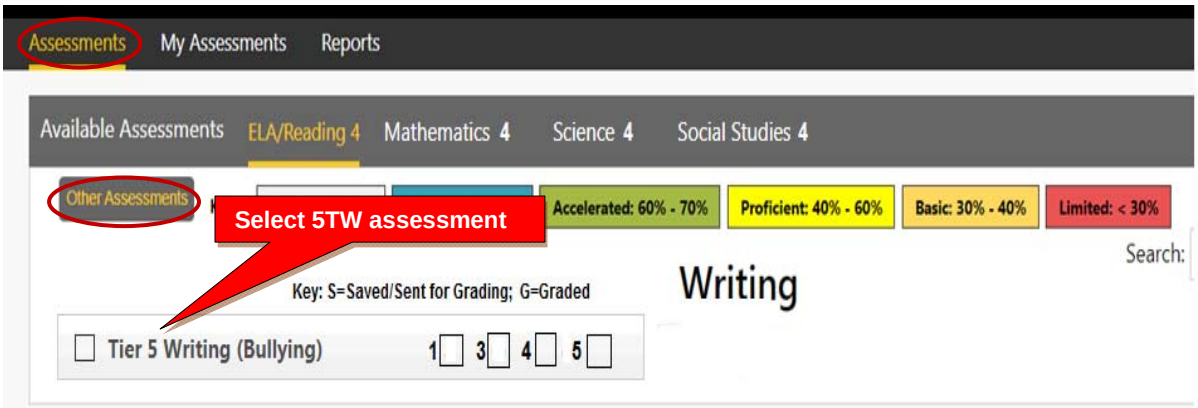


Students Locate and Select the 5TW Assessment

Students log-in as usual (*see* ***Section P*** *of the* ***Pro-Core User Manual****)*

From the students' Menu bar **Assessments** tab, they select …

1. **Assessments**
2. their **ELA/Reading** class
3. **Other Assessments**
4. the **Tier 5 Writing** Assessment



The boxes to the right of the 5TW title will show the student's progress through the activity.

TIER 1

Purpose
As students engage in the Tier 1 activity, they respond in writing to one of the provided prompts. They use prior knowledge (recall-DOK 1) to respond. It is through this activity that they begin thinking about the overall theme of the Five-Tier Writing Assessment.
Directions
Tier 1 provides students with three different writing prompts related to the theme of the entire Five-Tier assessment.

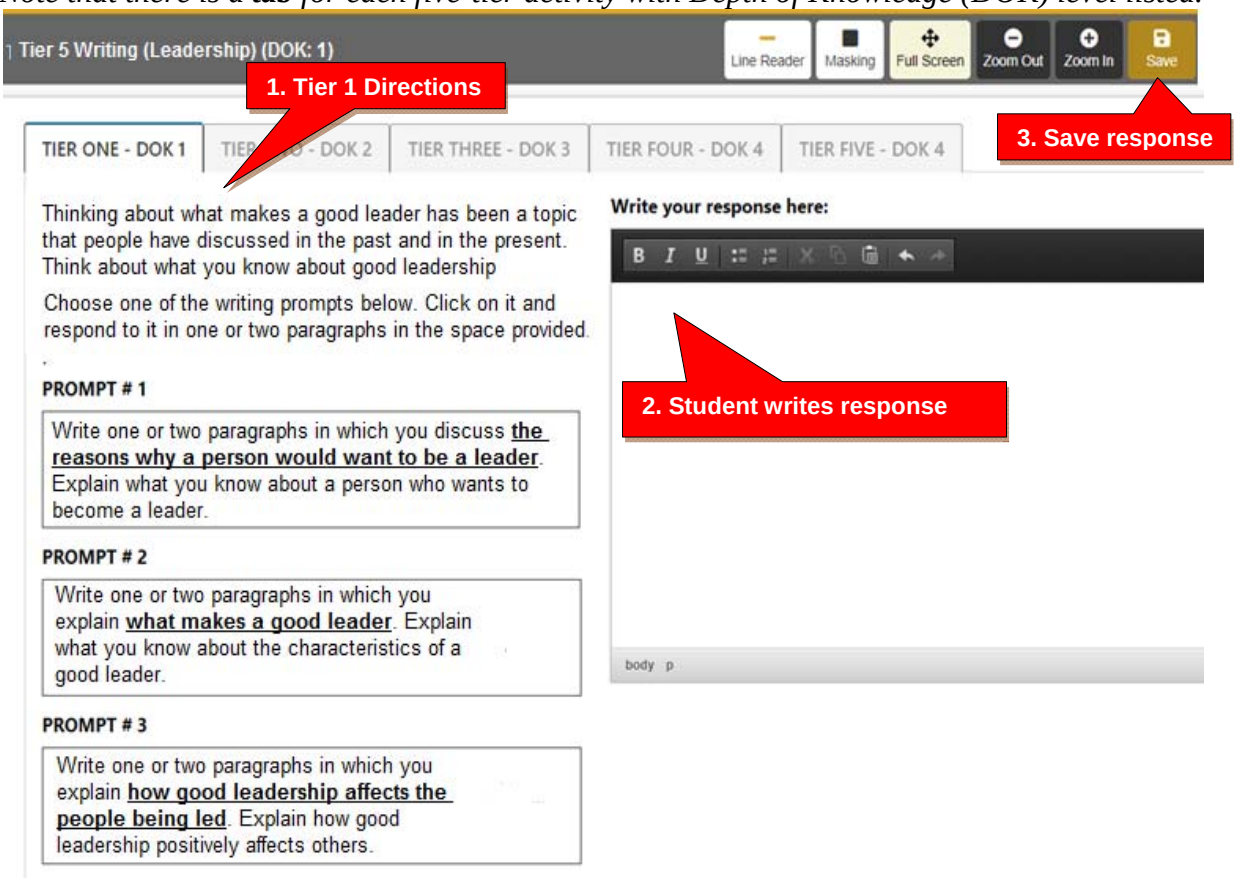
- Instruct the students to read all three writing prompts and to respond to the one for which they believe they have the most knowledge or experience.

- Provide the students with approximately 15 minutes to respond to the prompt in writing. They are to write their response in the box provided at the right.

- This response is NOT scored. The purpose is to get the students *THINKING* about the theme.

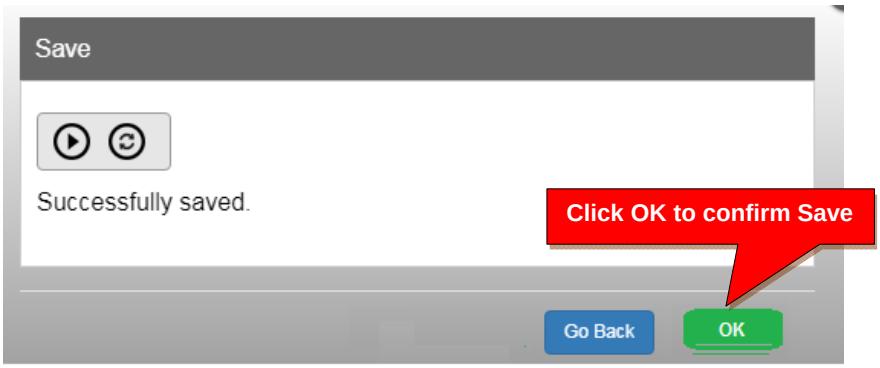
Below is a sample of what the students see in Tier 1.

*Note that there is a **tab** for each five-tier activity with Depth of Knowledge (DOK) level listed.*

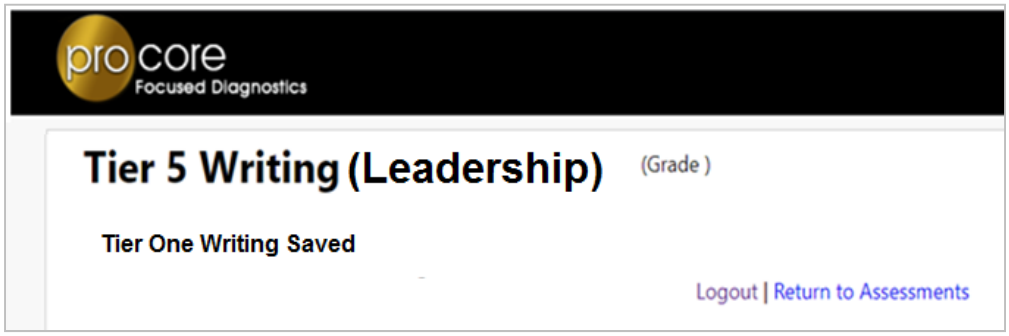


When students have completed their responses in the right window, they should click "**Save**."

A message will show:



When the students click "OK," they will be taken to the following information window:



TIER 2

Purpose
The purpose of the Tier 2 activity is to engage students in reviewing information that can be used to support their ideas presented in future Five-Tier activities (comprehend, identify-DOK-2).

Tier 2 includes several sources that provide information about the theme of the Five Tier Writing Assessment. The information is presented in texts, videos, charts, etc. This provides students opportunities to learn the value of researching a topic to enhance their ideas/conclusions about a theme.

The Tier 2 activity is NOT scored. The purpose is to get the students *THINKING* about the theme.

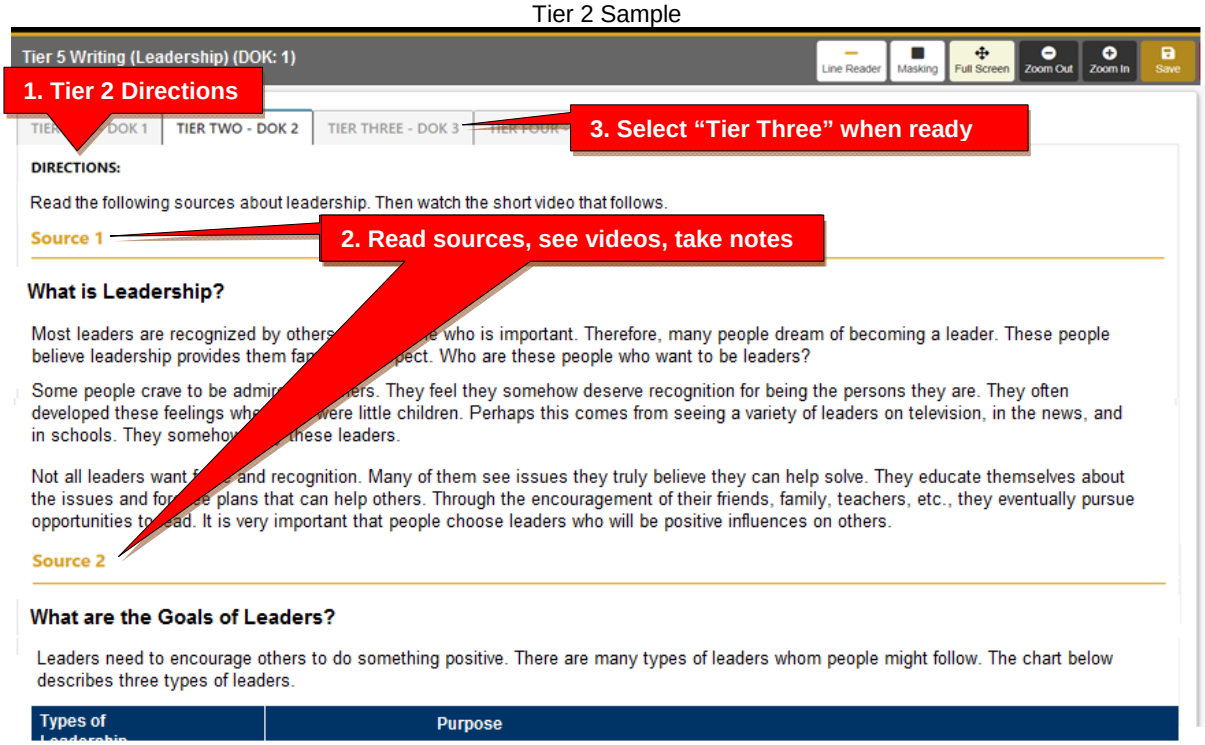
Directions
The Tier 2 activity can be administered in two different ways:

- Students may take 20-30 minutes to review the sources.
- Students may take an entire class period to review and take notes about what they learn from the sources. They can use the notes the next day as they engage in Tier Three, when they will respond to an extended writing prompt.

Ask students to think about the main ideas of each source as they view them.

Let the students know that they will be able to refer back to Tier 2 as they write an essay later in the Five-Tier activity.

Tier 2 Sample



TIER 3

Purpose

The purpose of the Tier 3 activity is to provide students an opportunity to write an extended response to share their knowledge about the theme of the Five-Tier activity. They will be asked to respond to a writing prompt related to the theme of the Five Tier assessment (application, analysis, synthesis-DOK 3).

Directions

Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do.

Read: Write an essay in which you **discuss** the requirements and effects of good leadership. **Use the information** from the sources in Tier Two to **support** your ideas.

NOTE: *By locating the verbs within the above writing prompt, the students learn that they are to "discuss" the theme, "use information" to "support" their ideas.*

Tell the students to do their writing in the box provided at the bottom of the page. Tell them that if they get to the bottom of the box, it will get larger to accommodate their writing.

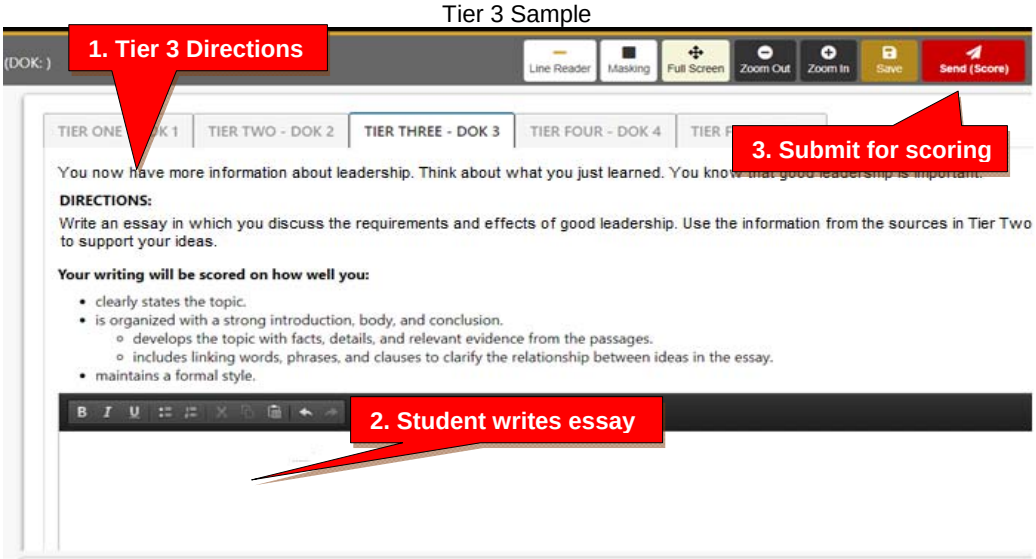
It is recommended that you read aloud the criteria of a well-written informational response, which is below the prompt to remind them of how it will be scored.

Your writing will be scored on how well you:

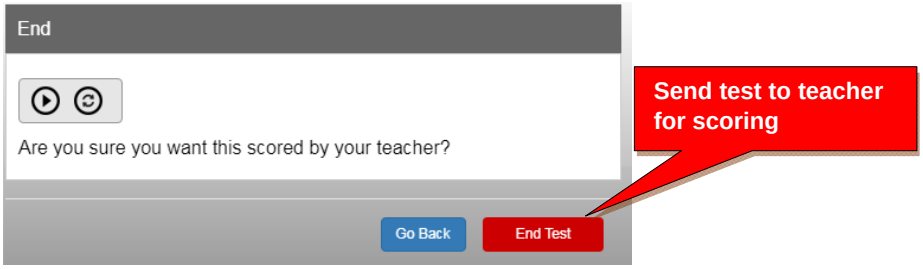
- Clearly state the topic,
- Organize your essay with a clear beginning, middle, and conclusion,
- Develop the topic with facts, details, and relevant evidence from the passages,
- Include linking words, phrases, and clauses to clarify relationships between ideas in the essay, and
- Maintain a formal style.

Most students need 20-40 minutes to complete the extended writing response. This depends on the level of students and the difficulty of the topic. For this reason, many educators take two class periods to complete a Five-Tier writing activity.

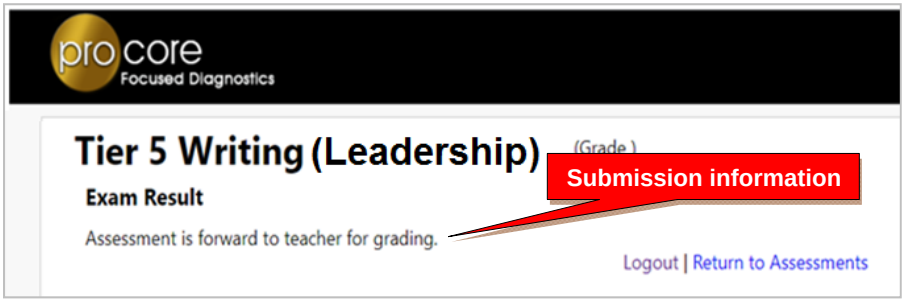
Tier 3 Sample



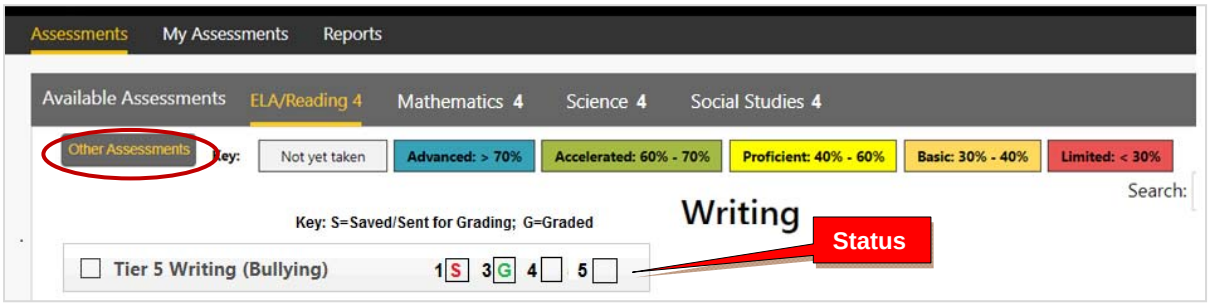
When students have completed their essay, they should click "**Send (Score)**."
A message will show:



Selecting "End Test," the student will see an information window that shows the essay has been sent to the teacher.



In the student's **Other Assessments** window, the 5TW assessment will show the status of the assessments **S**aved or **S**ent to the teacher and/or scored (**G**raded) by the teacher.



Writing scores are available to the student in the student's Report Card (*later below*).

The Teacher Locates the Tier Three Writing for Grading

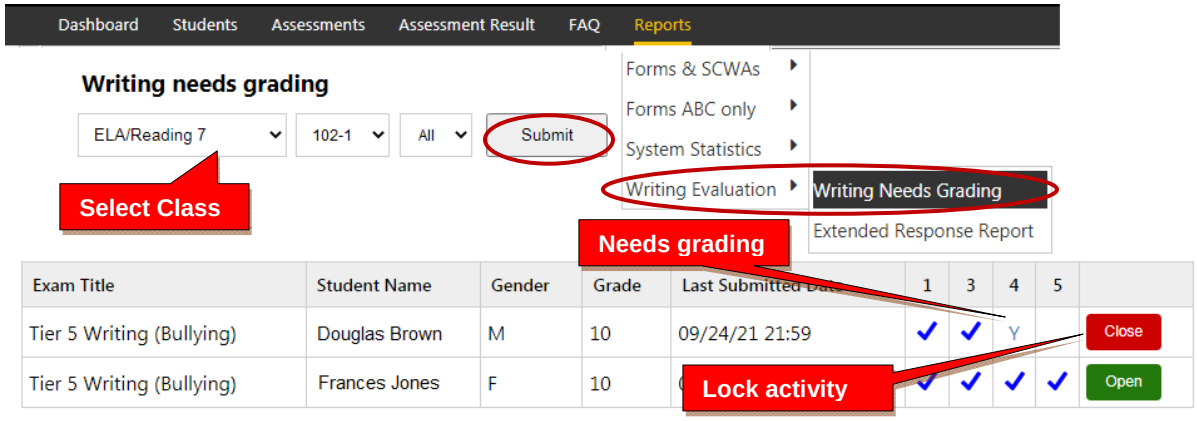
The teacher logs-in as usual (*see **Section J** of the **Pro-Core User Manual**)*

From the teacher's Menu bar **Reports** tab, select …

1. **Writing Evaluation**
2. **Writing Needs Grading**
3. Select the ELA Reading class, and
4. Click "**Submit**."

The 5TW title will appear along with the selected class list of students.

The tier 1 writing will show a ***checkmark*** if the student has saved it. A tier with a "**Y**" needs grading. To score each student's essay, click the "**Y**" under the tier#, and it will take you to the student's response.



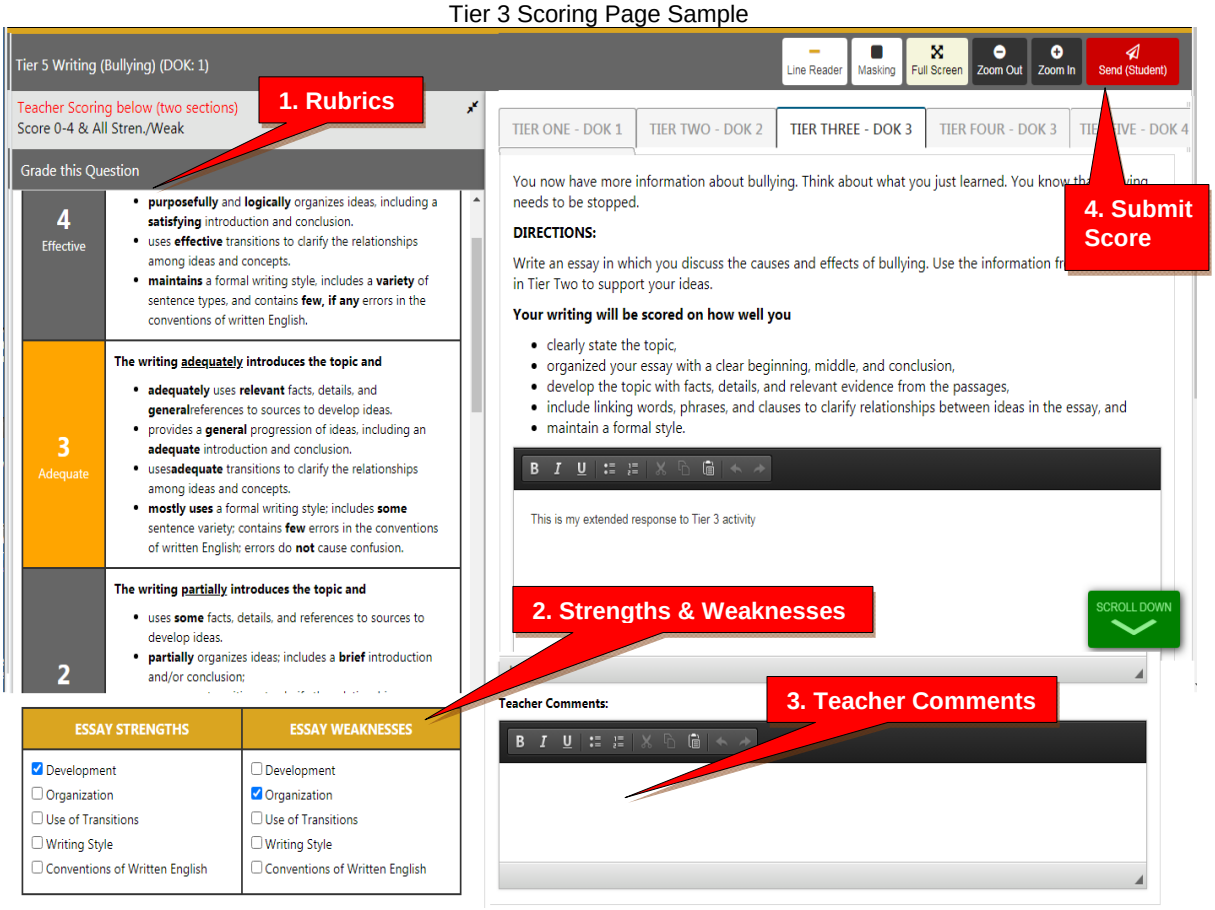
*The first response you see will be the student's response to "**Tier 1**." Tier 1 will not be scored.* You may *lock* the student activity at any time by clicking the **Close** *button*. The button will change to **Open** if you wish to re-open the activity.

