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

User Manual
For
Administrators, Teachers, and Students

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

➢ **See Appendix 4 for *updated* Security Features**

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http://pro-core.us/
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Pro-Core Assessment System – Online Procedures Checklist

In order to take advantage of the full power of the Pro-Core Assessment system, including Student Growth measures and Teacher Effectiveness ranking, <mark>students MUST be enrolled and grouped by individual subject teacher classes</mark>—not by homeroom teachers nor by large subject-only groups. In other words, your enrollment data file should reflect your teacher class rosters.

Preliminary Preparations
- ☐ Contact Ben Hemingway when your Purchase Order is forthcoming.
- ☐ Download the relevant sections from the **Pro-Core User Manual** on the Pro-Core website:
  http://pro-core.us/manuals.html
- ☐ Ben will contact Pro-Core Services: You will be sent a Pro-Core **Enrollment Form** and a school **Data File** *template* for student and teacher class school enrollments.

At least one week prior to your planned pre-assessment date
- ☐ Return your **Enrollment Form** to Pro-Core Services. Be sure to include your district **Managing Administrator's** and/or **Tech Person's** name and email information and your planned beginning and ending **assessment dates**. [*see* **Pro-Core User Manual** Section B]
- ☐ **Ben Hemingway** will set-up your district <u>Managing Administrator</u>'s log-in Username and Password and your district <u>school names</u>. That information will be sent to your Managing Administrator.
- *NEW!* ☐ <mark>Your district **Managing Administrator** or Tech Person will be responsible for **enrolling** (uploading) your students, teachers and classes into the system using a special **Data File** *spreadsheet*. [Section C]</mark>
- ☐ Your District **Managing Administrator** will also be responsible for setting-up additional district and individual school administrator/principal log-in information, if needed, <mark>and distributing your teacher and student log-in information</mark>. [Sections D and E]

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.
- *NEW!* ➢ ☐ Your Managing Administrator will set system **security** access and assessment times [Appendix 4]
- ☐ 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.** [Section F]
  - o Principals should log into the system to confirm teacher class rosters. [Section G]
  - o Teachers should log into the system to confirm their classes and enrollments. [Section J]
  - o Students should log into the system to confirm their class assignments. [Section L]

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 test only one time. You may want students scoring *below* a certain threshold 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.

<u>NOTES</u>:
- • Pro-Core technical assistance via email or phone is provided at <u>no</u> 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. Instructions are available in the online **Pro-Core User Manual, Sections E and G.**
- • Pro-Core Manuals are continuingly being revised to reflect ongoing changes in the new Pro-Core system

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

Pro-Core System Processes and Reports

The table below shows the Guidebook processes and reports available to Pro-Core system users. Those listed with a star (**✶✓**) show the *primary* responsibilities of the district-level administrator(s).

Pro-Core Processes	Pro-Core Office	District Admin	School Admin	Teacher	Student
Enroll one District Administrator	✓				
Set-up School Names	✓				
Add District-level Administrators		✶✓			
Add School Administrators/Principals		✶✓			
Add/Edit School-level Administrators		✓	✓		
NEW! Enroll Teachers, Classes, Students		✶✓			
Activate Form A,B,C assessments	✓				
Enable/Disable Form A,B,C assessments		✶✓	✓		
NEW! Set System Access and Assessment Times		✶✓	✓		
Reset Form A, B, C student assessments		✶✓	✓		
Edit Teachers, Classes, Students		✓	✓		
Add new Teachers, Classes, Students		✶✓	✓		
View Learning Standards, Subjects		✓	✓	✓	
View/Edit Student information		✓	✓	✓	
Reports					
Item Analysis		✓	✓	✓	
Standards Detail – Assessment Results		✓	✓	✓	✓
Pre-Post Analysis		✓	✓	✓	
Class Ranking		✓	✓	✓	
Pro-Core Standards		✓	✓	✓	
District/School/Class Standards		✓	✓	✓	
District/School Domains/Subgroups		✓	✓		
District Summary Form		✓			
Test Completion		✓	✓	✓	
Item Analysis Usage		✓			
Teacher Effectiveness		✓	✓		
Release TE to Teachers		✶✓			
Top Students		✓	✓	✓	
Web Test Count		✓	✓	✓	
Assessments/Subject Usage		✓	✓	✓	
Student Report Card/Writing				✓	

Go to the Pro-Core web site > Support > User Manuals web page:
http://pro-core.us/manuals.html for detailed information on the above.

Completing your Enrollment Form
For Online Enrollment and Testing

The Pro-Core Enrollment 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.

If you are administering the Pro-Core Form A diagnostic pre-test and Form B/C interim/post-test online, you need only complete the one-page form. If you want to administer paper-pencil assessments, contact Ben Hemingway for further information.

Completing Your Pro-Core Enrollment Order Form and Online Test Selections

Be sure to complete <u>all</u> the requested information on your Pro-Core Enrollment Form. Missing information may delay your teacher and student enrollments.
- Enter your district and school name
- Enter the total number of individual students being <u>enrolled</u>
- Identify your District/School Managing Administrator, Tech Person, and/or Test Coordinator who will be responsible for enrolling students and teacher classes, and who will distribute your Pro-Core Teacher and Student log-in information.

NEW!

Normally, you will complete ONE form for *each school* administering the assessments.

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 Growth and Teacher Effectiveness.

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 D**. Students will NOT be able to begin using the P-C online Short Cycle Assessments system until AFTER the Form A pre-tests are administered. **End-of-Course student growth and teacher effectiveness reports require that BOTH the Form A and Form C tests are administered to students.**

Select the tests you will be administering:

Select the Pro-Core licensed <u>online</u> test(s) for your district or school:

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

Click in the shaded boxes

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

In order to take advantage of all the special features of the Pro-Core system, you *must* group and enroll, then test your students by individual <u>subject teacher classes</u>—not by homeroom teachers nor by large subject-only groups.

See **Section C titled "Grouping Students and Organizing Your School Data File" for information on setting up and organizing your 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 Order form, you may download a copy here: http://pro-core.us/twm/Pro-Core_Enrollment_Form.doc

Preparing Your Pro-Core Data File
For Online Enrollment

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

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

Instructions for completing the <u>Enrollment Form</u> 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 <u>subject teacher classes</u> (by class rosters) as explained below—*not* by homeroom teachers nor by large subject-only groups.

This section deals with <u>Data File</u> enrollment spreadsheet ***preparation***. Please pay particular attention to the section below titled "Grouping Students and Organizing Your Data File." **YOU MUST USE A SEPARATE DATA FILE FOR YOUR INITIAL ENROLLMENT FOR EACH SCHOOL**
> ➤ *Download a copy here*: **http://pro-core.us/twm/Pro-Core_Data_File_template.xls**

Completing Your Data File Spreadsheet

NEW! 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 <u>REQUIRED</u> with the <u>exact</u> header field names in row 1, columns A-U.** 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.

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 & FTP (*see* Section D)
- Column B—district name. District ID may be used (*see* Section D)
- Column C—school name. School ID format may be used (*see* Section D)
- Column D—student last name ***required***.
- Column E—student first name ***required***.
- Column F—unique Student ID *required*. This number will 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 ONLY ***required***.
- Column J—*main* class subject teacher's first name or first initial.
- 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.
- Column L—*co-teacher's* last name ONLY *optional (or leave blank)*
- Column M—*co-teacher's* first name or first initial *optional (or leave blank)*
- Column N—*co-teacher's* class period (group number) *optional*. 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 <u>Grade Number</u> 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.)

P	Q	R	S	T	U
Subgroup1: Ethnicity	Subgroup2: LEP	Subgroup3: Migrant	Subgroup4: Gifted&Talented	Subgroup5: 504 Plan	Subgroup6: IEP

- Column P—a number code (***see* pages C-4*f***)
- Columns Q-U—a text letter (Y/N)

In addition to Grade and Gender *fields*, the <u>six</u> special code fields in the school data file template are used to indicate student demographic subgroups. *See* the pages C-4*f 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. (*see* page C-6)

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 <u>subject teacher classes</u>—not by homeroom teachers nor by large subject-only groups.

There are <u>two ways</u> 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 <u>one</u> *record* in the data file <u>for each</u> teacher and class subject into which s/he is enrolled. ***See the examples on the next page***.

Option A sample for students in **self-contained classes**

Same students in same Teacher class group

Teacher #1

Same students in same Teacher class group

Teacher #3

Teacher #2

Self-Contained Teacher Classes

Teachers with same Last Name

Self-Contained Teacher Classes

	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	Silyuk	Anastasia	189292	F	2	BROWN	R		M2
5	Sutton	Blake	181563	M	2	BROWN	R		M2
6	Hensley	Ashley	190681	F	2	BROWN	R		R2
7	Sharpe	Alisha	179116	F	2	BROWN	R		R2
8	Silyuk	Anastasia	189292	F	2	BROWN	R		R2
9	Sutton	Blake	181563	M	2	BROWN	R		R2
10	Burger	Allen	181465	M	3	SMITH			C3
11	Harrison	Amanda	183778	F	3	SMITH			C3
12	Spaulding	Leslie	187899	M	3	SMITH			R3
13	Webb	Malcolm	190254	M	3	SMITH			R3
14	Baker	Aaron	181671	M	4	BROWN	S		S4
15	Caballero	Yvonne	188601	F	4	BROWN	S		S4
16	Cantrell	Andrew	182015	M	4	BROWN	S		S4
17	Martin	Deshaun	190544	M	4	BROWN	S		S4
18	Baker	Aaron	181671	M	4	BROWN	S		C4
19	Caballero	Yvonne	188601	F	4	BROWN	S		C4
20	Cantrell	Andrew	182015	M	4	BROWN	S		C4
21	Martin	Deshaun	190544	M	4	BROWN	S		C4

In the above class sample there are 20 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 **non-self-contained classes**

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

Different class periods or groups

Different subjects or Test Forms

	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

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.)

In online enrollments, class period numbers <u>must</u> be used to identify different class groups of students; otherwise, students will be enrolled as one large subject class group.

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>six</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 example below, the first student is an **American Indian** with **Limited English Proficiency**, **Migrant, non-Gifted**, with **504 Plan**, **non-IEP** = Code **1YYNYN**

Special Codes Fields

	D	E	F	G	H	I	J	K	O	P	Q	R	S	T	U
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Name or Initial	Class Period- if applicable (#1-9 only)	Test Subject & Grade only	Subgroup1: Ethnicity	Subgroup2: LEP	Subgroup3: Migrant	Subgroup4: Gifted & Talented	Subgroup5 504 Plan	Subgroup 6 IEP
2	APPLE	ADAM	104094	M	7	SMITH	JOE	8	S7	1	Y	Y	N	Y	N
3	APPLE	ADAM	104094	M	7	SMITH	JOE	3	M7	1	Y	Y	N	N	Y
4	APPLE	ADAM	104094	M	7	SMITH	JOE	9	C7	1	Y	Y	N	N	Y
5	APPLE	ADAM	104094	M	7	SMITH	JOE	1	R7	1	Y	Y	N	Y	N
6	FIRST	EVE	103484	F	8	JONES	MARSHA	8	R8	6	N	N	N	N	N
7	FIRST	EVE	103484	F	8	JONES	MARSHA	2	S8	6	N	N	N	N	N
8	FIRST	EVE	103484	F	8	NUMBERS	ANNA	4	A1	6	N	N	N	N	N
9	JORDAN	JOSHUA	103484	M	8	MAPPER	DAVID	1	C8	6	N	N	N	N	N
10	CARPENTER	MARY	103485	F	8	MAPPER	DAVID	3	S8	0	N	N	Y	N	
11	CARPENTER	MARY	103485	F	8	DALLAS	STELLA	4	R8	0	N	N	Y	N	
12	CARPENTER	MARY	103485	F	8	MAPPER	DAVID	8	C8	0	N	N		N	

Below is a summary of the six Pro-Core Subgroup Codes and field placement. *See the complete list of ODE Codes and descriptions on the next page.*

ETHNICITY GROUP CODES (field 1):
    0 = Two or more races
    1 = American Indian or Alaskan Native
    2 = Native Hawaiian or Other Pacific Islander
    3 = Asian
    4 = Hispanic or Latino
    5 = Black or African-American
    6 = White
    7 = Other/Unknown

LIMITED ENGLISH PROFICIENCY GROUP (field 2):
    Y/N - Limited English Proficiency (LEP)

MIGRANT GROUP (field 3):
    Y/N - Migrant

GIFTED & TALENTED GROUP (field 4):
    Y/N - Gifted

504 PLAN GROUP (field 5):
    Y/N - 504 Plan Accommodation(s)

IEP GROUP (field 6):
    Y/N - IEP Special Ed

(see detailed Special Codes information on the next page)

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

Below are the "official" fields and alpha-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
Ethnicity Group [PC Subgroup field 1]	**0** =Two or more races (M) Multiracial persons having origins in two or more of the options below. **1** = American Indian or Alaskan Native (I) Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition. **2** = Native Hawaiian or Pacific Islander (P) Persons having origins in any of the original peoples of the Pacific Islands. This area includes, for example, the islands of Hawaii, Guam, Tonga, Samoa, Fiji, the Marshalls or other Pacific Islands. **3** = Asian (A) Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands. **4** = Hispanic (H) Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. **5** = Black or African-American (B) Persons having origins in any of the black racial groups in Africa. **6** = White (W) Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East. **7** = Other/Unknown (U)
Limited English Proficiency [PC Subgroup field 2]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Migrant [PC Subgroup field 3]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Gifted and Talented [PC Subgroup field 4]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
504 Plan [PC Subgroup field 5]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
IEP/Special Education [PC Subgroup field 6]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated

See page H-5 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 <u>match</u> on both tests. For privacy, student names are not required as long as Student IDs match.

Below are three sample <u>spreadsheet</u> 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 <u>NOT</u> match on both Pro-Core and State Tests, then a student name <u>must</u> 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 <u>without</u> 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:

     Ben Hemingway, *Pro-Core*: hemingway@Pro-Core.us
     cc. Belinda Clark, bclark1924@icloud.com

District Administrator Set-ups and Enrollment Procedures
Updated 12/9/20

NEW! **The District or School Administrator or Tech Person is responsible for student, teacher, and class enrollments.** Initial enrollment spreadsheet *preparation* instructions are contained in the previous <u>Section C</u> of this Manual**. New security features settings have been added to this section. (***see also*** Appendix 4 for updates)**

<mark>**This section is divided into 4** *required* **steps: The District Managing Administrator is responsible for (1) Adding additional <u>District Level</u> Users, (2) Adding <u>School Level</u> <u>Administrator/Principal</u> Users, (3) <u>Enrolling</u> Students, Teachers and Classes, and (4) <u>Enabling and Disabling</u> Form A, B, C Assessments and** *new* **Security Features.**</mark>

DISTRICT ADMINISTRATOR LOG-IN

<u>**NOTE:**</u> District Administrators will log-in at a *special* **district administrator-only url** emailed by Ben Hemingway to the "**<u>District</u> Managing Administrator**" and/or "**Tech Person.**" (This changes each school year.) The <u>School</u> Administrator/ Principal log-in and functions are presented in Section G.

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

1. Key-in your Username

2. Key-in your password

Login to ProCore Account

Username

Password

☐ Remember me   Login

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 Users	Assessments	Teachers	Students	Schools	Principal	Assessment Result	Reports	Export	Enroll-Update	Subject Matching
Add/Edit District Users	Enable/Disable Form A, B, C Assessments			View/Edit Access Times	Add/Edit School Level Principal Users				Enroll Students, Teachers, Classes	Add School Subjects
①	④				②				③	
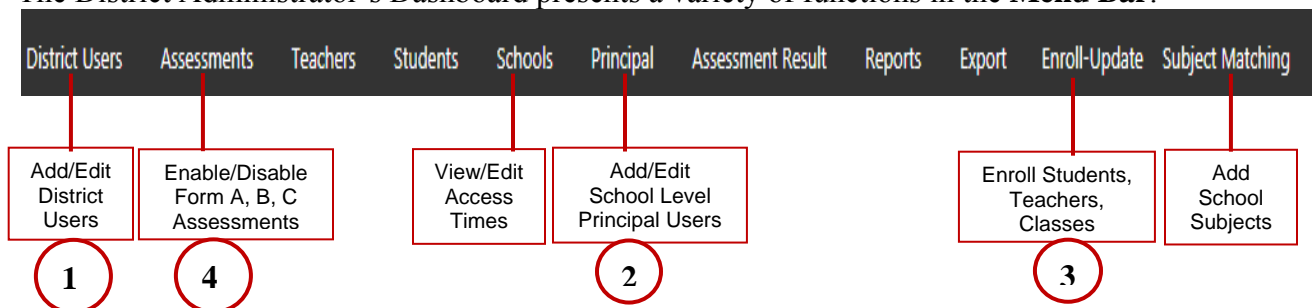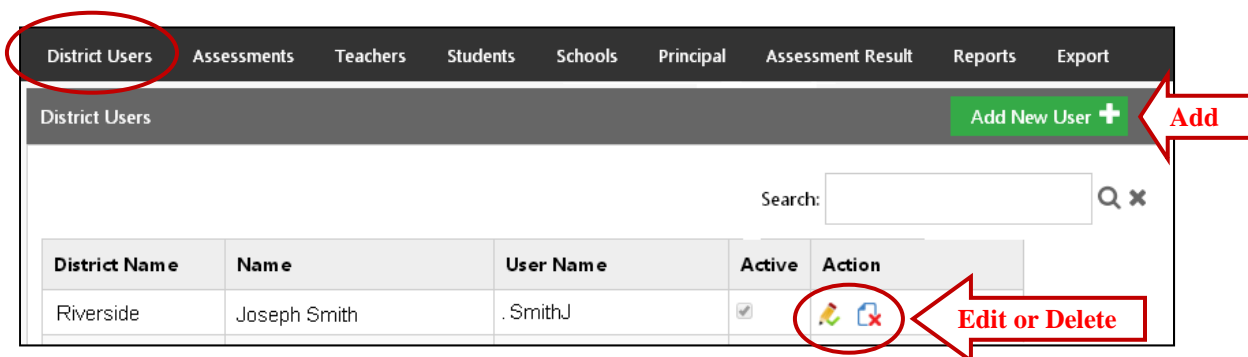
District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Control Panel Menu Bar. <mark>**One District Level User,** the "Managing Administrator**,"** and district **School Names** will initially be set up by Ben Hemingway.</mark> Teacher and student level users are *automatically* set-up during enrollment.

