

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.
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➤ **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, **students MUST be enrolled and grouped by individual subject teacher classes**—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 Managing Administrator's log-in Username and Password and your district school names. That information will be sent to your Managing Administrator.
- NEW!** ☐ 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*]
- ☐ Your District **Managing Administrator** will also be responsible for setting-up additional district and individual school administrator/principal log-in information, if needed, **and distributing your teacher and student log-in information**. [*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*]
 - Principals should log into the system to confirm teacher class rosters. [*Section G*]
 - Teachers should log into the system to confirm their classes and enrollments. [*Section J*]
 - 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.

NOTES:

- Pro-Core technical assistance via email or phone is provided at no additional charge.
- **After the initial Pro-Core student and teacher enrollments, your Managing Administrator, Tech Person, or School Principals will be responsible to add new students or teacher classes or to move students to new classes. Instructions are available in the online Pro-Core User Manual, Sections E and G.**
- Pro-Core Manuals are continually 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 all 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 enrolled
- 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!

Type your
responses
in the
shaded areas

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 email along with your enrollment Data File as instructed below. Please fill-in all the information that applies. Go to <http://pro-core.us/manuals.html>, and download the *Pro-Core Guidebook* for more information.

Please complete a separate Form for each school IF your district schools will have different 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 enrolled into the Pro-Core online system

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

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 online test(s) for your district or school:

☐ Form A ☐ Form B ☐ Form C ☐ Other:

MATHEMATICS	SCIENCE	SOCIAL STUDIES	READING	Other HS Math
<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> Integrated Math I
<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	
<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> Integrated Math II
<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> Integrated Math III
<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	
<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	
<input type="checkbox"/> Algebra I	<input type="checkbox"/> Phys Sci	<input type="checkbox"/> Am History	<input type="checkbox"/> 9	
<input type="checkbox"/> Algebra II	<input type="checkbox"/> Biology	<input type="checkbox"/> Government	<input type="checkbox"/> 10	
<input type="checkbox"/> Geometry	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Mod World Hist	<input type="checkbox"/> 11	
			<input type="checkbox"/> 12	

Click in the shaded boxes

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 subject teacher classes—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](http://pro-core.us/twm/Pro-Core_Enrollment_Form.doc)

Preparing Your Pro-Core Data File For Online Enrollment

NEW! 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.

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

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

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

This section deals with Data File enrollment spreadsheet *preparation*. Please pay particular attention to the section below titled “Grouping 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 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.

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 **Grade Number** is also **required** for elementary subjects. For example: Math 6 or M6; Science 5 or S5, Social Studies 4 or C4, ELA/Reading 7 or R7. For High School courses, use the course subject name (e.g. Government, Geometry, Algebra 2, etc.)

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-4f)
- Columns Q-U—a text letter (Y/N)

In addition to Grade and Gender *fields*, the six special code fields in the school data file template are used to indicate student demographic subgroups. *See* the pages C-4f 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 subject teacher classes—not by homeroom teachers nor by large subject-only groups.

There are two ways to organize your data depending on whether...

- (A) a teacher teaches a **“self-contained”** class group (two or more subjects with the same group of students—the same students with the same teacher is common in elementary schools), or...
- (B) the teacher teaches **“non-self-contained”** classes (the same subject with different groups of students in more than one class—students with a different teacher in each subject is common in secondary schools).

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

Option A sample for students in self-contained classes

	D	E	F	G	H	I	J	K	O
	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
Same students in same Teacher class group Teacher #1	1 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
Teacher #2	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
Same students in same Teacher class group Teacher #3	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

	D	E	F	G	H	I	J	K	O
	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
Same students in different classes Teacher #1 Class 1	1 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
Teacher #1 Class 2	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
Teacher #2 Class 1	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
Teacher #2 Class 2	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
Teacher #3 Class 1	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 must 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 six 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**



	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 (R1-8 only)	Test Subject & Grade only	Subgroup1: Ethnicity	Subgroup2: LEP	Subgroup3: Migrant	Subgroup4: Gifted & Talented	Subgroup5: 504 Plan	Subgroup6: 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; <i>blank</i> if missing/unknown M = Male; <i>blank</i> 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); <i>blank</i> if not indicated
Migrant [PC Subgroup field 3]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
Gifted and Talented [PC Subgroup field 4]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
504 Plan [PC Subgroup field 5]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
IEP/Special Education [PC Subgroup field 6]	Y = Yes (1) N = No (0); <i>blank</i> 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 match on both tests. For privacy, student names are not required as long as Student IDs match.

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

Sample1 – Matching Student IDs (horizontal layout)

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

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

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

Sample 2 – Matching Student IDs (vertical layout)

This setup is essentially the same as the one above, except the spreadsheet records are organized vertically with an identifying **code** to indicate the state test subject and grade.

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

Sample 3 – Anonymous Student Test Results

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

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

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

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 Section C of this Manual. **New security features settings have been added to this section. (see also Appendix 4 for updates)**

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

DISTRICT ADMINISTRATOR LOG-IN

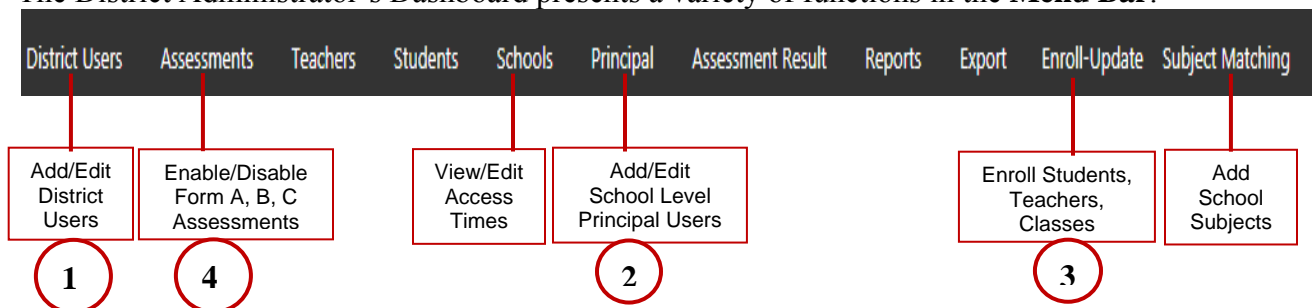
NOTE: District Administrators will log-in at a *special district administrator-only url* emailed by Ben Hemingway to the “**District** Managing Administrator” and/or “Tech Person.” (This changes each school year.) The School Administrator/Principal log-in and functions are presented in Section G.

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.

The screenshot shows a login form titled "Login to ProCore Account". It contains two input fields: "Username" and "Password". Below the "Password" field is a checkbox labeled "Remember me". A yellow "Login" button is located at the bottom right. Two red callout boxes with white text provide instructions: "1. Key-in your Username" points to the Username field, and "2. Key-in your password" points to the Password field.

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


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

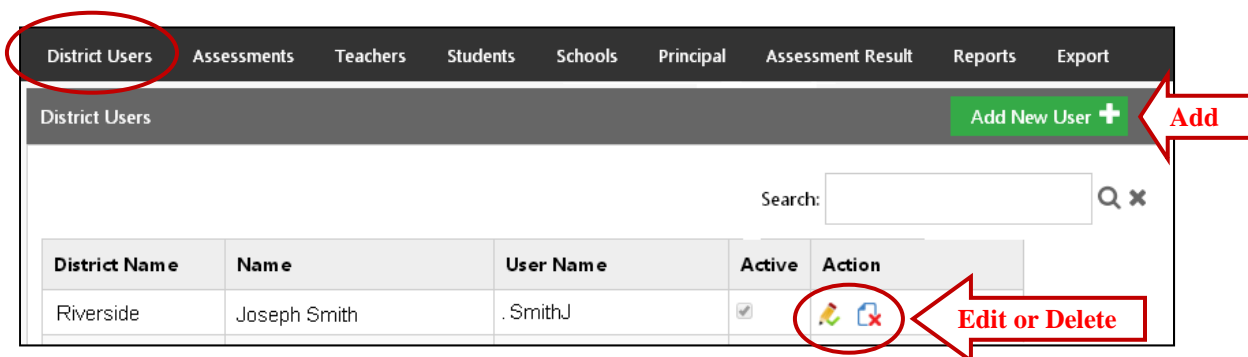




District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Control Panel Menu Bar. **One District Level User**, the “Managing Administrator,” and district **School Names** will initially be set up by Ben Hemingway. Teacher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

Step 1. Add/Edit District Level Users


In the District Admin 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.



District Name	Name	User Name	Active	Action
Riverside	Joseph Smith	.SmithJ	<input checked="" type="checkbox"/>	 

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



Add New District User

First Name

Last Name

User Name

Password

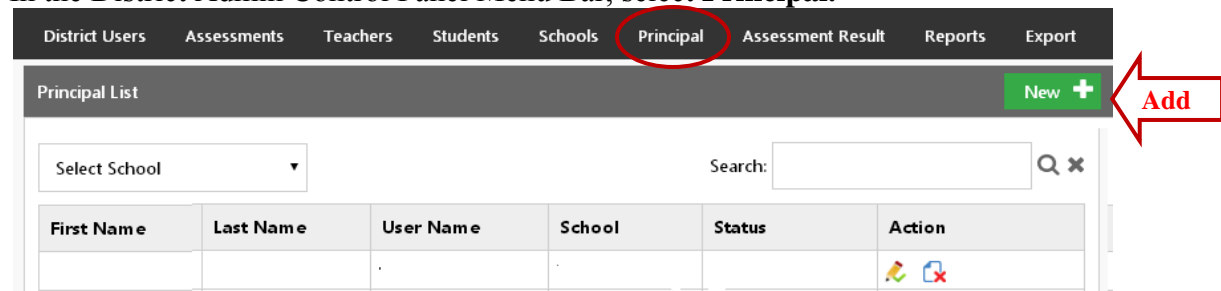
☒ Active

Cancel Save

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**.



Principal List

Select School

Search:

First Name	Last Name	User Name	School	Status	Action
					 

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

Add Principal

District: Riverside

School: RIV: Riverside Elementary

First Name:

Last Name:

User name:

Password:

☐ Active

Save

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**.


Assessment Result Reports Export **Enroll-Update** Subject Matching

Enrollment

School: RIV: Riverside Elementary

File: Choose File

Upload Preview/Print Teacher Log-ins Count

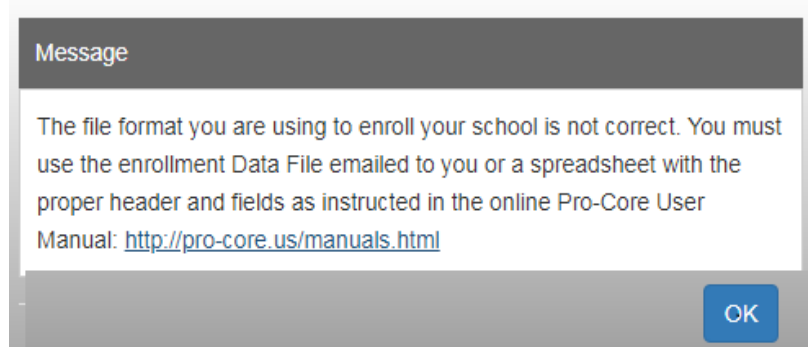
- Select a **School**.
- Click “**Choose File**” to browse your computer, and choose your prepared Pro-Core Data File spreadsheet.
- Then click “**Upload**” to upload your student, teacher, and class enrollments spreadsheet file. *Be patient. Your initial enrollment may take 2-5 minutes to complete.*
- If the enrollment file was correctly set-up, a  **File successfully uploaded.** message will appear; otherwise, an 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-8f “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:

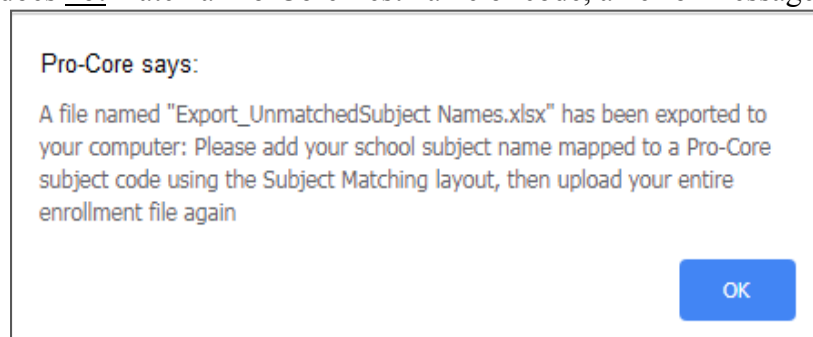


A **Pro-Core Data File template.xls** (spreadsheet) form was emailed to your district or school when your “contact person” registered with Pro-Core. You may use that spreadsheet to collect the required student and teacher enrollment data for each school. **If you use your own spreadsheet, a header row 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

Export_UnmatchSubject Names.xlsx

	A	B
1	Subject Name	
2	Reading	
3		

Unmatched Subject Name

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**.