Grading the Tier 3 Essay

The Tier Three written responses should be scored holistically. A score of 0-4 is given based on the criteria within the rubric that is included within the teacher's view of the response.

When you click on the "Tier Three" tab, the Pro-Core rubric will appear on the left.

Tier 3 Scoring Page Sample

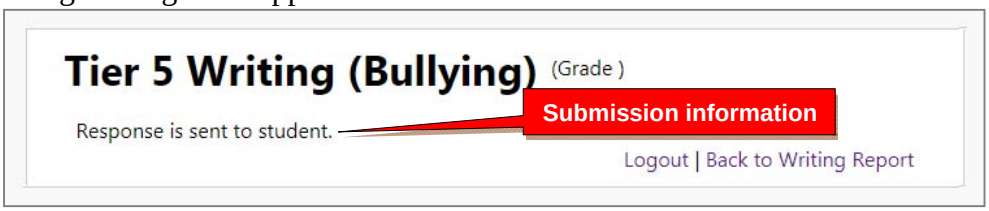


1. Once you have determined the score of the response, click on that Score on the rubric.

   Note: Many essays may appear to be between two score points. When this happens, assign the score in which the essay mostly falls.

2. Select the essay Strengths and Weaknesses.
3. You may add Teacher Comments if you wish.
4. Click the "**Send (Student)**" button to save and submit the student's score.

The following message will appear:



The Scoring Page Rubrics (*see also above***)**

Below are the available rubrics categories and scores for Tier Three. Written responses should be scored holistically. A score of 0-4 is given based on the criteria within the rubric.

4 Effective	**The writing <u>clearly</u> introduces the topic and** • **fully** develops **relevant** facts,**concrete** details, and **precise**references to sources. • **purposefully** and **logically** organizes ideas, including a **satisfying** introduction and conclusion. • uses **effective** transitions to clarify the relationships among ideas and concepts. • **maintains** a formal writing style, includes a **variety** of sentence types, and contains **few, if any** errors in the conventions of written English.
3 Adequate	**The writing <u>adequately</u> introduces the topic and** • **adequately** uses **relevant** facts, details, and **general**references to sources to develop ideas. • provides a **general** progression of ideas, including an **adequate** introduction and conclusion. • uses**adequate** transitions to clarify the relationships among ideas and concepts. • **mostly uses** a formal writing style; includes **some** sentence variety; contains **few** errors in the conventions of written English; errors do **not** cause confusion.
2 Partial	**The writing <u>partially</u> introduces the topic and** • uses **some** facts, details, and references to sources to develop ideas. • **partially** organizes ideas; includes a **brief** introduction and/or conclusion; • uses **some** transitions to clarify the relationships among ideas and concepts. • **partially** uses aformal writing style; includes**few** sentence types; contains **many** errors in the conventions of written English; errors **may** cause confusion.
1 Minimal	**The writing <u>minimally</u> introduces the topic and** • uses **few** facts, details, and references to sources to develop ideas. • **minimally** organizes ideas; includes a **limited** introduction **or** conclusion. • **may lack** transitions to clarify the relationships among ideas and concepts. • uses an **inconsistent** writing style; lacks consistent control at the sentence level; **may** contains **several** errors in the conventions of written English; errors **may** cause confusion.

0 No Credit	**The writing fails tointroduce the topic and** • **fails to** use facts, details, and references to sources to develop ideas. • **fails to** organize ideas and **lacks** an introduction and conclusion. • **fails to** use transitions to clarify the relationships among ideas and concepts. • **fails to use** a formal writing style; **lacks** control at the sentence level; contains **many serious** errors in the conventions of written English; most errors cause confusion.

These options are listed at the bottom of the rubric.

OFF TOPIC	Fails to address topic at all	**Mostly Copied**	Most of the essay is copied from the passages	**Blank**	No response is given

When reading a response, an overall **strength or weakness** of the response may be obvious. When this happens, the teacher can check of the appropriate box which is located at the end of the rubric. Check off as many boxes that are appropriate. (***see below***)

ESSAY STRENGTHS	ESSAY WEAKNESSES
☐ Development	☐ Development
☐ Organization	☐ Organization
☐ Use of Transitions	☐ Use of Transitions
☐ Writing Style	☐ Writing Style
☐ Conventions of Written English	☐ Conventions of Written English

At the end of the Five-Tier assessment, the number of boxes checked will be on the teachers Writing Report. This information is valuable in that it can be used to enhance instruction.

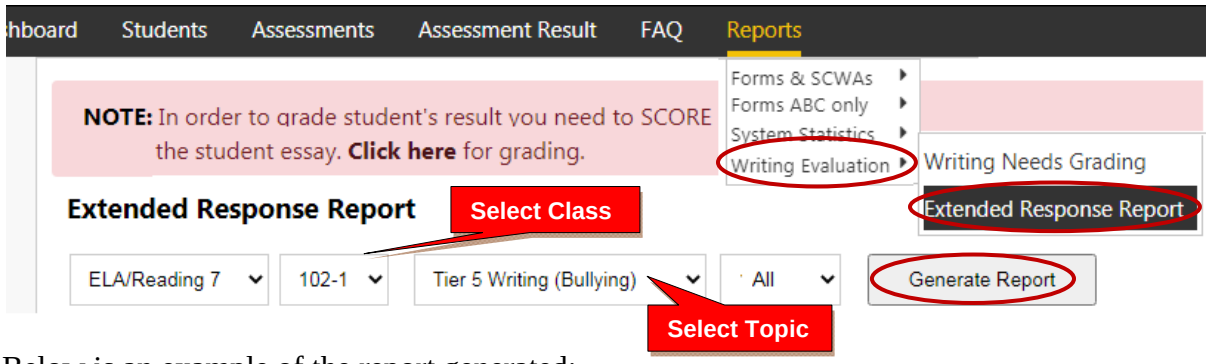
The Teacher's Extended Writing Report

The teacher logs-in as usual (*see **Section J** of the **Pro-Core User Manual**)*

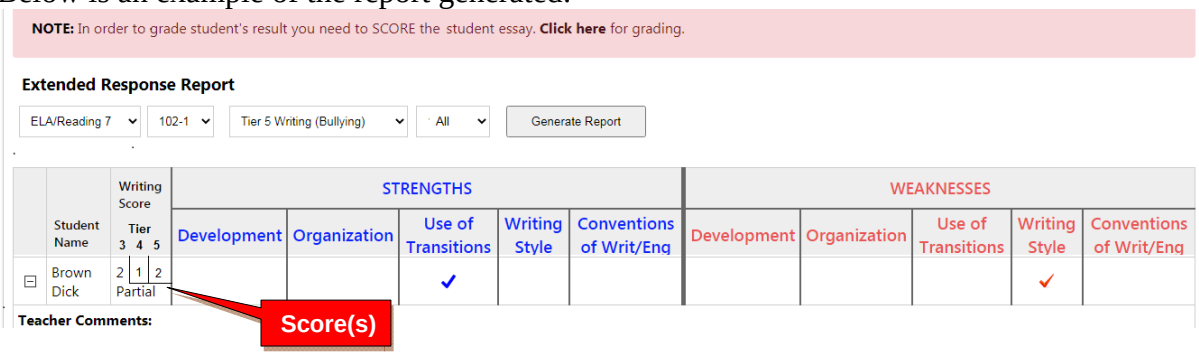
From the teacher's Menu bar **Reports** tab, select …

1. **Writing Evaluation**
2. **Extended Response Report**
3. the ELA Reading class
4. the 5TW topic, and
5. Click "**Generate Report**."

The 5TW title will appear along with the selected class list of students.



Below is an example of the report generated:



Teacher class totals are shown at the bottom of the class report.

TIER 4

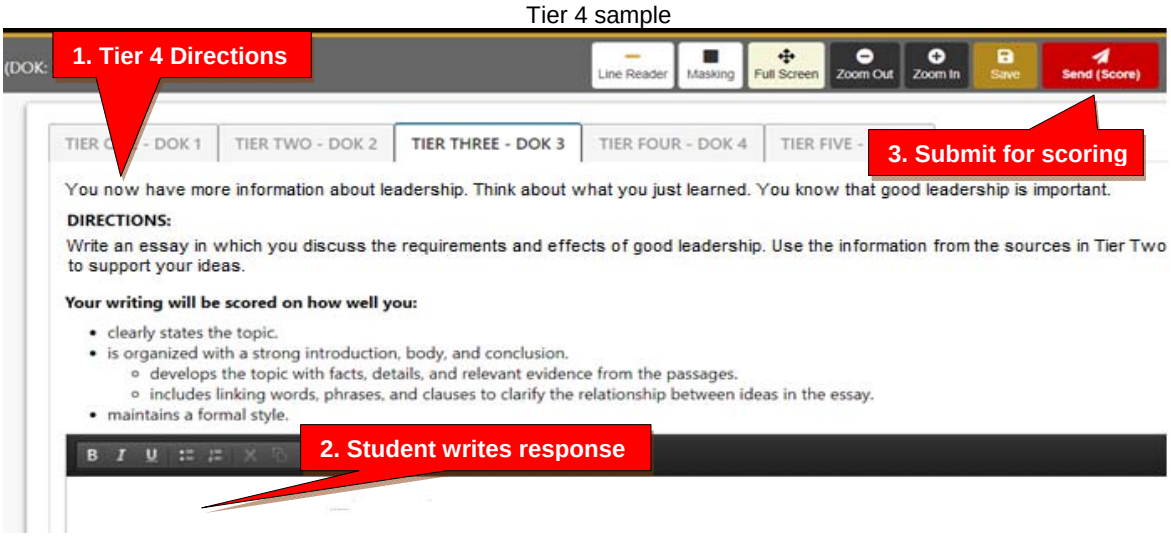
Purpose

The purpose of the Tier 4 activity is for students to draw conclusions and analyze what they learned about the topic. To be successful, they must synthesize the information into a plausible conclusion (analysis, draw conclusions-DOK 3) about what they have learned about the topic.

Directions

Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Three prompt). They should be given approximately ten minutes to respond to this prompt.

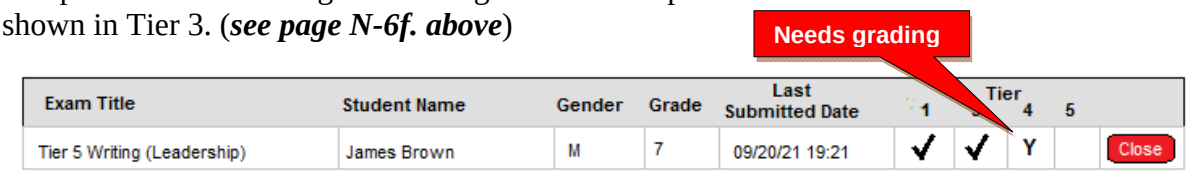
Tier 4 sample



When students have completed their response, they should click "**Send (Score)**." As in Tier 3, a message will show that the writing has been sent to the teacher. (***see page N-5f. above***)

Locating and Grading the Tier 4 Responses

The procedure for finding and scoring the Tier 4 response is the same for the teacher as shown in Tier 3. (***see page N-6f. above***)



If the student has submitted a response, a "**Y**" will show under Tier 4. Clicking on the **Y** will take you to the student's response under the Tier Four tab.

The scoring guide/rubric will appear to the left of the student's response. Click on the response's score on the rubric as you did in Tier 3. (***see page N-7f. above***)

Below are the available rubrics categories and scores for Tier 4. Written responses should be scored holistically. A score of 0-2 is given based on the criteria within the rubric.

Tier 4 Scoring Guide

SCORE POINT 2
Accurately responds to the prompt.
Effectively supports ideas with **relevant** examples/details.

SCORE POINT 1
Provides minimal statements related to the prompt.
Fails to support ideas with relevant examples/details.

SCORE POINT 0
Fails to provide, or partially provides statements related to the prompt.
Fails to support ideas with relevant examples/details.

TIER 5

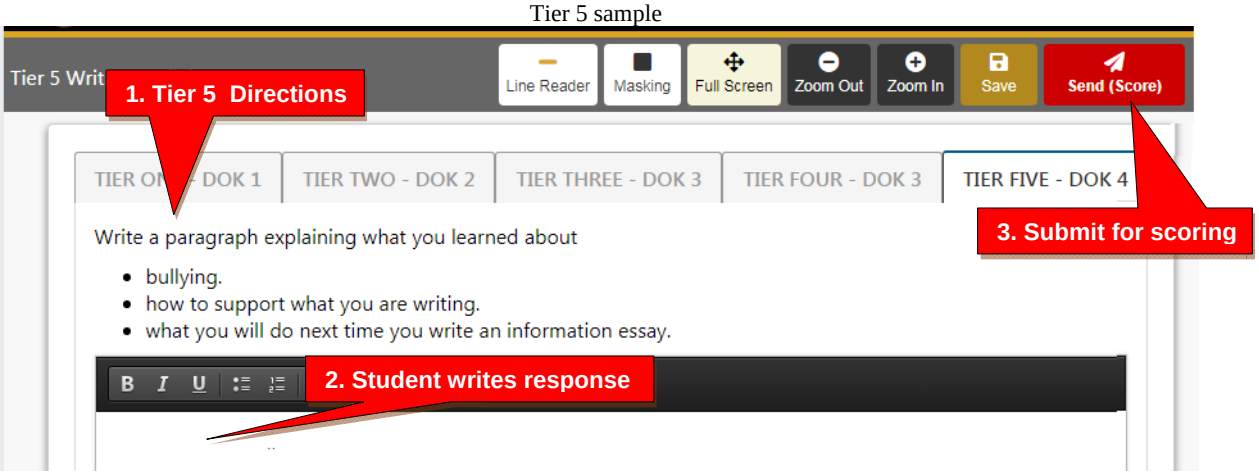
Purpose

The purpose of the Tier 5 activity is for students synthesize what they learned into a paragraph about how the writing process used in the Five Tier activities can be used the next time they write an informational or argumentative essay. *To be successful, they must evaluate the value of the steps taken to help them produce a writing response* (evaluate-DOK 4).

Directions

Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Four prompt. They should be given approximately 10-15 minutes to respond to this prompt.

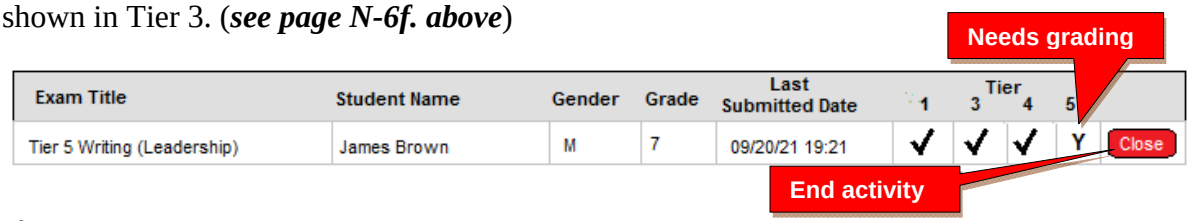
Tier 5 sample



When students have completed their response, they should click "**Send (Score)**." As in Tier 3, a message will show that the writing has been sent to the teacher. (***see page N-5f. above***)

Locating and Grading the Tier 5 Responses

The procedure for finding and scoring the Tier 5 response is the same for the teacher as shown in Tier 3. (***see page N-6f. above***)



If the student has submitted a response, a "**Y**" will show under Tier 5. Clicking on the **Y** will take you to the student's response under the Tier Five tab.

The scoring guide/rubric will appear to the left of the student's response. Click on the response's score on the rubric as you did in Tier 3. (***see page N-7f. above***)

Below are the available rubrics categories and scores for Tier 5. Written responses should be scored holistically. A score of 0-2 is given based on the criteria within the rubric.

Tier 5 Scoring Guide

SCORE POINT 2

Accurately responds to the prompt.
Effectively supports ideas with **relevant** examples/details.

SCORE POINT 1

Provides minimal statements related to the prompt.
Fails to support ideas with relevant examples/details.

<u>SCORE POINT</u> 0
Fails to provide, or partially provides statements related to the prompt.
Fails to support ideas with relevant examples/details.

Ending the 5TW Assessment Activity

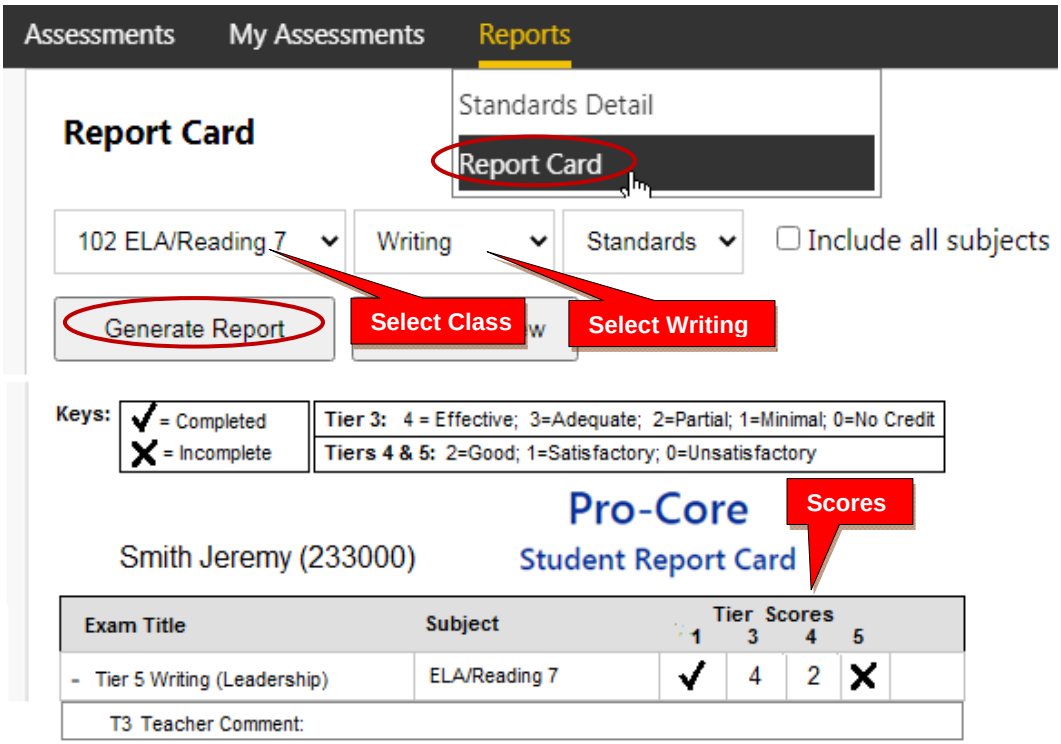
You may *end* the 5TW student activity at any time by clicking the **Close** *button*. This will prevent students from changing their final response after it has been scored. The button will change to **Open** if you wish to re-open the activity.

The Student's Report Card (Writing)

<u>Students</u> log-in as usual (*see* ***Section P*** *of the* ***Pro-Core User Manual****)*

From the students' Menu bar **Reports** tab, they select …

1. **Report Card**
2. their ELA/Reading class
3. **Writing**
4. Click "**Generate Report**."



The student report card shows the status and/or scores in each tier.

Suggested Extended DOK 4 Activities

Students are put into group, and each group is given a task that relates to the theme of the Five-Tier activity. The groups are asked to perform any one of the following tasks:

- Create a poster that includes one word and a sentence that expresses the main idea of the theme. They MUST do further research about the theme, and they should add two or three sentences at the bottom of the poster that relates to the **new** information they found. The poster should include at least ONE visual. The purpose of the poster would be to educate others about the theme.

- Conduct a survey about the theme that includes four or five questions. Survey approximately 25 students who are not in the class. They can record or video tape it, or they can hand a paper copy to the students and ask them to respond in writing. Then, have the group create a chart or graph that shows the responses. Then, they should report their findings and their conclusions to the class.

- Create a talk show in which they 1) research the theme for new information, 2) stage a make-believe talk show in which there is a host and two or three guests, 3) interview the guests about the theme, 4) draw conclusions about what they heard during their interviews. The talk show could be performed in front of the class.

- Make a video that includes students as they respond to the theme. The group must do further research to discover **new** information about the theme. This information should be addressed in the video. The group should assume the audience would be other students. Its goal would be to educate others about the theme.

- Locate three or four new pieces of information about the theme from further research. Have each person present one of the new findings to the rest of the class. Each presenter must create a visual (a chart, poster, etc.) to support their ideas.

Future Five-Tiered Writing Assessments *in Development*

In the future, Pro-Core will provide more five-tiered writing assessments in English-language arts, social studies, and other disciplines. The assessments will vary according to theme and/or content.

In English-language arts, there will be two types of five-tiered writing assessments. One will ask students to write informational pieces, and the other one will ask students to write argumentative pieces.

In social studies, the passages will focus on various content areas covered during instruction.

Contact Ben Hemingway for more information: Hemingway@pro-core.us

Student Log-in and Pro-Core Online Assessments

NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

STUDENT LOG-IN

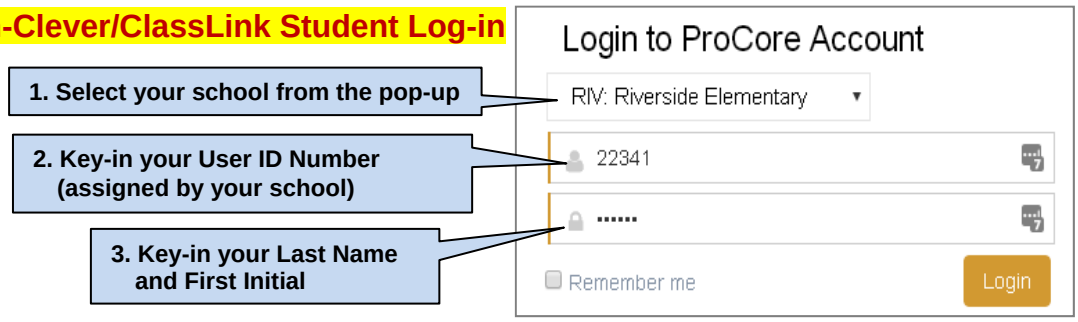
- Clever and ClassLink users will log in with Single Sign-On (SSO)
- Non-Clever/ClassLink users will use Pro-Core log-in instructions *(next)*.

Non-Clever/ClassLink students must login to the Pro-Core Assessments program through the Pro-Core Web Site at **https://pro-core.us**

Click on the "**LOGIN: PRO-CORE SYSTEM**" *button*. You may also ***bookmark*** the P-C Login page on your browser for direct access.

Your teacher has a list of non-Clever student log-in Usernames and passwords. Your password can be changed by the teacher, but your Log-in User ID will always remain the same.

Non-Clever/ClassLink Student Log-in

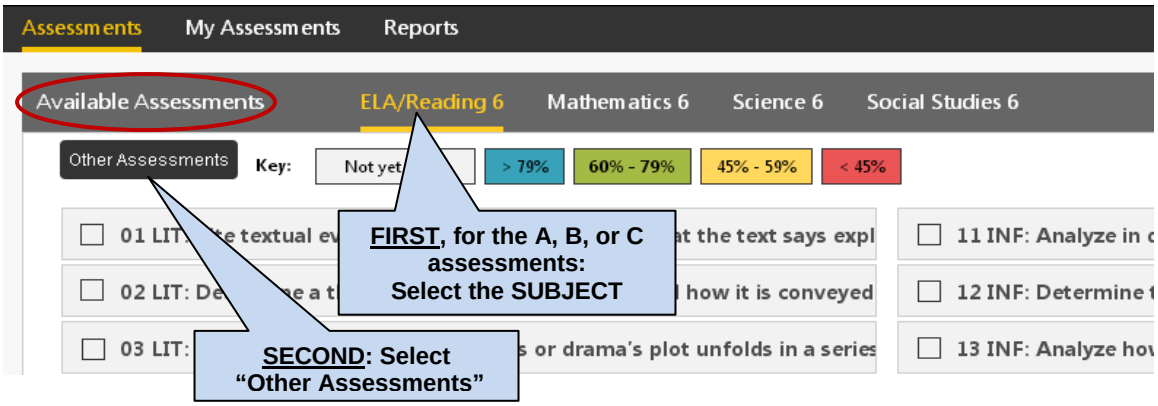


Your password will appear as *dots* ●●● for security.