Step 1. Add/Edit District Level Users

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

You will see the Managing Administrator's name set-up by the Pro-Core office. You may edit the original User Name or Password if you wish by clicking the edit 🖊 **Action** icon.

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 Control Panel Menu Bar, select **Principal.**

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

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

NEW! 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 C.

In the District Admin Control Panel 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 ✓ File successfully uploaded. message will appear; otherwise, and error message will appear. (*see next page for messages*)
- You may now click the "**Preview/Print Teacher Log-ins**" *button* to view and print teacher log-ins 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 E-8***f* **"Batch Editing."**

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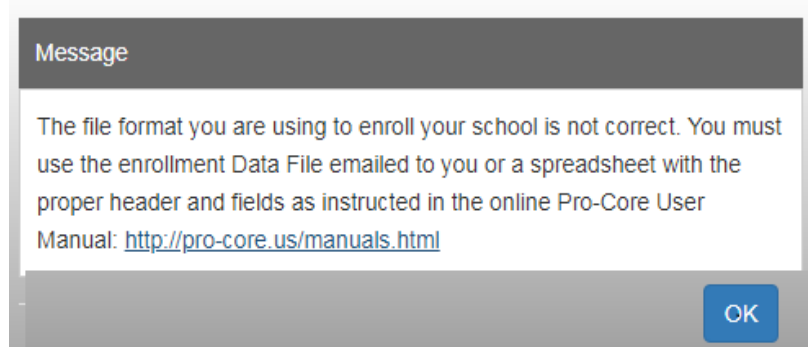
A **Pro-Core Data File template.xls** (spreadsheet) form was emailed to your district or school when your "contact person" registered with Pro-Core. You may use that spreadsheet to collect the required student and teacher enrollment data for each school. **If you use your own spreadsheet, a header row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

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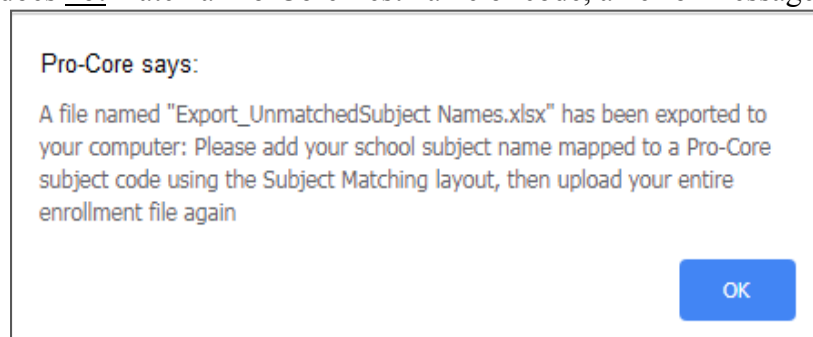
Find the "**Export_UnmatchedSubject Names.xlsx**" file *downloaded* to your computer and open it. It will list the subject(s) with unmatched name(s). In the example on the next page, Reading is listed as an unmatched subject in your enrollment spreadsheet. Reading requires the grade level to be included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

See the sample on the next page

RULE: **Basic subjects (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.**

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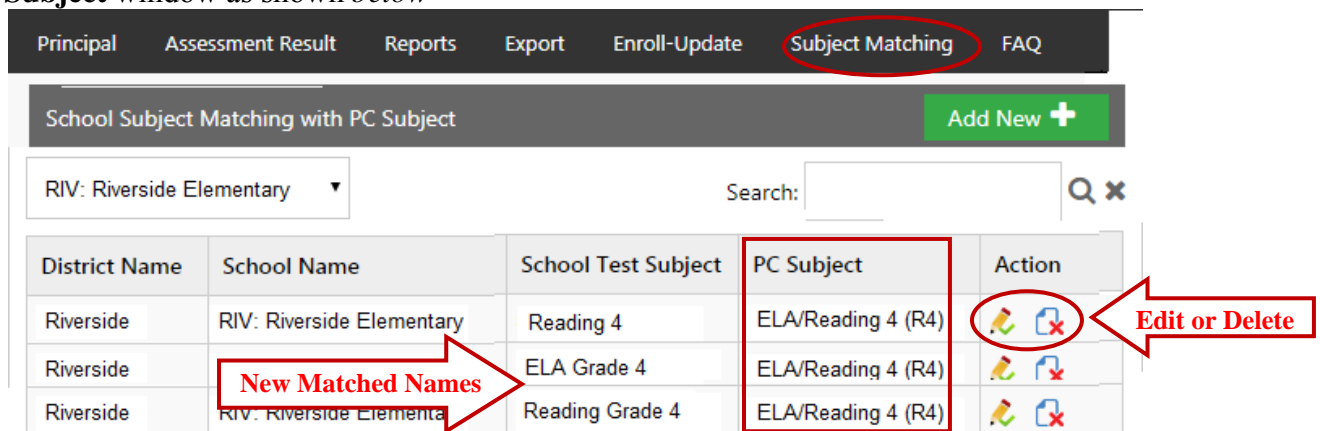
- Type-in a correct School Test Subject name (and grade, if required).
- Select the Pro-Core Subject Name and Code that correctly matches.
- Click "Save."

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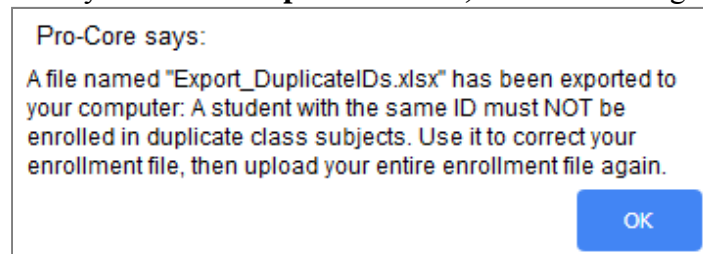
WARNING: Be sure to **find and correct** your unmatched subject name(s) *<u>in your enrollment file</u>* to match the new School Test Subject name(s) you entered in the Subject Matching layout before uploading your enrollment file again. Then, go back to Step 3a on page D-3 to upload the corrected enrollment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

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 D-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 Name records are found in any **enrollment upload file *row,*** an error message will appear:
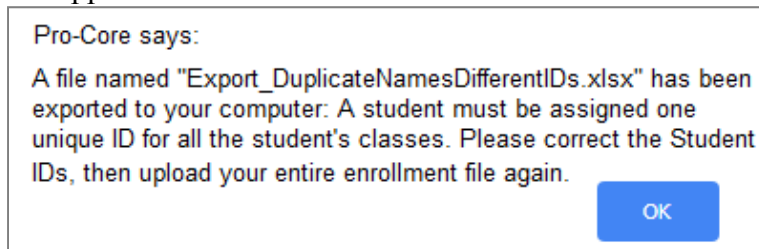
Find the "**Export_DuplicateNamesDifferentIDs.xlsx**" file *downloaded* to your computer and open it. It will list the duplicate student name records. In the example below, student Ronald Grant is shown as having two different Student IDs. **One record *must* be changed,** so that the student has **one unique Student ID** for all his classes.

WARNING: You *must* **find and change** each *incorrect ID __in your enrollment file__*. Then, go back to Step 3a on page D-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.
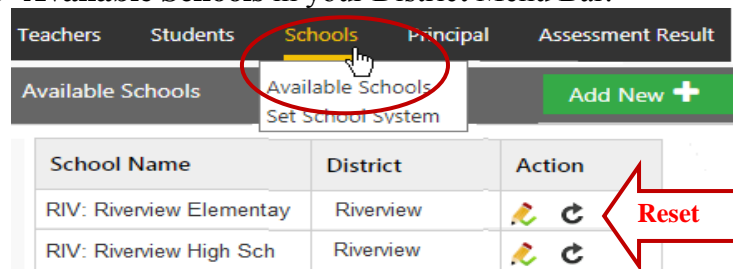
- Click the Reset *button* ↻ for the school you want to reset/empty.
- *Correct the problems your enrollment file.*
- Then, go back to **Step 3a on page D-3** to upload your corrected data file.

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 D-3** to upload your corrected data file.
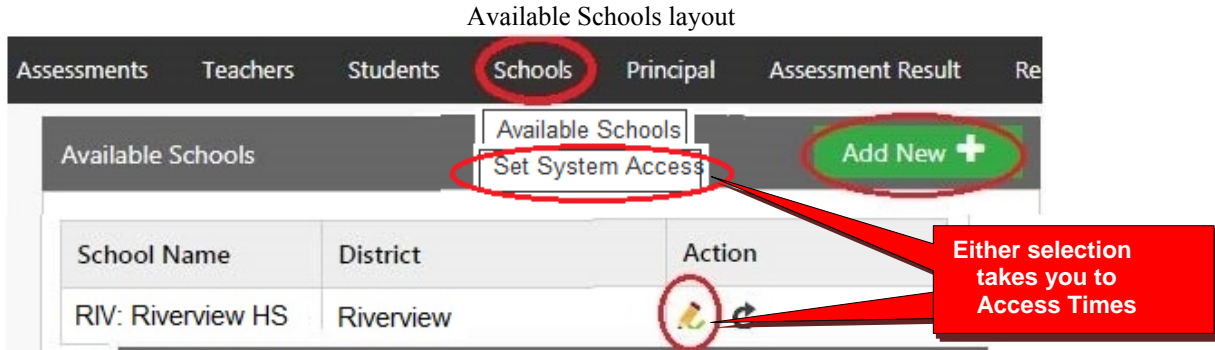
Update **Setting Student System Access Times**

Your school(s) and <u>students</u> Pro-Core <u>system access times</u> are pre-set at the beginning of the school year. The *default* student system access times are <u>weekdays</u> from 7:00 a.m. to 5:00 p.m.
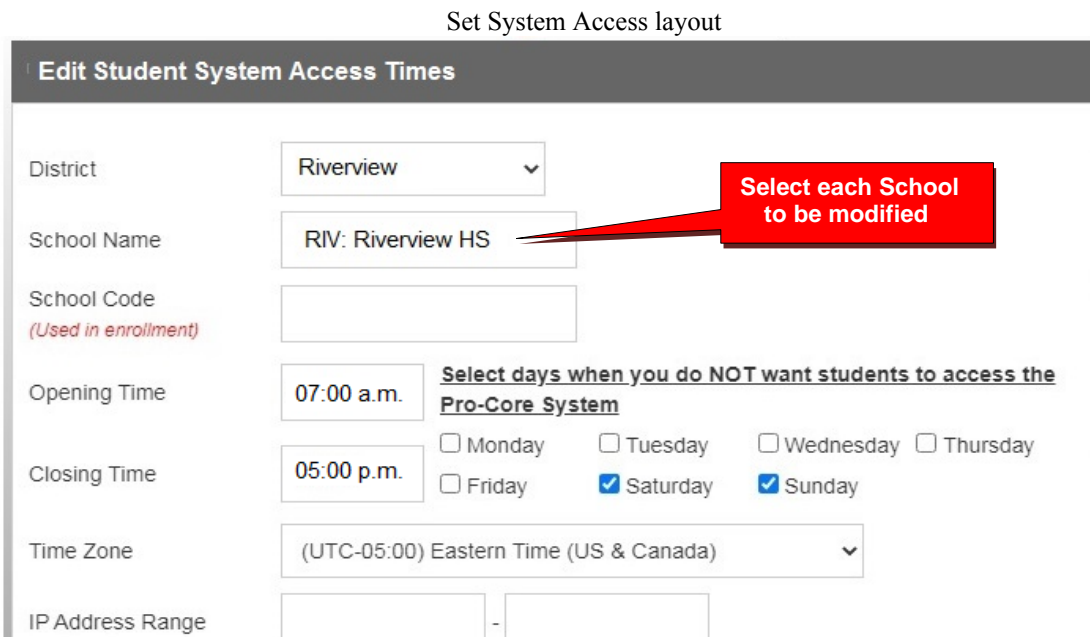
You may modify these times to better fit each school's actual opening and closing times when you want to allow <u>students</u> to have access—or not--to the Pro-Core *system* at school or from home.

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 <u>student system access</u> times. School administrators and teachers may log-in at anytime.

Available Schools layout

Set System Access layout

<u>Students</u> 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.

Step 4. Enable/Disable Assessments

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 **disabled**. (**unchecked**).

Selecting **"Assessments"** in the menu bar allows you to enable (reveal) your Form A, B, or C assessments when they are ready to be used. **Checking** the boxes will **enable** them.

Updated Enable/Disable layout

CAUTION: Do **NOT** enable Form A, B, or C assessments that you have not ordered or you may incur additional charges to your district.

Update All Form A/B/C assessments are **90 minutes** long. <u>Administrators</u> have the option to remove the time limit. <u>Teachers</u> have the option to extend the time limit. Assessments may be scheduled over two days in the Setting Times layout. (The separate 45-minute settings have been removed.)

For **Form A** assessments, there is a column of "**Threshold Scores**." A "flag" 🚩 symbol will appear next to students who score <u>below</u> that number. You may **reset** and change any Form A test threshold score if you wish. Click "**Save**" to save your changes.

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" which will allow all Form C results to show in all reports whether all students have completed the assessments or not.

Be sure to click "**Save**" after enabling or disabling assessments or making any other changes.

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.

NEW! **Setting Form Assessment Times**

Pro-Core Form A/B/C school <u>testing times</u> *must* be set *after* the District Manager has *enabled* the Pro-Core Form A, B, or C assessments. *See* page **D-8** *above* for information to Enable/Disable Form Assessments.

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."

<u>**WARNING:**</u> 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 <u>**disable**</u> (**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 and teacher effectiveness 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

Update As noted in the layout *above*: Ending Times selected should always be **two hours** or greater than the Starting time selected.
- If no 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*.

<u>**WARNING:**</u> Setting strict assessment times will make the Form A/B/C assessments more secure. *See* more information about **System Access Times** in **Section E**.

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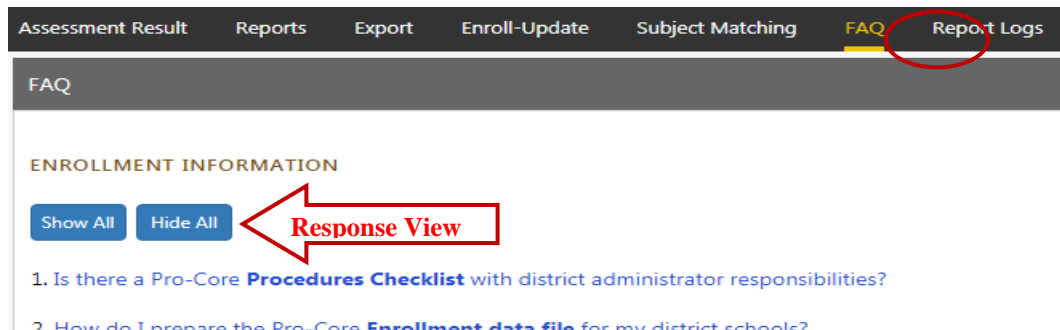
There is a FAQ selection addressed specifically to school administrator/principals and teachers in their respective menus.

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

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

➢ ***The next Section deals with controlling student access to the Pro-Core system, and adding, moving, editing, or deleting records <u>after</u> the school enrollment has successfully been accomplished.***

District Administrator Log-in and Editing Functions
Individual and Batch Procedures
Updated 5/8/21

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

New Pro-core Features for Local and Remote Security

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

Section D of the *Pro-Core User Manual* contains District Administrator school set-ups and enrollment procedures. The **student system access control** on page **E-2** *below* is accessible to the District Manager and district level users who have been added to the system. *See* page **D-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 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 ID, and password. Your password will appear as *dots* ●●● for security.

1. Key-in your Username

2. Key-in your password

Login to ProCore Account

Username

Password

☐ Remember me   Login

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

NEW! In addition to "individual" student, teacher, and class editing functions, the District Adminis-trator 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 new part on <u>batch file</u> editing begins on page E-9.**

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

All the maintenance procedures in **Part 1** 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**, dealing with batch records, may need to be 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 <u>teacher</u> information, log-in, subjects, classes, and see student lists.