Principal Assessment Result Reports Export Enroll-Update **Subject Matching** FAQ

School Subject Matching with PC Subject Add New +

RIV: Riverside Elementary Your school Search:

District Name	School Name	School Test Subject	PC Subject	Action
Riverside		Reading 4	ELA/Reading 4 (R4)	<input type="button" value="P"/> <input type="button" value="X"/>
Riverside		ELA Grade 4	ELA/Reading 4 (R4)	<input type="button" value="P"/> <input type="button" value="X"/>

Acceptable Subject Matched Names

- 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:


Add New

School RIV: Riverside Elementary

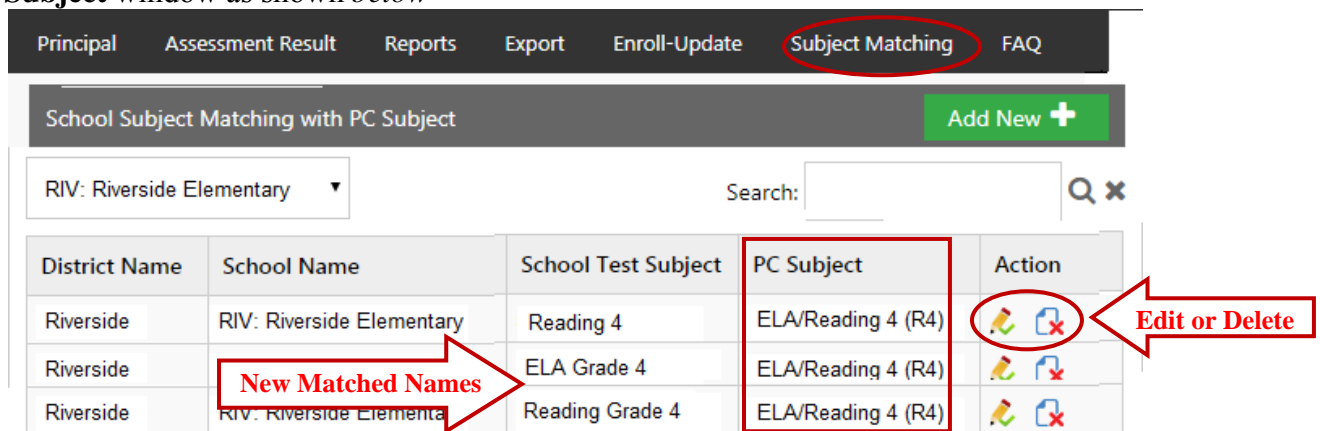
School Test Subject Reading Grade 4 Type New Name







Procore Subject ELA/Reading 4 (R4) Select Matching Name

- 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 not 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*

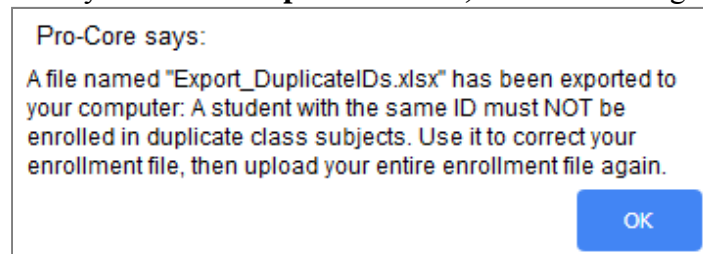


District Name	School Name	School Test Subject	PC Subject	Action
Riverside	RIV: Riverside Elementary	Reading 4	ELA/Reading 4 (R4)	 
Riverside	RIV: Riverside Elementary	ELA Grade 4	ELA/Reading 4 (R4)	 
Riverside	RIV: Riverside Elementary	Reading Grade 4	ELA/Reading 4 (R4)	 

WARNING: Be sure to **find and correct** your unmatched subject name(s) **in your enrollment file** 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:



Pro-Core says:

A file named "Export_DuplicateIDs.xlsx" has been exported to your computer: A student with the same ID must NOT be enrolled in duplicate class subjects. Use it to correct your enrollment file, then upload your entire enrollment file again.

OK

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.**

Deleted:

Export_DuplicateIDs.xlsx

	C	D	E	F	G	H	I	J	K	L	M	N
	Student_Last _Name	Student_First _Name	Student _ID	Student _Grade	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
1	Grant	Ronald	100333			Simpson	Margaret					Government
2	Grant	Ronald	100333			Taylor	Robert					Government

Same
Student ID

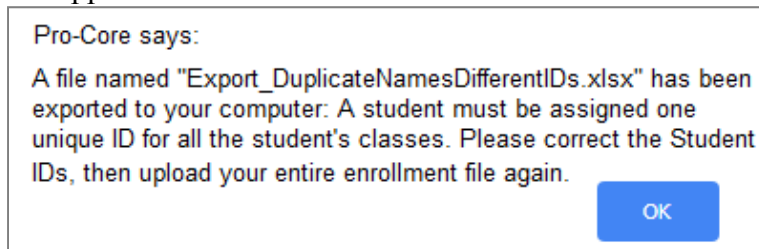
Different
Teachers

Same
Subject

WARNING: You *must* **find and delete** each *incorrect* duplicate ID record (the entire row) **in your enrollment file**. 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.

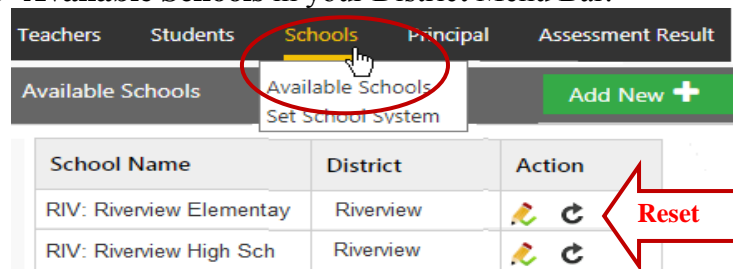
	C	D	E	F	G	H	
	Student_Last _Name	Student_First _Name	Student _ID	Student_ Gender	Student_ Grade	Main_Teacher _Last_Name	Ma _Fi
1	Grant	Ronald	100333			Simpson	Ma
	Grant	Ronald	200332			Taylor	Ro

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.

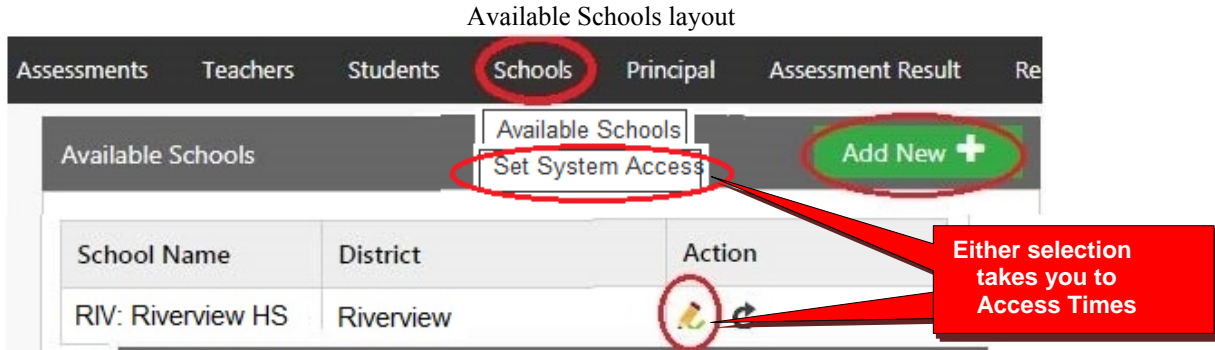
Update Setting Student System Access Times

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

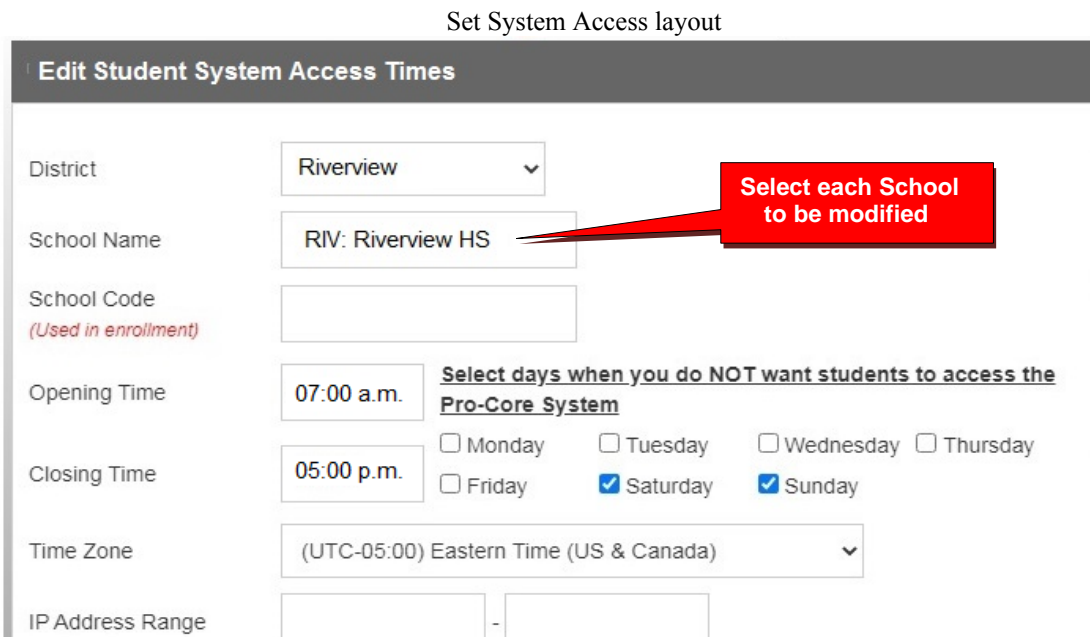
You may modify these times to better fit each school’s actual opening and closing times when you want to allow students to have access—or not--to the Pro-Core *system* at school or from home.

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

Available Schools layout



Set System Access layout



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

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

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

Dashboard District Users **Assessments** Teachers Students Schools Principal Assessment Result Reports

Assessments Enabled/Disabled **Enable/Disable** Setting Times

Allow Form C to show in Reports YES ▼ **Default is “Yes”**

Please Do Not release Forms A, B and C's if they haven't been ordered.


Form A/B/C assessments are 90 minutes in length. Click here to remove the time limit: ☐ **Remove time limit**

Save **Reset Scores**

	Threshold Score	Riverview High Sch	Riverview Elementary
<input type="checkbox"/> FORM A 5.0: Sci3a On-Line Test	13.90	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enabled
<input type="checkbox"/> FORM A 6.0 Alg1a On-Line Test	18.10	<input checked="" type="checkbox"/> Enabled	<input type="checkbox"/> Disabled

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. Administrators have the option to remove the time limit. Teachers 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 below 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 reports** 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 testing times *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.”

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

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

	Date	Starting Time	Ending Time	
1	Tuesday 11/17/2020	12:00 AM	04:00 AM	✓
2				

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

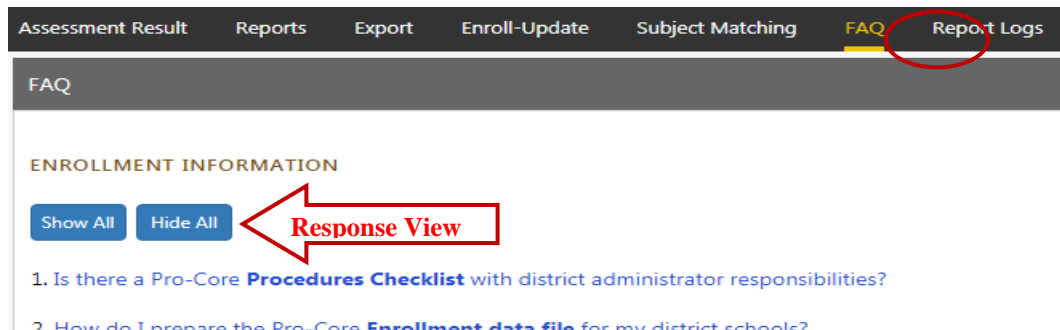
- If no times are entered, all enabled assessments will be available anytime during the Student System Access Times.
- If test days or times selected are outside the Student System Access Times, a warning message will appear.
- You may view and adjust the times set for student access by clicking the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

WARNING: 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 after 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 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.