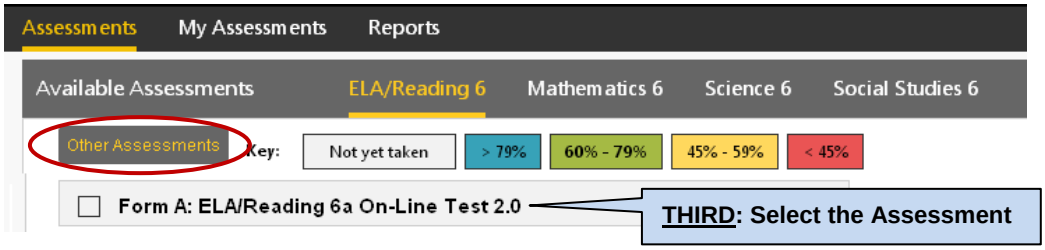
Finding and Selecting the Form A, B, C Assessments (all users)

After logging-in the first time, you will see the Short Cycle Web Assessments (SCWA) screen, and the subjects into which you have been enrolled. Notify your teacher if all your subjects do not appear in the "Available Assessments" Menu bar.

To go to your Form A assessment: (1) In "Available Assessments" Menu, select the Form assessment **subject**. (2) Then, select "**Other Assessments**."

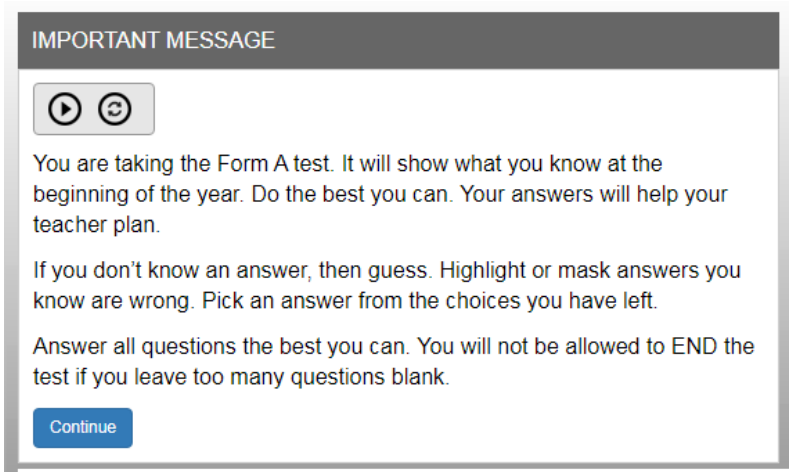


(3) Finally, select the *available* Form assessment under "**Other Assessments**."



THE PRO-CORE FORM A, B, C ASSESSMENTS

Carefully read the information on the "Welcome" screen:



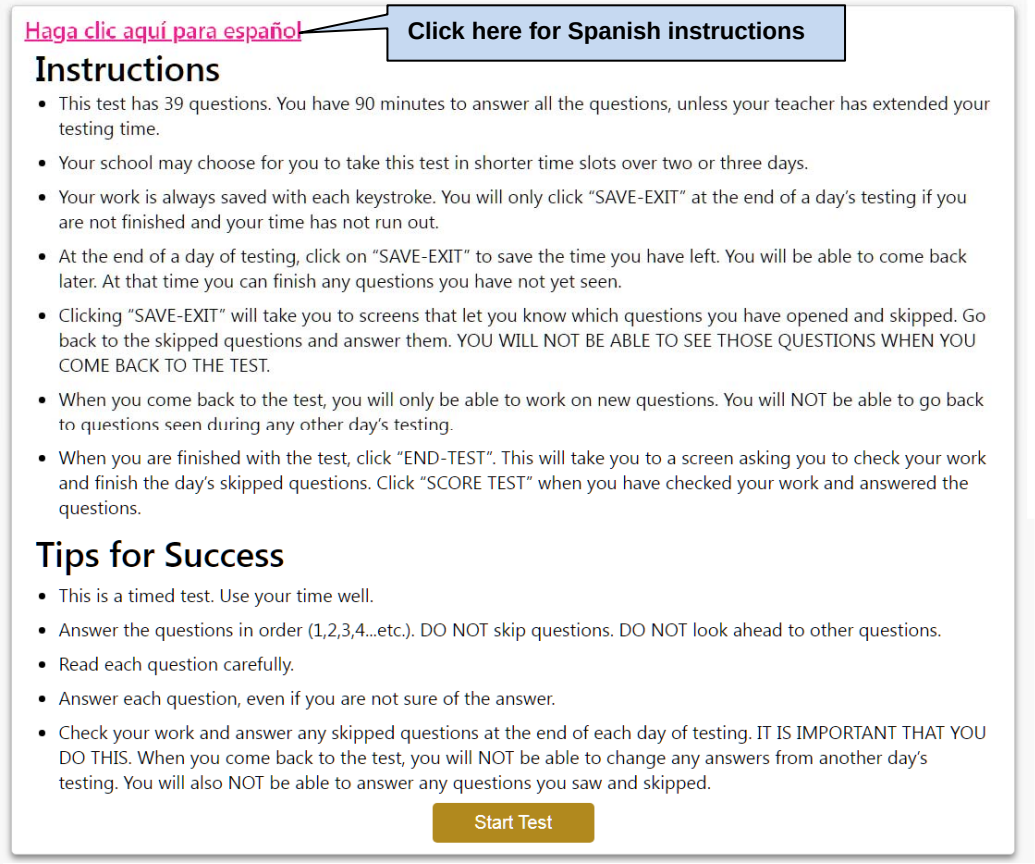
Form A Message

Important Warning Messages

- When you begin the test, a warning message will show the number of questions and the time you have before the test is Ended. The test cannot be *paused*.
- All Form assessments are **90 minutes** *unless* your teacher has extended the testing time. Each test may be scheduled over one, two, or three days. You have the option to **Hide** the 90-minute **Timer** if it appears at the top of each test page.

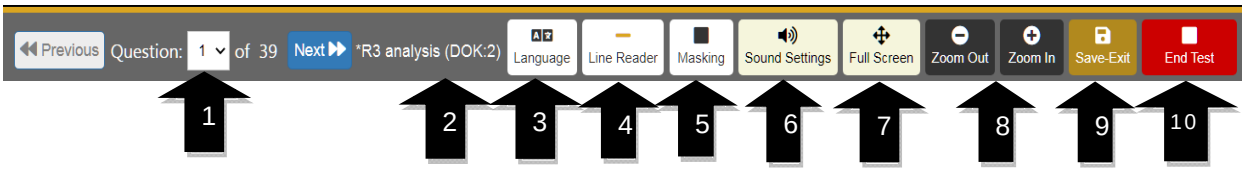
- You are allowed **ONE "Save"** to bookmark and return during an assessment.
- If you are given extended time, you are allowed ONE additional *Save*
- If you attempt to Save a test more than one time in a session, you will be locked out. A **message** will show: "This assessment is locked because you saved the assessment more than once. Please contact your class teacher." The teacher may *unlock* a student using their Assessments Security Settings layout.
- If you intend to *Save* your assessment, you MUST answer the questions in sequence (1,2,3,4...etc). You MUST NOT skip questions or look ahead to any remaining questions. If you Save and return to the test later, you will **NOT** be allowed to change the answers to questions you have already answered nor to answer any questions you have seen and skipped.
- A time remaining pop-up message will show at 10, 5, and 3 minutes left.
- Tests *Saved* before the end of the 90 minute test limit are listed as "Incomplete" in the teacher's Test Completion Report. You should "**End**" a test when all the questions have been answered.
- You may NOT exit from the browser window during the testing time. If you try to Exit, a warning message will appear: "You are not allowed to Exit this program during your testing time." If you e**X**its your **B**rowser, the number of exits will appear in the teacher's **Test Completion Report** under XB.

The Form Test online instructions screen is shown below:



Form A/B/C instructions

The Student Assessment Screen: Navigation Bar Functions

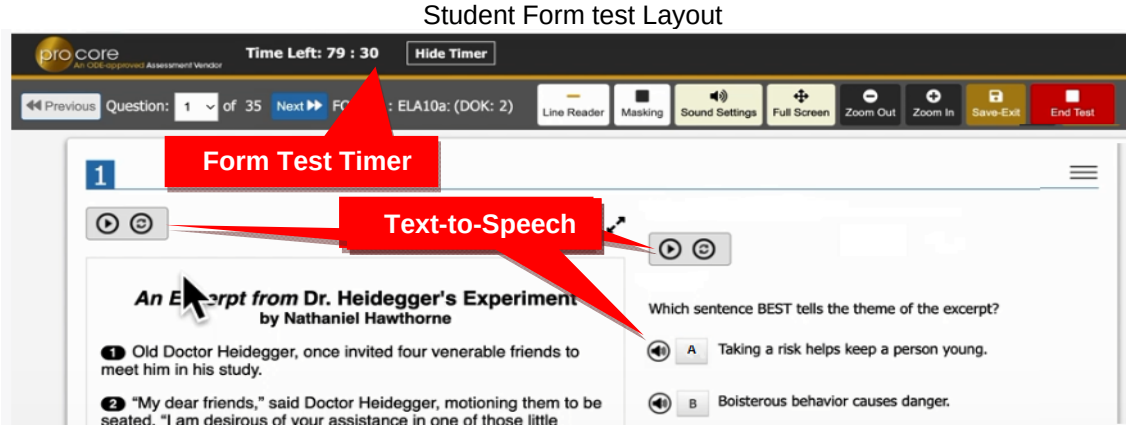


1. The **Down Arrow** allows any question to be selected.
2. **DOK** (Depth of Knowledge) refers to the complexity of the question (1-4)
3. **Language** allows selection of Spanish language selection (if available for the test)
4. **Line Reader** allows the computer to read aloud each line of the test item.
5. **Masking** allows you to block out any portion of the test item.
6. **Sound Setting**s allows you to adjust the computer "speaking" sound.
7. **Full Screen** provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.
8. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.
9. **Save-Exit** allows you to *bookmark* the test, review *seen* questions and Exit the test. When you return, the test will be blinking, so you must finish the test before choosing anything else. You are allowed limited Saves.
10. Clicking the **End-Test** button shows a summary of questions answered, skipped or partially answered. This ends and scores the test.

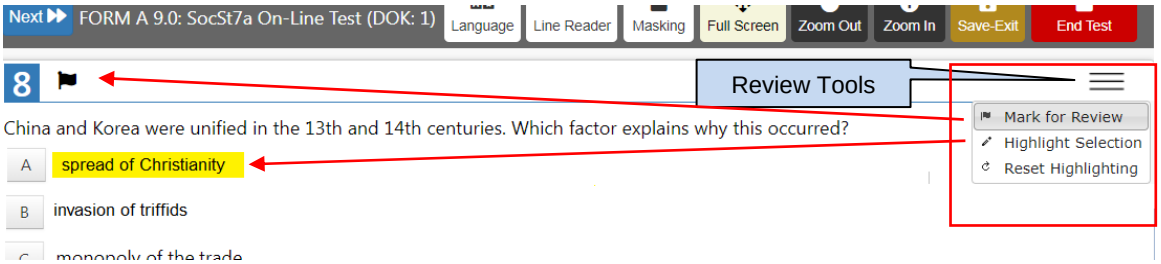
Student Form Test Features

The teacher may turn on the **text-to-speech** and/or the **test timer** feature for all students or for individual students during the Form ABC assessments.

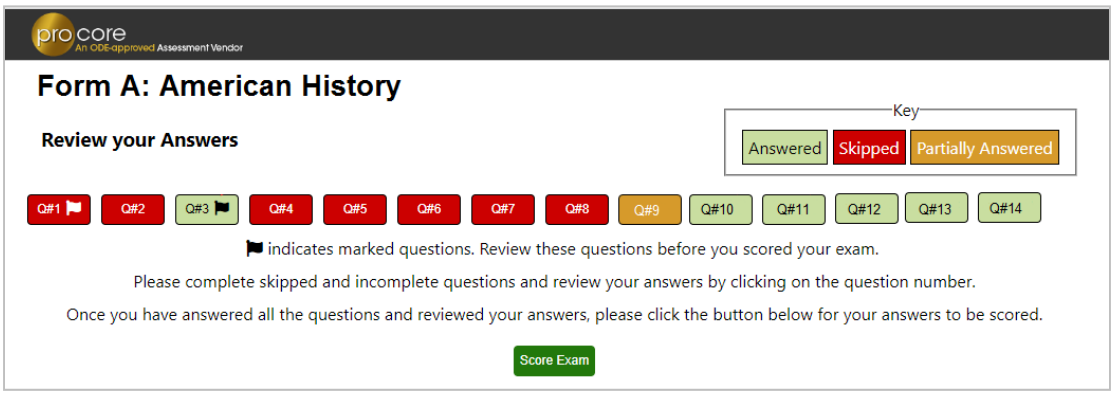
Student Form test Layout



NEW! You have the option to "flag" questions you wish to review before exiting the test. You may also **highlight** any words or section using the drop-down box at the top-right of the layout.



When you **Save** or **End** the test, a "**Review**" layout will appear:



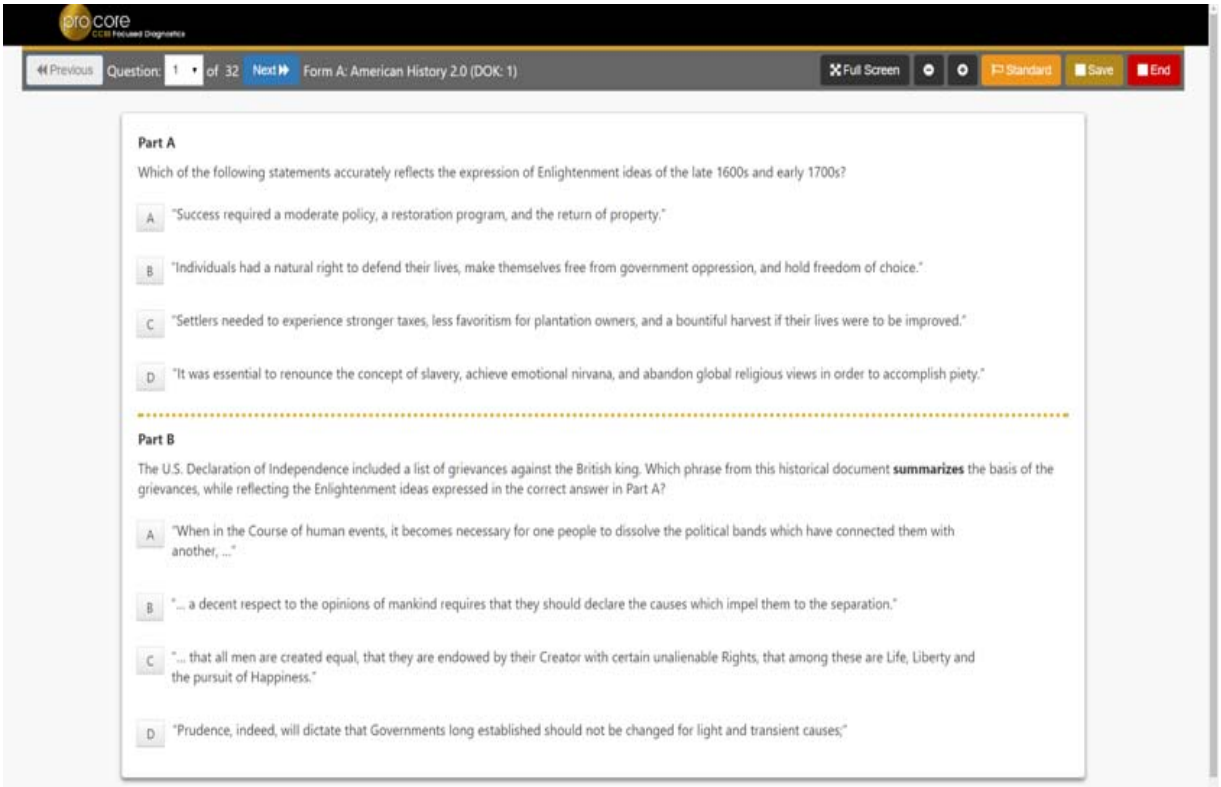
Click on the Question # to go back and answer skipped, flagged, or partially answered test items.

WARNING: If you Save or End the test, you will **NOT** be able to go back over seen and answered or see and skipped items.

You should review your answers before clicking the "**Score Exam**" button.

Sample Two-Part Test Question

The question below is a 2-point "evidence-based" question in which you must get both parts correct in order to receive the 2 points.

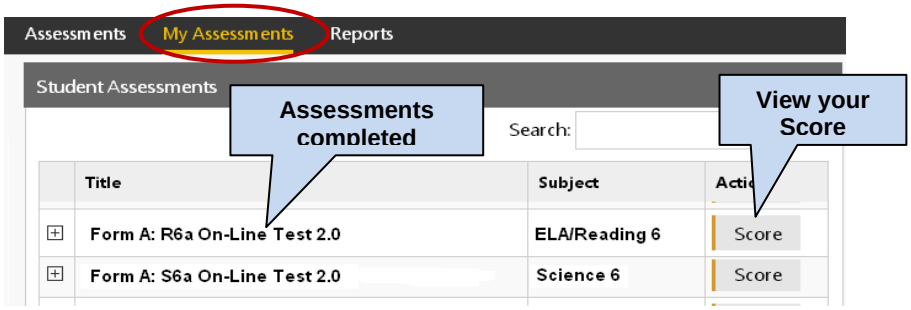


AFTER THE ASSESSMENT

1. Be sure you have correctly logged-out of the system.
2. Your test results and diagnostic reports for your teacher will be available at the end of the school testing period.

My Assessment Completed Report

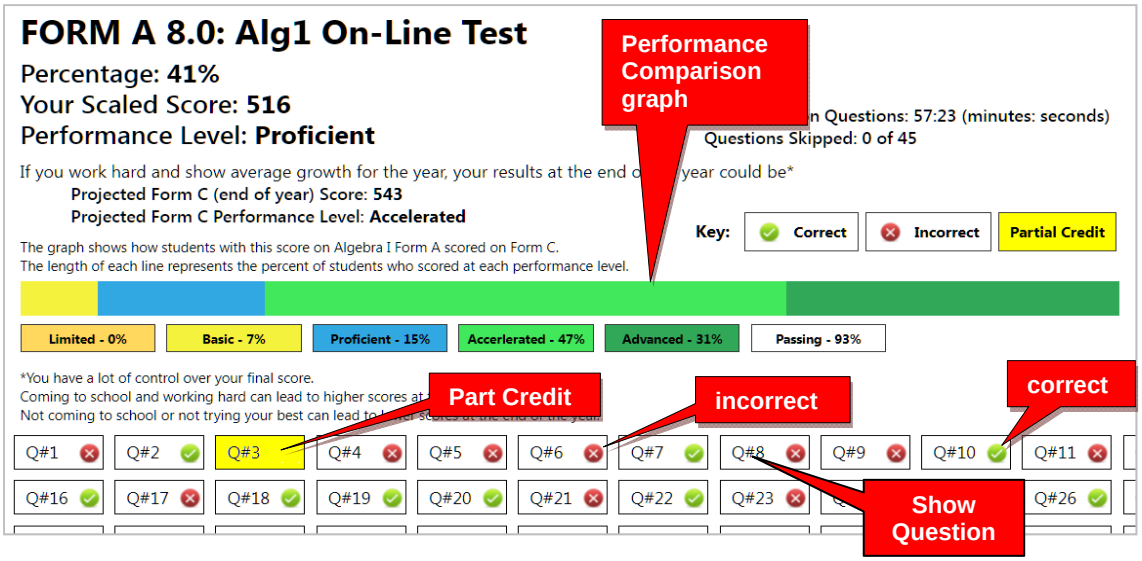
"**My Assessments**" shows the assessments you have completed. The Form A, B or C assessments can only be taken once, so they will be removed from "Available Assessments" and moved to "My Assessments."



For example, the two assessments listed above are no longer available to retake since they are both are Form A assessments you have completed. Be aware that if you return to **Other Assessments**, it will say "**No Exams Available**" because the exam has already been taken.

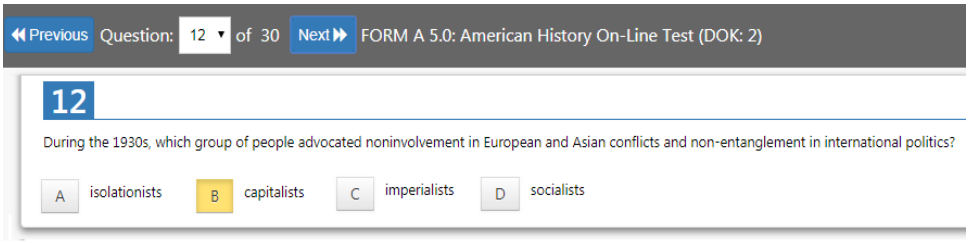
My Assessment Results Report

Selecting "**Score**" in My Assessments will show you your response scores.



New! The **performance comparison graph** shows historical Form C results for students in the past with your particular score.

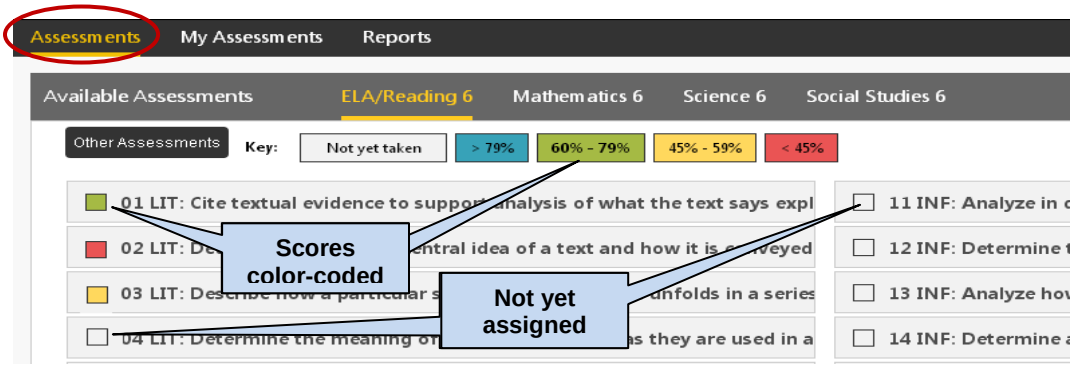
Clicking a question (Q#) will show the question and your response.



Note: *Anchor* questions will not appear when selected. They are used to link results between the Form tests. Instead, a message will appear: "This question has not been released at this time. Please see the SCWA for this standard for similar questions."

Short Cycle Web Assessments (SCWA)

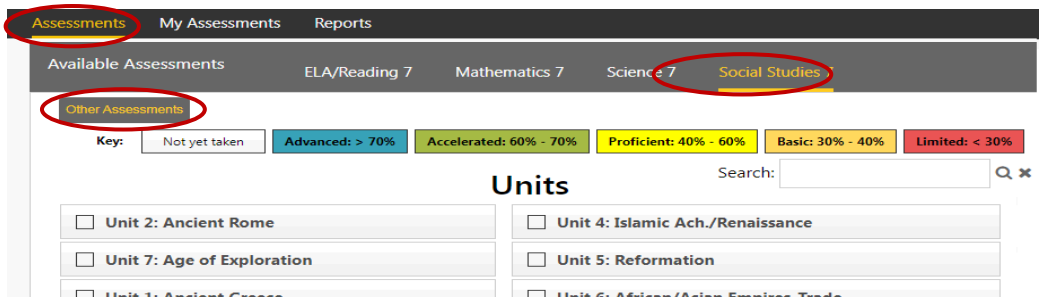
If you return to the Assessments screen, you will see your SCWA learning standards in each subject listed in the "**Available Assessments**" Menu bar.



The learning standards will become color-coded based on your scores as you complete each standard assigned by your teacher.

Unit Tests (Social Studies)

Unit Tests focus on Social Studies learning standards. From your Menu bar, select "**Assessments**," "**Social Studies,"** and "**Other Assessments**."