Adding 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: When **adding** a new teacher, you *must* create a *unique 3-digit* Teacher Code **ending in -0** which does not duplicate another teacher's code already in existence in the school.

Teacher codes are *normally* created sequentially, **20 numerals apart**. You may have up to 45 teachers with up to 18 classes each *below 999*. Default passwords are *LastNameFirstInitial*. The school administrator or teacher may change their own password.

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 password 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.

CAUTION: When Adding a subject class, Class Codes should be **sequential** starting +1 after the Teacher Code. In the sample above, the Teacher Code is 100, so Class Codes for teacher 100 could be 101...102...103...104...105...106... 107...108...109...111...112...etc. (**Skip** 110 because it ends in -0 and may be mistaken for a Teacher Code rather than a Class Code.)

WARNING: If you **delete** a teacher's subject, you will delete the teacher's classes 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, <u>move</u>, or remove students to different teacher classes or <u>exclude</u> students from certain reports.

	First Name	Last Name	Student Code	Subject	Actions
☐ Exclude	Inez	Rodriguez	22080	ELA/Reading 4	⊕ 🗙
☐ Exclude	Davone	Williams	10418	ELA/Reading 4	⊕ 🗙
☐ Exclude	Jordan	Hall	21827	ELA/Reading 7	⊕

Select students to exclude — *Select the student's Move icon*

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.

Move Student

Current Student: Inez Rodriguez

District: Riverside
Currently: Riverside

School: Riverside Elementary
Currently: Riverside Elementary

Select the change(s) in the pop-up window(s) below

Current Classes

School	Subject	Teacher	Class Code
Riverside Elementary	ELA/Reading 4	Jonathan Depp	101
Currently: Riverside Elementary	*Currently* ELA/Reading 4	*Currently:* Jonathan Depp	*Currently* 101
Riverside Elementary	Mathematics 4	Jonathan Depp	102
Currently: Riverside Elementary	*Currently* Mathematics 4	*Currently* Jonathan Depp	*Current,* 102

Click to apply the change(s)

Cancel Move   Move student

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.

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.

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 E-8f)

Adding 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 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.

Add a Subject-Class

Add a Co-Teacher

Delete a student from a Subject-Class

Assessment Results (View/Reset)

Selecting "Assessment Results" allows you to reset student assessments or view student scores and responses.

View test responses

Review & change

Review skipped questions

Re-take the test

Low score "flag"

If an Assessment "freezes" or there is another problem with a student's assessment, selecting a **Reset** *button* option will allow you to reset the assessment, and the student to re-take the some or all of the test. The 🔒 symbol "flags" students who scored very low on the pre-test (Form A). They may need to re-take that assessment. Selecting **Results** will allow you to view a student's test Score on each item. Selecting **Student Responses** will allow you to see a student's test responses.

No response

incorrect

correct

NEW! **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 now provides a "batch editing" function. Using this feature requires some familiarity with the school enrollment spreadsheet as described in **Sections C and 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 C**. 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 E-11**). *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-U, as shown in Section C.** 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**.

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-U.* See Section C 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
	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 D-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
	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" *must* be used to delete student records.

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

Move Student to new classes

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
move	Alman	Braden	738670	Grissom	Evelyn	2				PHYSICAL SCI
move	Black	Kanton	615550	Demoto	Mario	5	Temple	Zelda	5	ALGEBRA 1
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.
<u>**CAUTION**</u>: In moving students to a different teacher class or district school, the changed name
 <u>must</u> 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

Action	Student Last Name	Student First Name	Student ID	Main Teacher Last Name	Main Teacher First Name	Period	Test Subject& Grade	Subgroup1: Ethnicity	Subgroup2: LEP	Subgroup3: Migrant	Subgroup4: Gifted&Tale nted	Subgroup5: 504 Plan
update	Bailey	Lawrence	695530	Brown	Darnell	1	ENGLISH 10	6	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 <u>you</u> 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 <u>May Not</u> 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.
 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

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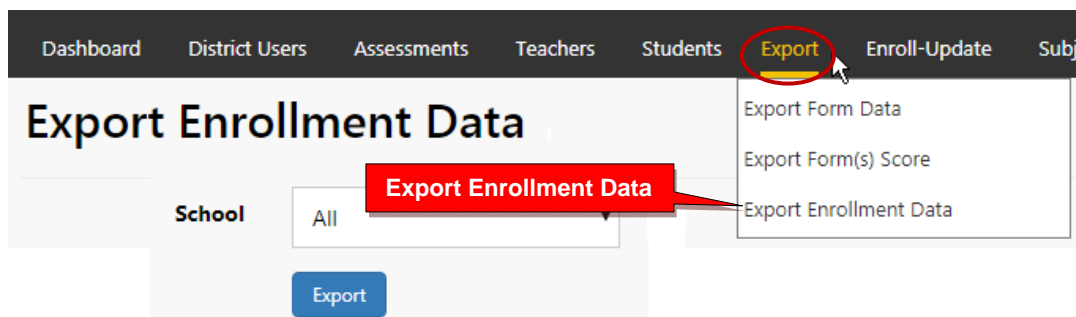
Select "**Export Enrollment Data**" to export a file copy of your school enrollments. It is most useful for record maintenance and may be used as a *batch file* for re-enrollment or batch editing functions using "Action" words.

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 F, page 12**, in this Manual for further information about the **export** files..

Email Pro-Core Support with questions or comments:
Pro-Core@windstream.net

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

Pro-Core District Administrator Reports

Selecting **"Reports"** in the District Administrator Control Panel 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.
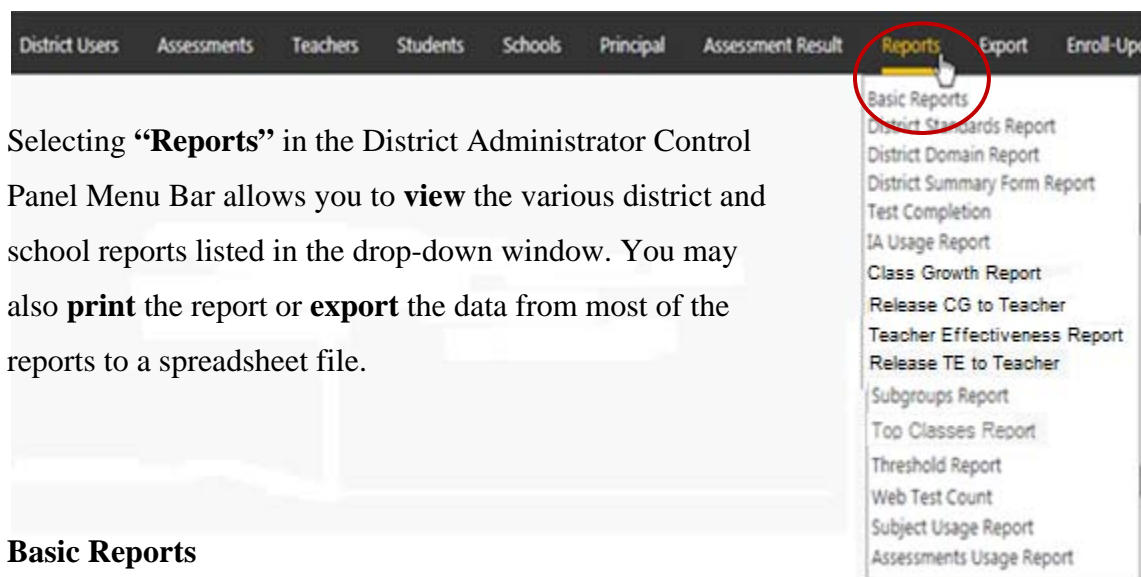
Basic Reports

There are **5 Basic District Reports**: (1) Item Analysis, (2) Standards Detail, (3) Pre-Post Analysis, (4) Class Ranking, and (5) P-C Standards.

1. Item Analysis Report

The Item Analysis window 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.

2. Standards Detail Report

The Standards Detail Report provides a comparison of state standards scores in each test by Subject and Form in each teacher's class. Essentially, it shows mastery or non-mastery of each state standard on each test.

This report can be used as an administrator or **teacher's tool** to identify high or low performing students or for student grouping.

3. 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.

4. 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.

Rank	Test Items	Content Standard	Average Score
1	3, 26	3: Use proportional relationships to solve multistep ratio and percent problems.	3%
2	16	16: Solve real-world and mathematical problems involving area, volume, surface area ...	8%
3	15, 37	15: Use facts about supplementary, complementary, vertical, and adjacent angles in a...	8%
4	2, 25	2: Recognize and represent proportional relationships between quantities; identify ...	10%
5	5, 28, 36	5: Apply and extend previous understandings of multiplication and division and of f...	12%

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

5. P-C Standards Report

The Pro-Core Standards Report shows the state Test Learning **Domains** and **Standards** used in the Pro-Core subject assessments in each teacher's classes.

P-C Standards Report

Test Learning Standards & Subject Domains

Domains:
1. Ratios and Proportional Relationships
3. Expressions and Equations
5. Statistics and Probability

2. The Number System
4. Geometry

1. RPR Compute unit rates associated with ratios of fractions, including lengths, areas and other quantities measured in like or different units. -

2. RPR Recognize and represent proportional relationships between quantities; identify constant of proportionality; represent with equations; explain (x,y) in the graph of a proportional relationship. - 2

3. RPR Use proportional relationships to solve multistep ratio and percent problems. - 2

District Standards Report

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

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

District Domains Report

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

District Summary Form Report

The District Summary Form 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.

School Name		M2	M3	M4	M5	M6	M7	M8	Alg1	Alg2	Geo	R2	R3	R4	R5	R6	R7
Riverside Schools	Form A	46.3	17.1	18.5	21.5	18.9	18.0	18.4	18.5	14.4	19.7		30.5	34.5	32.6	20.9	25.3
	Form C	67.3	50.9	51.6	53.3	46.2	36.1	40.5	39.3		47.7		56.7	45.4	6.0	47.3	48.7
	Diff (A-C)	21.0	33.8	33.2	31.8	27.3	18.2	22.1	20.8		28.0		26.2	10.9	-26.7	26.4	23.3
Difference by Subject									23.6								
RIV: Riverside Elem	Form A	46.0	17.7	20.7	22.2	22.1							28.2	37.1	29.7	0.0	
	Form C	67.3	50.9	70.9	57.6	58.1							58.5		6.0	11.1	

District Comparison Report

Selecting **Export** in the District Comparison report generates a *spreadsheet* file which compares your average school or district scores in each subject Form A/B/C assessment to the average scores in all other districts

All Districts 2019-2020

	M2	M3	M4	M5	M6	M7	M8	Alg1	Alg2	Geo	IMA1	IMA2	IMA3
Form A	26.9	17.7	21.3	20.7	23.8	24.6	21	27.8	20.4	26.4	25.4	27.4	22.8
Form B	49.4	43	40.3	37.7	36.6	34.6	33.6	34.8	27	37.5	40.2	43.6	36.4
Form C	55.5	48.8	42.9	40.5	45.5	39.7	41.2	40.4	37.6	45.5	44.6	50.1	48.8

Your School 2019-2020

	M2	M3	M4	M5	M6	M7	M8	Alg1	Alg2	Geo	IMA1	IMA2	IMA3
Form A	28.8	22.2	26.6	24.5	28.9	30.1	25	28.7	22.5	29.7	28.4	28.8	27.3
Form B	52.2	48.8	45.5	30.1	38.8	37.3	38.4	30.7	35.8	41.2	45.3	47.6	39.5
Form C	60.1	58.3	48.9	47.6	48.9	45.5	47.1	42.5	48.8	50	49.9	58.9	52.2

District 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.

New! 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 district-level users, and may change as additional students complete their assessments in the district subjects.

IA Usage Report

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

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

This 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.

Class Growth Report

The Class Growth Report is available <u>after</u> 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).

<u>WARNING</u>: Class Growth (CG) reports should be generated *after* <u>all</u> 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 Guide, pages F-3 for more information on Enabling/Disabling tests**.

Student and class growth (CG) ratings are automatically computed for each teacher's class. There are <u>four</u> CG reports: 1) Class Summary-combined subjects, 2) Class Summary-same subjects, 3) Student Detail, 4) Subject Summary.

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

1) 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 <u>combines</u> and averages <u>all</u> 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. This report is useful for state OTES 2.0 reporting purposes.

2) 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.

3) 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.

4) 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 <u>by subject</u> assessments. This report is useful for district subject area curriculum administrators.

Release Class Growth to Teachers

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

CAUTION: Class Growth Reports should only be released <u>after the end</u> of the Form B or Form C testing window. 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 Guide, pages F-3 for more information on Enabling/Disabling tests**

Teacher Effectiveness Report

The Student Growth-Teacher Effectiveness Report is available <u>after</u> 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).

<u>WARNING</u>: The SG-TE 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 SG-TE results don't change. *See* **the District Administrator's Guide, pages F-3 for more information on Enabling/Disabling tests**.

Student growth (SG) and teacher effectiveness (TE) rankings are automatically computed for each teacher's class. There are <u>four</u> SG-TE reports: 1) Teacher Summary-combined subjects, 2) Teacher Summary-same subjects, 3) Student Detail, 4) Subject Summary.

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

1) SG-TE Teacher Summary – Combined subjects

The Student-Growth Teacher Effectiveness Summary-Combined subjects report shows whether students in teachers' classes have met growth target scores. This report <u>combines</u> and averages all the teacher's subject area classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and teacher effectiveness ranking are included. This report is useful for state OTES 1.0 reporting purposes.

2) SG-TE Teacher Summary – Same subjects

The Student-Growth Teacher Effectiveness 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 teacher effectiveness ranking are included. This report is useful for OTES 1.0 reporting purposes.

Student Growth-Teacher Effectiveness Report

	Teacher	Class #	Subject - Grade	Effectiveness Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Grow Target?
+ 1	RIV: Riverside Elem		169 students							
+ 0	CLARK		ELA/Reading 3	3 Average Effectiveness	31 students	31.1 av.%	58.5 av.%	27.4 av.%	+ 4	18 of 31
	+ 0 CLARK	122	ELA/Reading 3	3 Average Effectiveness	16 students	35.3 av.%	59.8 av.%	24.5 av.%	+ 2	9 of 16
	+ 0 CLARK	124	ELA/Reading 3	3 Average Effectiveness	15 students	26.7 av.%	57.2 av.%	30.5 av.%	+ 7	9 of 15
+ 0	CLARK		Social Studies 3	3 Average Effectiveness	31 students	44.5 av.%	62.7 av.%	18.2 av.%	+ 4	20 of 31
	+ 0 CLARK	121	Social Studies 3	3 Average Effectiveness	16 students	46.8 av.%	63.6 av.%	16.8 av.	+ 2	10 of 16
	+ 0 CLARK	123	Social Studies 3	3 Average Effectiveness	15 students	42.0 av.%	61.7 av.%	.%	+ 7	10 of 15
+ 3	DOBBS		Mathematics 4	5 Most Effective	32 students	21.6 a		%	+ 44	32 of 32
	+ 3 DOBBS	141	Mathematics 4	5 Most Effective	16 students	19.5		%	+ 47	16 of 16
	+ 3 DOBBS	143	Mathematics 4	5 Most Effective	16 students	23.8		%	+ 41	16 of 16
+ 2	DOBBS		Science 4	5 Most Effective	32 students	30.8 av.%	63.7 av.%	32.9 av.%	+ 18	28 of 32
	+ 1 DOBBS	142	Science 4	4 Above Average	16 students	30.3 av.%	62.7 av.%	32.4 av.%	+ 17	13 of 16
	+ 2 DOBBS	144	Science 4	5 Most Effective	16 students	31.2 av.%	64.7 av.%	33.5 av.%	+ 18	15 of 16

Met Growth Target score

Grouped by Same Subjects

NCE pre-post Difference

3) SG-TE Student Detail

The Student-Growth Teacher Effectiveness 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 teacher effectiveness ranking are included.

| District Users | Assessments | Teachers | Students | Schools | Principal | Assessment Result | Reports | Export |

Student Growth-Teacher Effectiveness Report

RIV:Riverside Elementary ▼ | By Teacher ▼ | Form A to C ▼ | Student Detail ▼ | Generate Report | Print Preview | Export

	Teacher - Class - Assessment - SGS	Student Name	Student ID #	Gr	Gender	Spec Code	Pre-Test % Score = NCE	Post-Test % Score = NCE	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1	RIV: Riverside Elementary		169 students								
- 1	CAIN 101	Mathematics 6	19 students			2 Approaching Average	46.2 av.%	64.4 av.%	18.2 av.%	- 16	NCEs av diff
	- 1	Brown Michael	10699	2	M		52.0 68	69.2 50	17.2	- 18	No
	+ 0	Collins, Carrie	10733	2	F		44.0 57	80.8 65	36.8	+ 9	Yes
	- 0	Dodd Arnold					36.0 46	61.5 39	25.5	- 6	No
	- 1	Cortez Miguel	10746				64.0 85			24	No
	- 1	Depok, Angel	10973				52.0 68			34	No
	- 0	Fernandez Carmela	10932	2	F		56.0 73	80.8 65	24.8	- 8	No

Individual Students

Met growth target score

4) SG-TE Subject Summary

The Student-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 teacher effectiveness ranking are included. The only difference between this report and the SG-TE Summary (above) is that this report is sorted by subject assessments. This report is useful for district subject area curriculum administrators.