The image shows a screenshot of a web browser window titled "Login to ProCore Account". Inside the window, there are two input fields: "Username" and "Password". Below the "Password" field is a checkbox labeled "Remember me". To the right of the input fields is a yellow "Login" button. Two red callout boxes with white text and arrows point to the input fields. The first callout box says "1. Key-in your Username" and points to the "Username" field. The second callout box says "2. Key-in your password" and points to the "Password" field.

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

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

This section is divided into **two parts**: (1) Individual record editing, and (2) Batch records editing. **The new part on batch file editing begins on page E-9.**

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

All the maintenance procedures in **Part 1** are accomplished through 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 teacher information, log-in, subjects, classes, and see student lists.

The screenshot shows the 'Teachers List' interface. The menu bar at the top includes 'District Users', 'Assessments', 'Teachers' (circled in red), 'Students', 'Schools', 'Principal', and 'Assessment Result'. A red callout 'Add a Teacher' points to a green 'New +' button. Another red callout 'See Teacher Classes' points to a dropdown menu. A third red callout 'Edit Teacher Info' points to a search bar. A fourth red callout 'Delete a Teacher' points to a red 'x' icon in the 'Action' column. The table below lists three teachers:

	First Name	Last Name	Teacher Code	School	Action
+	Jonathan	Depp	100	Riverside Elementary	[edit] [delete]
+	Archibald	Leach	120	Riverside Elementary	[edit] [delete]
+	Tina	Turner	140	Riverside Elementary	[edit] [delete]

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.

The 'Add Teacher' form contains the following fields and annotations:

- District**: Riverside
- School**: RIV: Riverside Elem (Annotated with 'Select a School')
- First Name**: [text input]
- Last Name**: [text input]
- Teacher Code**: [text input] (Annotated with 'See CAUTION below')
- Password**: [text input]
- Save**: [button] (Annotated with 'SAVE changes')

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.

The screenshot shows the 'Edit Teacher' form with the following fields and annotations:


- Teachers** (tab selected, circled in red)
- District:** Riverside
- School:** Riverside Elementary (dropdown)
- First Name:** Jonathan
- Last Name:** Depp
- Teacher Code:** 100 (Annotated: **3-digit Teacher Code Ending in -0**)
- Password:** DeppJ
- Available Class:** New + (Annotated: **Add a Subject-Class**)
- Subject-Class Pop-up:** (Annotated: **Subject-Class Pop-up**)
- Table:**

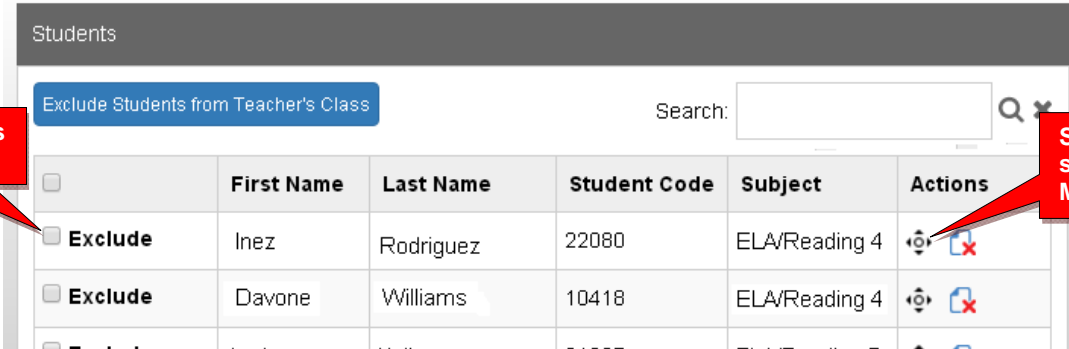
Subject	Period	Class Code	Action
ELA/Reading 4	2	101	[Icons: delete, view, move, add student, add co-teacher]
Mathematics 4	3	102	[Icons: delete, view, move, add student, add co-teacher]
- Delete a Subject & class:** (Annotated: **Delete a Subject & class**)
- View, Move, or Add Students:** (Annotated: **View, Move, or Add Students**)
- Add Co-Teacher:** (Annotated: **Add Co-Teacher**)
- Be sure to SAVE changes:** (Annotated: **Be sure to SAVE changes**)
- Save:** (Annotated: **Be sure to SAVE changes**)

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

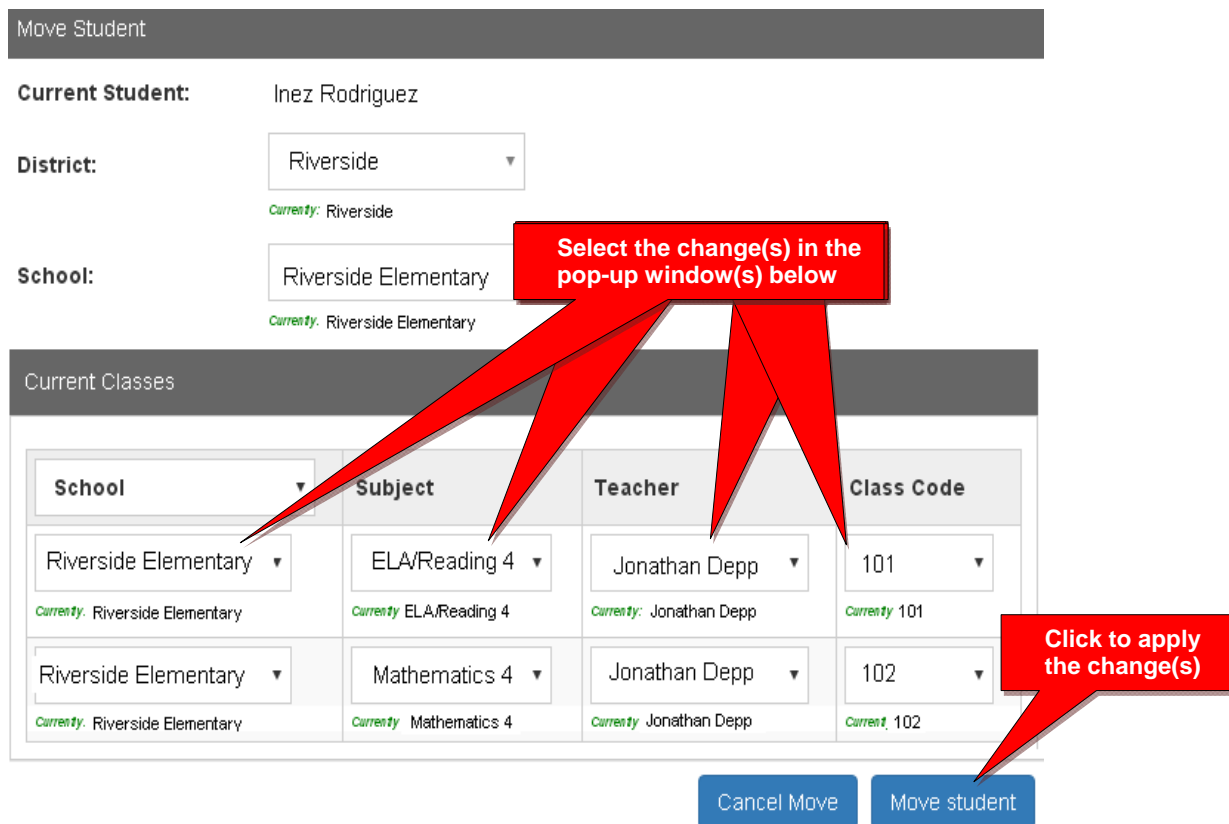
Selecting the **View Students** icon  takes you to a student list where you can view, move, or remove students to different teacher classes or exclude students from certain reports.



The screenshot shows a table of students with columns: First Name, Last Name, Student Code, Subject, and Actions. A blue button at the top left says "Exclude Students from Teacher's Class". A search bar is at the top right. Two red callout boxes point to the interface: one to the "Exclude" checkbox in the first row, and another to the "Move" icon in the Actions column of the first row.

	First Name	Last Name	Student Code	Subject	Actions
<input type="checkbox"/> Exclude	Inez	Rodriguez	22080	ELA/Reading 4	 
<input type="checkbox"/> Exclude	Davone	Williams	10418	ELA/Reading 4	 
<input type="checkbox"/> Exclude	Jordan	Hall	81887	ELA/Reading 3	 

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.



The screenshot shows the "Move Student" pop-up window. It displays the current student (Inez Rodriguez) and their current classes. A red callout box points to the "Current Classes" table, and another points to the "Move student" button.

Current Student: Inez Rodriguez


District: Riverside
Currently: Riverside

School: Riverside Elementary
Currently: Riverside Elementary

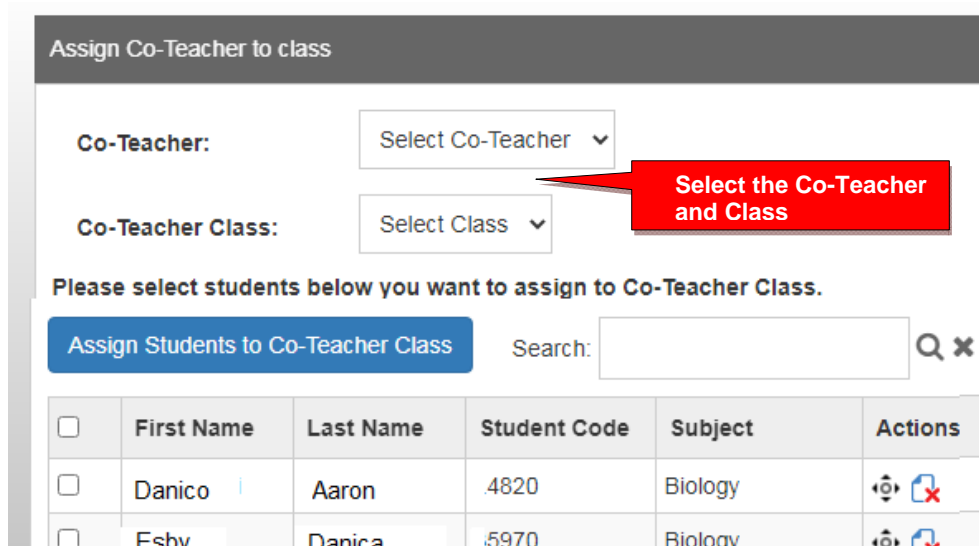
School	Subject	Teacher	Class Code
Riverside Elementary <small>Currently: Riverside Elementary</small>	ELA/Reading 4 <small>Currently: ELA/Reading 4</small>	Jonathan Depp <small>Currently: Jonathan Depp</small>	101 <small>Currently: 101</small>
Riverside Elementary <small>Currently: Riverside Elementary</small>	Mathematics 4 <small>Currently: Mathematics 4</small>	Jonathan Depp <small>Currently: Jonathan Depp</small>	102 <small>Currently: 102</small>

Buttons: 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.