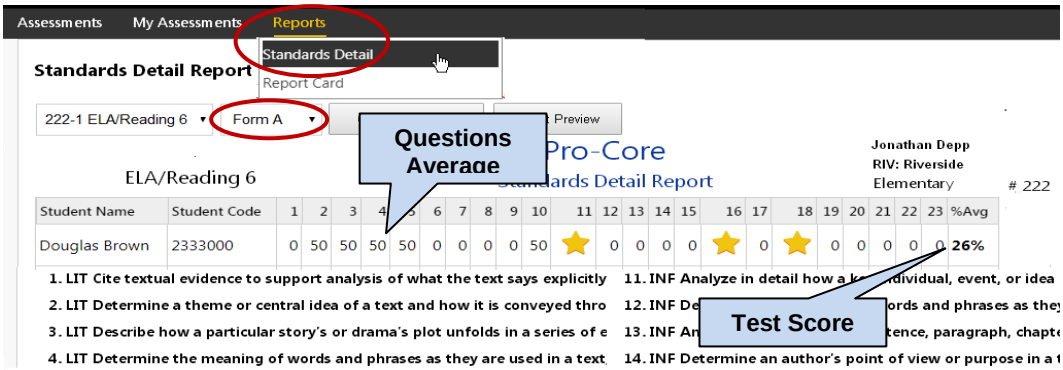
Unit Tests for Social Studies have the same questions as the SCWAs. The questions are simply grouped into larger tests that reflect a theme.

The Standards Detail Report

If you select "**Reports**," you have the option to generate your scores on your subject (1) Form A, B, or C Assessments, or (2) your Short Cycle Web Assessments (SCWA).

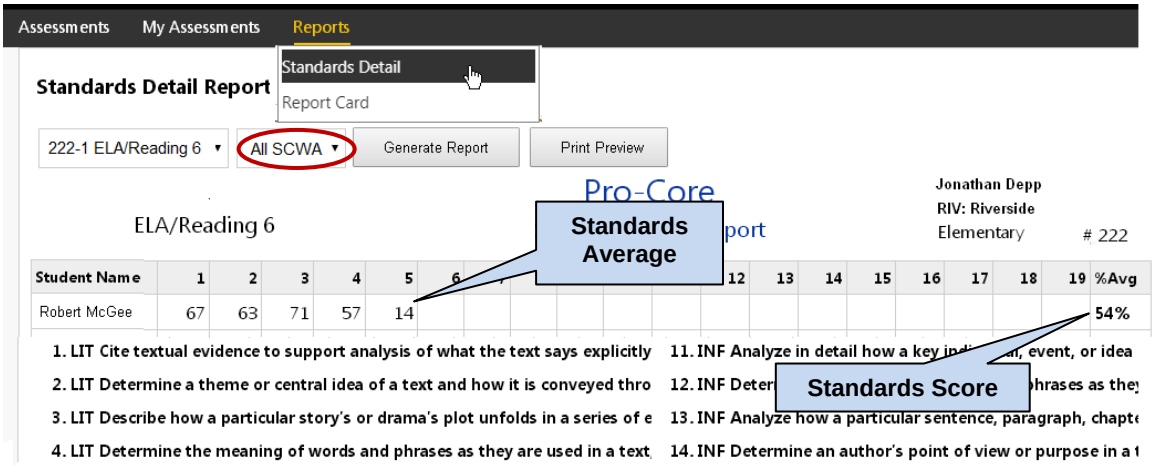
(1) Form Test Report

A "**Form**" report shows your average score for each set of standards' questions on your Form A, B, or C assessment as well as your average score for the entire assessment.



(2) SCWA Report

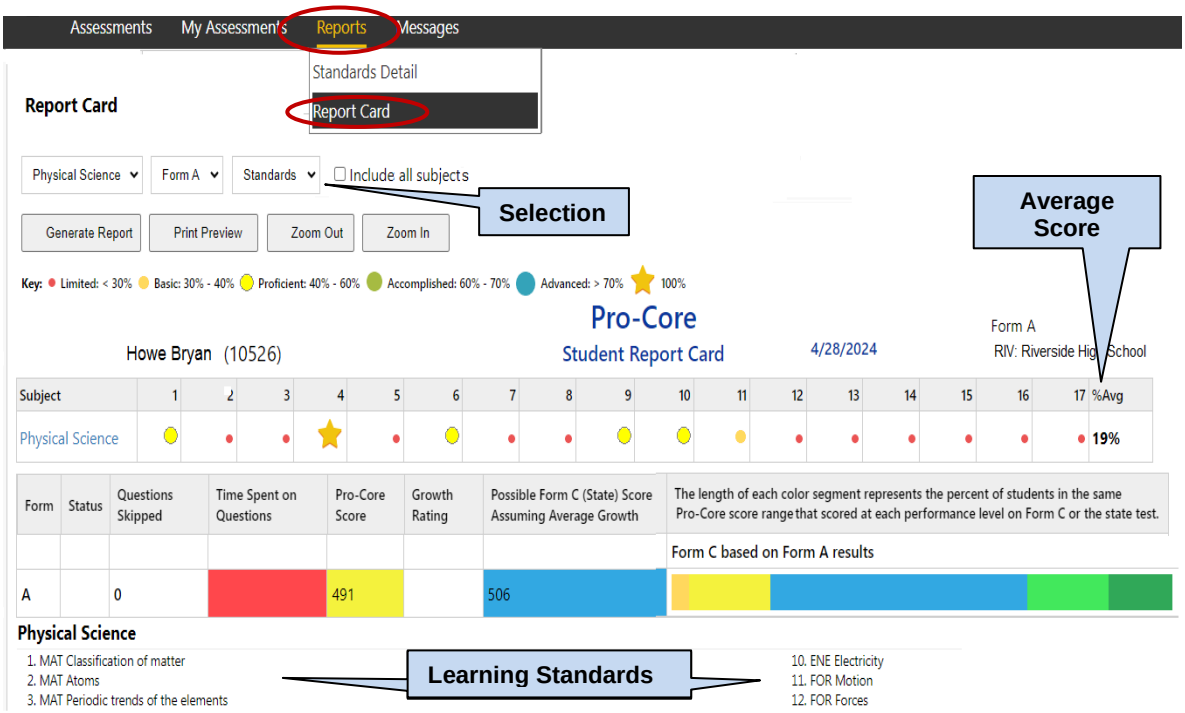
A "**SCWA**" (Short Cycle Web Assessment) report shows your average score for each standards assessment assigned by your teacher as well as your average score for all your short cycle web assessments.



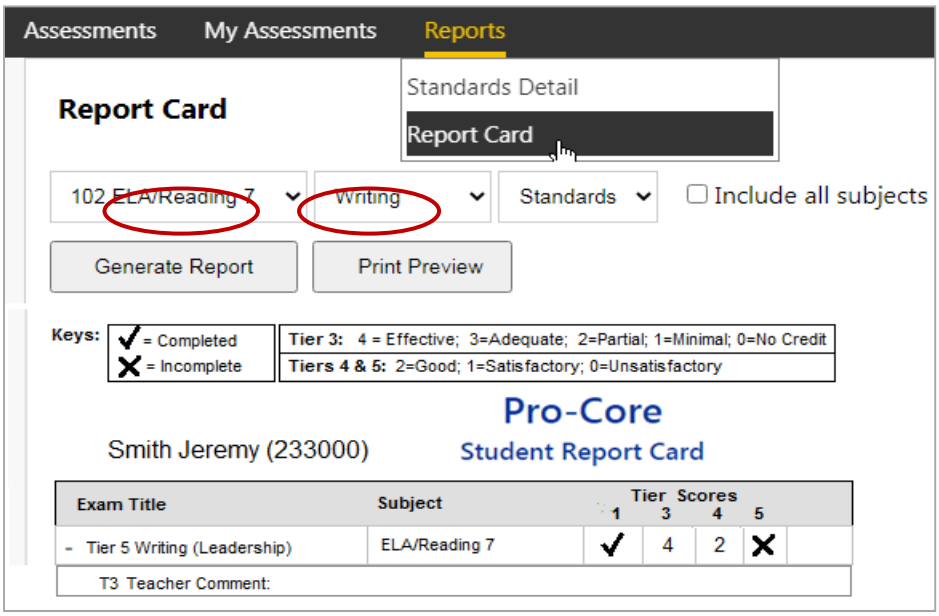
There may also be **other** assessments assigned by your teacher that appear in the drop-down selection box.

Report Card

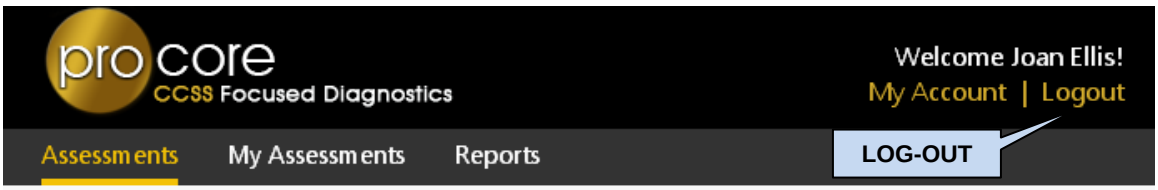
The Report Card shows your achievement or progress in each subject at the time the report is generated. Form A B, C test results or Short Cycle Web Assessment (SCWA) results can be selected along with a list of the learning standards.



If you are in an **ELA/Reading** class and have taken the Five Tier Writing (5TW) Assessment, select your class and **Writing** from the drop-down menu to see the results.



LOGGING OUT



Be sure to **log-out** at the end of each session so that your work is properly saved.

Administration Instructions for the Pro-Core Form A, B, C Assessments*

This section contains detailed information about the recommended procedures for administering the Pro-Core online Form A pre-test, Form B interim, or Form C post-test by the Test Administrator (Principal, School Contact Person, Test Coordinator, or Teacher).

Additional information for district and school administrators, teachers, and students is contained in Sections G (District), I (School), L (Teachers), and P (Students) of the *Pro-Core User Manual*. ***Go to*** **https://pro-core.us/manuals.html**

Instructions for the Test Administrator

***IMPORTANT**: Pro-Core Security Guidelines require that the school's Test Coordinator/ Contact Person or Administrator is responsible for monitoring the pre- and post-tests. No previewing of the pre- or post-tests is allowed. No printed or "alternate media" copies of the pre- and post assessment must be made to maintain assessment security.

Procedures for security and administering the Pro-Core Form A, B, C assessments are essentially the same as those presented in "Ohio's State Tests Administration Manual." The state policy for the use of calculators, online tools, and reference sheets are the same. District test coordinators, school building test coordinators, and test administrators should review the information in their individual sections in this Manual, as well as this section, prior to testing.

When should Pro-Core Form Assessments be administered?

Scaled scores, growth measures, and estimated scores are calculated based upon how students perform compared to other students who take the tests within the testing window. ***Taking the assessments outside these testing windows no longer provides HQSD.*** Districts can choose to administer assessments outside these windows, at a time that best meets their needs. ***However, scaled scores, growth measures and estimated scores will not be accurate for students who test outside these windows.***

Here are some things to consider as you schedule Pro-CoreForm Assessments:

- **Form A:** Growth measures will be at their highest and most accurate by scheduling Form A as early as possible in the school year.

- **Form B:** Form B is an optional test to give mid-year feedback. Scaled scores, growth measures and estimated scores will be most accurate if given during the

testing windows. Some schools, districts, and teachers like to give an assessment shortly before the state tests to give students practice. For this purpose, consider giving Form B outside the testing window. Giving Form C this early in the school year puts your students at a disadvantage.

- **Form C:** Ideally, scores and growth measures will be at their highest and most accurate after students complete instruction for the year. However, student motivation to do their best may decline in the final weeks of school. Some schools, districts, and teachers like to give an assessment shortly before the state tests to give students practice. For this purpose, consider giving Form B outside the testing window. Giving Form C this early in the school year puts your students at a disadvantage.

Recommended Form Tests Schedule	Window Opens	Window Closes
Form A All schools	August 15	September 30
Form B High Schools on Block Schedule All Other schools	October 15 December1	October 30 January 30
Form C High Schools on Block Schedule All Other schools	December 15 April 15	January 15 May 31

Pro-Core has constructed tests so that 90%* of students can complete the test in 80 minutes or less. This will allow nearly all schools to complete the tests within 2 class periods.

***NOTE**: Our records show that about 12% of students qualify for additional time due to their IEPs or 504 Plans. *See* **page L-6** for teacher instructions to extend student test time.

If you have questions about these recommendations, please contact **bclark1924@icloud.com**

Pro-core Features for Local and Remote Security

Pro-Core has added a variety of features to enhance local and remote system and assessment security. These new features are controlled by district managers (**Section G**), school administrators (**Section J**), and teachers (**Section L**). Also included are new security features for students taking the Pro-Core Form A/B/C assessments (**Section P**).

Pro-Core Form A, B, C subject assessments should be administered within a 1 to 2-week testing "window" as shown above. Pro-Core test item types are similar to those appearing on the state tests. If students are familiar with the state tutorials and practice tests, they should have no trouble with Pro-Core test items and procedures.

CAUTION: The Form A, B, or C assessments must be ***enabled*** by your Pro-Core District or School Manager in order to appear in your students' **Other Assessments** layout.

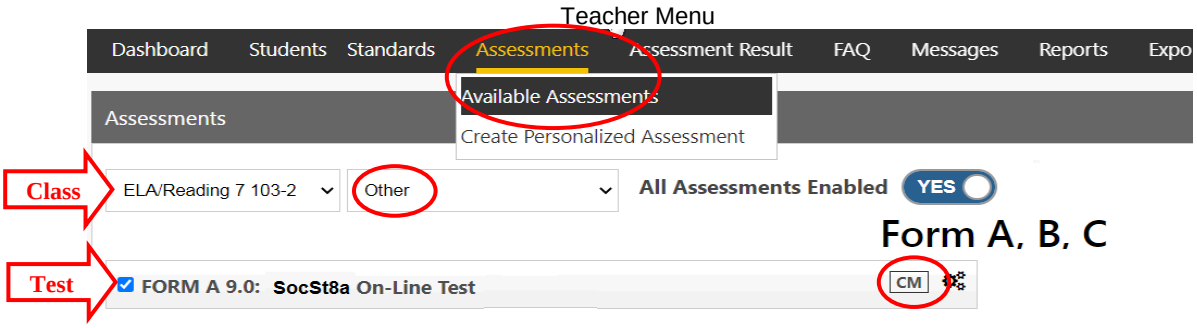
BEFORE THE ASSESSMENTS

1. Clever or ClassLink uses will log-into the system using Single Sign-On (SSO)
2. Non-Clever/ClassLink district or school administrator should generate a list of teacher user names and passwords for logging into the online Pro-Core Assessment System.
3. Teachers or test administrators should log into the system a week before the Form A diagnostic pre-test is administered to confirm teacher class enrollments and student log-in usernames and passwords are accurate, and to become familiar with the various system features and commands.
4. Students should be presented with the information below which is also contained in **Section P** of this Manual. Students should:
   - Become familiar with messages, like "You have not answered all the questions."
   - Know the difference between SAVE-EXIT and END TEST.
   - Know that responses are automatically saved when they open a test and after each question is answered.
   - Understand how to move from one question to another, and going back to previous questions.
   - Be encouraged to finish a test in one sitting. Students are NOT allowed to re-take the test once their answers are submitted.
5. Each separate test may be administered over a 4-5 day **testing window**. For example: Math on Monday, Science on Tuesday, Social Studies on Wednesday, Reading on Thursday, and make-ups on Friday.
6. Make-up tests should take place within school's testing window—at the end of which the tests should be ***disabled*** by the district administrator
7. Alternate seating and/or mixing the timing of the start of the Form A/B/C online assessments should be arranged so that students are not answering the same questions at the same time. This is necessary for the pre- and post-tests because they are set to "static" mode. It is the responsibility of the Test Administrator to oversee the test-taking procedure.

NEW! Form Test Class Monitor

The Form Test **Class Monitor** [CM] allows teachers to see whether each student is moving *normally* through a Form test compared to other students and is *properly* Saving or Ending the test. Teachers may also view a **Class Monitor Report** following the test to analyze the pattern of student responses to Form test questions

Teachers may access the Form test Class Monitor via their Menu bar **Assessments** tab > **Available Assessments** > **Other,** and selecting **[CM]** on the Form Test subject



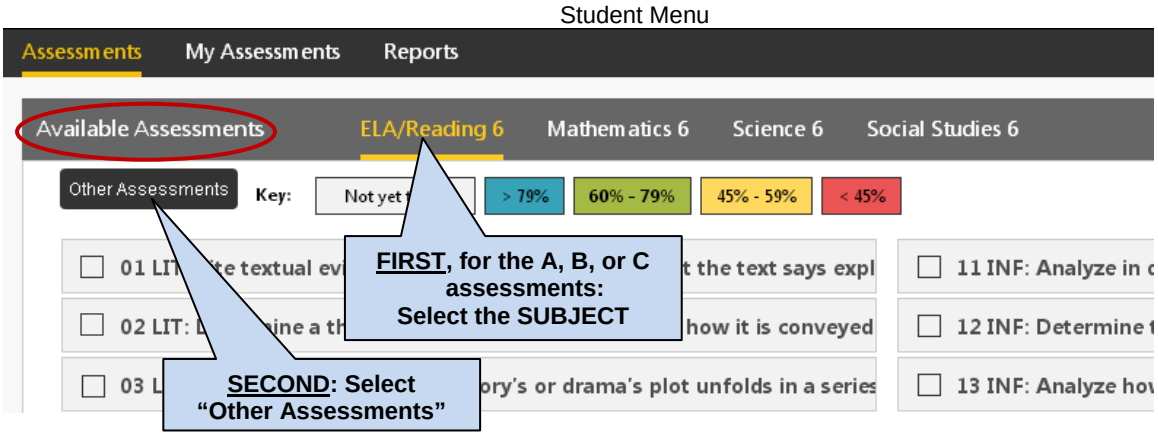
- Detailed instructions on using the teacher *Pro-Core* Form Test Class Monitor are available in **Appendix** 7 of this *User Manual*.

Students Finding and Selecting Their Form A, B, C Assessments

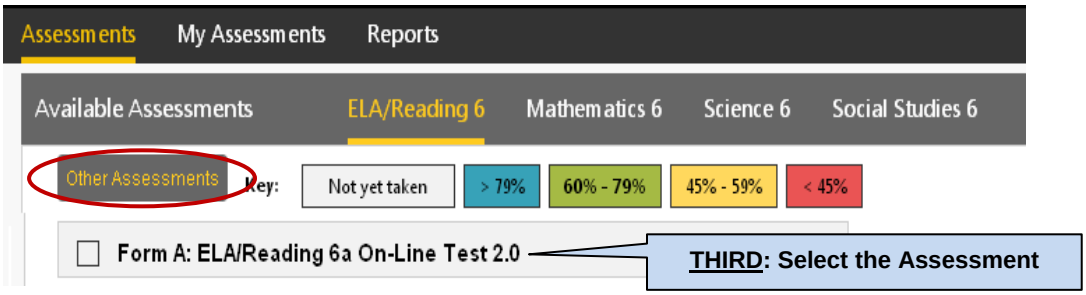
Directions for students' Form A assessments:

(1) In "**Available Assessments**" Menu bar, select the Form assessment **subject**.

(2) Then, select "**Other Assessments**."

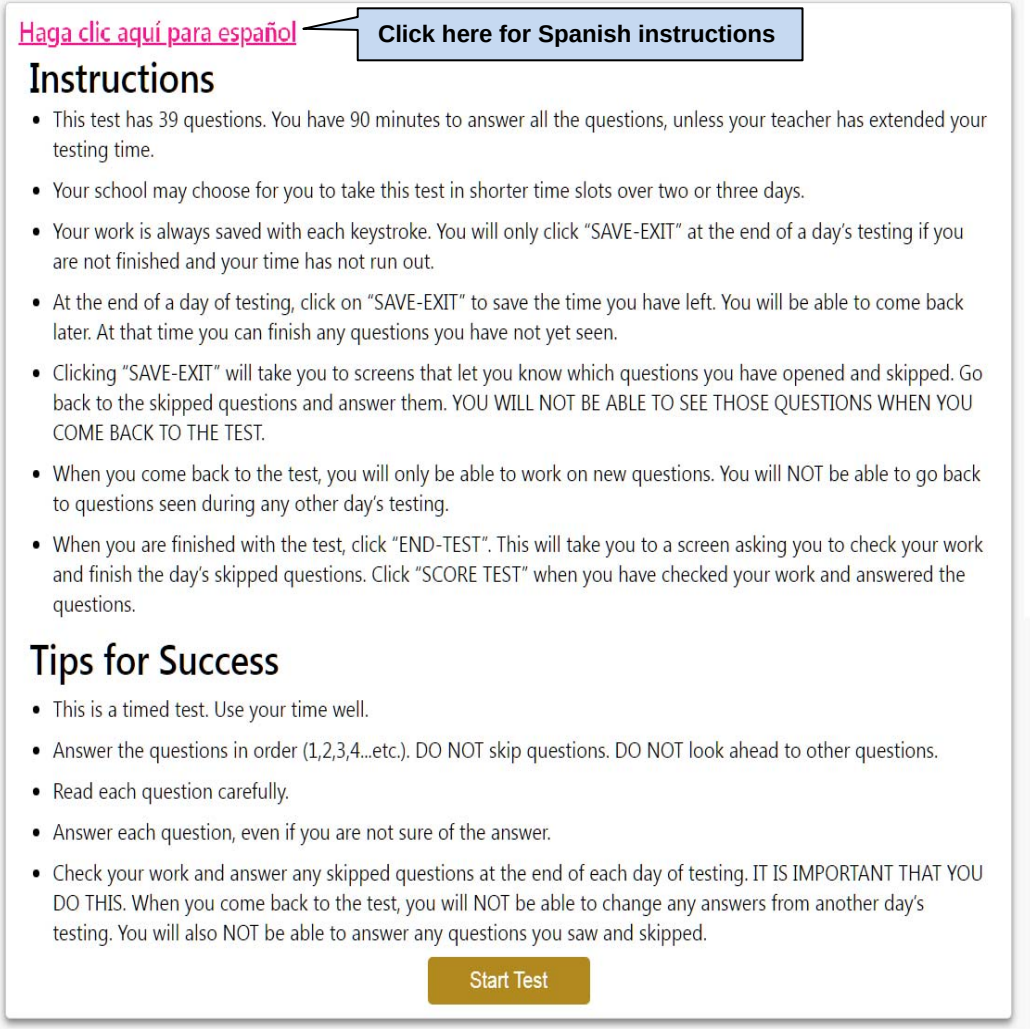


(3) Finally, select the *available* Form assessment under "**Other Assessments**."



DURING THE ASSESSMENTS

1. **Read aloud** the Instructions on the students' opening screen as the students follow along:


Haga clic aquí para español

Click here for Spanish instructions

Instructions

- This test has 39 questions. You have 90 minutes to answer all the questions, unless your teacher has extended your testing time.
- Your school may choose for you to take this test in shorter time slots over two or three days.
- Your work is always saved with each keystroke. You will only click "SAVE-EXIT" at the end of a day's testing if you are not finished and your time has not run out.
- At the end of a day of testing, click on "SAVE-EXIT" to save the time you have left. You will be able to come back later. At that time you can finish any questions you have not yet seen.
- Clicking "SAVE-EXIT" will take you to screens that let you know which questions you have opened and skipped. Go back to the skipped questions and answer them. YOU WILL NOT BE ABLE TO SEE THOSE QUESTIONS WHEN YOU COME BACK TO THE TEST.
- When you come back to the test, you will only be able to work on new questions. You will NOT be able to go back to questions seen during any other day's testing.
- When you are finished with the test, click "END-TEST". This will take you to a screen asking you to check your work and finish the day's skipped questions. Click "SCORE TEST" when you have checked your work and answered the questions.

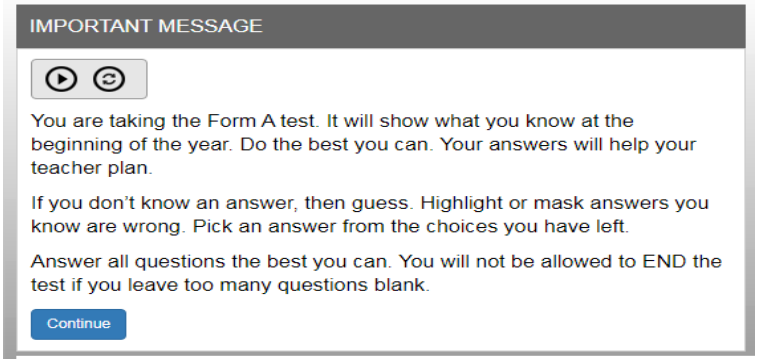
Tips for Success

- This is a timed test. Use your time well.
- Answer the questions in order (1,2,3,4...etc.). DO NOT skip questions. DO NOT look ahead to other questions.
- Read each question carefully.
- Answer each question, even if you are not sure of the answer.
- Check your work and answer any skipped questions at the end of each day of testing. IT IS IMPORTANT THAT YOU DO THIS. When you come back to the test, you will NOT be able to change any answers from another day's testing. You will also NOT be able to answer any questions you saw and skipped.