Release TE to Teacher

The Release Teacher Effectiveness (TE) to Teacher Report shows the grade level TE reports which have <u>NOT</u> been released for teacher viewing. <u>Checking</u> the box <u>releases</u> the Teacher Effectiveness reports to the school. The *default* is unchecked.

CAUTION: Teacher Effectiveness Reports should only be released <u>after the end</u> of the Form B or Form C testing window. I.e. After the assessments have been "disabled," so that TE results do *not* change if all students haven't completed the assessments. ***See* the District Administrator's Guide, pages F-3 for more information on Enabling/Disabling tests**

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 <u>original</u> enrollment form; otherwise, the codes will have to be entered manually.

Top Classes Report

This report allows you to view top-performing classes in the district 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.

Threshold Report

This report shows those students who scored very low on the Pro-Core pre-test. The test threshold scores are set by default to less than 2% of the population in the selected subject, but may be changed by a district-level administrator when the Assessments are enabled. (*see* Step 4**. Section D, page 7**, of this Manual)

Assessments	Teachers	Students	Schools	Principal	Assessment Result	Reports

Threshold score Report

RIV: Riverside HS ▼	Campbell ▼	All Subjects ▼	All Classes ▼

[Generate Report]

Teacher - Class - Assessment		Student ID #	Gr	Gender	Spec Code	Score %
RIV: Riverside HS		3 students				
Campbell	**ELA/Reading10**	3 students				7.3 av.%
Dalton Anthony		91512	10	M	4YNNYN	9.4
Hoffman Dustin		91691	10	M	2NNNNY	3.1
Matinez Julia		91867	10	F	6NNNYN	9.4

Web Test Count Report

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

District Users	Assessments	Teachers	Students	Schools	Principal	Assessment Result	Reports

Web Test Count For All Schools

04/03/2017	5 Week View ▼	All ▼

Date selection

District Name	School Name	This Week	Last Week	2 Weeks Ago	3 Weeks Ago	4 Weeks Ago
Riverside	**RIV: Riverside Elem**	790	1129	1402	377	136
	RIV: Riverside Middle	117	699	275	261	177
	RIV: Riverside HS	444	1207	2343	2007	922
Totals:		**1351**	**3035**	**4020**	**2645**	**1235**

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

View school Detailed counts

	School:	RIV: Riverside Elementary ▼					

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

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.
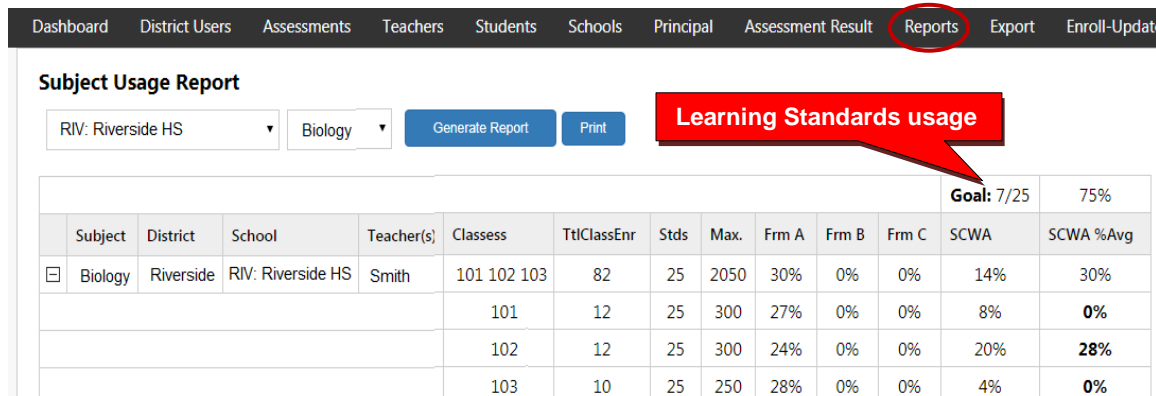
Assessment Usage Report

The Assessment Usage Report is a *graphic* comparison of overall student usage of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher's class.
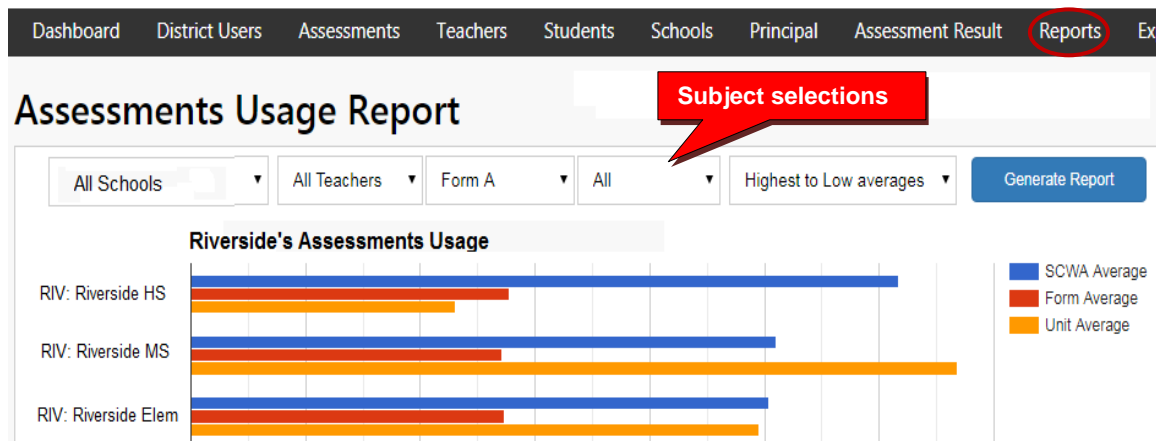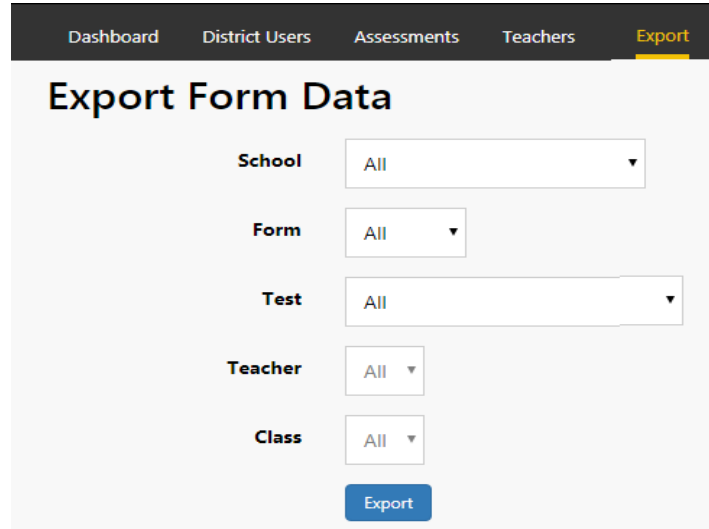
Export Menu

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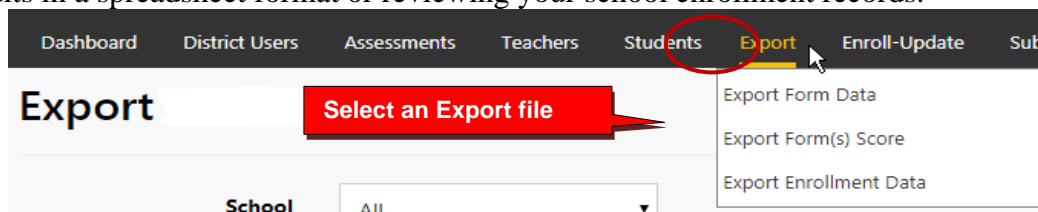
1) Export Form Data
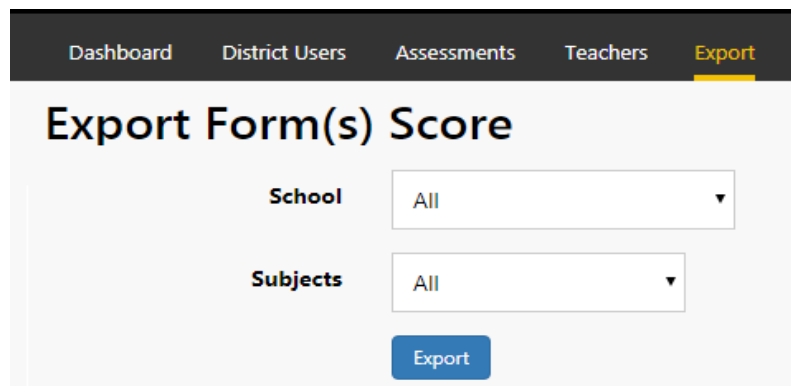
Make your selections to view student and teacher class records for test Forms A, B, and/or C.

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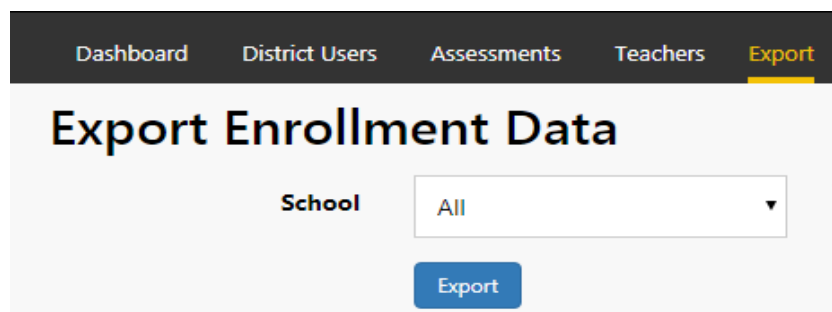
Make your selections to view student percent scores (only) for test Forms A, B, and/or C.

NEW! 3) Export Enrollment Data

This will 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.

See **Section E, pages 8f** in this Manual for further information about <u>batch editing</u>.

NEW! **Report Logs**

This is a systems "load" report which shows district managers what 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.

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 will want to wait until after regular school hours to run long, comprehensive, reports.

Additional Reports are currently being developed.

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

Principal/School Administrator Log-in and Editing Procedures*
Updated 5/8/21

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 Forms A, B, and C. No previewing of the pre- or post-tests is allowed. No printed or "alternate media" copies of the pre- and post assessments must be made to maintain assessment security.*

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 E**), school administrators (**Section G**), and teachers (**Section J**). Also included are new security features for students taking the Pro-Core Form A/B/C assessments (**Section L**).

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 **http://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.

Login for School Administrators, Principals, Teachers and Students*
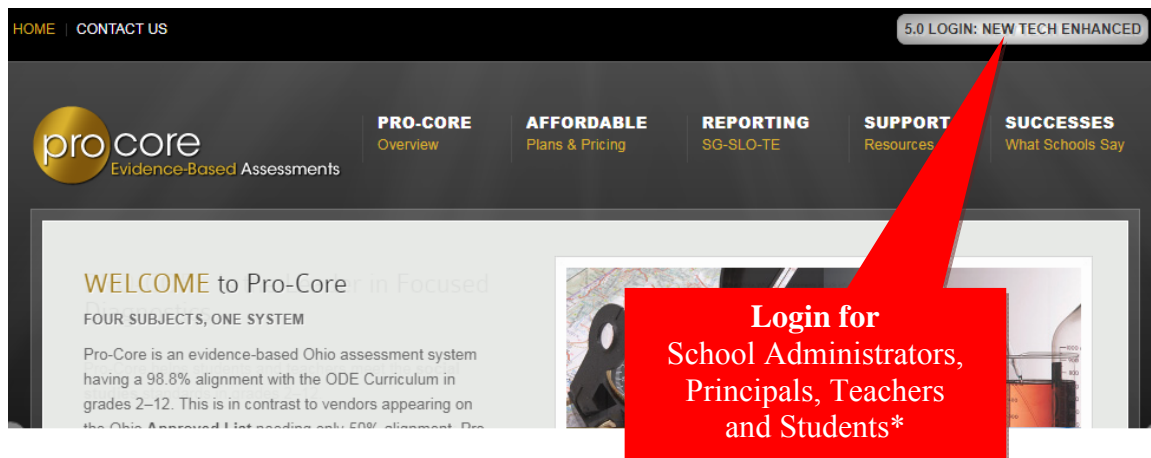
See Section J and K of this manual for Teacher and Student Log in and Procedures.

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

NEW! <mark>**<u>District-level</u> Administrators may now perform student "batch" enrollments and editing.** *See* **Section E for more information.**</mark>

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.

Login to ProCore Account

1. Select your school → RIV: Riverside Elementary ▼

2. Key-in your Username → 👤 Username

3. Key-in your password → 🔒 Password

☐ Remember me   Login

*<u>NOTE</u>: Contact your Pro-Core District Administrator for your School Administrator log-in Username and Password.

The Principal/School Administrator Control Panel

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

Principal Users	Standards	Assessments	Teachers	Students	Subjects	Assessment Results	Reports	FAQ
View/Add/Edit School-Level Admin Users	View Learning Standard	Enable/Disable & Set Times for Form A, B, C Assessments	View/Add /Edit Teachers & Move Students	View/Add/ Edit/Move Students	View Subjects Enrolled	Reset Form ABC Assessments	Run Reports	View FAQs
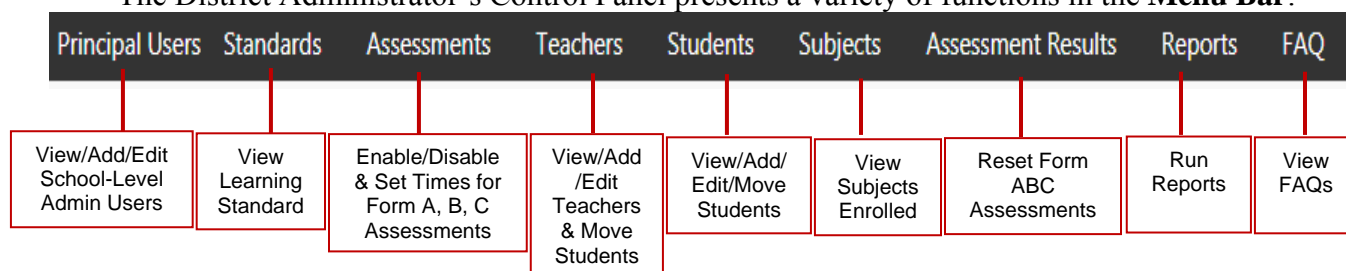
School-Level users have full access to teacher, class and student information including enrollments, reports, and functions shown in the Menu Bar. <mark>**At least <u>one</u> School-Level Administrator/Principal must be enrolled into each school by your District-Level Administrator.**</mark>

The School-Level Administrator/Principal may edit 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, or moving enrolled teachers, classes, and students into the system after the initial enrollment.**

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.

Standards

View the Pro-Core codes and State learning standards in each subject and grade level
assessment presented in the Pro-Core system.

Assessments

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. New assessment security controls have been added to the system.

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 who have been added to the system by the District Manager to more closely
reflect each school's scheduling.

NEW!   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.

Update: 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 **activated** by Ben Hemingway and **enabled** by the **District Manager**; otherwise, the School Administrator *must* enable them and set the testing times.

Update All Form A/B/C assessments are **90 minutes** long. Assessments may be scheduled over two days in the **Set Test Times** layout. Administrators have the option to remove the time limit. Teachers have the option to extend the time limit.

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."

Updated Enable/Disable layout

For **Form A** assessments, there is a column of "**Threshold Scores**." A "flag" symbol will appear next to students who score <u>below</u> that number. You may **reset** and change any Form A test threshold score if you wish. Click "**Save**" to save your changes.

Be sure to click "**Save**" after enabling or disabling assessments or making any other changes.

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

Updated Set Testing Times layout

Update **As noted in the layout** *above***:** Ending Times selected should always be **two hours** 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*.

CAUTION: 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. *See teacher information in section J.*

The remaining functions in the Administrator's Control Panel Menu Bar are available after teachers and students have been enrolled into your district school subject classes.

NEW! 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 now provides a "batch editing" function at the district administrator level. The procedures below are mainly for individual editing or making small group changes. (*see* **Section E, page 8***f*.)

View/Add/Edit Teachers and Subject Classes

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

Adding a New Teacher

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

CAUTION: When **adding** a new teacher, you *must* create a unique 3-digit **Teacher Code** ending in -0 which does not duplicate another teacher's code already in existence in the school.

Teacher codes are normally created sequentially, 20 numerals apart. Default passwords are *LastNameFirstInitial.* The school administrator or teacher may change their password.

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

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.

CAUTION: When Adding a subject class, Class Codes should be **sequential** starting +1 after the Teacher Code. In the sample above, the Teacher Code is 300, so Class Codes should be 301…302…303…304…etc.