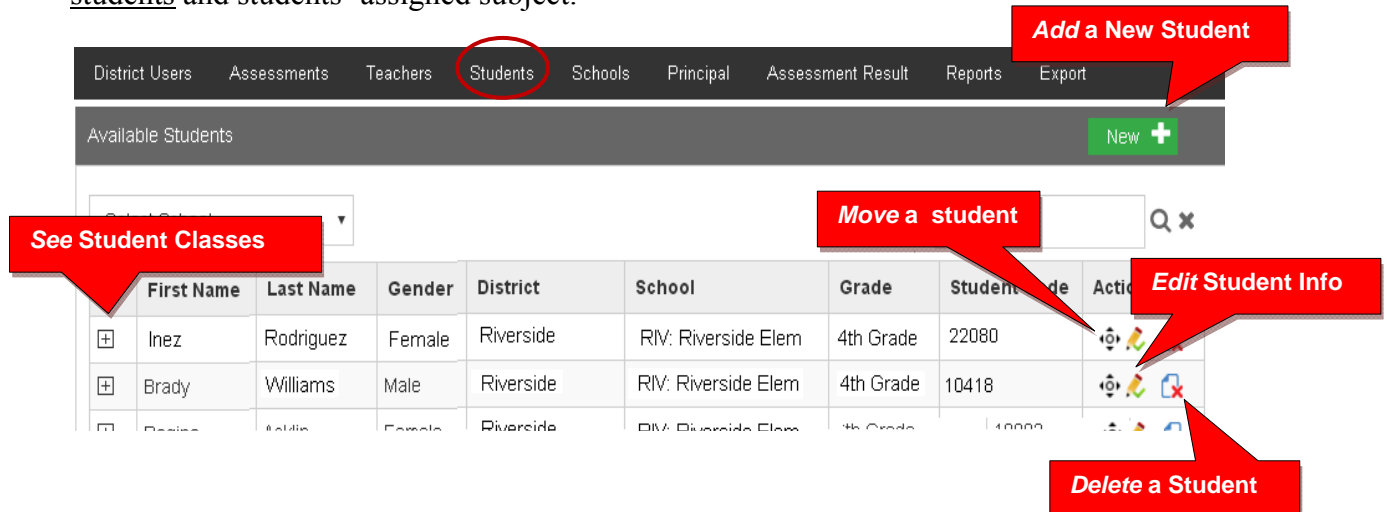


The "Assign Co-Teacher to class" window features a title bar and two dropdown menus: "Co-Teacher:" with a "Select Co-Teacher" button and "Co-Teacher Class:" with a "Select Class" button. A red callout bubble points to these buttons with the text "Select the Co-Teacher and Class". Below the dropdowns is a message: "Please select students below you want to assign to Co-Teacher Class." This is followed by a blue button labeled "Assign Students to Co-Teacher Class" and a search bar with a magnifying glass icon and a close 'x' icon. Below the search bar is a table with columns: First Name, Last Name, Student Code, Subject, and Actions. The table contains two rows of student data.










	First Name	Last Name	Student Code	Subject	Actions
<input type="checkbox"/>	Danico	Aaron	4820	Biology	 
<input type="checkbox"/>	Esbv	Danica	5970	Biology	 

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.



The "Students" menu bar is circled in red. A red callout bubble points to it with the text "Add a New Student". Below the menu bar is a section titled "Available Students" with a green "New +" button. Below this is a table with columns: First Name, Last Name, Gender, District, School, Grade, Student Code, and Actions. The table contains three rows of student data. Red callout bubbles point to specific actions in the table: "See Student Classes" points to the "First Name" column, "Move a student" points to the "Actions" column, "Edit Student Info" points to the "Actions" column, and "Delete a Student" points to the "Actions" column.

	First Name	Last Name	Gender	District	School	Grade	Student Code	Actions
<input type="checkbox"/>	Inez	Rodriguez	Female	Riverside	RIV: Riverside Elem	4th Grade	22080	  
<input type="checkbox"/>	Brady	Williams	Male	Riverside	RIV: Riverside Elem	4th Grade	10418	  
<input type="checkbox"/>	Danica	Esbv	Female	Riverside	RIV: Riverside Elem	4th Grade	5970	  

NOTE: You may 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.

The 'Add Student' form contains the following fields: District (Riverside), School (dropdown), First Name, Last Name, Student Code, Gender (dropdown), Grade (4th Grade dropdown), Username, and Password. A blue 'Save' button is at the bottom. Three red arrows point to specific parts: one to the School dropdown labeled 'Select a School', one to the Student Code field labeled 'See CAUTION below', and one to the Save button labeled 'Save changes'.

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.

The 'Edit Student' form is part of a navigation menu with tabs: District Users, Assessments, Teachers, Students (circled in red), Schools, and Principal. The form fields are: District (Riverside), School (Riverside Elementary dropdown), First Name (Inez), Last Name (Rodriguez), Student Code (22080), Gender (Female dropdown), Grade (4th Grade dropdown), Username (22080), and Password (Rodriguezl). A blue 'Save' button is at the bottom. A red arrow points to the Student Code field with the text 'Student ID cannot be changed'.

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

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

The screenshot shows a table titled 'Available Subjects' with columns: School, Subject, Main Teacher, Co-T Teacher, Co-T Class Code, ETH, LEP, Dis, IEP, Gift, and Action. There are three rows of data. Annotations include:

- Add a Co-Teacher**: Points to the 'Main Teacher' column.
- Add a Subject-Class**: Points to the 'Subject' column.
- Delete a student from a Subject-Class**: Points to the 'Action' column, specifically to a red 'X' icon.
- Save**: A blue button at the bottom left is circled in red.
- New +**: A green button at the top right is circled in red.

Assessment Results (View/Reset)

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

The screenshot shows the 'Assessment Results' table with columns: School, Student Name, Title, Subject, Starting Time, Ending Time, Time Start to Finish, Total Time on, # of times, Score, and Action. Annotations include:

- Assessment Results**: The tab is circled in red.
- View test responses**: Points to the 'Result' button in the Action column.
- Review & change**: Points to the 'Student Responses' button in the Action column.
- Re-take the test**: Points to the 'Reset All Questions' button in the Action column.
- Review skipped questions**: Points to the 'Reset Skip Questions' button in the Action column.
- Low score “flag”**: Points to a flag icon in the 'Score' column.

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.

The screenshot shows the 'Form A: M6a On-Line Test 2.0' exam result. The student's score is 1%, marked as 'Very low'. The table shows 20 questions with their status:

- No response**: Points to Q#1 (yellow background).
- incorrect**: Points to Q#7 (red background).
- correct**: Points to Q#19 (green background).

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**.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	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
2		Riverside District	Riverside HS	Bailey	Larry	695530	M	10	Brown	Darnell	1	Andrews	Albert		1 ENGLISH 10

Actions words

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

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

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

The examples on the next page have truncated columns so that you can see the data more clearly. **Your Pro-Core Data File must contain a header row with the exact header field names in row 1, columns A-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 initial enrollment file.

	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

Enroll

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.

	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
1											
2	enroll	Harris	Kenneth	734350	Lawson	Anette	2				BIOLOGY
3	add	Bell	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

Enroll
or
Add

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..

	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

Delete
student
from
classes

Delete
student
From
ALL
classes

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..

	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
1	move	Alman	Braden	738670	Grissom	Evelyn	2				PHYSICAL SCI
10	move	Black	Kanton	615550	Demoto	Mario	5	Temple	Zelda		5 ALGEBRA 1
11	move	Arrigo	Marisco	741900	Grissom	Evelyn	2	Lopez	Juanita		2 PHYSICAL SCI

Move Student to new classes

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 Grissom’s class, but be **moved** from Wilson’s to Lopez’s class.

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

The action word “**update**” may be used to make *any* changes in *any* student record field—except Student ID and Test_Subject&Grade

	A	D	E	F	I	J	K	O	P	Q	R	S	T
	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&Talented	Subgroup5: 504 Plan
2	update	Bailey	Lawrence	695530	Brown	Darnell	1	ENGLISH 10	6	N		Y	Y

Update info

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

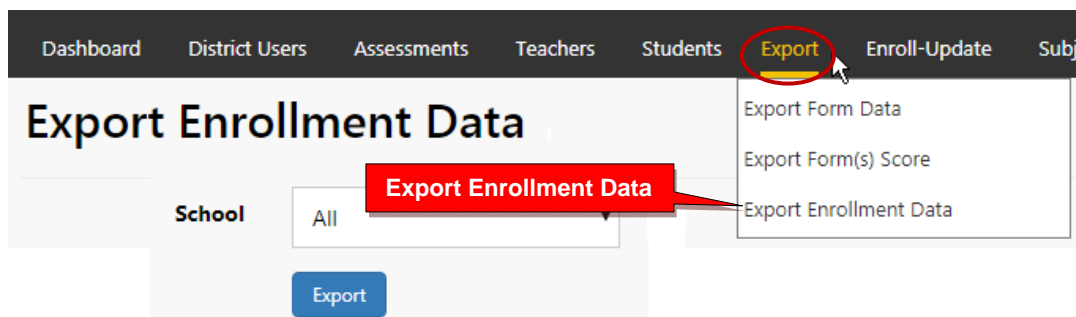
The Action word field *may* be left empty in most cases *except* for “delete” and “delete_student.” But we recommend using the action words, so that you may keep track of any changes you make in the Pro-Core system. If any discrepancies are found, you can more easily trace the source if you have a record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

What May Not be Done with Action Words

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

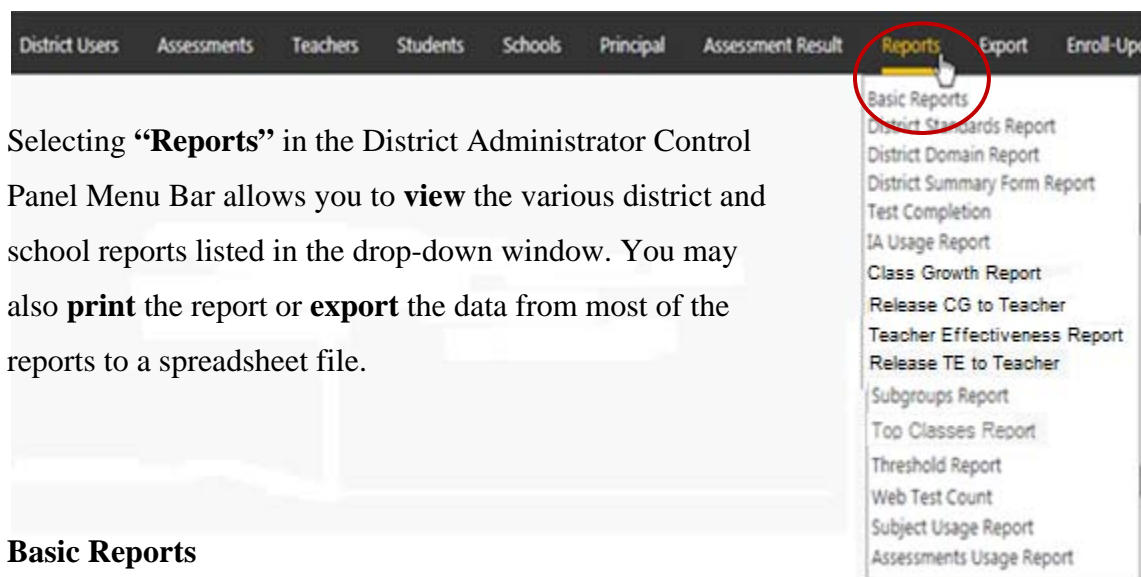
See **Section F, page 12**, in this Manual for further information about the **export** files..

Email Pro-Core Support with questions or comments:

Pro-Core@windstream.net

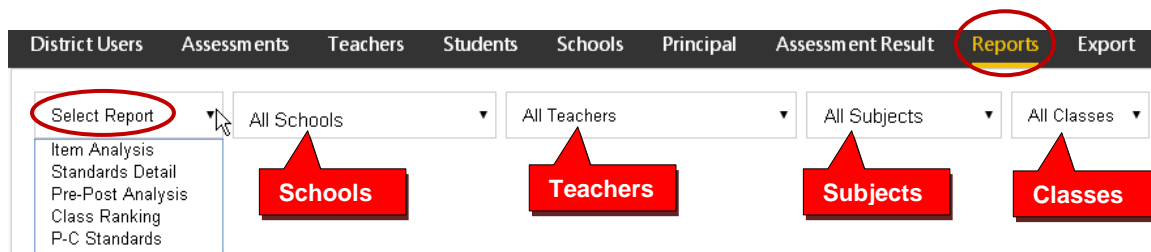
➤ *The next Section F deals with District Administrator Reports.*

Pro-Core District Administrator Reports



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.

Generate Report Hide Answers Print Preview Zoom Out Zoom In **Teacher Tools**

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%)						Average % correct for all items in the standard						
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		✓		✓		

Individual student responses “Loaded”

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.