Start Test

Form A/B/C instructions

2. An "Important Message" will appear for the Form A test:


IMPORTANT MESSAGE

You are taking the Form A test. It will show what you know at the beginning of the year. Do the best you can. Your answers will help your teacher plan.

If you don't know an answer, then guess. Highlight or mask answers you know are wrong. Pick an answer from the choices you have left.

Answer all questions the best you can. You will not be allowed to END the test if you leave too many questions blank.

Continue

Form A Message

- ➢ Make it clear that it is better to guess at an answer than to leave an answer blank.

Important Information

- When the student begins the test, a message will display the number of questions and the time allotted (**90 minutes**) before the test is Saved or Ended. The test cannot be *paused*. Students have the option to **Hide** the **Timer**.
- Students are allowed to "**Save**" (*bookmark)* and return to an assessment depending on how many days the test has been scheduled by the district administrator.
- Students given extended time are allowed ONE ADDITIONAL *Save.*
- If the student attempts to *Save* a test more than one time in a session, s/he will be locked out. A **message** will display: "This assessment is locked because you saved the assessment more than once. Please contact your class teacher." The teacher may *unlock* a student using the Assessments Security Settings layout. (*see **J-6** above*)
- If students intend to *Save* their assessment, they MUST answer the questions in sequence (1,2,3,4...etc). They MUST NOT skip questions or look ahead to any remaining questions. If the student Saves and returns to the test later, s/he will NOT be allowed to change the answers to questions s/he has already answered nor to answer any questions s/he has seen and skipped.
- A time remaining pop-up message is displayed at 10, 5, and 3 minutes left.
- Tests *Saved* by the student before the end of the 90 minute test limit are listed as "Incomplete" in the Test Completion Report. The student should "**End**" a test when all the questions have been answered.
- Students may NOT *exit* from the Browser window during the testing time. If a student tries to exit, a warning message will appear: "You are not allowed to Exit this program during your testing time." If a student e**X**its their **B**rowser, the number of exits will appear in the **Test Completion Report** under **XB**.

Relaxed assessment:

We recommend the first assessment be relaxed. It is helpful to slowly move the students toward a more structured atmosphere as you approach the end-of-course achievements test. We recommend the Form A assessment be relaxed. It is helpful to slowly move the students toward a more structured atmosphere as you approach the end-of-course achievements test.

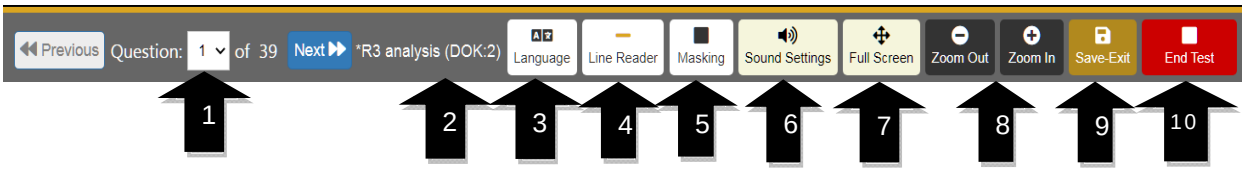
Length of test:

Pro-Core assessments are normally timed for 90 minutes. Students who are allotted extra time in IEPs or 504 Plans may require more time than 90 minutes. Test timing may be extended by the teacher for all or individual students. Pro-Core recommends having a school-wide plan for dealing with the extra time these students may need to reduce the amount of class time that is required for testing. (*see* **Section L**)

Test Monitoring:

For *local* testing, the test administrator should walk around the room, checking that students are "on task" and not talking with other students or looking at other students' monitors. Be sure students properly save or end and submit their responses before logging-off the system. To enhance security for *remote* testing, administrators and teachers may set time restrictions for accessing and completing the assessments at home. (*see* **Section L**)

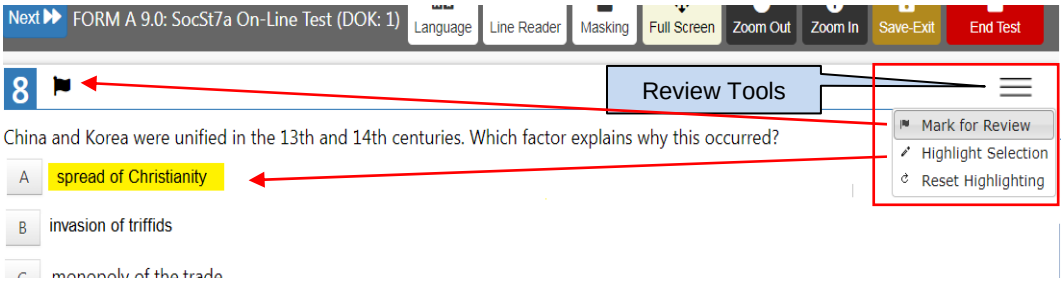
The Student Assessment Screen: Navigation Bar Functions



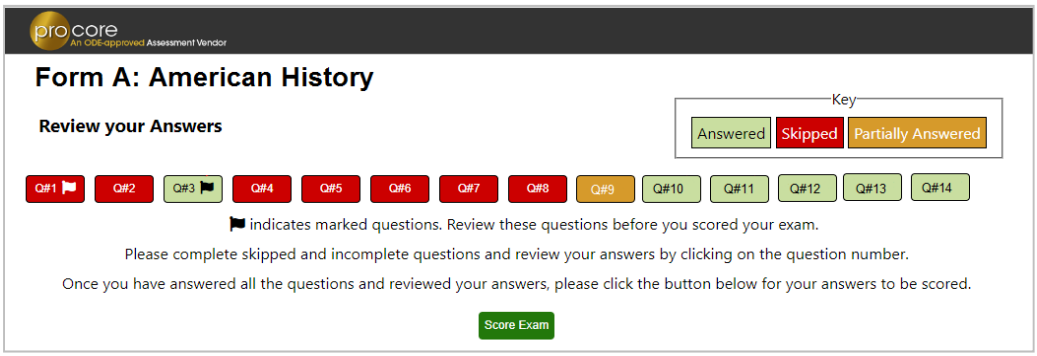
1. The **Down Arrow** allows any question to be selected.
2. **DOK** (Depth of Knowledge) refers to the complexity of the question (1-4)
3. **Language** allows selection of Spanish language selection (if available for the test)
4. **Line Reader** allows the computer to read aloud each line of the test item.
5. **Masking** allows the student to block out any portion of the test item.
6. **Sound Setting**s allows the student to adjust the computer "speaking" sound.
7. **Full Screen** provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.
8. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.
9. **Save-Exit** allows the student to *bookmark* the test, review *seen* questions and Exit the test. When the student returns, the test will be blinking, so the student must finish the test before choosing anything else. The student is allowed limited Saves.
10. Clicking the **End-Test** button shows a summary of questions answered, skipped or partially answered. This ends and scores the test. (*see below*)

NEW! Flagging and Highlighting Questions for Review

Students have the option to "flag" questions they wish to review before exiting the test. They may also highlight any words or section using the drop-down box at the top-right of the layout.



When the students **Save** or **End** the test, a "**Review**" layout will appear:



Students may click on the **Question #** to go back and answer skipped, flagged or partially answered items.

Students should review their answers before clicking the "**Score Exam**" button.

WARNING: If students *Save* and *Exit* the test, they canNOT return later to questions they have seen and/or skipped.

AFTER THE ASSESSMENTS:

1. Check that students have correctly Ended the test and logged-out of the system, and any scrap paper or notes have been disposed of.
2. Test results and special reports will be available at the end of the school testing window.

Assessment results and reports for administrators, teachers, and students are contained in separate sections of the *Pro-Core Online Manual*.

CAUTION1: Administrators and teachers should check the **Assessment Results Report** in to see if any student assessments were *flagged* for falling below certain thresholds.

CAUTION2: Administrators and teachers should also check the **Test Completion Report** in particular before attempting to generate any Form reports to ensure the report data is accurate.

NOTE: Administrators should ***Disable*** assessments at the end of the testing window. (*see* page 1-2 *above*.) All form tests must be *Ended* before a test can be scored and the testing window properly closed.

IF there are still Form tests open or *Saved*, the following message will appear:

CAUTION: There are still student Form tests that have not been scored. Please check the Completion Report to view student tests that are still open or Saved but have not been properly Ended. You may force-end those tests before Disabling the test. [OK]

- When the administrator clicks "OK," they will be taken to the **Completion Report** layout.
- They may browse through the classes and select *End Test* for individual students, OR....

IF they select *End ALL* Tests. The following message will appear:

WARNING: This will force-end and score all tests that have not been properly ended. Do you wish to continue? [Yes/No]

- "No" will cancel the procedure.
- "Yes" will end and score all open tests.
- The same message will appear if the teacher selects End All tests.
- The administrator may then return to the Enable/Disable layout to close the test window.

APPENDIX 2 – Security Features

NOTICE: The instructions and features described in this document have been added to the main Sections G – P of the *Pro-Core User Manual at* https://pro-core.us/manuals.html *This document presents those features targeted to individual Pro-Core users: (1) District Administrators, (2) School Administrators, (3) Teachers, and (4) Students.*

Pro-core Features for Local and Remote Security

Pro-Core has a variety of features for district, school, teacher, and student data security. Each section below will review both current and updated features that may be used to enhance local and remote system and assessment security. These features are controlled by (1) district managers, (2) school administrators, and/or (3) teachers. Also included below are updated security features for (4) students taking the Pro-Core Form A/B/C assessments.

1. District Administrator Level Controls

Section D of the *Pro-Core User Manual* contains District Administrator school set-ups and enrollment procedures. The controls listed below are accessible to the District Manager and district level users who have been added to the system. *See* **Section E** for information on "Adding/Editing District Level Users."

There are two security features that allow District Administrators to control (A) Pro-Core System Student Access Times and (B) Pro-Core Form Assessment Times.

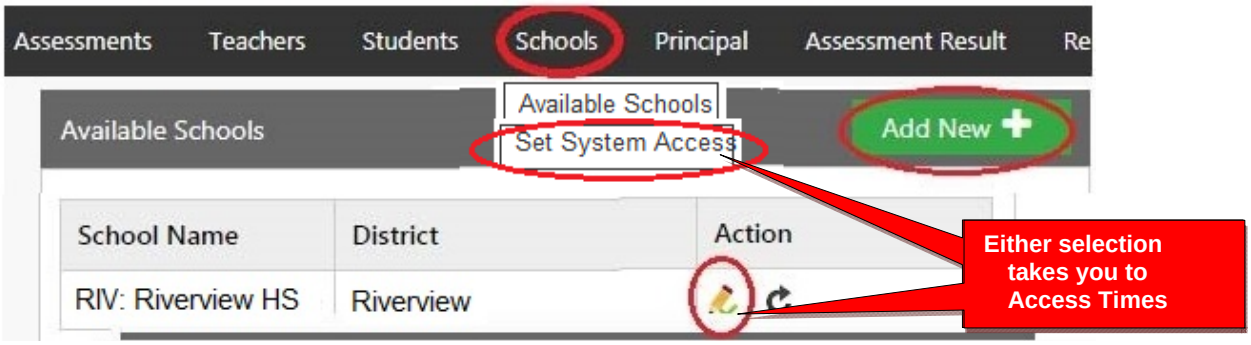
A. Setting Student System Access Times

Your school(s) and students Pro-Core system access times are pre-set at the beginning of the school year. The *default* student system access times are weekdays from 7:00 a.m. to 5:00 p.m.

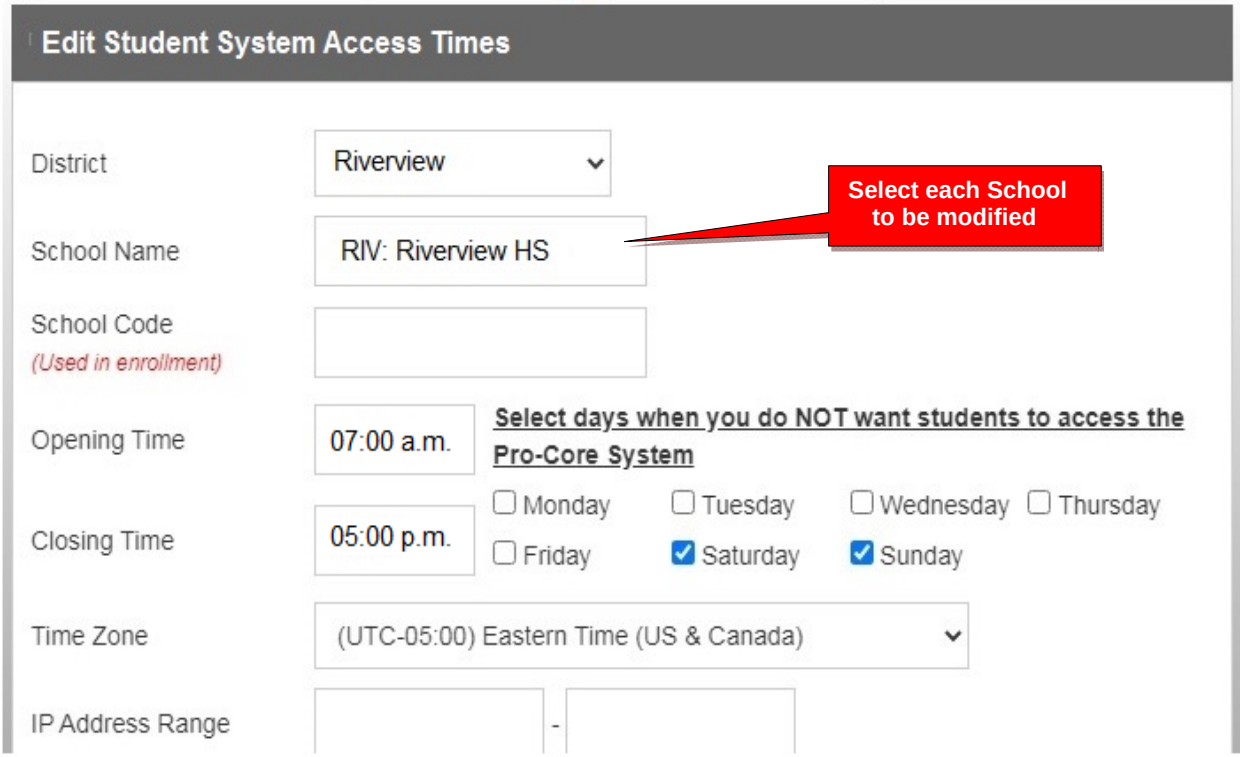
You may modify these times to better fit each school's actual opening and closing times when you want to allow students to have access—or not--to the Pro-Core *system* at school or from home. Administrators and teachers may access the system at any time.

Selecting "**Schools**" in the District Menu allows you to add new schools or to view and edit Available School information or to view and reset Student System Access Times.

Available Schools layout



Set System Access layout



Students attempting to log-into the Pro-Core system outside of the system access times selected will see the **message**: "Pro-Core system access is closed at this time."

You should decide, along with your school administrators and teachers, on the settings to best enhance the security of students accessing Pro-Core system for testing and other activities at school or from home.

B. Setting Form Assessment Times

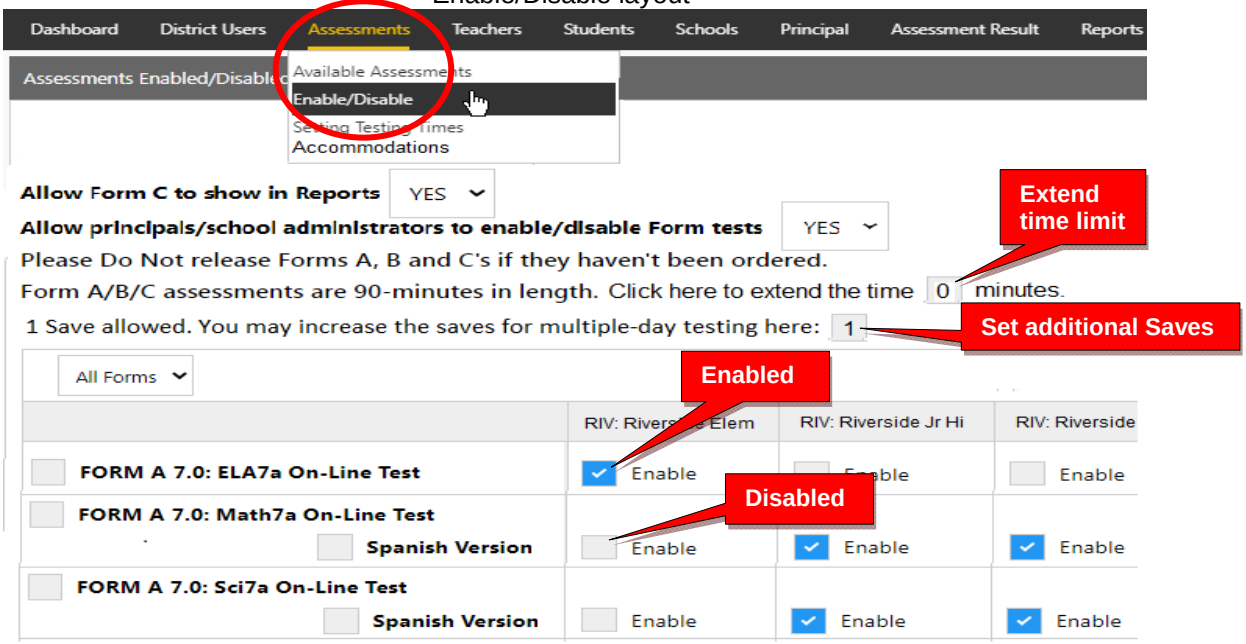
Pro-Core Form A/B/C school testing times *must* be set *after* the District Manager has *enabled* the Pro-Core Form A, B, or C assessments. *See* pages **G-3*f*** for information to "Enable/Disable Form Assessments.

All Form A/B/C assessments are **90 minutes** long. Administrators have the option to extend the time limit and add "Saves" for multiple-day testing. Assessments may be scheduled over multiple days in the Setting Times layout. Teachers have the option to extend the time limit on student class tests with added Saves.

Students attempting to access the assessments outside of the set times will see the **message**: "Pro-Core Form A/B/C assessments are not available at this time."

APPENDIX 2 – Security Features

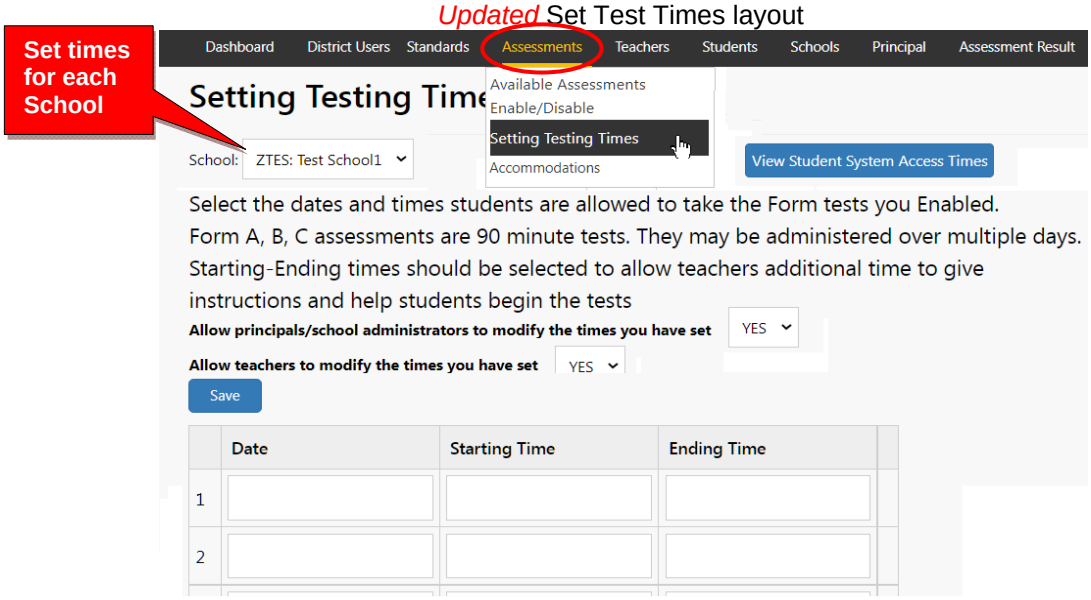
Enable/Disable layout



After enabling your Form assessments, go to the "**Setting Times**" in the District Assessments Menu and select the Testing Times layout to set the days and times students will be taking the Form assessments you *enabled*.

Pro-Core Form A/B/C assessments and make-up testing should be scheduled within a **two-week testing *window***. Select each school and each day and times you want students to have access to the enabled assessments.

Updated Set Test Times layout



Allow at least 2 hours for 1-day testing. For multiple-day testing, Ending Times selected *must* always be at least **30 minutes** or greater than the Starting time selected.

- If no date or times are entered, all enabled assessments will be available *anytime* during the Student System Access Times.
- If test days or times selected are *outside* the Student System Access Times, a **warning message** will appear.
- You may view and adjust the times set for student access by clicking the "View Student System Access Times" *button*. (*see also* 1.A. *above*).

APPENDIX 2 – Security Features

2. School Administrator (Principal) Level Controls

Section J of the *Pro-Core User Manual* contains Principal and School Administrator procedures. Pro-Core System Access and Assessment Times are *initially* set by the District Administrator. These *controls* can be modified by a school Administrator or Principal who have been added to the system by the District Manager to more closely reflect each school's scheduling.

There are two new security features that allow control of (A) Pro-Core System Student Access Times and (B) Pro-Core Form Assessment Times.

A. Student System Access Times

Your school's student Pro-Core system access times have been previously set. The *default* student system access times are weekdays from 7:00 a.m. to 5:00 p.m., but these may have been modified by your District Administrator to better fit your school's actual opening and closing times.

School administrators and teachers have access to the Pro-Core system at any time. But for enhanced security, students should only be allowed to have system access—or not--to the Pro-Core *system* during controlled times at school or from home.

Note: You may confirm or edit your students' system access settings so that they coincide with your Pro-Core Form A/B/C testing plans and other teacher class activities. *See* **Set Test Times** *on the next page* for more information

Students attempting to log-into the Pro-Core system outside of the system access times set will see the **message**: "Pro-Core system access is closed at this time."

B. Setting Form Assessment Times

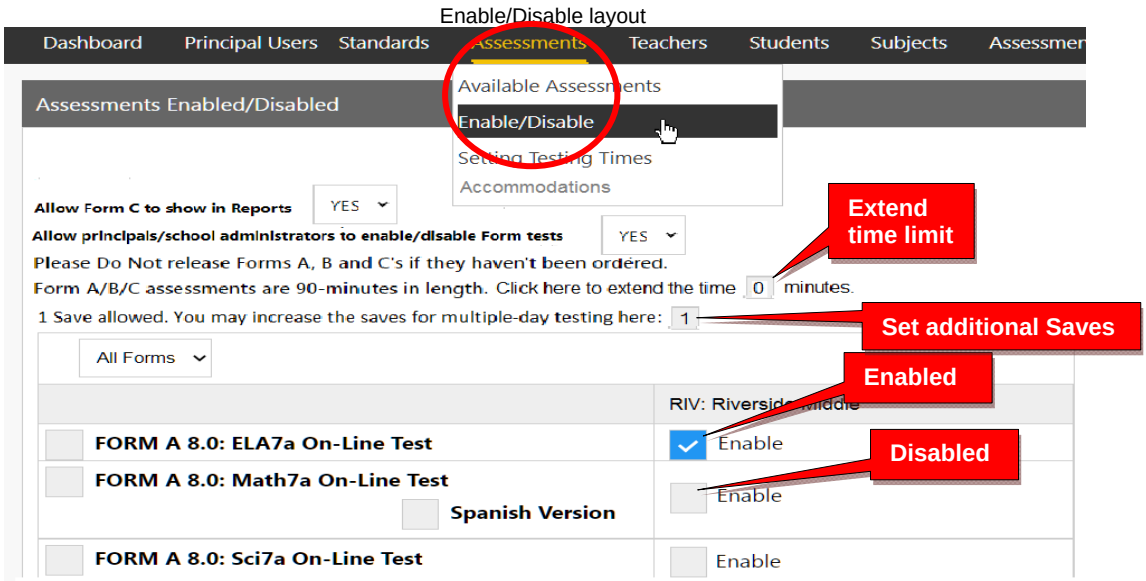
School Pro-Core Form A/B/C assessments and school testing times *should have* been previously set-up by the **District Manager**; otherwise, the School Administrator *must* **enable** them and set the times. *See* pages **J-2*f*** for information to "Enable/Disable Form Assessments."