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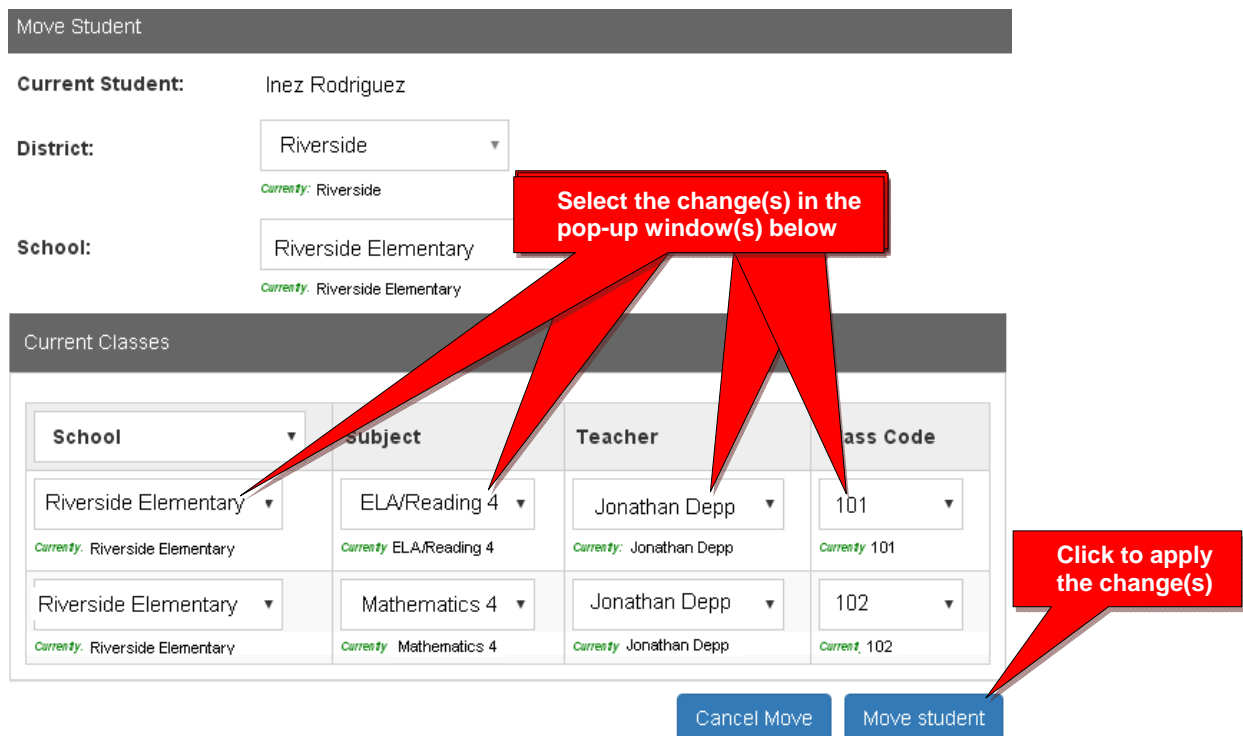
Selecting the **View Students** icon 🖼 takes you to a student list where you can view, move, or remove students to different teacher classes or exclude students from certain reports.

Select students to exclude

Select the student's Move *icon*

	First Name	Last Name	Student Code	Subject	Actions
☐ Exclude	Inez	Rodriguez	22080	ELA/Reading 4	⊙ 🗙
☐ Exclude	Davone	Williams	10418	ELA/Reading 4	⊙ 🗙
☐ Exclude	Jordan	Hall	21827	ELA/Reading 7	

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.

Move Student

Current Student: Inez Rodriguez

District: Riverside ▼
Currently: Riverside

School: Riverside Elementary
Currently: Riverside Elementary

Select the change(s) in the pop-up window(s) below

Current Classes

School	Subject	Teacher	Class Code
Riverside Elementary ▼	ELA/Reading 4 ▼	Jonathan Depp ▼	101 ▼
Currently: Riverside Elementary	*Currently:* ELA/Reading 4	*Currently:* Jonathan Depp	*Currently* 101
Riverside Elementary ▼	Mathematics 4 ▼	Jonathan Depp ▼	102 ▼
Currently: Riverside Elementary	*Currently:* Mathematics 4	*Currently:* Jonathan Depp	*Current:* 102

Click to apply the change(s)

Cancel Move Move student

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.

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.

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

Adding 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 <u>not</u> 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 **G-8.**

Edit Student Info/Add Subject Classes

Selecting the **Student Info** icon allows you to view, edit, add or remove <u>student</u> 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.

Add a Subject-Class

Add a Co-Teacher

Delete a student from a Subject-Class

Subjects

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

Column sorted A-Z

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

Assessment Results (View/Reset)

Selecting "Assessment Results" allows you to reset student assessments or view student scores and responses.

View test responses

Review & change

Review skipped questions

Re-take the test

Low score "flag"

If an Assessment "freezes" or there is another problem with a student's assessment, selecting a **Reset** *button* option will allow you to reset the assessment, and the student to re-take the some or all of the test. The symbol "flags" students who scored very low on the pre-test (Form A). They may need to re-take that assessment.

Selecting **Results** will allow you to view a student's test Score on each item. Selecting **Student Responses** will allow you to see a student's test responses.

New! 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
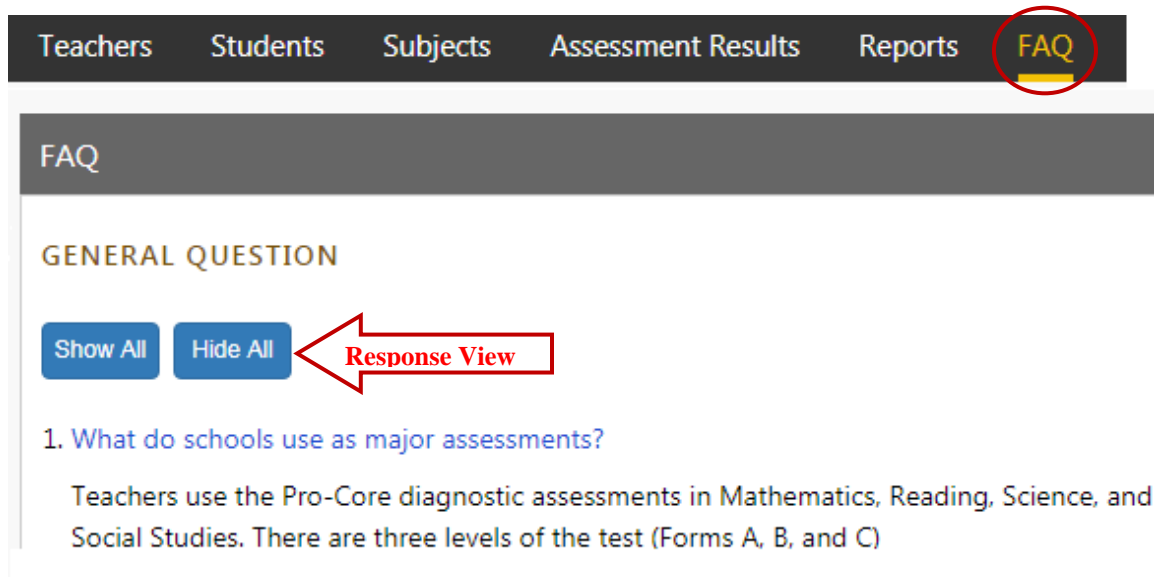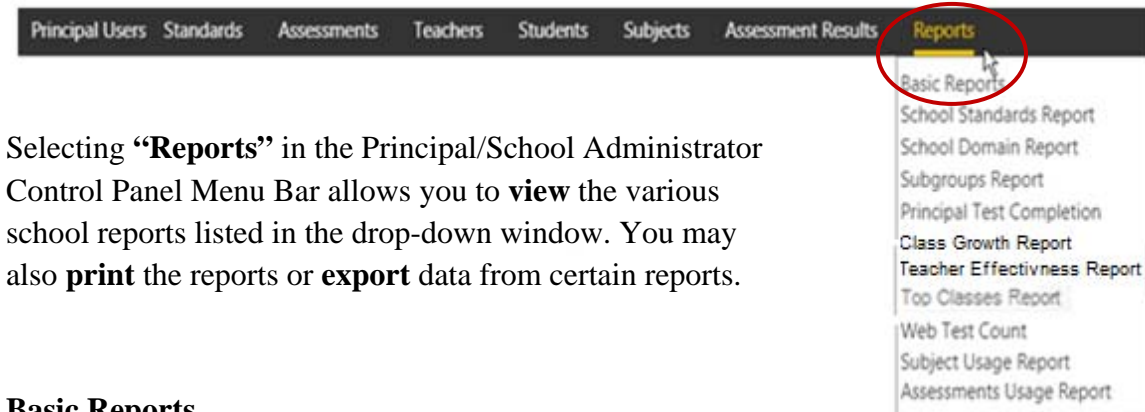

There is a FAQ selection addressed specifically to district managers and teachers in their respective menus.

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

➤ *The next Section H deals with Principal/School Administrator Reports.*

Pro-Core Principal/School Administrator Reports

Selecting **"Reports"** in the Principal/School Administrator Control Panel Menu Bar allows you to **view** the various school reports listed in the drop-down window. You may also **print** the reports or **export** data from certain reports.

Basic Reports

There are **6 Basic School Reports**: (1) Item Analysis, (2) Standards Detail, (3) Student Report Card, (4) Pre-Post Analysis, (5) Class Ranking, and (6) P-C Standards.
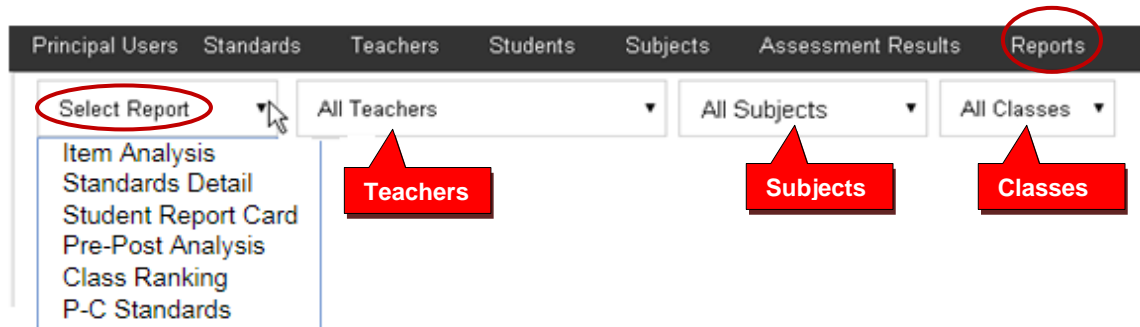
1. Item Analysis Report

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.

Pro-Core

Mathematics 4 (Form A)   Item Analysis Report   6/26/2017

	Std.#	Question Text	Score %	Q-Type	DOK	Student Data	Count	A	B	C	D	E	F
		1: Interpret a multiplication equation as a comparison. (66%)											
⊞	1	Which two equations show that 63 is 7 times as many as 9 and...	66	MCC	1	Hide	16	12	12	69 ✓	31	62 ✓	12
		Ron Harper					1			✓		✓	
		Carrie Fisher					1		✓		✓		

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.

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. Essentially, it 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 an administrator or **teacher's tool** to identify high or low performing students or for student grouping.

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.

4. 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. The difference is the evidence of learning.

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.

6. P-C Standards Report

The Pro-Core Standards Report shows the state Test Learning **Domains** and **Standards** used in the Pro-Core subject assessments in each teacher's classes.

School Standards Report

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

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

School Domains Report

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

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 <u>original</u> enrollment form; otherwise, the codes will have to be entered manually.

Principal 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.

New! 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*.

Class Growth Report

The Class Growth Report is available <u>after</u> 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* <u>all</u> 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 Guide, pages F-3 for more information on Enabling/Disabling tests**.

Student and class growth (CG) ratings are automatically computed for each teacher's class. There are <u>four</u> CG reports: 1) Class Summary-combined subjects, 2) Class Summary-same subjects, 3) Student Detail, 4) Subject Summary.

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

1) 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 <u>combines</u> and averages <u>all</u> 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. This report is useful for state OTES 2.0 reporting purposes.

2) 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. This report is useful for state OTES 2.0 reporting purposes.

3) Class Growth – Student Detail

The Class Growth Student Detail report shows whether <u>each student</u> 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.

4) 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 <u>by subject</u> assessments. This report is useful for district subject area curriculum administrators.

Teacher Effectiveness Report

The Student Growth-Teacher Effectiveness Report is available <u>after</u> 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: The SG-TE 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" by the District Administrator at the end of the testing windows so that the SG-TE results don't change.

Student growth (SG) and teacher effectiveness (TE) rankings are automatically computed for each teacher's class. There are <u>four</u> SG-TE reports: 1) Teacher Summary-combined subjects, 2) Teacher Summary-same subjects, 3) Student Detail, 4) Subject Summary.

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

1) SG-TE Teacher Summary – Combined subjects

The Student-Growth Teacher Effectiveness Summary-Combined subjects report shows whether students in teachers' classes have met growth target scores. This report <u>combines</u> and averages all the teacher's subject area classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and teacher effectiveness ranking are included. This report is useful for state OTES 1.0 reporting purposes.

2) SG-TE Teacher Summary – Same subjects

The Student-Growth Teacher Effectiveness 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 teacher effectiveness ranking are included. This report is useful for state OTES 1.0 reporting purposes.

3) SG-TE Student Detail

The Student-Growth Teacher Effectiveness 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 teacher effectiveness ranking are included.

4) SG-TE Subject Summary

The Student-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 teacher effectiveness ranking are included. The only difference between this report and the SG-TE Summary (above) is that this report is sorted by subject assessments. This report is useful for district subject area curriculum administrators.

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.

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.

Assessment Usage Report

The Assessment Usage Report is a *graphic* comparison of overall student usage of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher's class.

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

Teacher Log-in, Procedures, And
Administering the Pro-Core Online Assessments*
Updated 5/3/21

This section contains information about recommended procedures for administering the Pro-Core online assessments
- Instructions for the pre-test (Form A), interim (Form B), or post-test (Form C).
- Instructions for the Short Cycle Web Assessments (SCWA)

Detailed instructions are contained in **Appendix 1** of the Pro-Core User Manual.

Instructions for the Pro-Core Test Administrator/Teacher

*<u>**IMPORTANT**</u>: 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.

NEW! **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 E**), school administrators (**Section G**), and teachers (**Section J**). Also included are new security features for students taking the Pro-Core Form A/B/C assessments (**Section L**).

BEFORE THE FORM A (Pre-Test) ASSESSMENTS

1. Your <u>District or School Administrator</u> will generate a list of teacher usernames and passwords for logging into the online Pro-Core Assessment System
2. <u>Teachers</u> 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.
   - Teachers (and students) may login to the Pro-Core Assessments program <u>through</u> the Pro-Core Web Site at **http://pro-core.us**
   - Click on the "**#.0 Login New Tech Enhanced**" tab. You may also *bookmark* the P-C Login page on your browser for direct access.
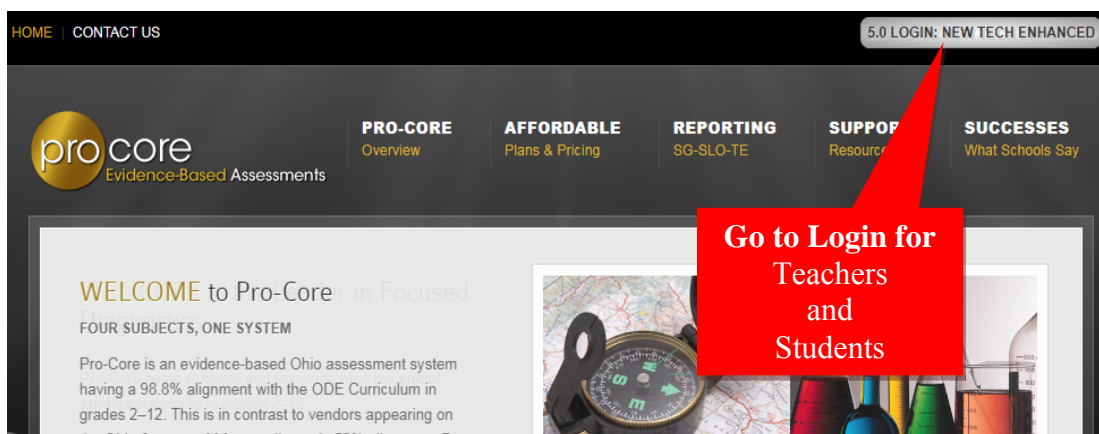
TEACHER LOG-IN

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

Teacher Log-in

1. Select your school

Login to ProCore Account

REY: Encore Academy ▼

2. Key-in your 3-digit Teacher ID (ending in 0)

🔒 120

3. Key-in your last name and first initial

🔒 •••••

☐ Remember me   Login

NOTE: Teacher or student <u>passwords</u> can be changed after you first log-in.
        ***See below*. Do <u>NOT</u> attempt to change teacher or class ID numbers.**

VIEWING/EDITING STUDENT LOG-INS

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

pro core
CCSS Focused Diagnos

Click to change your log-in password

Welcome Abe Harris !
My Account | Logout

Dashboard   Students   Assessments   Assessment Result   FAQ   Reports

Students

Select Class ▼

Select Class
301 American History
302 American History
303 American History

Select each class and print login info to help students login

Select "**My Account**" to view your information or to change your log-in password. <u>You should NOT change your Teacher Code</u>. It is used to link you to all your classes. If you forget your password, contact your School Administrator/Principal who can reset your password.