Generate Report

Export

Print All

Print Preview

Zoom Out

Zoom In

Teacher Tools

Mathematics 4 (Form A)

Standards Detail Report

Individual Standards

Student Name	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Avg
Molly McGuire	10490	0	0	33	33	★	★	★	50	0	0	20	50	0	50	25	0	0	★	★	0	50	0	50	50	50	38%
Brian Adams	10485	0	0	33	0	0	★	★	50	0	0	20	50	0	0	25	★	★	0	★	0	★	0	50	50	50	32%
Brian Adams	10485	0	0	0	0	0	★	0	0	0	20	0	0	0	50	0	0	0	0	0	0	0	50	50	0	10%	

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.

Pre-Post Analysis ▾

Riverside Elem ▾

Hershey ▾

Mathematics 4 ▾

121 ▾

01 OPT: Use and evaluate numerical ▾

Generate Report

Print Preview

Zoom Out

Zoom In

All SCWA ▾

Standard Selected

Mathematics 4

Pre-Post Analysis Report

	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%								
<div> <div>Attempts expanded</div> <table> <tr> <th>Date</th> <th>Score</th> </tr> <tr> <td>10/10/16 18:21</td> <td>75.0%</td> </tr> <tr> <td>10/10/16 18:23</td> <td>87.5%</td> </tr> <tr> <td>02/10/17 14:27</td> <td>100.0%</td> </tr> </table> </div>								Date	Score	10/10/16 18:21	75.0%	10/10/16 18:23	87.5%	02/10/17 14:27	100.0%
Date	Score														
10/10/16 18:21	75.0%														
10/10/16 18:23	87.5%														
02/10/17 14:27	100.0%														
⊕	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%								

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.

Class Ranking ▼ RIV: Riverside Jr High ▼ ELLIS ▼ Mathematics 7 ▼ 141 ▼ Form A ▼

Generate Report Export Print All Print Preview Zoom Out Zoom In

Mathematics 7 (Form A) Class Ranking Report

Class Averages for each Content Standard

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 ▼ Riverside Jr High ▼ Franklin ▼ Mathematics 7 ▼

Generate Report Print Preview Zoom Out Zoom In

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

Text of Standards

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 standard in each subject test and teacher class.

District Users

Assessments

Teacher Classes

Principal

Assessment Results

Reports

Export

District Standards Report

RIV: Riverside High School

Form A

Standards

Generate Report

Export As Excel

Standards % Averages

Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	%Avg	
FORM A: Alg1 On-Line Test 2.0		80	42	10	8	1	5	13	9	21	26	25	8	0	20	18	13	9	41	0	12	10	41					16%
COLLINS	243	20	34	20	10	0	5	10	10	18	18	15	5	0	10	15	10	5	20	0	15	5	55					13%
DENHOLM	283	6	50	0	4	0	0	17	8	17	17	25	0	0	33	17	17	33	0	17	17	50					16%	
FURST	321	16	39	12	6	6	0	12	0	6	16	22	12	0	12	25	12	19	38	0	0	0	12				12%	

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

District Standards Report

RIV: Riverside High Sch

Form A

Questions

Generate Report

Question % Averages

Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
FORM A: Alg1 On-Line Test 2.0		80	9	8	1	13	21	26	25	0	20	18	13	41	0	12	10	41	42	10	5	8	9
COLLINS	243	20	10	10	0	10	18	18	15	0	10	15	10	20	0	15	5	55	34	20	5	5	5
DENHOLM	283	6	8	4	0	17	17	17	25	0	33	17	17	33	0	17	17	50	50	0	0	0	17
FURST	321	16	0	6	6	12	6	16	22	0	12	25	12	38	0	0	0	12	39	12	0	12	19
HUBBARD	322	17	0	0	0	6	10	22	10	0	10	10	24	17	0	10	10	44	44	10	10	10	0

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 Users

Assessments

Teachers

Students

Schools

Principal

Assessment Results

Reports

Export

District Domain Summary Report

RIV: Riverside HS

All

Generate Report

Export As Excel

Test Subject/Form

School Name

Class code

Students

1

2

3

4

5

6

7

%Avg

FORM A: Alg1 On-Line Test 2.0

79

23

16

15

21

19%

COLLINS

RIV: Riverside HS

243

20

22

12

9

25

13%

DENHOLD

RIV: Riverside HS

283

6

24

12

17

28

16%

FURST

RIV: Riverside HS

321

16

22

10

15

4

12%

Domain % Averages

District Summary Form Report

The District Summary Form Report allows you to view the results of the Form A, B, C assessments. 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.

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Exp																	
District Summary Form Report																	
Generate Report		Export															
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

Dashboard
District Users
Assessments
Teachers
Students
Schools
Principal
Assessment Result
Reports
Export
Enroll-Update

District Comparison

Export

All 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.

Callouts:

- NCEs**: Points to the 'Generate Report' button.
- Questions: Answered/Skipped/Total/EXIT Browser**: Points to the '60 = 92% complete' status.
- Completed**: Points to the 'Status' column header.
- Not Started**: Points to the 'Not taken' status.
- Incomplete**: Points to the 'Finished' status.
- END Test**: Points to the 'END Test' button.
- End & Score**: Points to the 'END Test' button.

Teacher - Class - Assessment	Student ID #	Gr	Gender	Test % Score	NCE	Status
RIV: Riverside HS	65 students			23.1 av. %	44.4 av. NCE	60 = 92% complete
Harris Jason 301 American History	19 students			22.5 av. %	42 av. NCE	17 = 89% Ans/Skip/Tot/XB
Allen Hazel	127386	12	F	30.0	29	27/3/30/0 Finished
Callow Alison	735344	10	F			0/0/0/0 Not taken
Custer William	735311	10	M	20.0	32	30/0/30/0 Finished
Davis Dharma	700684	10	F			21/0/30/2 Saved

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 teacher is viewing specific **questions** in the **Item Analysis Report** or displaying questions to a class for discussion.

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

Callouts:

- Questions reviewed**: Points to the 'Report' button.
- Student responses reviewed**: Points to the 'Expanded to show questions reviewed' button.
- Expanded to show questions reviewed**: Points to the 'Expanded to show questions reviewed' button.

School Name	Teacher Name	Test Name	Class Code	Date	Time Start - End	# of question opened	# of Loads
RIV: Riverside HS	ELLIS	Form A: AmHistory Online Test 2.0	All Classes	12/21/2016	23:14 - 23:31	1	0
RIV: Riverside HS	ELLIS	Form A: AmHistory Online Test 2.0	163	12/22/2016	00:20 - 00:20	0	0
RIV: Riverside HS	ELLIS	06 IND: Analyze the events that led to the U.S. tr...	164	12/24/2016	21:39 - 21:40	1	1
RIV: Riverside HS	ELLIS	11 FOR: Explain why and how the United States move...	163	01/31/2017	14:29 - 14:37	11	0

Question	Date	Time Start - Time End
In the Four-Power Treaty of 1921, the United States, France,...	01/31/2017	09:29 - 09:29
Which of the following would be a reason for the United Stat...	01/31/2017	09:30 - 09:30
In the Four-Power Treaty of 1921, the United States, France,...	01/31/2017	09:30 - 09:30
Which of the following would be a reason for the United Stat...	01/31/2017	09:30 - 09:30

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

WARNING: Class Growth (CG) reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be “disabled” at the end of the testing windows, so that the CG results don’t change. **See the District Administrator’s 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 four 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 combines and averages all the teacher’s subject area classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included. **This report is useful for state OTES 2.0 reporting purposes.**

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export										
Class Growth Report										
School-Teacher-Class SGS Scores		By Teacher	Form A to C	Teacher Summary	Combined subjects	Generate Report		Met Growth Target score		
Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth	Target?
+ 1 RIV: Riverside Elem 169 students										
+ 0 CLARK	(combined)		3 Expected Growth	62 students	37.8 av. %	60.6 av. %	22.8 av. %	+ 4	38 of 62	
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students	46.8 av. %	63.6 av. %	16.8 av. %	+ 2	10 of 16	
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students	42.0 av. %	61.7 av. %	19.7 av. %	+ 7	10 of 15	
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	59.8 av. %	33.1 av. %	+ 7	9 of 15	
+ 3 DOBBS	(combined)		5 Exceptional Growth	64 students	26.2 av. %	64.7 av. %	38.5 av. %	+ 31	60 of 64	
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	46.8 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	46.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	

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.**

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export										
Class Growth Report										
RIV: Riverside Elementary		By Teacher	Form A to C	Teacher Summary	Same subjects	Generate Report				
Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?	
+ 1 RIV: Riverside Elem 169 students										
+ 0 CLARK		ELA/Reading 3	3 Expected Growth	31 students	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31	
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
+ 0 CLARK		Social Studies 3	3 Expected Growth	31 students	44.5 av. %	62.7 av. %	18.2 av. %	+ 4	20 of 31	
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students	46.8 av. %	64.1 av. %	17.3 av. %	+ 2	10 of 16	
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students	42.0 av. %	61.4 av. %	19.4 av. %	+ 7	10 of 15	
+ 3 DOBBS		Mathematics 4	5 Exceptional Growth	32 students	21.6 av. %	58.5 av. %	36.9 av. %	+ 44	32 of 32	
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	
+ 2 DOBBS		Science 4	5 Exceptional Growth	32 students	30.8 av. %	63.7 av. %	32.9 av. %	+ 18	28 of 32	
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	

Grouped by Same Subjects

NCE pre-post Difference

Met Growth Target score

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.

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

Class Growth 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 #	Growth Rating	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	Less than Expected		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						44.0 57	80.8 65	36.8	+ 9	Yes
- 0	Dodd Arnold	10821					36.0 46				No
- 1	Cortez Miguel	10746	2	M			64.0 85			24	No
- 1	Depok, Angel	10973	2	F			52.0 68	57.7 34	5.7	- 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) Class Growth – Subject Summary

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

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export									
Class Growth Report									
RIV:Riverside Elementary		By Subject	Form A to C	Generate Report	Print Preview	Export			
Subject - SGS	Teacher	Total	Class Growth Rating	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Diff	Met Growth Target?	
1 RIV: Riverside Elementary 169 students									
+ 0 ELA/Reading 3		31 students	3 Expected Growth	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31	
+ 0 LEVY 122		16 students	3 Expected Growth	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0 LEVY 124		15 students	3 Expected Growth	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
- 1 Mathematics 2		35 students	1 Less than Expected	46.0 av. %	67.3 av. %	21.3 av. %	- 12	6 of 35	
- 1 JONES 101		19 students	1 Less than Expected	46.2 av. %	64.4 av. %	18.2 av. %	- 16	2 of 19	
- 0 DOE 241		16 students	3 Expected Growth	45.9 av. %	70.9 av. %	25.0 av. %	- 8	4 of 16	
+ 3 Mathematics 4		32 students	5 Exceptional Growth	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32	
+ 3 SMITH 141		16 students	5 Exceptional Growth	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 3 PERK 143		16 students	5 Exceptional Growth	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	

Release Class Growth to Teachers

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

CAUTION: Class Growth Reports should only be released after the end 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**

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export									
Release Class Growth to Teachers									
Save									
		RIV: Riverside Elementary	RIV: Riverside Middle	RIV: Riverside High School					
<input type="checkbox"/> 3rd Grade		<input checked="" type="checkbox"/> Release CG	<input type="checkbox"/> Release CG	<input type="checkbox"/> Release CG					
<input type="checkbox"/> 4th Grade		<input checked="" type="checkbox"/> Release CG	<input type="checkbox"/> Release CG	<input type="checkbox"/> Release CG					
<input type="checkbox"/> 5th Grade		<input type="checkbox"/> Release CG	<input type="checkbox"/> Release CG	<input type="checkbox"/> Release CG					

Teacher Effectiveness Report

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

WARNING: 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 four 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 combines 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.**