Administrators have the option to extend the time limit on all Form tests. Administrators also have the option to add more Saves for multiple-day testing on all enabled tests. Assessments may be scheduled over multiple days in the Setting Test Times layout (*see below*).

Teachers have the option to extend the time limit on student class tests with added Saves.

Students attempting to access the assessments outside of the set times will see the **message**: "Pro-Core Form A/B/C assessments are not available at this time."

Enable/Disable layout

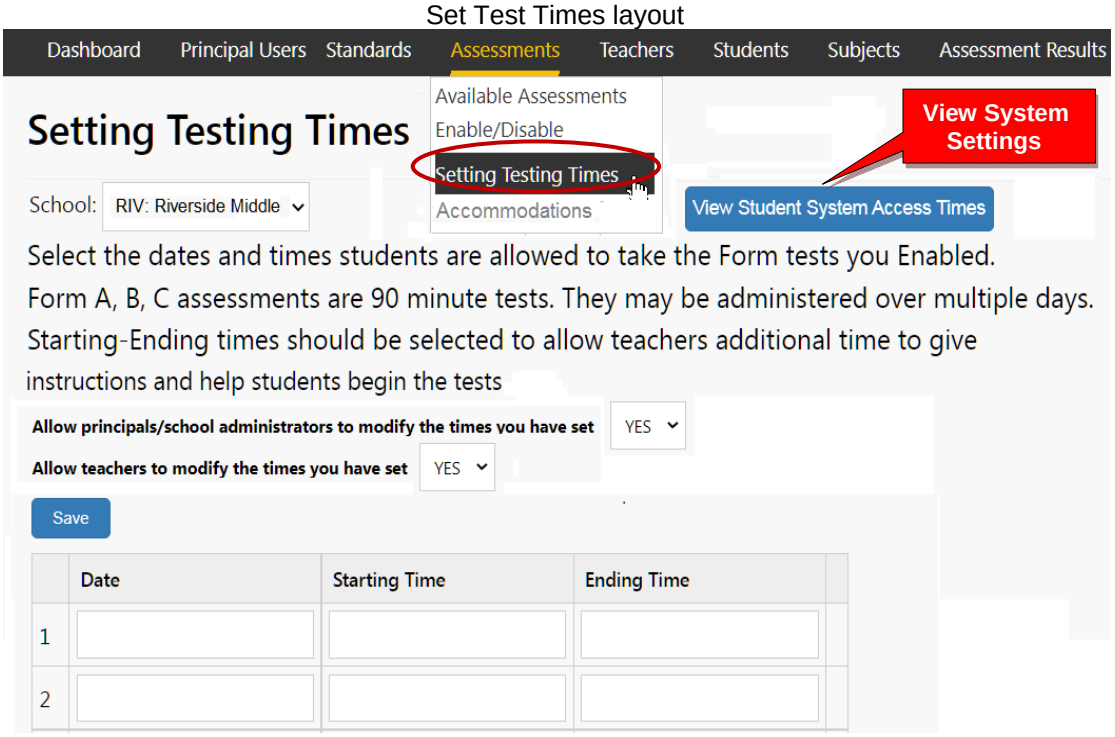


APPENDIX 2 – Security Features

After enabling your Form assessments, select "**Setting Testing Times**" in the School Assessments Menu to go to the Set Testing Times layout to view or set the days and times students will be taking the enabled Form assessments. If there are dates and times visible in the layout, they may have been previously set by your District Administrator. You may modify them if you wish; otherwise, you must set the testing times.

Pro-Core Form A/B/C assessments and make-up testing should be scheduled within a **two-week testing *window***. Select each day and times you want students to have access to the enabled assessments.

Set Test Times layout



Allow at least 2 hours for 1-day testing. For multiple-day testing, Ending Times selected *must* always be at least **30 minutes** or greater than the Starting time selected.

- If no date or times are entered, all enabled assessments will be available *anytime* during the Student System Access Times.
- If test days or times selected are *outside* the Student System Access Times, a **warning message** will appear.
- You may view and adjust the times set for student access by clicking the "View Student System Access Times" *button*. (*see also* 2.A. *above*).

WARNING: Setting strict assessment times will make the Form A/B/C assessments more secure.

Teachers administering the Form A/B/C assessments may further modify local or remote student Form A/B/C assessment starting and ending times to override those set by the district or school. Students attempting to access the assessments outside of the set times will see the **message**: "Pro-Core Form A/B/C assessments are not available at this time."

Teachers are able to further enhance security by selecting specific subjects and student testing times within the school's system access and testing schedule for each of the teacher's classes.

3. Teacher Level Controls

Section L of the *Pro-Core User Manual* contains Teacher Form A/B/C test procedures. Pro-Core System Access and Assessment Times are initially set-up by the District Administrator These *controls* can be modified by a school Administrator or Principal to more closely reflect each school's scheduling.

There are two new security features that allow control of (A) Pro-Core System Student Access Times and (B) Pro-Core Form Assessment Times.

A. Student System Access Times

You school's student Pro-Core system access times have been previously set. The *default* student system access times are weekdays from 7:00 a.m. to 5:00 p.m., but these may have been modified by your District or School Administrator to better fit your school's actual opening and closing times.

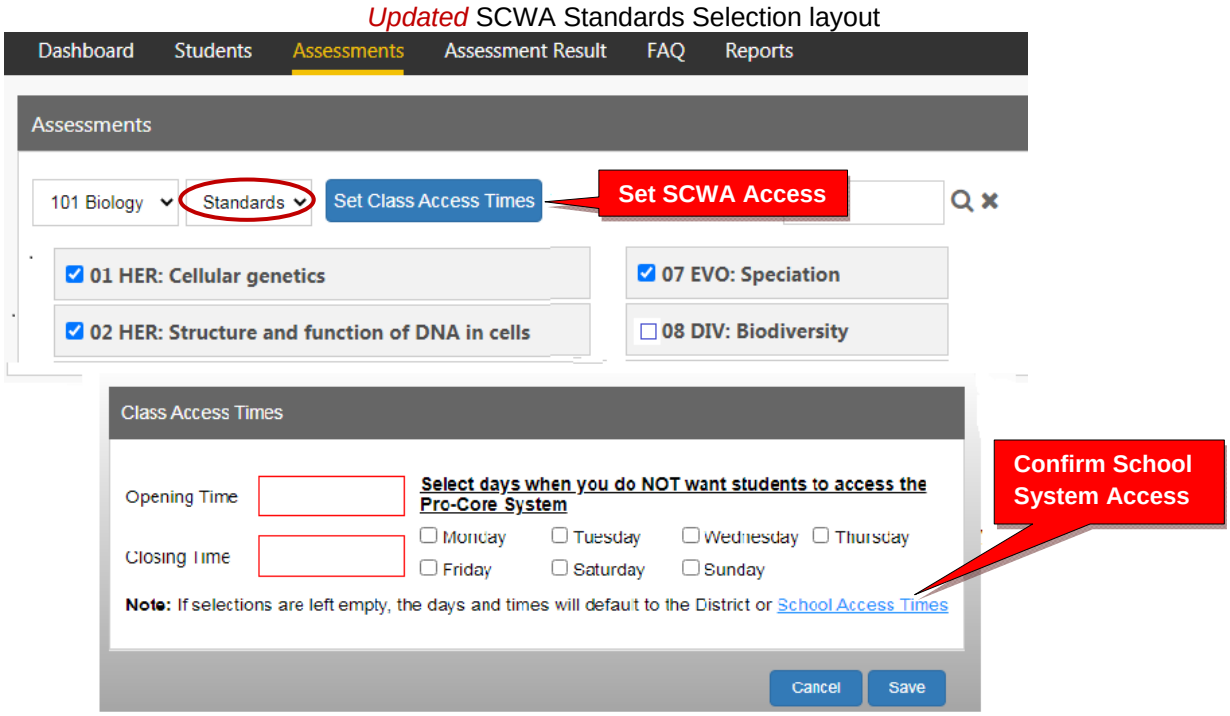
School administrators and teachers have access to the Pro-Core system at any time. But for enhanced security, students should only be allowed to have system access—or not--to the Pro-Core *system* during controlled times at school or from home.

CAUTION: You should confirm your students' system access settings with your school administrator (*see below*), so that they coincide with your Pro-Core Form A/B/C testing plans and other teacher class activities.

You may modify your students' system access times to Short Cycle Web Assessment (SCWA) class subjects to improve security in remote learning situations.

To modify your student's Short Cycle Web Assessments access times, select the **Assessments** tab in the Menu bar, select the SCWA **Standards**, then click the "Set Class Access Times" *button*. The selections you check will override the School Access Times.

Updated SCWA Standards Selection layout



CAUTION: Modifying the Short Cycle Assessment times will NOT change the Form A/B/C Assessment Times. Setting Form A/B/C Assessment Times is explained below.

Students attempting to log-into the Pro-Core system outside of the system access times set will see the **message**: "Pro-Core system access is closed at this time."

B. Setting Form Assessment Times

Your Pro-Core Form A/B/C testing times *should have* been previously set by the District Manager or School Administrator after *enabling* the Pro-Core Form A, B, or C assessments. (*see above*)

All Form A/B/C assessments are **90 minutes** long *unless* an administrator or teacher has removed or extended the testing time. Assessments may be scheduled over multiple days, but within a **two-week testing window**.

The following information is also presented on page **L-5*f*** in this *User Manual*.

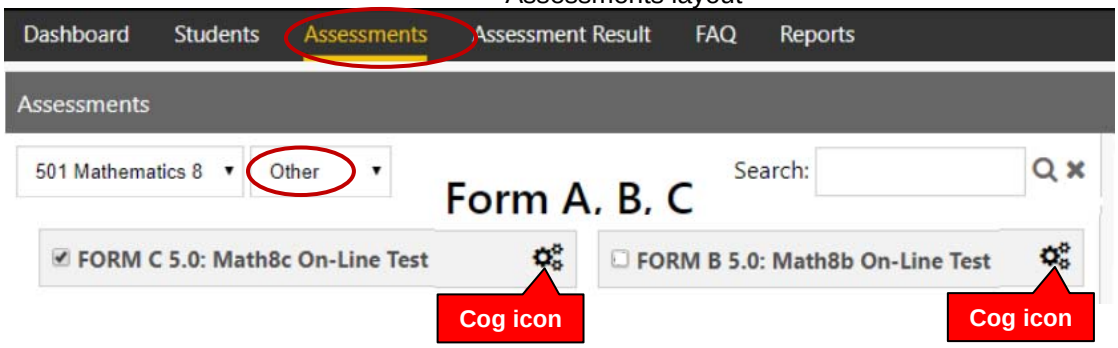
Teachers are able to further enhance security by *locking in* specific subjects and student testing times within the school's system access and testing schedule for each of the teacher's classes, in school with the teacher, or at home with a guardian monitoring. Check with your school administrator for your school's student access and testing schedule.

CAUTION: If the teacher selects a date or time outside the district or school system access or testing times, a **message** will appear: "The Date(s) and/or times you have selected are outside the system or testing times set by your district or school administrator."

Administrators have the option to add up to 3 student test Saves for multiple-day testing. Teachers may extend student or class time which adds Saves. (*see below*)

In the Teacher Menu bar, select "Assessments," the class subject, and "Other." Select the Test Form you want to secure, and click on the "**cog" icon** to schedule an assessment, lock/unlock students, or extend individual student or class Form testing time.

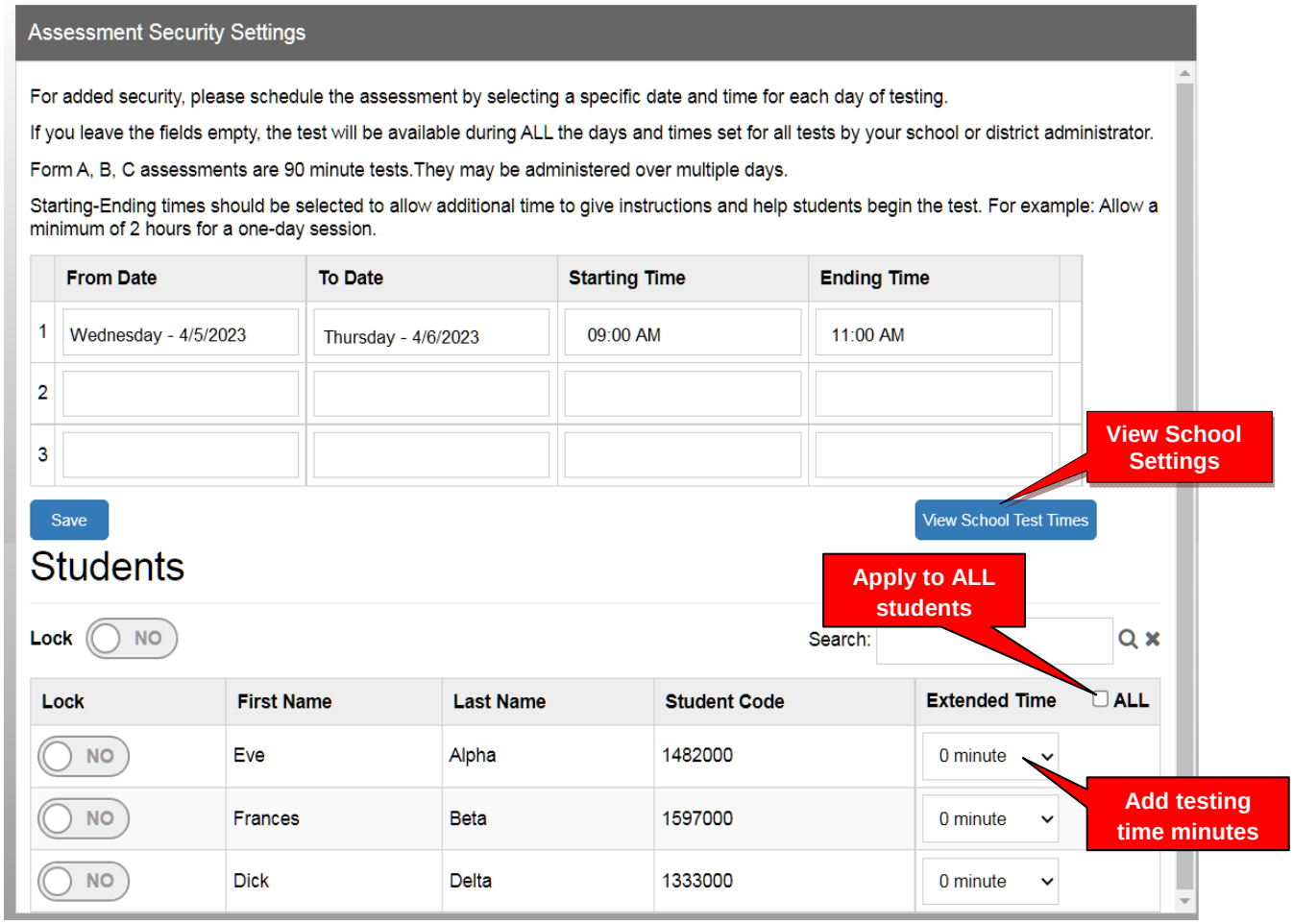
Assessments layout



Select the date with a starting and ending time each day for the test for your class. If you do *not* select dates or times (leave them blank), the district or school administrator settings will apply. You may also lock out students who are absent or who are not to take the test on that day or time. You may also unlock students or extend testing time for students with IEP or 504 plans.

APPENDIX 2 – Security Features

Assessment Times Security Settings layout



The **Extend Time** field may also be used to add test time for students whose tests may have been "force-ended" because the regular 90-minute test time has expired. Extending the test time will allow the student to ***resume*** the test where s/he left off. Selecting the "ALL" box will apply the extended time of the first student to ALL students in the class.

CAUTION: If the student has previously "Saved" the test, the save-rule will apply: The student will be allowed ONE ADDITIONAL Save for each 15-minute block, but will NOT be able to change previous responses nor view skipped questions previous to the Save. A maximum of 3 Saves is allowed for any student.

4. Security Features for Students

Section P of this *User Manual* contains Student Log-in and Assessment procedures. New security features related to student Pro-Core System Access and Form A/B/C Assessment Times are set by District or School Administrators and/or Teachers.

Three new security features in particular are related to (A) Pro-Core System Student Access Times, (B) Pro-Core Form A/B/C Assessment Times, and (C) Assessment Procedures.

A. Student System Access Times

Student access time to the Pro-Core system has been previously set. The *default* student system access times are weekdays from 7:00 a.m. to 5:00 p.m. These may have been modified by a District or School Administrator.

The opening and closing times allow students to have access—or not--to the Pro-Core *system* at school or from home. (*see* 1.A. *above*)

Students attempting to log-into the Pro-Core system outside of the system access times selected will see the message: “Pro-Core system access is closed at this time.”

B. Form Assessment Times

Pro-Core Form A/B/C testing times are set after the District Manager or School Administrator has *enabled* the Pro-Core Form A, B, or C assessments.

Pro-Core Form A/B/C assessments and make-up testing should have been scheduled within a **two-week testing *window***. Each Form A/B/C assessment is 90 minutes long.

- The day(s) and times for students to begin each assessment may be modified by the subject class teacher within the times set by the District or School Administrator.
- Additional minutes should be added to the starting and ending times to allow the test administrator to give instructions and help students begin the test.
- The tests may be administered over multiple days, but the total test time allowed is 90 minutes.
- Starting-Ending times should be selected with a minimum of 2 hours for a one-day session, a minimum of 1 hour for a two-day sessions, or a minimum of 30 minutes for three-day sessions.
- Teachers may also extend testing time for individual students with IEP or 504 plans.

WARNING: Setting strict assessment times will make the Form A/B/C assessments more secure. If no assessment times are set, students will NOT be able to begin an assessment during the students’ school system access times (*see* 1.A. *above*).

School administrators and teachers may modify local or remote student Form A/B/C assessment starting and ending times to override those set by the district. *See further information in 2 and 3 above.*

C. Assessment Procedures

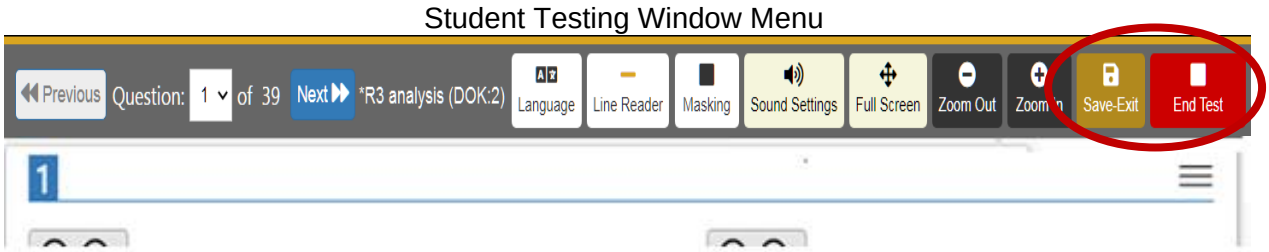
APPENDIX 2 – Security Features

Students may begin a Form A/B/C assessment that has been *enabled* and testing times set as described in 4.B *above*. If a student attempts to select a Form Test before or after the times selected, a message will appear: "Your Pro-Core Form assessment is not available at this time."

The *default* testing **time limit** for all Form assessments is **90 minutes**, so the test will automatically "**End"** at 90 minutes after the student has begun taking the test itself *unless* an administrator or teacher has extended the testing time. The student can "**Save"** and return *one-time* before the 90 minutes is up.

If the test is scheduled over multiple days, the student is allowed one "Save-Exit" each day. When the student returns, the student will continue where s/he left off, and the test will auto-end after the 90-minute total time allowed.

Student Testing Window Menu



Student Warnings:

- When the student begins the test, a warning message will display the number of questions and the time allotted (90 minutes) before the test is Ended. The test cannot be *paused*.
- Students are allowed ONE "Save" to *bookmark* and return during an assessment. Tests scheduled over multiple days are allowed only one Save-Exit the each day.
- Students given extended time are allowed ONE ADDITIONAL *Save*.
- If the student attempts to Save a test more than one time in a session, s/he will be locked out. A message will display: "This assessment is locked because you saved the assessment more than once. Please contact your class teacher." The teacher may *unlock* a student using the Assessments Security Settings layout. (*see 3.B. above*)
- If a student intends to Save an assessment, s/he MUST answer the questions in sequence (1,2,3,4...etc). They MUST NOT skip questions or look ahead to any remaining questions. If the student Saves and returns to the test later, s/he will NOT be allowed to change the answers to questions s/he has already answered nor to answer any questions s/he has seen and skipped.
- A time remaining pop-up message is displayed at 10, 5, and 3 minutes left.
- Tests *Saved* by the student before the end of the 90 minute test limit are listed as "Incomplete" in the Test Completion Report. The student should "**End-Score**" a test when all the questions have been answered.
- Students may NOT exit from the browser window during the testing time. If a student tries to Exit, a warning message will appear: "You are not allowed to Exit this program during your testing time." If a student e**X**its their **B**rowser, the number of exits will appear in the **Test Completion Report** under XB.

APPENDIX 3
Pro-Core Question Types and Samples

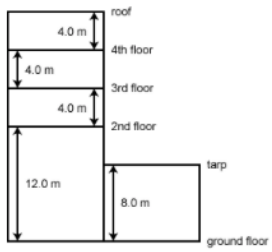
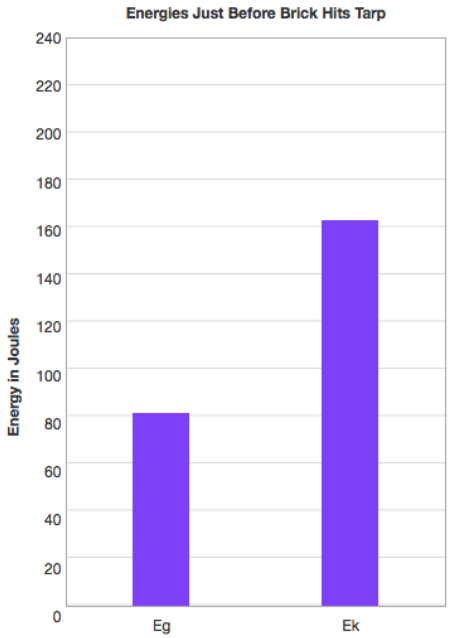
Pro-Core has a variety of question types that mirror what students will see on Ohio's state assessments. Technology enhanced questions provide ways to assess higher cognitive levels than traditional multiple choice questions. These questions also give your students practice before they see similar items on the state exams. Following the list below are examples of the **types of questions** included on Pro-Core tests. **Depth of Knowledge** (DOK) and **Cognitive Demands** (CD) Codes are shown on pages 7 - 10.