The **Students** list allows you to view and edit student login information, and to select whether you want Pro-Core text spoken to the student in a particular class.

Click on a student's name to edit the name or password. You ca<u>nnot</u> change a Student ID (Code). The student's ID must remain the same to compare all of the student's assessment results.

You also have the options here to turn on the **Speak** feature and/or hide the 90-minute **Timer** for some or all students.

<u>CAUTION</u>: Do <u>not</u> 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 <u>added</u> to your class, <u>moved</u> to another class, or <u>deleted</u> from the system.**

STUDENT LOG-IN

In preparation for student testing the first time, **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 L** in this Manual contains the student instructions below.

The student's 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.

Login to ProCore Account

1. Select school from the pop-up → RIV: Riverside Elementary

2. Key-in the Pro-Core **ID Number (assigned by the school)** → 22341

3. Key-in Student's Last Name and First Initial → ••••••

☐ Remember me   Login

NEW! **Securing Student Form A, B, C Assessments**

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. New assessment security controls have been added to the system.

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. Now, teachers may modify Form testing times.

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, so that they coincide with your Pro-Core **Form A/B/C** testing plans and other teacher class activities.

Update You may modify your students' system access times to specific **Short Cycle Web Assessment** (SCWA) class subjects to improve security in remote learning situations. (*see pages* **J-11***f*)

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.

Update 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 two 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."

If an assessment is administered over two days, only one assessment "Save" is allowed on the first day.

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 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 IEP or 504 plans.

Updated Assessment Security Settings layout

Apply to ALL students

Add testing time minutes

Update 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 NOT be able to change previous responses nor view skipped questions previous to the Save.

NOTE: *The following contains samples taken from the students' assessment layouts.*

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**."

FIRST, for the A, B, or C assessments: Select the SUBJECT

SECOND: Select "Other Assessments"

(3) Finally, select the *available* Form assessment under "**Other Assessments**."

THIRD: Select the Assessment

WARNING:

- 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.
- The long assessment tests may be administered over a 4-5 day **testing window.** (E.g. Math on Monday, Science on Tuesday, Social Studies on Wednesday, Reading on Thursday, and make-ups on Friday—at the end of which the tests will be *disabled*.
- 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. It is the responsibility of the Test Administrator to oversee the test-taking procedure.

DURING THE ASSESSMENTS

1. **Relaxed assessment**: 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 summative test.
2. **Length of test**: Each major assessment takes approximately 1 to 1.5 hours.
3. **Test Monitoring**: 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 save or submit their responses before logging-off the system.

ADMINISTERING THE PRO-CORE FORM A, B, C ASSESSMENTS

Read aloud the Important Message on the students' "Welcome" screen as the students follow along. Make it clear that it is best to guess at an answer than to leave an answer blank.

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
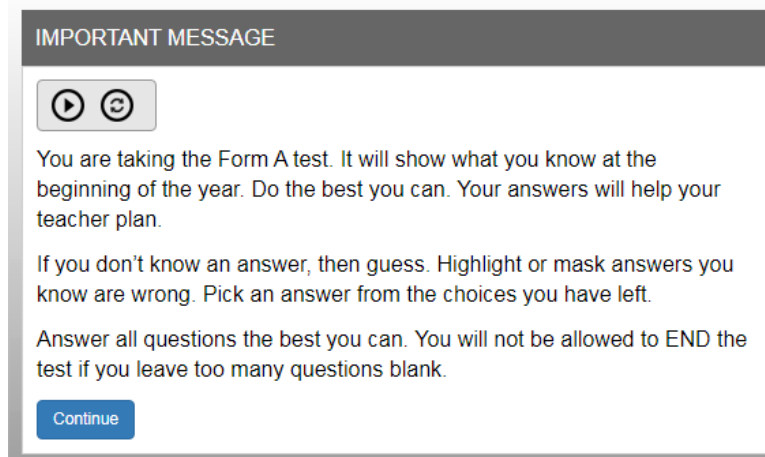
Form A Message

Update! **Student Warning Messages**

- 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 Saved and Ended. The test cannot be *paused*. Students have the option to **Hide** the **Timer**.
- Students are allowed ONE "Save" to *bookmark* and return during an assessment. Tests scheduled over two days are allowed only one Save the first day.

- Students scheduled for extended-time sessions are allowed ONE additional Save for each extended session.
- 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*)
- Students 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**.

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. Line Reader allows the computer to read aloud each line of the test item.
4. Masking allows the student to block out any portion of the test item.
5. Sound Settings allows the student to adjust the computer "speaking" sound.
6. Full Screen provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.
7. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.
8. **Save** allows the student to bookmark the question and Exit's 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 to use Save only one time.
9. Clicking the **End** button shows a summary of questions answered or skipped.

Students may click on the **Q**uestion **#** to go back and answer skipped or partially answered items.

Students should review their answers before clicking the "**Score Exam**" button.

AFTER THE ASSESSMENTS:

1. Check that students have correctly logged-out of the system, and any scrap paper or notes have been disposed of.
2. Test results and diagnostic reports will be available at the end of the school testing period.

Student Assessment completed

In the student's program, selecting "**My Assessments**" shows the student the assessments s/he has 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."

The two assessments listed above are no longer available for the student to retake since they are both Form Assessments.

Student Assessment Results

Selecting "**Score**" in My Assessments will show the student her/his response scores.

The shaded questions indicate partial credit (i.e. 1 of 2 pts). Putting the cursor over the shaded questions will show the score the student received.

Assessment Results

Selecting "Assessment Result" in the <u>Teacher Menu</u> will show the students' scores and assessment summary information for Form, Short Cycle, and Teacher Personalized Assessments. Clicking "**Result**" in expanded view will show individual student question time-on-task.

Clicking "**Student Responses**" in expanded view will show individual test responses.

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

Selecting Short Cycle Web Assessments (SCWA)

Short Cycle Web Assessments (**SCWA**) provide teachers with activities focused on each subject area learning standard tested on the Form A, B, and C assessments. In the Teacher Menu bar, select "**Assessments**," the **class subject,** 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 Biology class #101 *except* for standard #04 HER: Mutations. This gives teachers more control over the presentation of individual learning standards by subject/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.

Update To modify your student's <u>Short Cycle Web Assessments</u> 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

<u>CAUTION:</u> Modifying the SCWAs will NOT change the Form A/B/C Test Times.
Setting <u>Form A/B/C</u> Test Times is explained on pages **J-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."

New! **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.

➤ *The next Section K deals with Teacher Reports.*

Pro-Core Teacher Reports

Logging-in and selecting "Reports" allows you to generate 12 special reports.
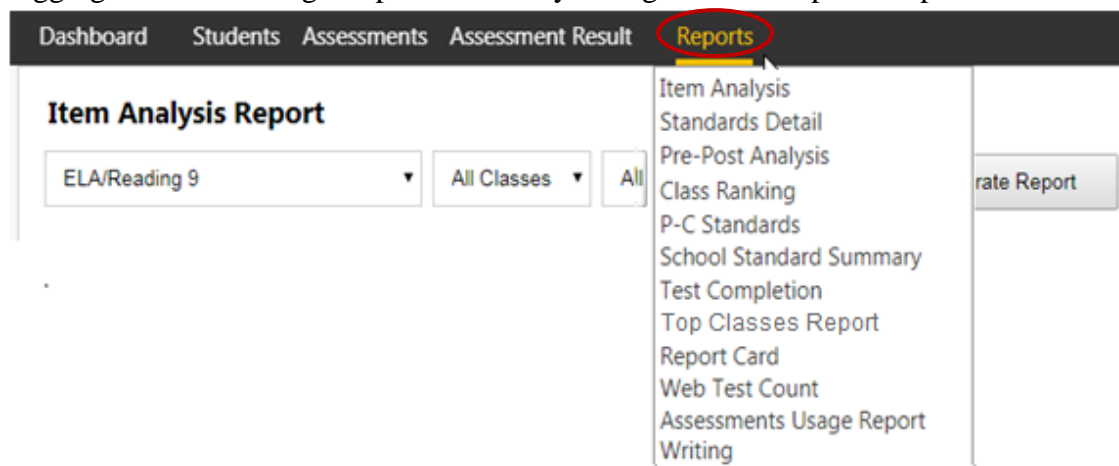
Item Analysis Report

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

The graph below shows the speed of two cars over time.

Which of the following statements is true about the cars?

Speed vs. Time for Two Cars
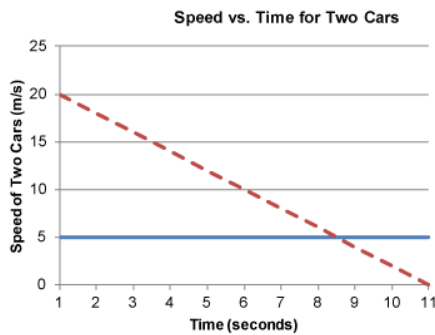
A — The blue car is moving at a steady speed of 5 m/s.

B — The blue car is standing still.

C — The red car is traveling at a constant speed.

D — The red car is driving down a hill.

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 may also generate the average percent scores of students answering each <u>question</u> correctly in each test for each subject and teacher class.

Essentially, the 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.

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. The difference is the evidence of learning.

	Student Name	Date	Pre Score	Post Score	Difference	Times taken	Average
⊟	Mary Antoin	02/10/17 14:27	75.0%	100.0%	+25.0	3	87.5%

Date	Score
10/10/16 18:21	75.0%
10/10/16 18:23	87.5%
02/10/17 14:27	100.0%

	Student Name	Date	Pre Score	Post Score	Difference	Times taken	Average
⊞	Sidney Caesar	02/10/17 14:30	75.0%	62.5%	-12.5	2	68.8%
⊞	Mary Blount	02/10/17 14:33	37.5%	62.5%	+25.0	4	37.5%
⊞	Charlie Tunes	02/10/17 14:29	50.0%	50.0%	0.0	2	50.0%

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.

Mathematics 7 (Form A) Class Ranking Report

Rank	Test Items	Content Standard	Average Score
1	3, 26	3: Use proportional relationships to solve multistep ratio and percent problems.	3%
2	16	16: Solve real-world and mathematical problems involving area, volume, surface area ...	8%
3	15, 37	15: Use facts about supplementary, complementary, vertical, and adjacent angles in a...	8%
4	2, 25	2: Recognize and represent proportional relationships between quantities; identify...	10%

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

P-C Standards Report

The Pro-Core Standards Report shows the state Test Learning **Domains** and **Standards** used in the Pro-Core subject assessments in each teacher's classes.

Students   Assessments   **Reports**

P-C Standards Report

| Mathematics 6 ▼ | Generate Report | Export As Pdf | Print Preview |

Pro-Core

Mathematics 6   Test Learning Standards & Subject Domains

Domains:
1. Ratios and Proportional Relationships   e Number System
3. Expressions and Equations   ometry
5. Statistics and Probability

Text of Standards

1. RPR Understand the concept of a ratio and use language to describe a ratio relationship between two quantities. - 3

2. RPR Understand the concept of a unit rate associated with a ratio (limited to non-complex fractions). - 2

3. RPR Use ratio and rate reasoning to solve real-world and mathematical problems. - 5

School Standards Summary

The School Standards (Summary) Report shows the averages for each state <u>standard</u> in each subject test and class.

Students   Assessments   **Reports**

School Standards Report

| Form A ▼ | Standards ▼ | Generate Report | Export As Excel |

Standards % Averages

Test Subject/Form	C c	**Teacher Classes**	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	%Avg
FORM A: SocSt3a On-Line Test 2.0		35	45	30	49	42	30	44	26	19	51	44	78	30	50	35	42	41	32	57	22	14				39%
SCHULTZ	261	19	34	34	42	44	25	42	24	16	53	42	84	32	45	32	47	34	29	71	18	13				38%
SCHULTZ	262	16	56	25	56	40	35	47	28	22	50	47	72	29	56	38	38	47	34	44	25	16				40%
FORM A: SocSt4a On-Line Test 2.0		29	45	25	7	52	14	26	28	34	36	22	10	34	14	43	31	33	31	31	31	9	9	52	33	33	28%

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

School Standards Report

| Form A ▼ | Questions ▼ | Generate Report | Export As Excel |

Question % Averages

Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	8	9	10	11	13	14	15	16	17	18	19	20	21
FORM A: SocSt3a On-Line Test 2.0		35	3	21	69	38	57	20	31	42	45	65	52	86	100	82	74	54	41	60	55	34	51
SCHULTZ	262	16	0	31	75	50	50	19	25	62	38	56	56	94	100	75	69	56	50	62	62	25	50
SCHULTZ	261	19	5	11	63	26	63	21	37	21	53	74	47	79	100	89	79	53	32	58	47	42	53
FORM A: SocSt4a On-Line Test 2.0		29	62	28	17	29	7	7	69	34	7	21	10	41	41	14	17	52	38	34	31	14	0

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.

New! 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*.

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.

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.

Web Test Count Report

The Web Test Count Report shows you how many Short Cycle Web Assessment 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.

Assessment Usage Report

The Assessment Usage Report is a *graphic* comparison of overall student usage of the Pro-Core system test forms and short cycle web assessments (SCWA) in each subject in each teacher's class.
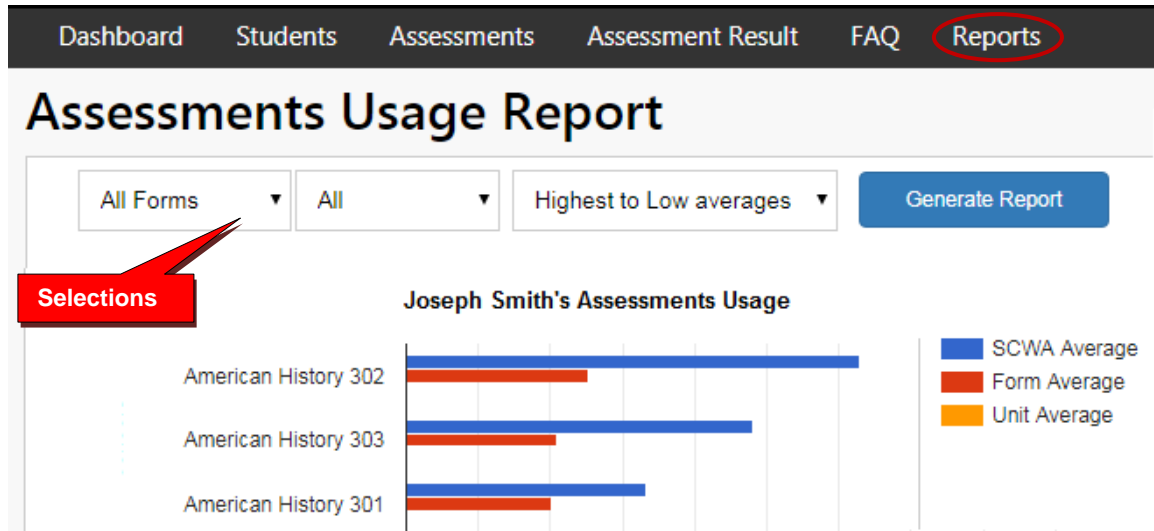
Writing

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

Additional Information about the Pro-Core Short Cycle Web Assessments (SCWA) and reports is available from the Pro-Core online Support page:

Go to **http://Pro-Core.us/manuals.html**

Student Log-in and Pro-Core Online Assessments
Updated 5/3//21

STUDENT LOG-IN

Your teacher has a list of student log-in Usernames and passwords. Your password can be changed by the teacher, but your Log-in ID will always remain the same.

1. Select your school from the pop-up

2. Key-in the Pro-Core **ID Number (assigned by your school)**

3. Key-in your Last Name and First Initial

Login to ProCore Account

RIV: Riverside Elementary ▼

22341

● ● ● ● ● ●

☐ Remember me   Login

Finding and Selecting the Form A, B, C Assessments

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 <u>not</u> appear in the "Available Assessments" menu bar.

To go to your Form A assessment: (1) In "Available Assessments" menu bar, select the Form assessment **<u>subject</u>**. (2) Then, select "**Other Assessments**."

| Assessments | My Assessments | Reports |

Available Assessments   ELA/Reading 6   Mathematics 6   Science 6   Social Studies 6

Other Assessments   Key: Not yet   > 79%   60% - 79%   45% - 59%   < 45%

FIRST, for the A, B, or C assessments: Select the SUBJECT

SECOND: Select "Other Assessments"

☐ 01 LIT: textual ev...   at the text says expl   ☐ 11 INF: Analyze in

☐ 02 LIT: Det...a theme or central idea of a text and how it is conveyed   ☐ 12 INF: Determine t

☐ 03 LIT: ...   or drama's plot unfolds in a series   ☐ 13 INF: Analyze how

(3) Finally, select the *available* Form assessment under "**Other Assessments**."

| Assessments | My Assessments | Reports |

Available Assessments   ELA/Reading 6   Mathematics 6   Science 6   Social Studies 6

Other Assessments   Key: Not yet taken   > 79%   60% - 79%   45% - 59%   < 45%

☐ Form A: ELA/Reading 6a On-Line Test 2.0   **THIRD: Select the Assessment**

THE PRO-CORE FORM A, B, C ASSESSMENTS

Carefully read the information on the "Welcome" screen:

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

Update Warning Messages

- When you begin the test, a warning message will display the number of questions and the time allotted 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 or two 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 scheduled for extended-time sessions, you are allowed ONE additional save for each extended session.
- If you attempt to Save a test more than one time in a session, you 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.
- 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.
- The time remaining is displayed at the top of the assessment window.
- Tests *Saved* before the end of the 90 minute test limit are listed as "Incomplete" in the 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.