District Users

Assessments

Teachers

Students

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Assessment Result

Reports

Export

Student Growth-Teacher Effectiveness Report

RIV. Riverside Elementary

By Teacher

Form A to C

Teacher Summary

Combined subjects

Generate Report

School-Teacher-Class SGS Scores

Met Growth Target score

#	Subject - Grade	Effectiveness Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ RIV. Riverside Elem 169 students								
0 CLARK	(combined)	3 Average Effectiveness	62 students	37.8 av. %	60.6 av. %	22.8 av. %	+ 4	38 of 62
+ 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 122	ELA/Reading 3	3 Average Effectiveness	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0 CLARK 123	Social Studies 3	3 Average Effectiveness	15 students	42.0 av. %	58.0 av. %	16.0 av. %	+ 7	10 of 15
+ 0 CLARK 124	ELA/Reading 3	3 Average Effectiveness	15 students	26.7 av. %	52.7 av. %	26.0 av. %	+ 7	9 of 15
+ 3 DOBBS	(combined)	5 Most Effective	64 students	26.2 av. %	50.0 av. %	23.8 av. %	+ 31	60 of 64
+ 3 DOBBS 141	Mathematics 4	5 Most Effective	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
+ 1 DOBBS 142	Science 4	4 Above Average	16 students	26.7 av. %	62.7 av. %	36.0 av. %	+ 17	13 of 16
+ 3 DOBBS 143	Mathematics 4	5 Most Effective	16 students	26.7 av. %	74.5 av. %	50.7 av. %	+ 41	16 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

NCE pre-post Difference

Subjects combined

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

RIV: Riverside Elementary	By Teacher	Form A to C	Teacher Summary	Same subjects	Generate Report
---------------------------	------------	-------------	-----------------	---------------	-----------------

Teacher	Class #	Subject - Grade	Effectiveness Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth 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. %	19.7 av. %	+ 7	10 of 15
+ 3 DOBBS		Mathematics 4	5 Most Effective	32 students	21.6 av. %	63.7 av. %	42.1 av. %	+ 44	32 of 32
+ 3 DOBBS 141		Mathematics 4	5 Most Effective	16 students	19.5 av. %	62.7 av. %	43.2 av. %	+ 47	16 of 16
+ 3 DOBBS 143		Mathematics 4	5 Most Effective	16 students	23.8 av. %	64.7 av. %	40.9 av. %	+ 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				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		10731	2	M		36.0 46	61.5 30	25.5	- 6	No
- 1 Cortez Miguel		10746	2	M		64.0 85	80.8 65	16.8	- 24	No
- 1 Depok, Angel		10973	2	F		52.0 68	80.8 65	28.8	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.

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export									
Student Growth-Teacher Effectiveness Report									
RIV:Riverside Elementary		By Subject	Form A to C	Generate Report	Print Preview	Export			
Subject - SGS	Teacher	Total	Effectiveness Rating	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Diffe	Met Growth Target?	
1	RIV: Riverside Elementary	169 students							
+ 0	ELA/Reading 3	31 students	Average Effectiveness	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31	
+ 0	LEVY 122	16 students	Average Effectiveness	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0	LEVY 124	15 students	Average Effectiveness	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
- 1	Mathematics 2	35 students	Increasing Average	46.0 av. %	67.3 av. %	21.3 av. %	- 12	6 of 35	
- 1	JONES 101	19 students	Increasing Average	46.2 av. %	64.4 av. %	18.2 av. %	- 16	2 of 19	
- 0	DOE 241	16 students	Average Effectiveness	45.9 av. %	70.9 av. %	25.0 av. %	- 8	4 of 16	
+ 3	Mathematics 4	32 students	Most Effective	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32	
+ 3	SMITH 141	16 students	Most Effective	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 3	PERK 143	16 students	Most Effective	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	

Release TE to Teacher

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

CAUTION: Teacher Effectiveness Reports should only be released after the end 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**

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export									
Release TE to Teacher									
Save									
	RIV: Riverside Elementary	RIV: Riverside Middle	RIV: Riverside High School						
<input type="checkbox"/> 3rd Grade	<input checked="" type="checkbox"/> Release TE	<input type="checkbox"/> Release TE	<input type="checkbox"/> Release TE						
<input type="checkbox"/> 4th Grade	<input checked="" type="checkbox"/> Release TE	<input type="checkbox"/> Release TE	<input type="checkbox"/> Release TE						
<input type="checkbox"/> 5th Grade	<input type="checkbox"/> Release TE	<input type="checkbox"/> Release TE	<input type="checkbox"/> Release TE						

Subgroups Report

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

District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export					
Subgroups Report					
STR: Struthers High School		All Subjects	Form A to B	Generate Report	
Test Subject	Demographic Sub-Groups	Pre-Test Student Count	Pre-Test % Score = NCE	Post-Test Student Count	
Physical Science		114	18.5 40	1	
	Male	47	19.6 42	0	
	Female	67	17.8 38	1	
	White (non-Hispanic, non-Latino)	96	19.2 41	1	
	African-American (non-Hispanic, non-Latino)	7	19.5 42	0	
	Hispanic or Latino	3	17.9 39	0	
	Asian or Pacific Islander	0		0	
	American Indian or Alaskan Native	0		0	
	Multiracial	4	15.2 33	0	
	Limited English Proficiency (LEP)	0		0	
	Economically Disadvantaged	0		0	
	Academically Disadvantaged	0		0	
	IEP/SWD/504 Plan Accommodation(s)	0		0	
	Gifted	0		0	

- Basic Reports
- School Standards Report
- School Domain Report
- Subgroups Report
- Principal Test Completion
- Teacher Effectiveness Report
- Top Students Report
- Web Test Count

NCEs Differ

-2

-38

-3

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.

Dashboard District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export							
Top Classes Report							
RIV: Halle MS		All Teachers	Social Studies 5	All Classes	Top 5%	Select ranges	
Generate Report		Class scores		Top 10%	Bottom 5%	Bottom 10%	
School	Teacher/Students Name	Class/Student Code	Form A	Form B	Form C	Standards Tested	Average SCWA
RIV: Halle MS	Davis	302	71.20%	80.53%	0%	4/18 = 0.22	81.73%
	ODell Mark	90809	75.75%	79.25%	0%	5/18 = 0.28	86.67%
	Staton Deborah	91088	81.81%	94.28%	0%	4/18 = 0.22	84.38%
	Rodriquez Jose	91043	57.57%	68.57%	0%	4/18 = 0.22	78.12%
	Winter Emil	90810	69.69%	80.00%	0%	3/18 = 0.17	77.78%
RIV: Halle MS	Adams	321	62.85%	68.42%	0%	3/18 = 0.17	75.27%

See Student scores

sort

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
Report

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.

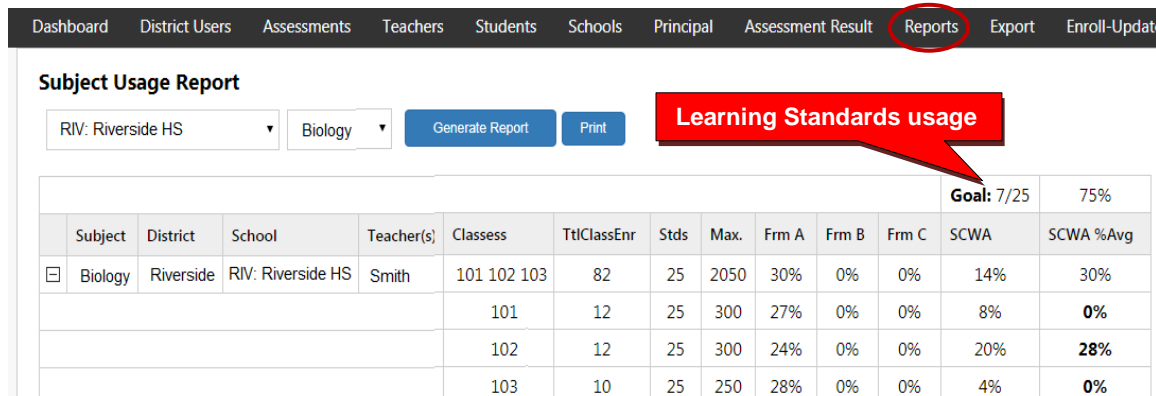
School: RIV: Riverside Elementary

View school Detailed counts

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

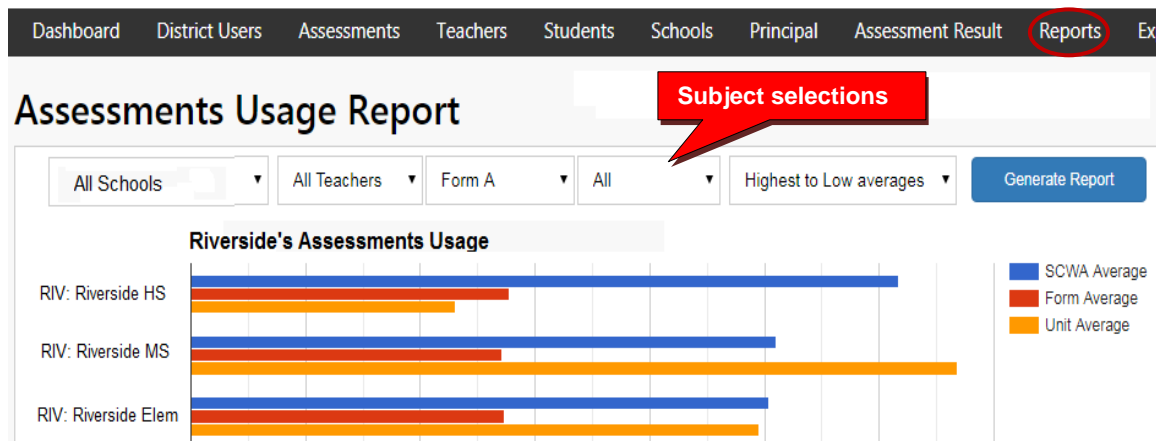
Subject Usage Report

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.



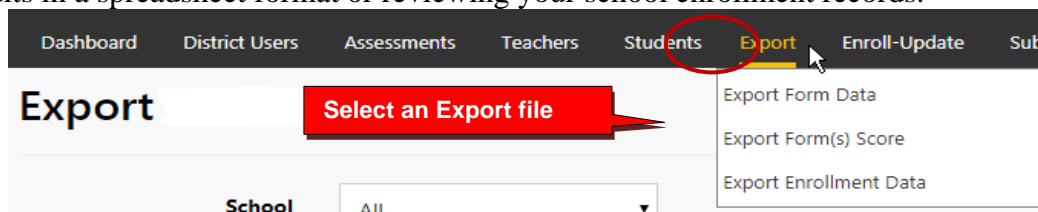
Assessment Usage Report

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.



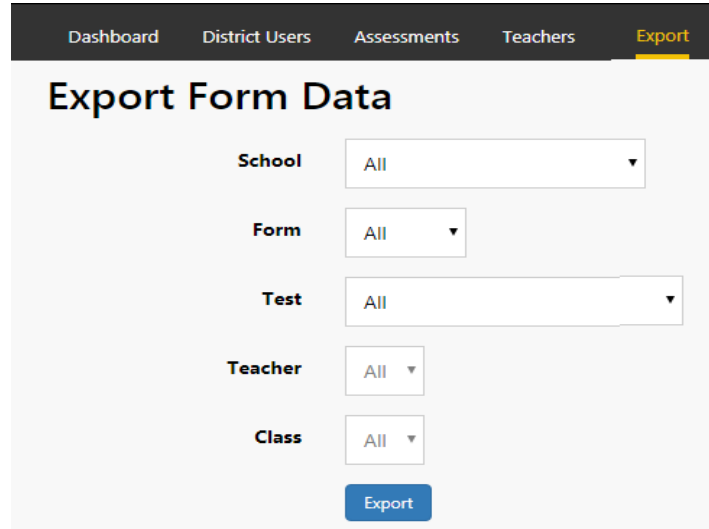
Export Menu

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

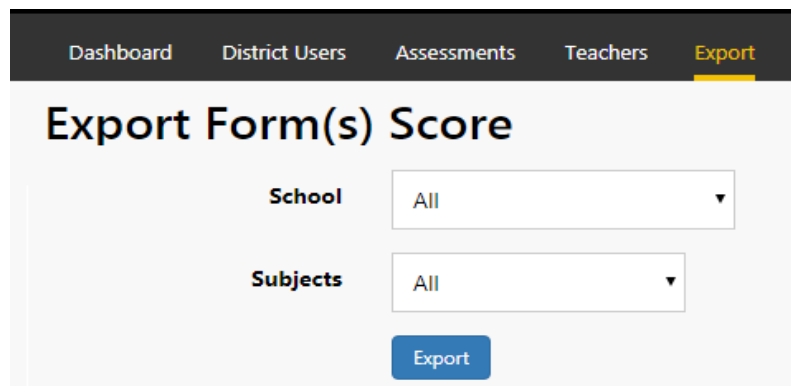
Make your selections to view student and teacher class records for test Forms A, B, and/or C.