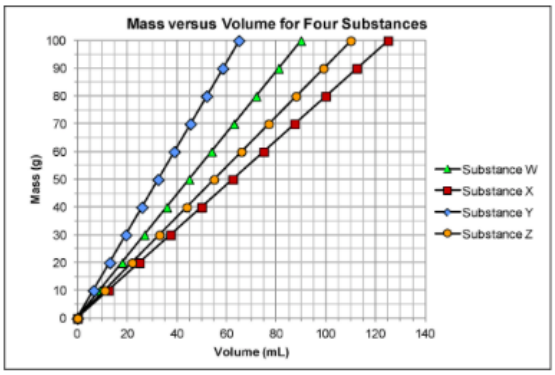
Question Types: Codes and Descriptions

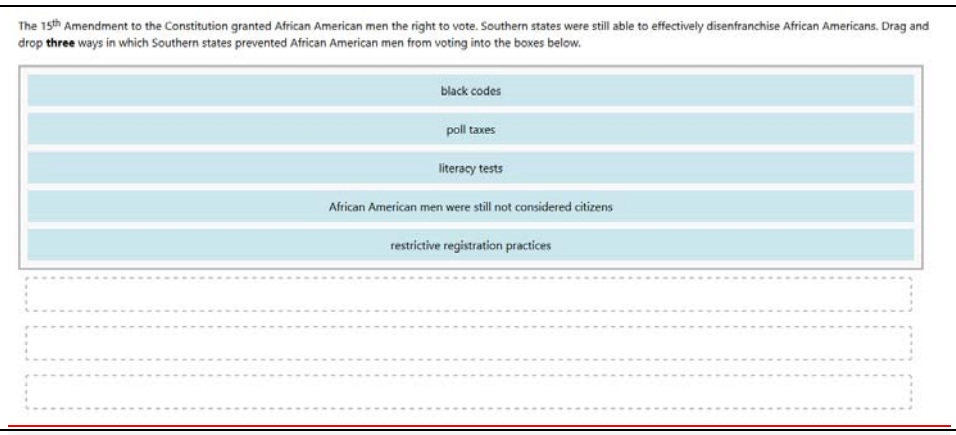
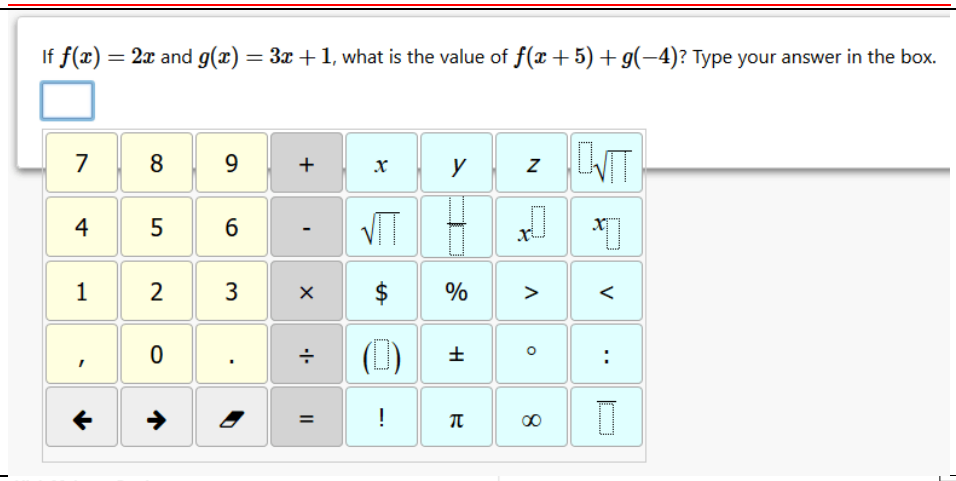
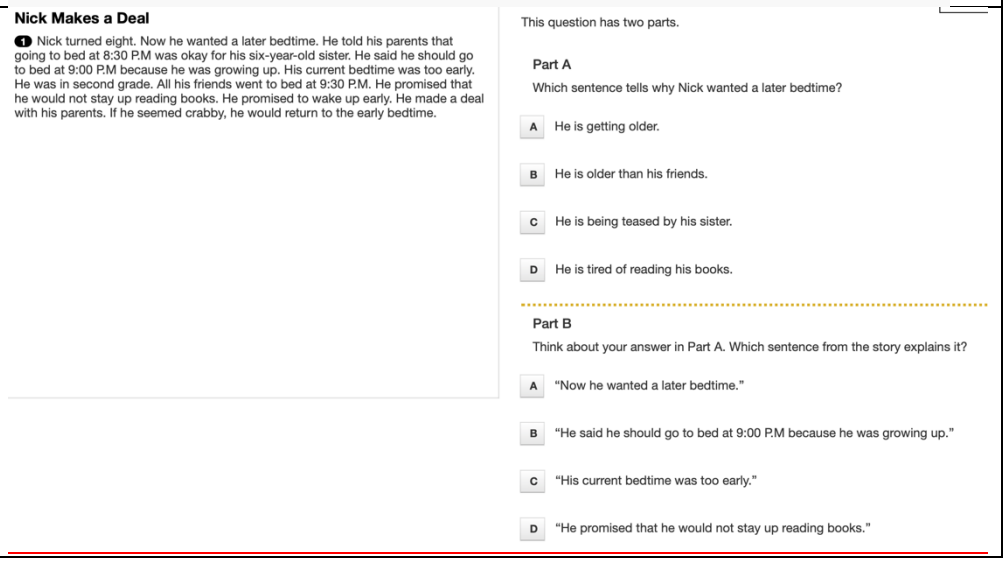
	Code	Type	Description
1	CHT	Bar Graph	Select only one column for each row of a table.
2	CMCC	Table Select (Checklist)	Select more than one column or no columns for each row of a table.
3	CMCR	Table Select (Radio)	Select only one column for each row of a table.
4	DDA	Drag and Drop – Answers	Move objects to correct locations.
5	DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.
6	EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.
7	EVB	Evidence-Based	A two part question in which the answer for Part B depends upon the correct answer for Part A. This is scored one point total for getting **both** parts correct.
8	FB	Fill in the Blank	Enter numbers or text. Can have multiple correct answers to account for possible misspellings and rounding differences.
9	MCC	Multiple Choice – Checkbox	Select more than one correct response. Can have up to 10 responses.
10	MCR	Multiple Choice – Radio	Select only one response.
11	PL	Pick List	Select words, numbers or phrases in drop-down menus. Six menus are possible for a question. X number of choices are possible for each selection
12	SO	Select Object	Select hot spot(s) on screen. Can be pictures, areas of graphics or charts, letters, statements or words.

 The Writer's Menu © 2023

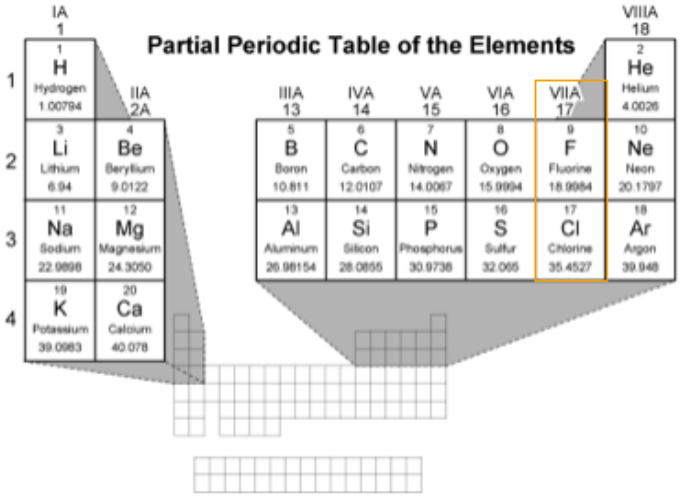
Pro-Core Types and Samples of Computer-Enhanced Questions

Code	Question Type	Description	Example
CHT	Bar Graph	Select values on a bar graph.	Use the scenario below to answer the question. Question Options: Exclude from assessment Comment on this Question  A construction worker accidentally drops a 1.0 kg brick from rest off the roof of the hotel that is 4.0 meters above the 4th floor. Fortunately a strong tarp is placed 8 meters from the ground to protect people and cars from such accidents. **Consider the brick just before it hits the tarp** Determine the gravitational potential energy of the brick, **Eg**, relative to the ground just before it hits the tarp 8 meters above the ground. Use 10 m/s^2 and assume there is no air resistance. Determine the kinetic energy of the brick, **Ek**, just before it hits the tarp 8 meters above the ground. Use 10 m/s^2 and assume there is no air resistance. Click on the graph above each label to show the calculated values for **Eg** and **Ek**. 
CMCC	Table Select (Checklist)	Select more than one column or no columns for each row of a table.	Below are observations that were made by different groups in your class that were given different types of compounds. Use the table to indicate the type(s) of bonding possible for each observation. You will be selecting all columns if the observation does not allow you to determine which type of bonding is involved. [x] = checked, [ ] = unchecked Ionic Bonding / Metallic Bonding / Covalent Bonding The volume of the substance is 6.7 mL: [x] [x] [x] The substance has a low melting point: [ ] [x] [x] The solid conducts electricity: [ ] [x] [ ]

Code	Question Type	Description	Example
CMCR	Table Select (Radio)	Select only one column for each row of a table.	There are 90 naturally-occurring elements, with almost 4000 isotopes. Of these isotopes, about 250 are stable with more than 3000 unstable or radioactive. Radioactive isotopes have many uses, including medical treatments and geologic dating. Consider two neutral isotopes of the same element. For each characteristic, select a box to indicate whether the property is the same or different for the two neutral isotopes. | | Same | Different | | Mass number | ○ | ● | | Atomic number | ● | ○ | | Number of protons | ● | ○ | | Number of neutrons | ○ | ● | | Number of electrons | ● | ○ | | Number of valence electrons | ● | ○ | | Chemical properties | ● | ○ |
DDA	Drag and Drop - Answers	Move objects to correct locations.	Substance W Substance X Substance Y Substance Z Use the graph of mass vs. volume below to answer the question.  Move the labels to place the Substances in order of increasing density. Substance X → Substance Z → Substance W → Substance Y Least Dense Most Dense

Code	Question Type	Description	Example
DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.	
EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.	
EVB	Evidence-Based	A two part question in which the answer for Part B depends upon the correct answer for Part A. This is scored one point total for getting **both** parts correct.	

Code	Question Type	Description	Example
FB	Fill in the Blank	Enter numbers or text. Can have multiple correct answers to account for possible misspellings and rounding differences.	 Iron (III) chloride exists as brownish-black crystals. It decomposes to form elemental iron and chlorine. Enter coefficients in the boxes below to balance the equation showing the decomposition of iron (III) chloride. [2] $FeCl_3 \rightarrow$ [2] Fe + [3] Cl_2
MCC	Multiple Choice – Checkbox	Select more than one correct response. Can have up to 10 responses.	Barium (Ba) is chemically combined with oxygen (O) to form a new compound. Select **all** statements that describe the resulting compound. **A** ☐ It has a formula of Ba_2O_2. **B** ☐ It has a formula of BaO_2. **C** ☐ It has a formula of Ba_2O. **D** ☑ It has a formula of BaO. **E** ☐ It is named barium oxygen. **F** ☑ It is named barium oxide. **G** ☐ It is named barium dioxide. **H** ☐ It is named dibarium oxide. **I** ☐ It is named barium (I) oxide. **J** ☐ It is named barium (II) oxide.

Code	Question Type	Description	Example
MCR	Multiple Choice – Radio)	Select only one response.	Four different elements are examined and categorized as either a metal, nonmetal or metalloid. Which element is most likely a metalloid? A an element that is dull, not ductile, and has a low melting point B an element that is shiny, brittle, and conducts electricity C an element that is dull, not ductile, and does not conduct electricity D an element that is shiny, malleable, and has a high melting point
PL	Pick List	Select words, numbers or phrases in drop-down menus. Six menus are possible for a question.	A solution is a homogeneous mixture where a solute is dissolved in a solvent.
SO	Select object	Select hot spot(s) on screen. Can be pictures, areas of graphics or charts, letters, statements or words.	On the partial periodic table pictured below, select the column of elements that are halogens. 

- Information and samples of **reports** for district administrators, teachers, and students are available in various sections of the **Pro-Core User Manual**.

Ohio's Cognitive Demands for Science

As with all other frameworks and cognitive demand systems, Ohio's revised system has overlap between the categories. Recalling Accurate Science is a part of the other three cognitive demands included in Ohio's framework because science knowledge is required for students to demonstrate scientific literacy.

These definitional paragraphs are used to describe the cognitive demand and are the prerequisite conditions that must be met before secondary conditions are considered.

Cognitive Demand	Description
Designing Technological/ Engineering Solutions Using Science Concepts (T)	Requires students to solve science-based engineering or technological problems through application of scientific inquiry. Within given scientific constraints, propose or critique solutions, analyze and interpret technological and engineering problems, use science principles to anticipate effects of technological or engineering design, find solutions using science and engineering or technology, consider consequences and alternatives and/or integrate and synthesize scientific information.
Demonstrating Science Knowledge (D)	Requires students to use scientific inquiry and develop the ability to think and act in ways associated with inquiry, including asking questions, planning and conducting investigations, using appropriate tools and techniques to gather and organize data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments. (Slightly altered from National Science Education Standards) **Note:** Procedural knowledge (knowing how) is included in Recalling/Identifying Accurate Science.
Interpreting and Communicating Science Concepts (C)	Requires students to use subject-specific conceptual knowledge to interpret and explain events, phenomena, concepts and experiences using grade-appropriate scientific terminology, technological knowledge and mathematical knowledge. Communicate with clarity, focus and organization using rich, investigative scenarios, real-world data and valid scientific information.
Recalling Accurate Science (R)	Requires students to provide accurate statements about scientifically valid facts, concepts and relationships. Recall only requires students to provide a rote response, declarative knowledge or perform routine mathematical task. This cognitive demand refers to students' knowledge of science fact, information, concepts, tools, procedures and basic principles.

Ohio Department of Education, March 2011

***Math Descriptors* – Applying Depth of Knowledge Levels for Mathematics (Webb, 2002) & NAEP 2002 Mathematics Levels of Complexity** (M. Petit, Center for Assessment 2003, K. Hess, Center for Assessment, updated 2006)

Level 1 **Recall**	**Level 2** **Skills/Concepts**	**Level 3** **Strategic Thinking**	**Level 4** **Extended Thinking**
a. Recall, observe, or recognize a fact, definition, term, or property b. Apply/compute a well-known algorithm (e.g., sum, quotient) c. Apply a formula d. Determine the area or perimeter of rectangles or triangles given a drawing and labels e. Identify a plane or three dimensional figure f. Measure g. Perform a specified or routine procedure (e.g., apply rules for rounding) h. Evaluate an expression i. Solve a one-step word problem j. Retrieve information from a table or graph k. Recall, identify, or make conversions between and among representations or numbers (fractions, decimals, and percents), or within and between customary and metric measures l. Locate numbers on a number line, or points on a coordinate grid m. Solve linear equations n. Represent math relationships in words, pictures, or symbols o. Read, write, and compare decimals in scientific notation	a. Classify plane and three dimensional figures b. Interpret information from a simple graph c. Use models to represent mathematical concepts d. **Solve a routine problem** requiring multiple steps/decision points, or the application of multiple concepts e. Compare and/or contrast figures or statements f. Construct 2-dimensional patterns for 3-dimensional models, such as cylinders and cones g. Provide justifications for steps in a solution process h. Extend a pattern i. Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps j. Translate between tables, graphs, words and symbolic notation k. Make direct translations between problem situations and symbolic notation l. Select a procedure according to criteria and perform it m. Specify and explain relationships between facts, terms, properties, or operations n. Compare, classify, organize, estimate, or order data	a) Interpret information from a complex graph b) Explain thinking when more than one response is possible c) Make and/or justify conjectures d) Use evidence to develop logical arguments for a concept e) Use concepts to solve non-routine problems f) Perform procedure with multiple steps and multiple decision points g) Generalize a pattern h) Describe, compare, and contrast solution methods i) Formulate a mathematical model for a complex situation j) Provide mathematical justifications k) Solve a multiple- step problem and provide support with a mathematical explanation that justifies the answer l) Solve 2-step linear equations/inequalities in one variable over the rational numbers, interpret solution(s) in the original context, and verify reasonableness of results m) Translate between a problem situation and symbolic notation that is not a direct translation n) Formulate an original problem, given a situation o) Analyze the similarities and differences between procedures p) Draw conclusion from observations or data, citing evidence	a) Relate mathematical concepts to other content areas b) Relate mathematical concepts to real-world applications in new situations c) Apply a mathematical model to illuminate a problem, situation d) Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results e) Design a mathematical model to inform and solve a practical or abstract situation f) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations g) Apply one approach among many to solve problems h) Apply understanding in a novel way, providing an argument/justification for the application ***NOTE**: Level 4 involves such things as complex restructuring of data or establishing and evaluating criteria to solve problems.*

Updated 2006 © Marge Petit & Karin K. Hess, National Center for Assessment, Dover, NH
permission to reproduce is given when authorship is fully cited khess@nciea.o

<u>Depth of Knowledge</u> – Social Studies

Each test is assigned a Depth of Knowledge (DOK) level. Descriptions of the three DOK levels from Karin Hess are provided below.

Level 1 Recall of Information
Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to "describe" and "explain" could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 "describe or explain" would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally level 1.

Level 2 Basic Reasoning
Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

Level 3 Complex Reasoning
Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Excerpt from "Applying Webb's Depth-of-Knowledge (DOK) Levels in Social Studies" by Karin K. Hess. Copyright © 2005 Karin Hess, Nation Center for Assessment, Dover, NH.

Depth of Knowledge (DOK) – ELA/Reading

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item.

Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

Appendix 4

Evaluating Pro-Core Test Questions

Pro-core engages in a rigorous review and revision process of its Form Assessments every year.

- Data for each question from the previous year's Form C test is carefully reviewed.
    - How difficult was each question?
    - Does the question distinguish between students with a strong understanding of the content and students with a weak understanding of the content? How did the students who answered the question correctly do on the test overall? How did the students who answered the question incorrectly do on the test overall?
    - Which incorrect responses were typically chosen?
    - Does the range of difficulty of the questions allow growth to be measured for all students?

- Problematic questions are flagged for further reviewed.
    - Is the question fair, clear, accessible, and free of bias for all students?
    - Is the reading level and vocabulary appropriate for the grade level?
    - Does the question include unstated assumptions, content knowledge beyond the standards, or life experiences that all students may not have had?
    - Are distractors confusing or misleading?
    - Would different wording, context, or question type make the question fairer and more accessible?
    - Would different wording, context, or question type make the question easier or harder so it fits within the prescribed range to measure student growth?

- Problematic questions are revised or discarded.

- Some questions from Form C are "released" by moving them to Form A, Form B, or the SCWAs.

- Released questions from the state tests are studied to make sure Pro-Core is correctly interpreting the standards and our questions match the content depth and rigor that is expected by the state.

- New questions are written to replace discarded and released questions.
    - New questions are field-tested on the SCWA.
    - Statistics are carefully reviewed after field testing before the question is placed on Form C.
    - The statistics include measures of difficulty, discrimination, and analysis for possible bias. (Include the demographic information for your students during enrollment allows us to complete this step with greater accuracy).

  - New questions that do not meet the strict statistical measures are revised or discarded.

- Forms A, B, and C are carefully constructed to meet blueprints that mirror the state tests.
  - The number of points is set for each domain and standard.
  - A range of Depth of Knowledge or Cognitive Demand that mirrors the state test.
  - A range of difficulty levels that allow all students to show growth over the school year.
  - A range of question types that mirrors the state tests.
  - The blueprints make sure the Forms A, B, and C are parallel.

- Assessments and questions are carefully reviewed once they are placed online.
  - The writer and test developer make sure the questions appear as intended and are scoring correctly.
  - An independent content expert checks to make sure the questions are accurate, aligned, clear, free of bias, appropriate for the grade-level, and score correctly.

- Assessments and questions are carefully reviewed once they are completed by students.
  - Questions with suspicious statistics are reviewed carefully to make sure they are clear, accurate, aligned, free of bias, appropriate for the grade-level and score correctly.
  - Any question that is deemed to have errors is removed from the test and all tests are rescored. This action is rare due to all the previous quality control measures have been completed.

- The Short Cycle Web Assessments (SCWA) are reviewed to ensure that the questions adequately test all parts the standard and that the rigor, content and question type match both state tests and our Form A, B, and C tests.

In addition, every five years, Pro-Core conducts an Alignment Study of its Form C tests. An independent panel of educators is convened. They carefully review and discuss every question as to whether it is aligned to Ohio's Learning Standards. The cognitive demand or depth of knowledge of each question is also carefully reviewed and assigned.

Pro-Core prides itself on maintaining a 98–100% alignment score from these studies. ODE only requires 50% alignment to become an Ohio Approved Assessment Vendor. We question the validity of an assessment in which only 50% of the questions match the content that is being addressed in the classroom.

APPENDIX 5

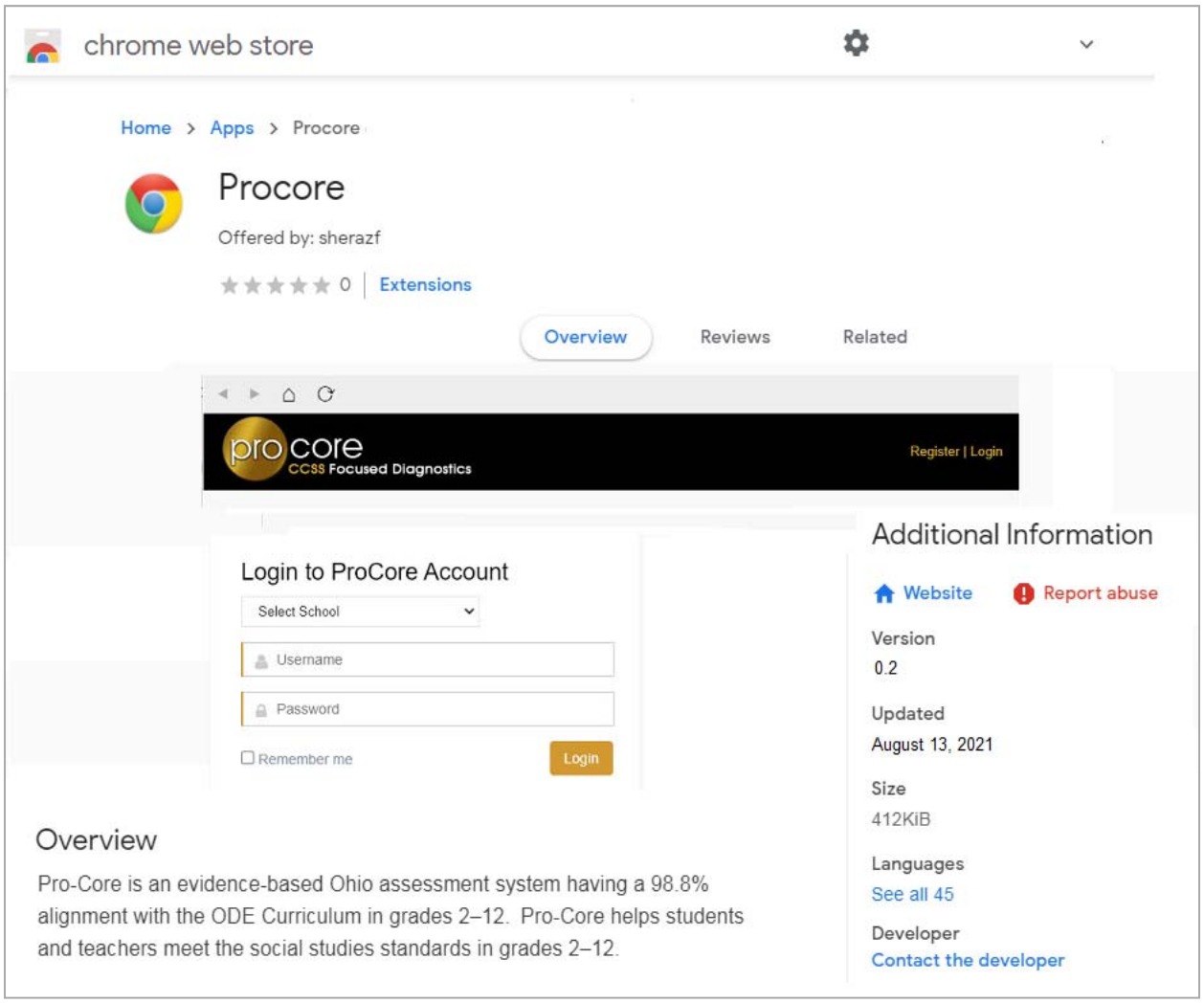
Using Pro-Core with Special Systems

Using Chromebooks Kiosk with Pro-Core

For schools using Chromebooks, you can set up student **Chromebooks in Kiosk mode** for Pro-Core Assessments. When set up properly, Chromebooks meet K–12 education testing standards and are a secure platform for student assessments.

With Chromebooks in Kiosk mode, you can disable students' access to browse the web during an exam, external storage, screenshots, and the ability to print.

Update Download the **Pro-Core app** for Chromebooks directly from the Chrome Web Store at: **https://chrome.google.com/webstore/detail/procore/pimdfeehahcgjojokailpnhgdaajoiam?hl=en&authuser=0**



Chromebooks requirements and set-up information and support are found on the Chromebooks web site Support page: **https://support.google.com/chrome/a/answer/3273084?hl=en**

To close the kiosk app and return to the regular sign-in screen, press **Ctrl + Alt + s**.

APPENDIX 6
Pro-Core Sample Test Forms (Non-Clever/ClassLink Schools)

NOTE: Schools using Clever or ClassLink MUST follow the instructions in Section C.

After you have registered your district or school with Ben Hemingway@pro-core.us, you will be sent a Pro-Core **Enrollment Confirmation Form** and a school **Data File *template*** for student and teacher class school enrollments.

Pro-Core Enrollment Confirmation Form (Appendix 6-2)

The Pro-Core Enrollment Confirmation Form is a Microsoft Word *template*. Type or select your responses in the document, save with your school name, and return to us by email. This document is *required* for schools administering the Pro-Core "Form A" diagnostic pre-test. *See also* Section B of this *Manual*.