Form Test *online* instructions are shown below:

Instructions

- This test has 30 questions. You have 90 minutes to answer all the questions.
- Your school may choose for you to take this test in two 45-minute time slots. At the end of each time slot, the test will shut down. Your work will be saved and scored.
- You can save your work ONCE. Click on "SAVE" to store your answers and the time you have left. You will be able to come back to the test later. When you return, you will only be able to work on new questions. You will NOT be able to go back to any questions you saved.

Warning

- This is a timed test. Make sure no one interrupts you. The timer cannot be paused once it has started.
- Answer the questions in order (1,2,3,4...etc.). DO NOT skip questions. DO NOT look ahead to other questions.
- If you click "Save", you will be told to check your work. You will also be asked to finish questions you skipped. IT IS IMPORTANT THAT YOU DO THIS. When you return to the test, you will NOT be able to change any answers you saved. You will also NOT be able to answer any questions you skipped.

Start Test

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. Line Reader allows the computer to read aloud each line of the test item.

4. Masking allows the student to block out any portion of the test item.

5. Sound Settings allows the student to adjust the computer "speaking" sound.

6. Full Screen provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.

7. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.

8. **Save** allows the student to bookmark the question and Exit's 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 to use Save only <u>one time</u>.

9. Clicking the **End** button shows a summary of questions answered, skipped or partially answered.

End-of-Test screen is shown below:

Click on the Question # to go back and answer skipped or partially answered 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.

Student Assessments completed

"**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."
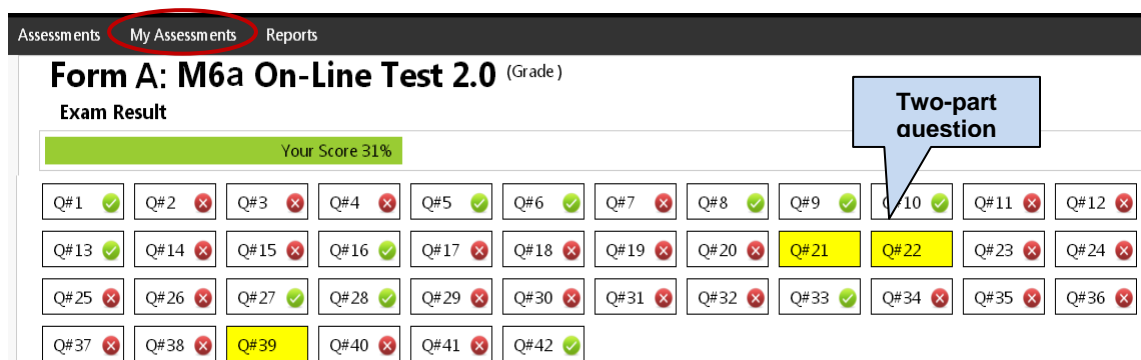
For example, the two assessments listed above are no longer available to retake since they are both are Form A assessments you have completed. Be aware that if you return to **Other Assessments**, it will say "**No Exams Available**" because the exam has already been taken.

View Your Assessment Score

Selecting "Score" in My Assessments will show you your response scores.

The shaded questions indicate partial credit (i.e. 1 of 2 pts). Putting your cursor over the shaded questions will show the score you received.

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,

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) Sample Form A assessment results

A "**Form**" report shows your average score for each set of standards' <u>questions</u> on your Form A, B, or C assessment as well as your average score for the entire assessment.

(2) Sample SCWA results

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.

LOGGING OUT

Be sure to **log-out** at the end of each session so that your work is properly saved.

Pro-Core Teacher Personalized Assessments and Reports

Teacher Personalized Assessments (TPA)

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.

A. Creating TPAs

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

NOTE: The assessment is <u>not</u> *Active* by default. "Active" indicates whether your students have access to the test. You can wait to activate the test until you want it to appear in the student's list of assessments.

You have other choices available for your assessment, including adding a periodic table, formal sheet, or online calculator. You can select of you want students to be able to take the assessment only one time. If this is not checked, students may 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 canalso select of you want 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 of layout. (*above*)

When the **Add New Question** *button* is clicked, a "Questions to Add" layout will appear. 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 the SCWAs. Click in the box to the far 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 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 to your students, select "**Yes**" in the Creation layout (*on the previous page)* to *Activate* your assessment. Then click the **Update** *button*. You may also "**Share**" your test with other teachers in the school.

B. Sharing 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 (*on 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 **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 *(on the next page)*.

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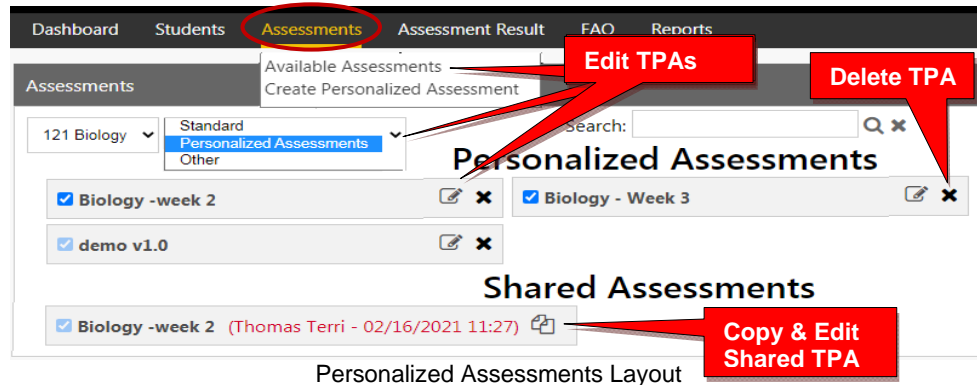
Select the **edit** ✏️ *icon* to view or delete questions, or add new questions in a selected TPA.

If you wish to edit a shared TPA from another teacher, you must first make a <u>copy</u> 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 on the previous page*). You may select one or more teachers to share your TPA.

<u>NOTE:</u> You may adjust **points** or the **sequence** of questions in the edit layout (*below*).

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 "**Yes**" to *Activate* the assessment. Then click the **Update** *button*.

D. Students: Using TPAs

Activated Teacher Personalized Assessments will appear in the student's **Assessments** menu in the "Available Assessments" layout under "**Other Assessments**." Further information about student assessments is found in the online *Pro-Core User Manual*, Section **L.**
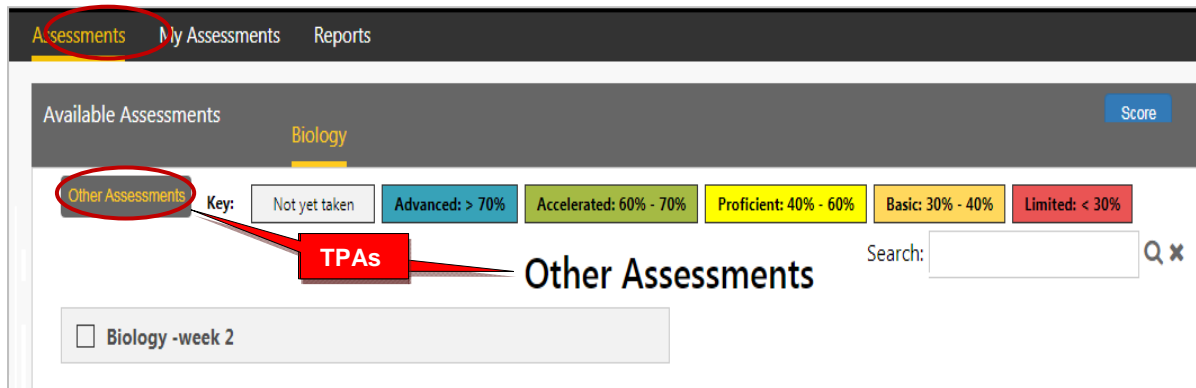
Student Other Assessments

E. 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 the Item Analysis report is found in the online *Pro-Core User Manual*, pages **J-10.**
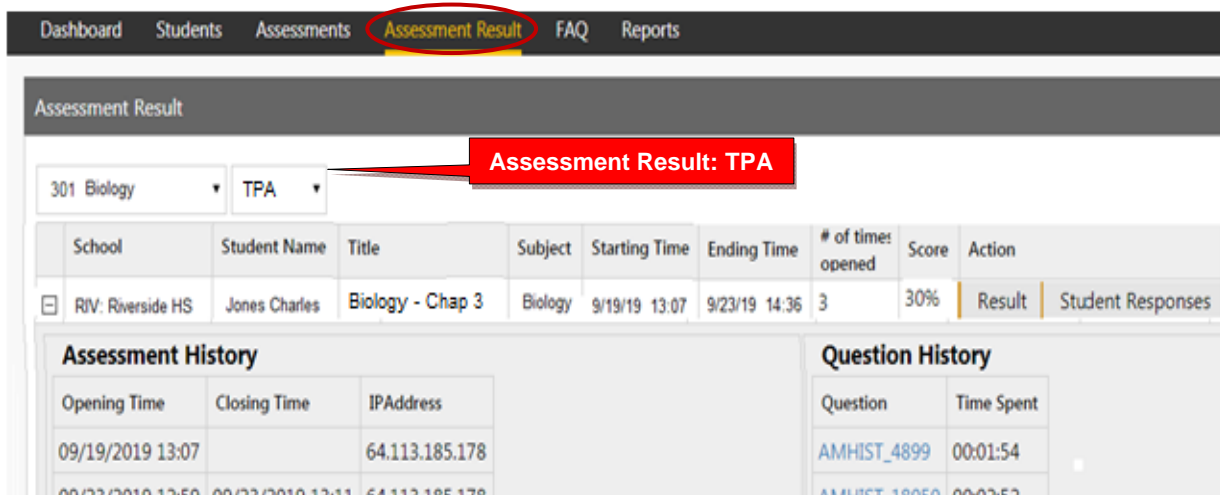
TPA Assessment Result

2. TPA Item Analysis

In the teacher menu, click **Reports**, select **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 **K-1 and K-2.**

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 **K-2 and K-3.**

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 **K-3.**

TPA Pre-Post Analysis Report

5. Other TPA Reports

Other TPA reports are *under construction*. When they become available, you will find them with various teacher Reports described in **Section K** of the *Pro-Core User Manual*.

F. Administrators: 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.

Administrator List of School TPAs

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

Additional Features are in development for TPAs.

Contact Ben Hemingway for more information: <u>Hemingway@pro-core.us</u>

Administering the Pro-Core
Form A, B, C Assessments*
Updated 5/3/21

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 school administrators, teachers, and students is contained in Sections E, G, J, and L of the Pro-Core User Manual. *Go to* **http://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, 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.

NEW! **Pro-core Features for Local and Remote Security**

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

Pro-Core Form A, B, C subject assessments should be administered within a 1 to 2-week testing "window." 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.

BEFORE THE ASSESSMENTS

1. The district or school administrator will generate a list of teacher user names and passwords for logging into the online Pro-Core Assessment System.
2. 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.

3. <u>Students</u> should be presented with the information below which is also contained in Section L of this Manual. Students should:
- Become familiar with messages, like "You have not answered all the questions."
- Know the difference between SAVE TEST 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.
4. Each test should 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. Make-up tests must take place within school's testing window.
5. 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.

DURING THE ASSESSMENTS

1. **Read aloud** the Important Message on the students' "Welcome" screen as the students follow along. Make it clear that it is best to guess at an answer than to leave an answer blank.

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
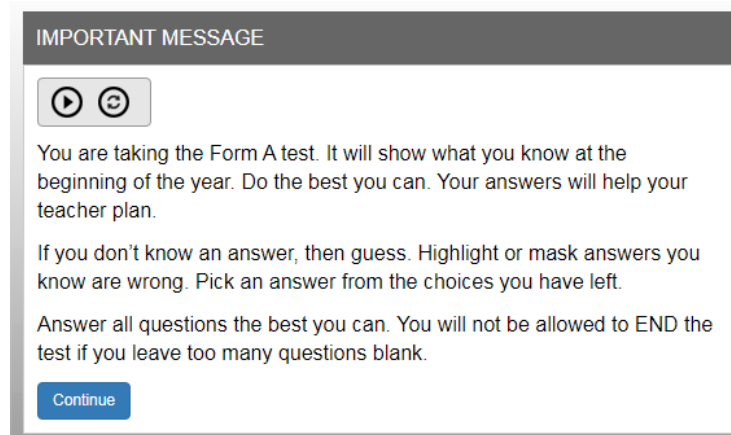
Form A Message

NEW! **Student Warning Messages**

- When the student begins the test, a warning message will display the number of questions and the time allotted at one sitting (45 or 90 minutes) before the test is Saved and Ended. The test cannot be *paused*.
- Students are allowed ONE "Save" to *bookmark* and return during a 90-minute session.

- Students scheduled for 45-minute or extended-time sessions are allowed ONE additional Save for EACH additional 45-minute session.
- 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 page J-6*)
- Students 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 may "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. You must Save or End the test first. If you continue attempting to Exit the window, the test will END automatically and your action will be reported to your teacher."

Form Test *online* instructions are shown below:

Form A/B/C instructions

2. **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.

3. **Length of test**:
   Pro-Core assessments are normally timed for 90 minutes with some finishing earlier. 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.

4. **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 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* **Appendix 4**)

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. Line Reader allows the computer to read aloud each line of the test item.

4. Masking allows the student to block out any portion of the test item.

5. Sound Settings allows the student to adjust the computer "speaking" sound.

6. Full Screen provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.

7. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.

8. **Save** allows the student to bookmark the question and Exit's 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 to use Save only <u>one time</u>.

9. Clicking the **End** button shows a summary of questions answered or skipped.

Students may click on the Question # to go back and answer skipped or partially answered items.

Students should review their answers before clicking the "**Score Exam**" button.

<u>AFTER THE ASSESSMENTS:</u>

1. Check that students have correctly 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*.

Information about the Pro-Core Short Cycle Web Assessment (SCWA) program and reports is contained in Sections J and K of the online Pro-Core User Manual.

Go to **http://pro-core.us/manuals.html**

APPENDIX 2
Pro-Core Forms

After you have registered your district or school with Ben Hemingway@pro-core.us, you will be sent a Pro-Core **Enrollment Form** and a school **Data File** *template* for student and teacher class school enrollments.

Pro-Core Enrollment Form (Appendix 2-2)

The Pro-Core Enrollment 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* Section B.

➢ **Download a file copy here: http://pro-core.us/twm/Pro-Core_Enrollment_Form.doc**

Sample Data File template (Appendix 2-3)

The Pro-Core Data File template.xls is an Excel spreadsheet form that you 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-U. 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 C.

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

Student Response Sheet (Appendix 2-4)

Teachers may wish to have elementary students use a 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 and Data Processing Services
7450 Leroy Thompson Road • Thompson, OH 44086 • (440) 298-1511
>>> RETURN THIS FORM via e-mail to: TWMS@WINDSTREAM.NET <<<

Directions: Complete this **Enrollment** Order Form by typing in the shaded boxes. Save this file with your school or district name and attach it to an <u>email</u> along with your enrollment **Data File** as instructed below. Please fill-in <u>all</u> the information that applies. Go to http://pro-core.us/manuals.html, and download the *Pro-Core Guidebook* for more information.

Please complete a <u>separate</u> Form for each school IF your district schools will have <u>different</u> assessment administration beginning and ending testing dates. Include the email of each person you want log-ins sent.

District Name: School Name (if separate):

➢   **=Total** Number of Students in this district or school being <u>enrolled</u> into the Pro-Core online system

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

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:

Select the Pro-Core licensed <u>online</u> test(s) for your district or school:

☐ Form A   ☐ Form B   ☐ Form C   ☐ Other: _____

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

Notes/Comments:

IMPORTANT:
***Form A, B, or C online tests submitted by students <u>after</u> your Ending Date may NOT be included in the Pro-Core On-Track Reports.

NOTE: Attached to this email is a spread sheet *template* for your student-teacher-class enrollment Data File.
✓ Certain fields are *required* in your enrollment Data File.
✓ For detailed instructions and Data File examples, go to http://pro-core.us/manuals.html, and download the *Pro-Core Guidebook,* Section **C. Completing Your Online Enrollment Data File**

Be sure to return your school's <u>Data File</u> *with this form for online enrollment .*

➢ Save this document with your district or school name.
➢ RETURN as an e-mail attachment to: **TWMS@WINDSTREAM.NET**

Pro-Core Online Order Form v.5.0   The Writer's Menu, ©2017

➢ **Download a file copy here: http://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 "batch" edits	Columns B - H are the "minimum" fields REQUIRED in your school Data File for Pro-Core online enrollment information							Column I is a required information fields for online testing.			Columns L - N are optional			Column O Subject-Grade information is REQUIRED						
2																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

Notes: [Colors and shading are for this sample only. They are NOT required in your data file.]