The screenshot shows a web application interface with a dark navigation bar at the top containing links: Dashboard, District Users, Assessments, Teachers, and Export (highlighted in yellow). Below the navigation bar, the main heading is "Export Form Data". Under this heading, there are five dropdown menus labeled "School", "Form", "Test", "Teacher", and "Class", each with "All" selected. At the bottom of these filters is a blue button labeled "Export".

2) Export Form(s) Score

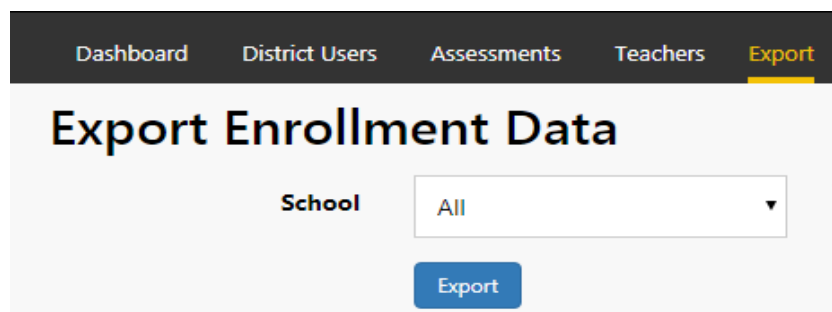
Make your selections to view student percent scores (only) for test Forms A, B, and/or C.



The screenshot shows a web application interface with a dark navigation bar at the top containing links: Dashboard, District Users, Assessments, Teachers, and Export (highlighted in yellow). Below the navigation bar, the main heading is "Export Form(s) Score". Under this heading, there are two dropdown menus labeled "School" and "Subjects", each with "All" selected. At the bottom of these filters is a blue button labeled "Export".

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.



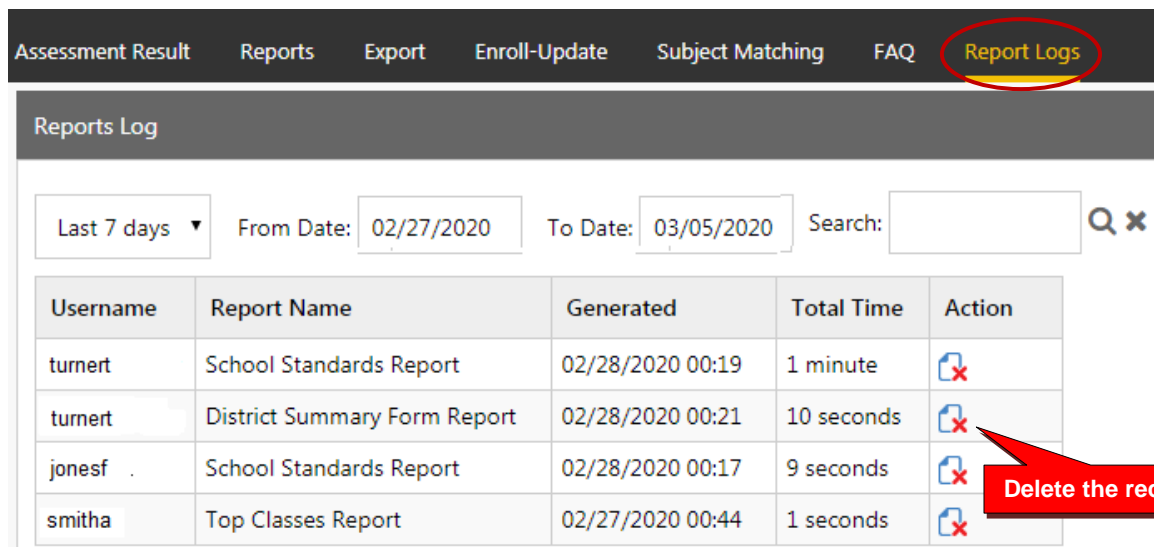
The screenshot shows a web application interface with a dark navigation bar at the top containing links: Dashboard, District Users, Assessments, Teachers, and Export (highlighted in yellow). Below the navigation bar, the main heading is "Export Enrollment Data". Under this heading, there is one dropdown menu labeled "School" with "All" selected. At the bottom of this filter is a blue button labeled "Export".





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 E, pages 8f** in this Manual for further information about batch editing.

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.



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

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

If there is heavy system use in the district or schools, the administrator 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: Hemingway@pro-core.us

Principal/School Administrator Log-in and Editing Procedures*

Updated 5/8/21

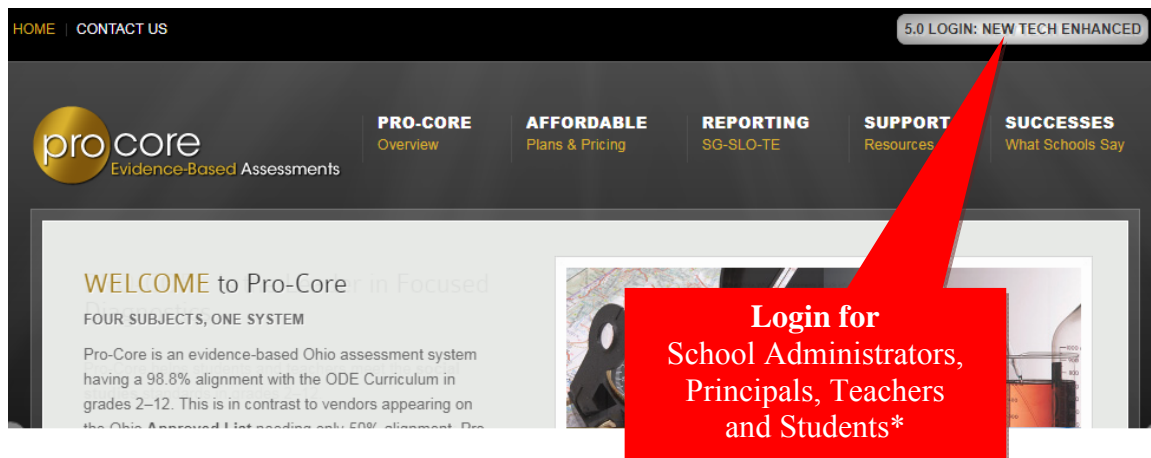
IMPORTANT: *Pro-Core Security Guidelines require that the school's Test Coordinator, Principal, or Managing Administrator is responsible for monitoring the pre- and post-tests Forms A, B, and C. No previewing of the pre- or post-tests is allowed. No printed or "alternate media" copies of the pre- and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



See Section J and K of this manual for Teacher and Student Log in and Procedures.

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

NEW! **District-level Administrators may now perform student “batch” enrollments and editing.**
See Section E for more information.

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

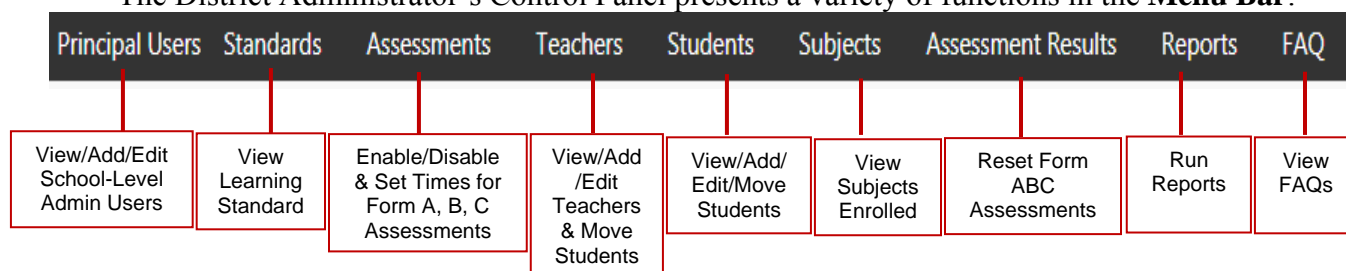
☐ Remember me

Login

***NOTE: 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**:



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

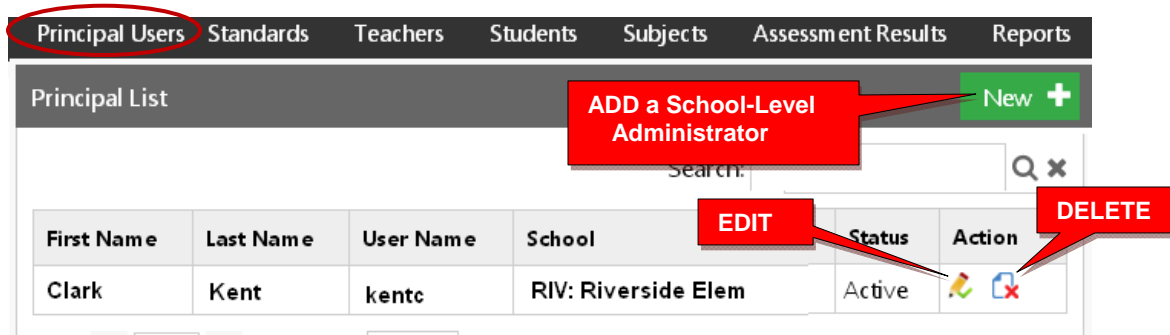
The School-Level Administrator/Principal may edit her/his username and password at any time, and enroll additional school-level administrators.

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

The screenshot shows the "Add Principal" form. It has a title "Add Principal" at the top. Below the title are the following fields: School (RIV: Riverside Elem), First Name (text input), Last Name (text input), User name (text input), and Password (text input). At the bottom of the form, there is a checkbox labeled "Active" (circled in red) and a blue "Save" button (circled in red). A red callout bubble points to the "Save" button with the text "Activate and Save changes".

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.

	Domain Code	Domain Description	Subject
<input type="checkbox"/>	1. ESS	Earth and Space Science	Science 4
P-C Standard State Number Standard Description			
	1	[1]	1:[1]Earth's surface has specific characteristics and landforms that can be identified.
	2	[2]	2:[2]The surface of Earth changes due to weathering.
	3	[3]	3:[3]The surface of Earth changes due to erosion and deposition.
<input type="checkbox"/>	2. PHS	Physical Science	Science 4

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

Please Do Not release Forms A, B and C until they have been ordered.

Form A/B/C assessments are 90 minutes in length. Click here to remove the time limit: ☐

Save **Reset Scores**

Form A Low Scores

Threshold Score: RIV: Riverview High Sch RIV: Riverview Elementary

☐ FORM A 5.0: Sci3a On-Line Test 13.90 ☐ Enable ☒ Enable ☐ Disabled

☐ FORM A 6.0 Algla On-Line Test 18.10 ☒ Enable ☐ Enable ☐ Disabled

For **Form A** assessments, there is a column of “**Threshold Scores**.” A “flag” 🚩 symbol will appear next to students who score below 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 must set the testing times.

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

Updated Set Testing Times layout

Setting Testing Times

School: RIV: Riverview HS **View Student System Access Times**

Select the dates and times students are allowed to take the Form tests you Enabled. Form A, B, C assessments are 90 minute tests. They may be administered over 2 days. Starting-Ending times must be selected in a minimum 2-hour block to allow teachers time to give instructions and help students begin the tests

Save

	Date	Starting Time	Ending Time	
1	Tuesday 11/17/2020	12:00 AM	04:00 AM	✓
2				

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 8f.*)

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.

The screenshot shows the 'Teachers List' interface. At the top is a menu bar with 'Principal Users', 'Standards', 'Teachers' (circled in red), 'Students', 'Subjects', and 'Assessment Results'. A red callout 'Add a Teacher' points to a green 'New +' button. Below the menu bar is a search bar with a magnifying glass icon and a red callout 'Edit Teacher Info'. The main table has columns: First Name, Last Name, Teacher Code, School, and Action. The first row shows Jonathan Depp (Teacher Code 100, School RIV: Riverside Elem). A red callout 'See Teacher Classes' points to a checkbox in the first column. A red callout 'Delete a Teacher' points to a red 'X' icon in the Action column. Below the teacher row is a section for 'Subject', 'Period', and 'Class Code'. It lists 'ELA/Reading 5' (Period 5, Class Code 102) and 'Social Studies 5' (Period 5, Class Code 101). Below this are two more teacher rows: Archibald Leach (Teacher Code 120, School RIV: Riverside Elem) and Tina Turner (Teacher Code 140, School RIV: Riverside Elem). Each row has a '+' icon in the first column and edit/delete icons in the Action column.