- **Download the file here: https://pro-core.us/twm/Pro-Core_Enroll_Confirm_Form23.doc**

Sample Data File template (Appendix 6-3)

The Pro-Core Data File template.xls is an Excel spreadsheet form that administrators can use to collect the required student and teacher class data to enroll each school. You may also use a .csv or .xlsx format. **The header row is REQUIRED with the exact header field names in row 1, columns A-Y**. Case-sensitive matching is not required. The order of the columns is required. Data is required in most of the fields. If they are left blank, the enrollment file may be rejected. *See* Section D of this *Manual*.

- **Download a file copy here: https://pro-core.us/twm/Pro-Core_Data_File_template.xls**

Student Response Sheet (Appendix 6-4)

Teachers may wish to have elementary students use a paper Response Sheet for testing, and then have students enter their responses online.

Contact Ben Hemingway@pro-core.us for more information.

Pro-Core Enrollment Form – (for Direct Online Enrollment)

Pro-Core TWM Educational Support Services

REQUIRED **>>> RETURN THIS FORM via e-mail to: PRO-CORE@WINDSTREAM.NET <<<**

Directions: Complete this **Enrollment Confirmation Form** by typing in the shaded boxes. Please fill-in all the information that applies. Download the ***Pro-Core User Manual, Section A***, for more information.

- **Please complete a separate Form for each school IF your schools will have different Form test beginning and ending testing dates.**

District Name: **School Name(s)**:

=Total Number of Students in this school to be enrolled into the Pro-Core online system

✓ Select the Pro-Core licensed online test(s) for your district or school:
✓ Select the **Sp** checkbox to request a Form A and C **Spanish** version.[1] (Form B not available)

☐ **Form A** ☐ **Form B** ☐ **Form C** ☐ **Other: ____**

MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELA/READING	Other HS Math
☐ 2 ☐Sp	☐ 2 ☐Sp	☐ 2 ☐Sp	☐ 2	☐ Integrated Math I ☐Sp
☐ 3 ☐Sp	☐ 3 ☐Sp	☐ 3 ☐Sp	☐ 3	
☐ 4 ☐Sp	☐ 4 ☐Sp	☐ 4 ☐Sp	☐ 4	☐ Integrated Math II ☐Sp
☐ 5 ☐Sp	☐ 5 ☐Sp	☐ 5 ☐Sp	☐ 5	
☐ 6 ☐Sp	☐ 6 ☐Sp	☐ 6 ☐Sp	☐ 6	☐ Integrated Math III ☐Sp
☐ 7 ☐Sp	☐ 7 ☐Sp	☐ 7 ☐Sp	☐ 7	
☐ 8 ☐Sp	☐ 8 ☐Sp	☐ 8 ☐Sp	☐ 8	
☐ Algebra I ☐Sp	☐ Phys Sci ☐Sp	☐ Am History ☐Sp	☐ 9	
☐ Algebra II ☐Sp	☐ Biology ☐Sp	☐ Government ☐Sp	☐ 10	
☐ Geometry ☐Sp	☐ Chemistry ☐Sp	☐ Mod Wrld Hist ☐Sp	☐ 11	
			☐ 12	

[1]***There is a one-time charge of $100 for each Spanish test checkbox you select.***

- ☐ **Our district/school wants to use *Clever* SSO Rostering and Secure Sync with *Pro-Core*. Our SIS/tech person's email for *Pro-Core-Clever* Integration is:**

NOTE: ***Clever* schools MUST return this form to Pro-Core before schools can be enrolled (*see below*).**

Managing Administrator's* Name: **Title**:

*This person will be responsible for *enabling* assessments and adding administrator/principal log-ins.

Administrator's Email : **Email cc's:** **Phone**:

✓ **Include the email of each person you want to receive Pro-Core notifications.**

Please enter your *tentative* Form Test dates below:

***Begin* Form A test date (*mm/dd/yy*):** ** ***End* Form A Test Date (*mm/dd/yy*):** ***
***Begin* Form B test date (*mm/dd/yy*):** ** ***End* Form B Test Date (*mm/dd/yy*):** ***
***Begin* Form C test date (*mm/dd/yy*):** ** ***End* Form C Test Date (*mm/dd/yy*):** ***

***Online tests to be enabled on this date* ****Online tests to be completed by this date*

Please list: (1) your first day of school: (2) your last day of school:
(3) School schedule: ☐ Semester ☐ Trimester ☐ Other:

- **If you are NOT using *Clever*, use the Enrollment Data spread sheet *template* attached to the email you received with this form for your student-teacher-class enrollments.**

- **Save this file with your school or district name. RETURN it as an e-mail attachment to: PRO-CORE@WINDSTREAM.NET**

Pro-Core Online Order Confirmation Form v.9.0 The Writer's Menu, ©2023

- **Download a file copy here: https://pro-core.us/twm/Pro-Core_Enrollment_Form.doc**

Pro-Core Data File – with sample student, teacher, and class information

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Column A for	Columns B - H are the "minimum" fields REQUIRED in your school Data File							Column I is a required information			Columns L - N are optional			Column O Subject-Grade information is REQUIRED						
2	"batch" edits	for Pro-Core online enrollment information							fields for online testing.							Column P - U Demographic-Subgrouping Codes are optional					
3	Action	District Name	School Name	Student Last Name	Student First Name	Student ID	Student Gender	Student Grade	Main Teacher Last Name	Main Teacher First Name	Period	Co-Teacher Last Name	Co-Teacher First Name	Co-Teacher Period	Test Subject&Grade	Subgroup1: Ethnicity	Subgroup2: LEP	Subgroup3: Migrant	Subgroup4: Gifted&Talented	Subgroup5: 504 Plan	Subgroup6: IEP
4		Your District	Your School	Baken	Aaron	181671	M	8	Smith	B	2				M8	2	N	N	N	Y	Y
5		Your District	Your School	Canter	Adam	182015	M	8	Smith	B	2				M8	1	N	N	N	N	N
6		Your District	Your School	Martino	Jesse	190544	M	8	Smith	B	2				M8						
7		Your District	Your School	Caballo	Yvonne	188601	F	8	Smith	B	2				M8	3	Y	Y	N	N	N
8		Your District	Your School	Spaulding	Sam	187899	M	8	Smith	B	2	Cotton	F	3	M8	1	N	N	Y	N	N
9		Your District	Your School	Spaulding	Sam	187899	M	8	Bowman		1	Cotton	F	4	R8	1	N	N	N	Y	N
10		Your District	Your School	Weber	William	190254	M	8	Bowman		1				R8	2	N	N	Y	N	N
11		Your District	Your School	Burge	Allen	181465	M	8	Bowman		1				R8	2	N	N	N	N	N
12		Your District	Your School	Harris	Amanda	183778	F	7	Smith	P					C7	4	N	N	N	Y	N
13		Your District	Your School	Sharpen	Alice	179116	F	7	Smith	P					C7	3	N	N	N	N	N
14		Your District	Your School	Silvers	Anastasia	189292	F	7	Smith	P					C7	5	Y	Y	Y	N	Y
15		Your District	Your School	Heisley	Ashley	190681	F	7	Smith	P					C7		N				N

16

17 Notes: [Colors and shading are for this sample only. They are NOT required in your data file.]

18 Column F: Student ID must be unique, and match the ID number on all Pro-Core records. Up to 9 digits.

19 Column J: Teacher First Name or INITIAL--Required for enrollment if two teachers in the school have the same last name

20 Column K (and N): Class Period --Needed for enrollment to identify different classes if the teacher has more than one class in the same subject.

21 Column O: Test Form--Subject and Grade. Preferred abbreviations: Math=M; Sci=S; SocSt=C; Read=R [Required for direct online enrollment]

22 NOTE: For High School Courses, use the course name: Government, American History, Geometry, Chemistry, etc.

23 Columns P-U: Demographic Subgrouping Codes in this sample are based on codes used in EMIS student data records.**

24 Rows 8 and 9: Example of two records for the same student: with different teachers and/or different tests (subjects) and/or different demographics.

25

26 **FOR MORE INFORMATION see the **Pro-Core User's Manual:**

27 "Data Needed for Generating Student and Teacher Information on Pro-Core Reports"

28 GO TO the Pro-Core website, Support Page: http://pro-core.us/manuals.html

29

30

31

32

- ***See* Sections B and D in the Pro-Core User Manual: https://pro-core.us/manuals.html**

- **Download a file copy here: https://pro-core.us/twm/Pro-Core_Data_File_template.xls**

This Student Response Sheet may be photocopied for transfer of responses online.

Pro-Core STUDENT RESPONSE SHEET

PRINT STUDENT NAME: _____ DISTRICT: _____

SCHOOL: _____ TEACHER LAST NAME: _____ Date: _____

PRINT YOUR STUDENT ID NUMBER IN THE ROW OF BOXES; THEN MARK EACH MATCHING CIRCLE IN THE COLUMN BELOW EACH BOX.

NOTE: A unique Student ID Number MUST be accurately filled-in, and must match the student's record in the data file sent to PRO-Ohio by the school in order to display the correct name of the student, teacher, and class section in the PRO-Ohio School reports.

STUDENT ID NUMBER

* Use a No. 2 pencil for easy erasure of errors.
* Make dark, heavy marks that fill the circles completely.
* COMPLETELY erase unwanted marks.
* Make no stray marks on this answer sheet.

Answer Selection: Correct = ● Incorrect = ☒ ✓ θ

TEST SUBJECT (Mark the Subject tested using this form):

Mathematics ☐ Science ☐ Social Studies ☐ Reading ☐

DO NOT USE in an OMR scanner. Duplicate this form as needed. Use it to record or transfer responses to the Pro-Core online system.

TEST FORM (Mark a Number AND a Letter):

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐

STUDENT ANSWERS

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

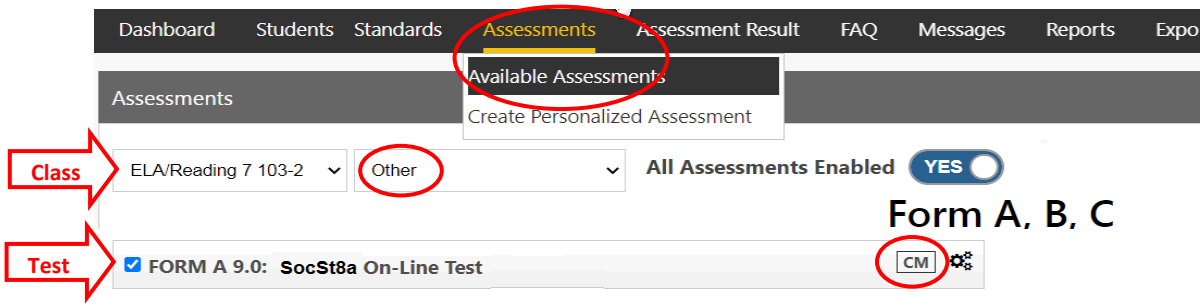
Designed by The Writer's Menu
c. 2013. All rights reserved.

Computers in Education, Inc.
Form# Pro-Core 10.0

NEW! Form Test CLASS MONITOR

The **Class Monitor** [CM] allows teachers to see whether each student is moving *normally* through a Form test compared to other students and is *properly* Saving or Ending the test.

Teachers may access the Form test Class Monitor via their Menu bar **Assessments** tab > **Available Assessments** > **Other,** and selecting **[CM]** on the Form Test subject

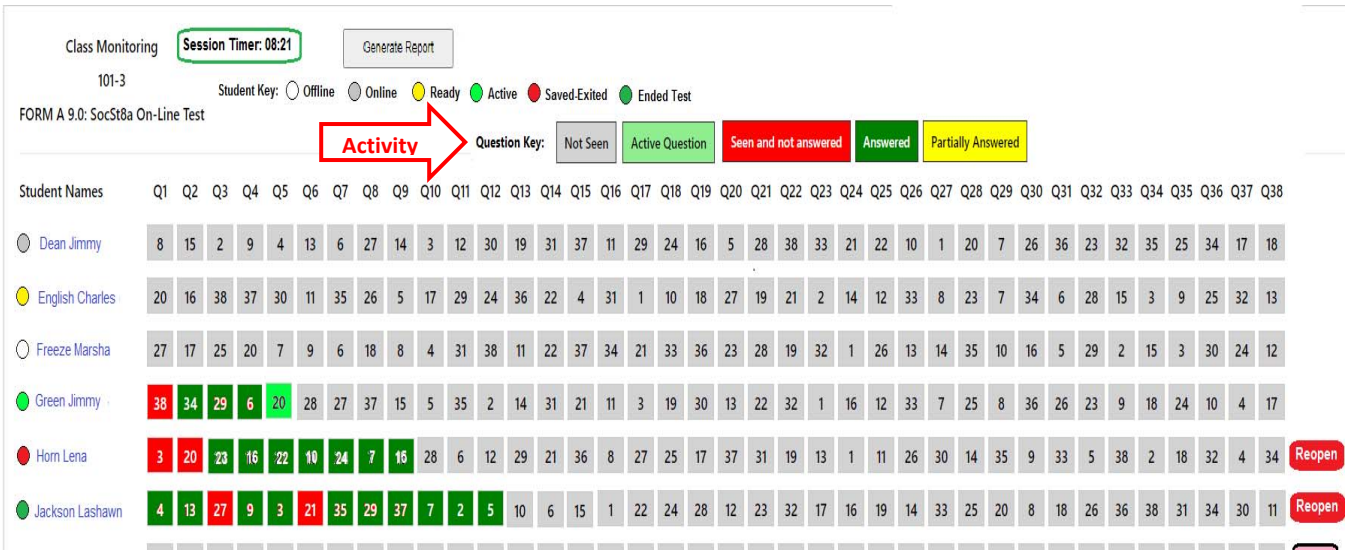


1. Monitoring Student Activity (Refresh rate: 30 seconds)

Normal progress is seen by how fast or slowly each student's light green 20 Active Question box moves through the sequence of questions. For example:

- If one student's green box stops or lags behind the other students, that student may be taking too much time on one or more questions.
- If one student's green box is far ahead of other students, that student may be moving too fast through the test.

The teacher can also see which students are seeing and skipping questions 3 vs students who are seeing and answering questions. 4



The sample above shows a class scheduled for 2 or 3 sessions with the question sequence *shuffled*.

The teacher's **Session Timer** shows how time has elapsed in this session, beginning when the *first* student clicks the **Start** button. It stops when the *last* student in the class clicks the **Save** or **End** button. Entire Pro-Core Form tests are normally allowed a *total* of 90 minutes.

APPENDIX 7

Student Key:

- Student is online, but has not *selected* the test----> ◯
- Student has selected the test, but has not *Started* test----------> ◯
- Student/computer is offline, not logged-in or is absent--------> ◯
- Student is actively taking the test----------> ◯
- Student has already Saved and Exited the test----------> ◯
- Student has already Ended the test----------> ◯

Student Names	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Dean Jimmy	8	15	2	9	4	13	6	27	14	3	12	30	19
English Charles	20	16	38	37	30	11	35	26	5	17	29	24	36
Freeze Marsha	27	17	25	20	7	9	6	18	8	4	31	38	11
Green Jimmy	38	34	29	6	20	28	27	37	15	5	35	2	14
Horn Lena	3	20	23	16	22	10	24	7	15	28	6	12	29
Jackson Lashawn	4	13	27	9	3	21	35	29	37	7	2	5	10

Question Key: (Multi-Session Test sample)

- **Jimmy Dean** is logged into Pro-Core and is **online**, but has not yet selected the SocSt8a On-Line Test on his computer. Questions not seen--all gray. ◯ 8

- **Charles English** has selected the SocSt8a test, and is **ready** to begin. He is currently reading the Instructions page with the teacher. Questions not seen--all gray. ◯ 20

- **Marsha Freeze** is either *not* logged into Pro-Core, is absent from the class, or her computer is **offline**. ◯

- **Jeremy Green** has started the test and is **actively** (currently) on his 5th test question (#20), BUT seems to be lagging behind other students. The teacher may want speak with the student to see if there is a problem. ◯ 20

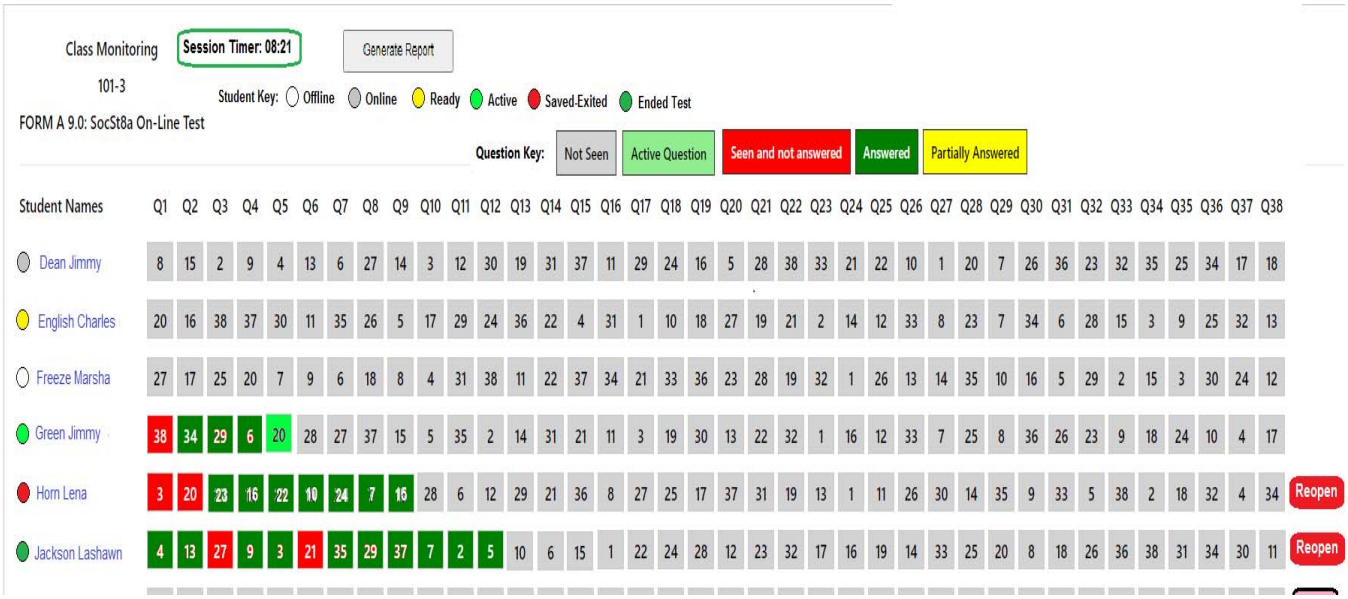
- Since this is a multi-session test, **Lena Horn** has **Saved-Exited** the test, BUT she skipped 2 questions. The teacher may point this out to her. If time is remaining, the teacher may ***Reopen*** the test for Lena to answer the skipped questions. Answered questions cannot be changed after a Save. Seen and skipped questions cannot be answered or changed during the next session. ◯ 3 20 Reopen

- **Lashawn Jackson** has **Ended** his test, BUT since this is a multi-session test, the teacher will need to ***Reopen*** his test, so Lashawn can ***Save*** this session and return next session. If time is remaining, the teacher may also allow the student to answer the 2 skipped questions. Answered questions cannot be changed after an End. Seen and skipped questions cannot be answered or changed the next session. ◯ Reopen 27 21

Note: In a multi-session test, skipped and answered questions from a previous session cannot be *Reopened* or answered or changed during the next session. They will be shaded dark gray and locked. 38 34

APPENDIX 7

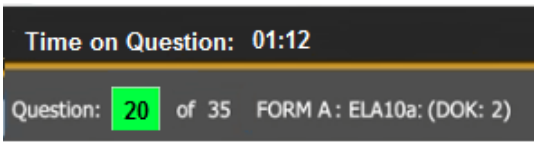
2. Viewing Student & Question Information



Clicking on **Student Name** will show the settings and special accommodations for that student.

Timer	First Name	Last Name	Student Code	Speak	Show Timer	Extended Time	IEP
07:23	Lashawn	Jacobson	1482000	NO	YES	0 minute	N

If the teacher wants to view information about a student's [Jeremy Green's] individual question 20, the teacher clicks on that student's question number, and the following appears:



1. The q**uestion #** 20 **and test information** is shown including Depth of Knowledge (DOK).
2. The **time** the student has taken on that <u>question</u> is shown.
   a. If the question is *active*--as above--the timer continues to run until the student answers the question or goes to the next question.
   b. If the student returns to the question later, that time will be added.

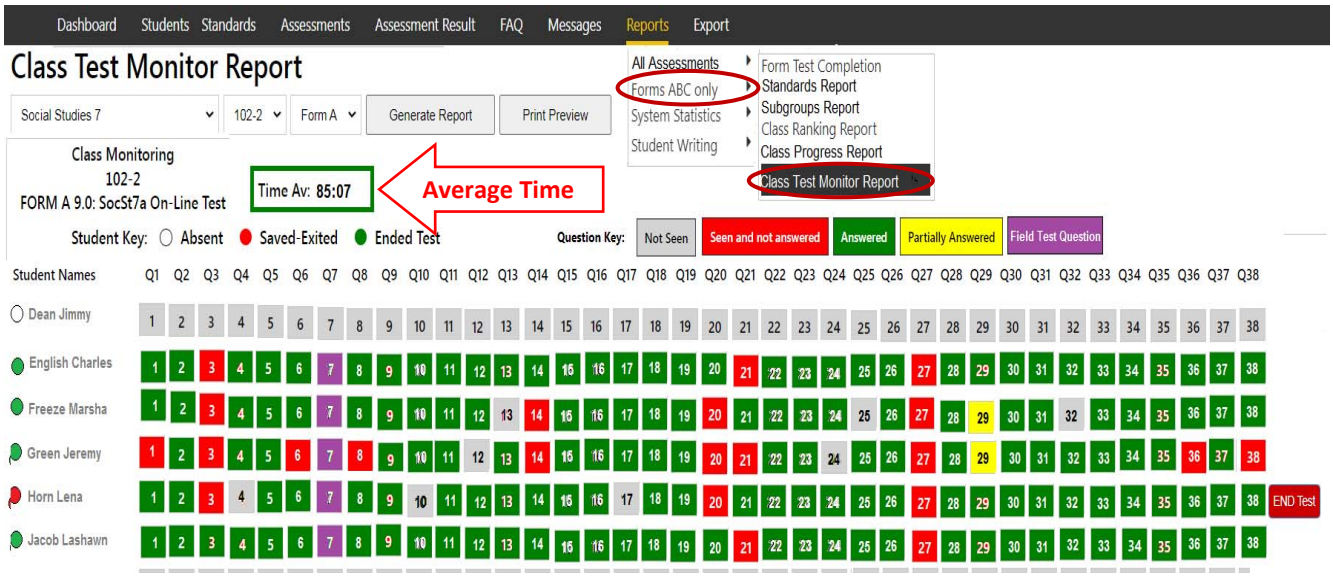
The above data is being saved in the background for <u>each</u> student. It will be used in the Class Monitor **Question Report**. (*next page*)

<u>Note</u>: In a multi-session test, <u>only</u> **Not Seen** questions 10 will display at the start of each session.

APPENDIX 7

3. Class Monitor Questions Report

The Form Test **Class Monitor Report** allows teachers to analyze the pattern of student responses to test questions after a Form test is administered. Generate this report directly from the teacher **Menu** tab > Reports > Forms ABC only > Class Monitor Report.. The average test time for all students in the class will display at the top of the layout.



In the sample above, the questions were previously *shuffled* for each student. The report shows the questions in actual numerical sequence. Q7 is an *field test* question that is *not* counted in the student's score. 7

- Jimmy Dean has not taken the test, so he has not seen any questions.
- Charles English has completed the test, but **skipped** 3 questions. 3 21 27
- Marsha Freeze and Jeremy Green answered only one part of a two-part question 29.
- Jeremy Green also did not answer 12 questions (30% of the test) which will lower his score.
- All the students have **Exited** the test except Lena Horn. Select the End Test *button* END Test to properly end and score the test. Further end-test information is available in the **Completion Report** (*see* page M-5).
- Students Freeze, Green, and Horn did <u>not</u> see or answer several questions. These may have been at the end of the test with *shuffled* questions when time ran out. 13 25 32

<u>Note1:</u> Students should be allowed sufficient time to answer *all* the questions on Pro-Core Form tests.

<u>Note2:</u> Questions 3, 20, 21, and 27 were skipped by a majority of students.

Further information about class and student responses to test questions is available in **the Item Analysis Report** (*see* page M-2).