Column F: Student ID must be unique, and match the ID number on all Pro-Core records. Up to 9 digits.

Column J: Teacher First Name or INITIAL--Required for enrollment if two teachers in the school have the same last name

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.

Column O: Test Form--Subject and Grade. Preferred abbreviations: Math=M; Sci=S; SocSt=C; Read=R [Required for direct online enrollment]

        NOTE: For High School Courses, use the course name: Government, American History, Geometry, Chemistry, etc.

Columns P-U: Demographic Subgrouping Codes in this sample are based on codes used in EMIS student data records.**

Rows 8 and 9: Example of two records for the same student: with different teachers and/or different tests (subjects) and/or different demographics.

FOR MORE INFORMATION see the **Pro-Core User's Manual:

    "Data Needed for Generating Student and Teacher Information on Pro-Core Reports"

    GO TO the Pro-Core website, Support Page: http://pro-core.us/manuals.html

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➢ **See Sections B and C in the Pro-Core User Manual: http://pro-core.us/manuals.html**

➢ **Download a file copy here: http://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 = ⊗ ✓ ⊖

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 SUBJECT (Mark the Subject tested using this form):

Mathematics	Science	Social Studies	Reading
☐	☐	☐	☐

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

Designed by The Writer's Menu
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Computers in Education, Inc.
Form# Pro-Core 10.0

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.
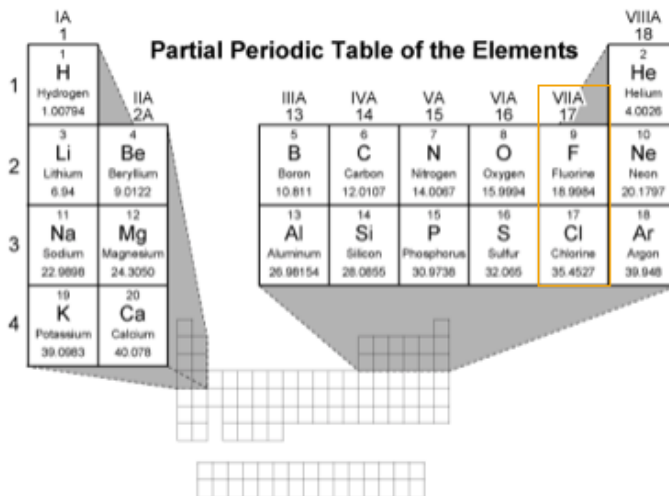
Pro-Core Types and Samples of Computer-Enhanced Questions

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 *(building diagram: roof, 4.0 m; 4th floor, 4.0 m; 3rd floor, 4.0 m; 2nd floor, 12.0 m; 8.0 m; tarp; ground floor)* 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**. **Energies Just Before Brick Hits Tarp** *(bar graph, Energy in Joules, y-axis 0–240; Eg ≈ 82, Ek ≈ 163)*
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. |	Ionic Bonding	Metallic Bonding	Covalent Bonding
---	---	---	---
The volume of the substance is 6.7 mL	☑	☑	☑
The substance has a low melting point	☐	☑	☑
The solid conducts electricity	☐	☑	☐	

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. <table><tr><th></th><th>Same</th><th>Different</th></tr><tr><td>Mass number</td><td>○</td><td>◉</td></tr><tr><td>Atomic number</td><td>◉</td><td>○</td></tr><tr><td>Number of protons</td><td>◉</td><td>○</td></tr><tr><td>Number of neutrons</td><td>○</td><td>◉</td></tr><tr><td>Number of electrons</td><td>◉</td><td>○</td></tr><tr><td>Number of valence electrons</td><td>◉</td><td>○</td></tr><tr><td>Chemical properties</td><td>◉</td><td>○</td></tr></table>
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. Mass versus Volume for Four Substances (graph: Mass (g) vs. Volume (mL) with Substance W, Substance X, Substance Y, Substance Z) 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.	The 15th Amendment to the Constitution granted African American men the right to vote. Southern states were still able to effectively disenfranchise African Americans. Drag and drop **three** ways in which Southern states prevented African American men from voting into the boxes below. black codes poll taxes literacy tests African American men were still not considered citizens restrictive registration practices
EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.	If $f(x) = 2x$ and $g(x) = 3x + 1$, what is the value of $f(x + 5) + g(-4)$? Type your answer in the box. 7 8 9 + x y z $\sqrt{}$ 4 5 6 - $\sqrt{}$ $x^{\square}$ $x_{\square}$ 1 2 3 × \$ % > < , 0 . ÷ ( ) ± ° : ← → ⌫ = ! π ∞
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.	**Nick Makes a Deal** ① Nick turned eight. Now he wanted a later bedtime. He told his parents that going to bed at 8:30 P.M was okay for his six-year-old sister. He said he should go to bed at 9:00 P.M because he was growing up. His current bedtime was too early. He was in second grade. All his friends went to bed at 9:30 P.M. He promised that he would not stay up reading books. He promised to wake up early. He made a deal with his parents. If seemed crabby, he would return to the early bedtime. This question has two parts. **Part A** Which sentence tells why Nick wanted a later bedtime? A He is getting older. B He is older than his friends. C He is being teased by his sister. D He is tired of reading his books. **Part B** Think about your answer in Part A. Which sentence from the story explains it? A "Now he wanted a later bedtime." B "He said he should go to bed at 9:00 P.M because he was growing up." C "His current bedtime was too early." D "He promised that he would not stay up reading books."

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. **Partial Periodic Table of the Elements**

> ➢ 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.*

<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 <mark>DOK 1</mark> designation focus on the recall of information, such as definitions and terms, and simple procedures.

Items with a <mark>DOK 2</mark> designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Items with a <mark>DOK 3</mark> 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 <mark>DOK 4</mark> 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.

NOTICE: The *updated* features and instructions in this document have been added to the main Sections D – L of the *Pro-Core User Manual at* http://pro-core.us/manuals.html

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* page **D-2** 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 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 <u>testing times</u> *must* be set *after* the District Manager has *enabled* the Pro-Core Form A, B, or C assessments. *See* pages **D-7f** for information to "Enable/Disable Form Assessments.

Update All Form A/B/C assessments are **90 minutes** long. <u>Administrators</u> have the option to remove the time limit. <u>Teachers</u> have the option to extend the time limit. Assessments may be scheduled over two days in the Setting Times layout. (The separate 45-minute settings have been removed.)

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."

Updated Enable/Disable layout

After enabling your Form assessments, click "Save," and you will automatically go to the "**Setting Times**" in the District Assessments Menu. Otherwise, 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

Update **As noted in the layout:** Ending Times selected should always be **two hours** or greater than the Starting time selected*.*
- If no 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*).

2. School Administrator (Principal) Level Controls

Section G 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.

Update: 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 **G-5f** for information to "Enable/Disable Form Assessments.

Update All Form A/B/C assessments are **90 minutes** long. Assessments may be scheduled over two days in the **Set Test Times** layout *on the next page*. Administrators have the option to remove the time limit. Teachers have the option to extend the time limit.

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."

Updated Enable/Disable layout

After enabling your Form assessments, Click "Save." Select "**Setting Testing Times**" in the School Assessments Menu, you should 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 <u>must</u> 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.

Updated Set Test Times layout

Update **As noted in the layout *above*:** Ending Times selected should always be **two hours** or greater than the Starting time selected.

- If no 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*).

<u>CAUTION:</u> 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.

See further information in sections 3. and 4. below.

3. Teacher Level Controls

Section J 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.

Update 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 SCWAs will NOT change the Form A/B/C Test Times.
Setting Form A/B/C Test 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*)

Update All Form A/B/C assessments are **90 minutes** long. Assessments may be scheduled over two days, but within a **two-week testing window**.

The following information is also presented on page **J-5f** 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."

If an assessment is administered over two days, only one assessment "Save" is allowed on the first day.

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 and lock/unlock students.

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.

Updated Assessment Times Security Settings layout

Update 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 NOT be able to change previous responses nor view skipped questions previous to the Save.

4. New Security Features for Students

Section L of this *User Manual* contains Student Log-in and Assessment procedures. New security features related to student Pro-Core <u>System Access</u> and Form A/B/C <u>Assessment Times</u> are set by District or School Administrators and/or Teachers.

Three new security features in particular are related to (A) Pro-Core System <u>Student Access</u> Times, (B) Pro-Core Form A/B/C <u>Assessment</u> Times, and (C) Assessment <u>Procedures</u>.

A. Student System Access Times

<u>Student</u> access time to the Pro-Core system has been previously set. The *default* student system access times are <u>weekdays</u> 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 <u>students</u> 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 <u>testing times</u> are set after the District Manager or School Administrator has *enabled* the Pro-Core Form A, B, or C assessments. *See* pages **D-7f** for information to "Enable/Disable Form 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 two days, but the total time allowed is 90 minutes.
- Starting-Ending times must be selected with a minimum of 2 hours for a one-day session, or a minimum of 1 hour for a two-day sessions.
- Teachers may also extend testing time for individual students with IEP or 504 plans.

<u>**WARNING:**</u> 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

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 removed or extended the testing time. The student can "**Save"** and return *one-time* before the 90 minutes is up.

Update If the test is scheduled over two days, the student is allowed one "Save" on the first 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
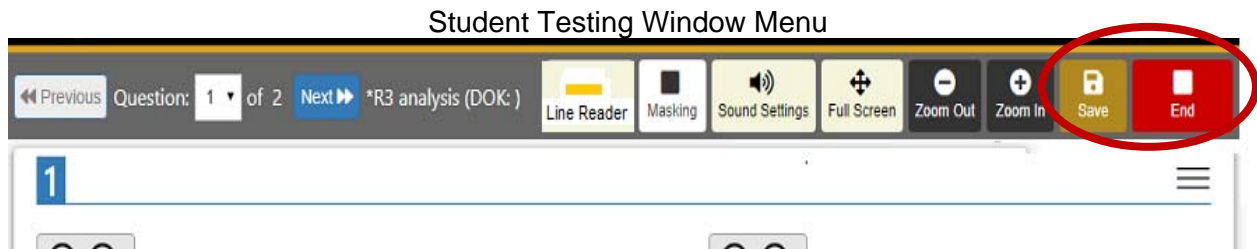
<u>Student Warnings</u>:

- 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 Saved and Ended. The test cannot be *paused*.
- Students are allowed ONE "Save" to *bookmark* and return during an assessment. Tests scheduled over two days are allowed only one Save the first day.
- Students scheduled for extended-time sessions are allowed ONE additional save for each extended session.
- 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*)
- Students 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.

**Using Pro-Core with External Programs:
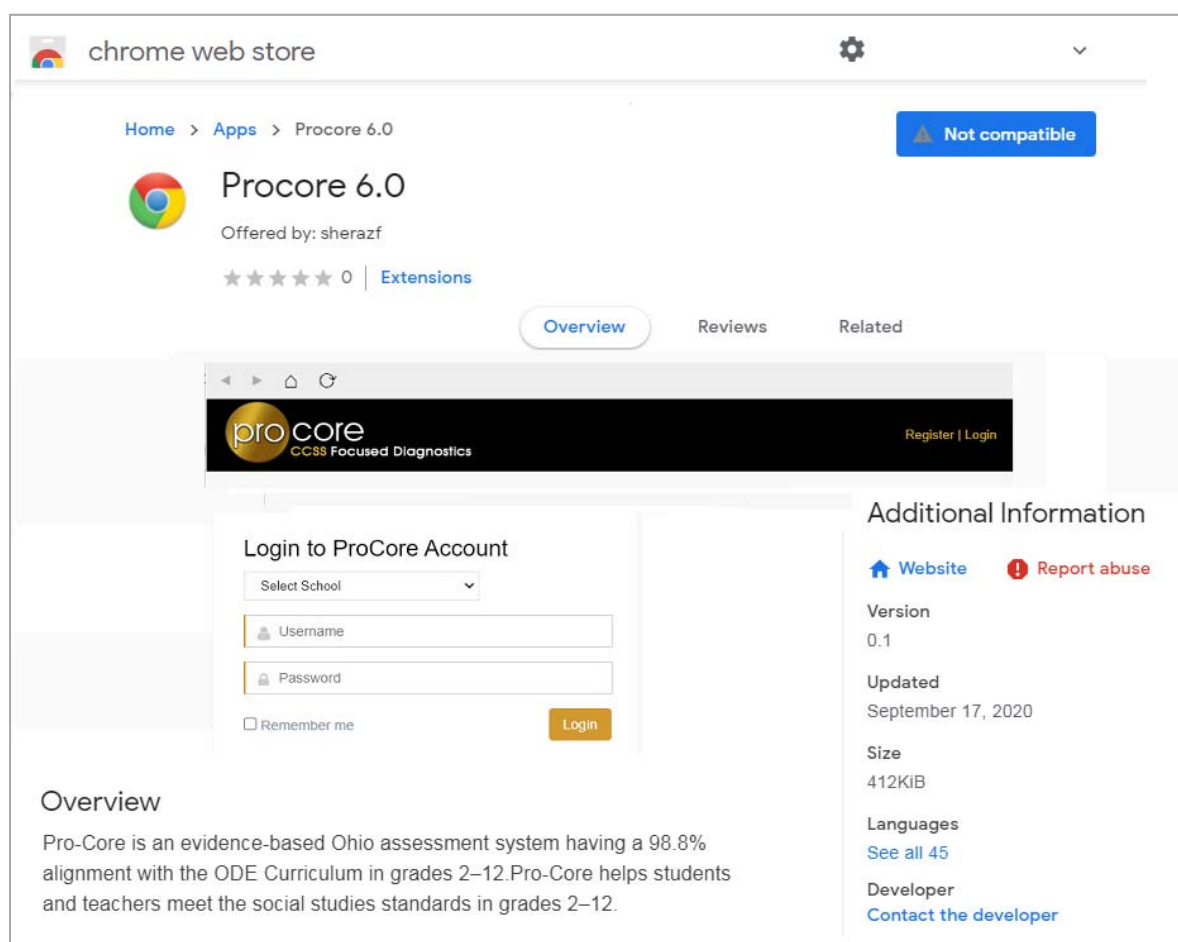Chromebooks Kiosk and Clever Single Sign-On**

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.

Download the **Pro-Core app** for Chromebooks directly from the Chrome Web Store at: **https://chrome.google.com/webstore/detail/procore-60/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 5

Using Clever Single Sign-On with Pro-Core

In order for students to work with Pro-Core directly through **Clever Single Sign-on,** the student log-ins (username and password) must be the <u>same</u>. There are **two options** to accomplish this. You must decide which one is the better approach for you.

Option 1. Matching Pro-Core Student Log-ins to Clever

Using the *standard* "Pro-Core Data File Template.xls" enrollment spreadsheet, *by default,* the students' **Pro-Core** <u>username</u> will be the **Student ID** number, and the students' <u>password</u> will be their *LastNameFirstInitial*. Student passwords may be changed after initial log-in.

- - -	D	E	F	G	H	- - -
- - - - -	Student Last Name	Student First Name	Student ID	Student Gender	Student Grade	- - - - - - -

If you enter *those* usernames and passwords into the "Clever Student.csv" enrollment file students' **usernames** and **passwords** columns, the programs will work together.

Option 2. Matching Clever Student Log-ins to Pro-Core

Using the *special* "Pro-Core Data File Template.xls" enrollment spreadsheet, you may *directly* upload the students' **Clever** <u>usernames</u> and <u>passwords</u> that are in the "Clever Student.csv" file into Pro-Core. This will replace the Pro-Core *default* log-ins, preventing students from having to remember two different log-ins.

- - -	D	E	F	G	H	- - -	U	V	W
- - - - - -	Student Last Name	Student First Name	Student ID	Student Gender	Student Grade	- - - - - - -	Subgroup: IEP	Student USER NAME	Student PASSWORD

If the student usernames and passwords in the "Clever Student.csv" enrollment file <u>match</u> the student usernames and passwords in the *special* "Pro-Core Data Template.xls" enrollment spreadsheet, **the** programs will work together.

Connecting Clever Directly to Pro-Core via URL

Clever can submit saved credentials to Pro-Core as long as it has a working URL.
Pro-Core's default log-in layout with the dropdown box is not unique, so that path is broken; however, you can use a **School Id number** appended to a URL to get there directly.

A. When setting up Pro-Core in Clever, you need to request that the Pro-Core site be added.

School specific data

FIELD	PROVIDED
School Login URL	3

Modify data

APPENDIX 5

B. You must indicate that Pro-Core has a unique login for each school building, and set that login URL for each building in Clever as shown in the sample below:

NOTE: The Special URL School Id=###s for each school are provided each year by Pro-Core.

C. Finally, you must upload the Pro-Core login information to Clever by using Clever's **Students.csv** file.

D. With that done, Clever will check the student's grade and send them to the correct login page.

You can then tell Clever to either let the student log in the first time manually and store those credentials for the future, or you can upload a csv using Clever's format (which is just student_id, password), and Clever will log the student in.

Clever program requirements and set-up information and support are found on the Clever web site Help page: **https://support.clever.com/hc/en-us**