First Name	Last Name	Teacher Code	School	Action	
Jonathan	Depp	100	RIV: Riverside Elem		
Subject Period Class Code					
ELA/Reading 5 5 102					
Social Studies 5 5 101					
+	Archibald	Leach	120	RIV: Riverside Elem	
+	Tina	Turner	140	RIV: Riverside Elem	

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.

The 'Add Teacher' form includes fields for School, First Name, Last Name, Teacher Code, and Password. The School field is pre-filled with 'Riv. Riverside Elementary'. A red arrow points to the Teacher Code field with the text 'See CAUTION below'. Another red arrow points to the 'Save' button with the text 'SAVE changes'.

School	Riv. Riverside Elementary
First Name	
Last Name	
Teacher Code	
Password	
<input type="button" value="Save"/>	

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.

The 'Edit Teacher' form shows fields for School, First Name, Last Name, Teacher Code, and Password. Below these is an 'Available Class' section with a table. Red callouts provide instructions: '3-digit Teacher Code Ending in -0' points to the Teacher Code field; 'Add a Subject-Class' points to the 'New +' button; 'Subject-Class Pop-up' points to the table; 'Be sure to SAVE changes' points to the 'Save' button; 'Delete a Subject-class' points to the trash icon; 'View, Move, or Add Students' points to the group of icons; and 'Add Co-Teacher' points to the person icon.

School	RIV. Riverside Elem
First Name	Steven
Last Name	Clemente
Teacher Code	300
Password	clementes


Available Class

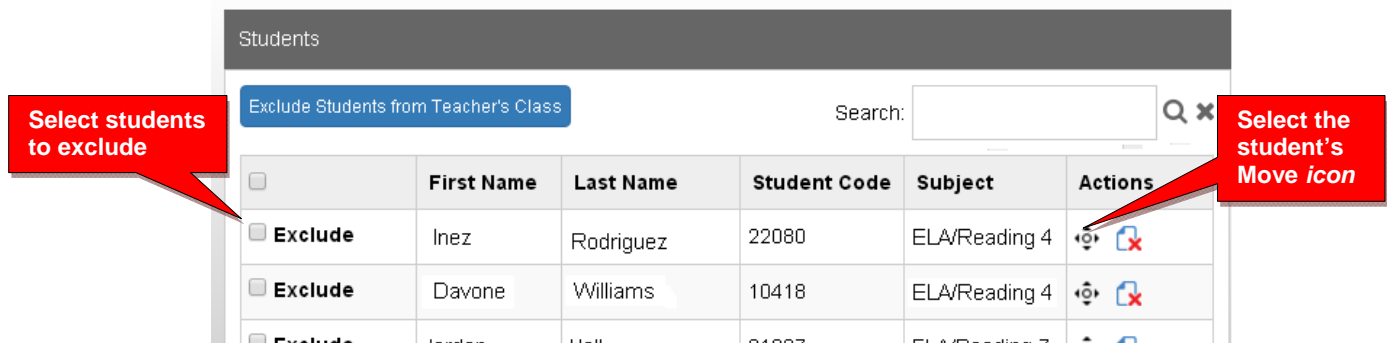
Subject	Period	Class Code	Action
ELA/Reading 4	1	301	

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

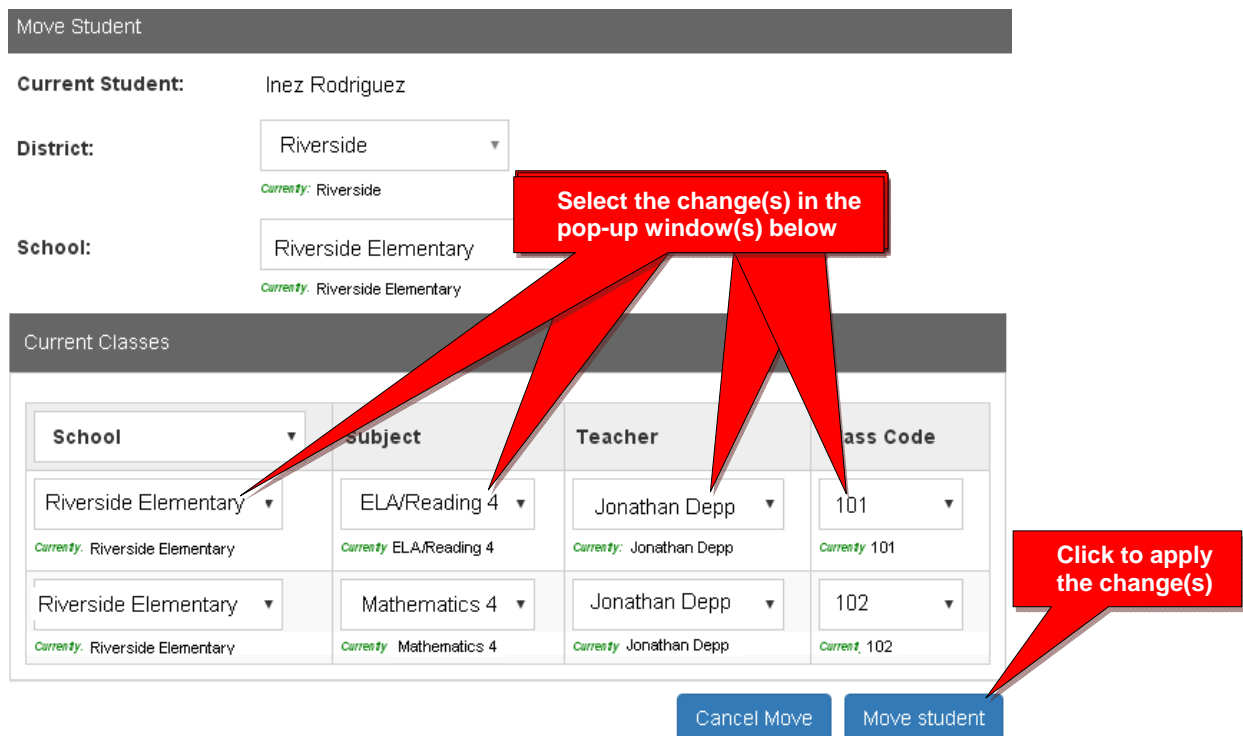
Selecting the **View Students** icon  takes you to a student list where you can view, move, or remove students to different teacher classes or exclude students from certain reports.



The screenshot shows the 'Students' interface. A red callout points to the 'Exclude Students from Teacher's Class' button, stating 'Select students to exclude'. Another red callout points to the 'Actions' column, specifically the move icon, stating 'Select the student's Move icon'.

	First Name	Last Name	Student Code	Subject	Actions
<input type="checkbox"/> Exclude	Inez	Rodriguez	22080	ELA/Reading 4	 
<input type="checkbox"/> Exclude	Davone	Williams	10418	ELA/Reading 4	 
<input type="checkbox"/> Exclude	Jordan	Hall	31827	ELA/Reading 3	 

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.



The screenshot shows the 'Move Student' pop-up window. A red callout points to the 'Current Student' field, stating 'Select the change(s) in the pop-up window(s) below'. Another red callout points to the 'Move student' button, stating 'Click to apply the change(s)'.

Move Student

Current Student: Inez Rodriguez


District:
 Currently: Riverside

School:
 Currently: Riverside Elementary

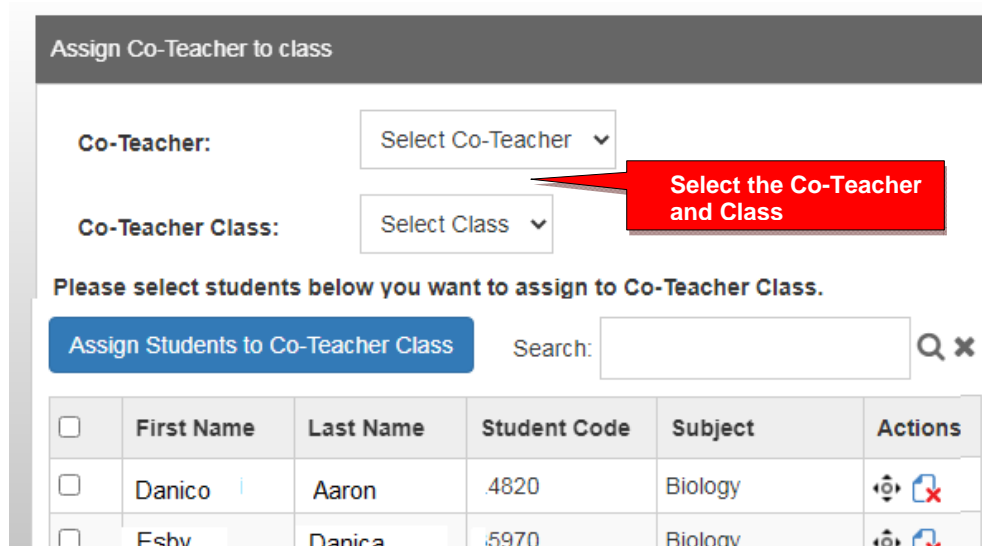
Current Classes

School	Subject	Teacher	Class Code
<input type="text" value="Riverside Elementary"/> <small>Currently: Riverside Elementary</small>	<input type="text" value="ELA/Reading 4"/> <small>Currently: ELA/Reading 4</small>	<input type="text" value="Jonathan Depp"/> <small>Currently: Jonathan Depp</small>	<input type="text" value="101"/> <small>Currently: 101</small>
<input type="text" value="Riverside Elementary"/> <small>Currently: Riverside Elementary</small>	<input type="text" value="Mathematics 4"/> <small>Currently: Mathematics 4</small>	<input type="text" value="Jonathan Depp"/> <small>Currently: Jonathan Depp</small>	<input type="text" value="102"/> <small>Currently: 102</small>

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.



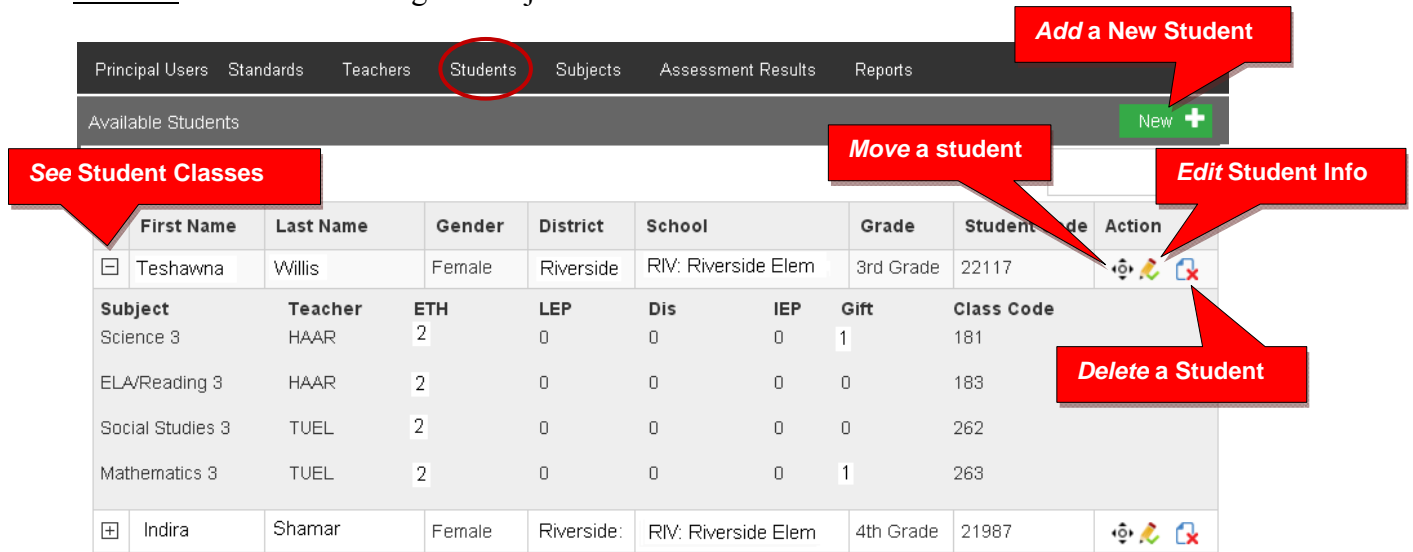
The "Assign Co-Teacher to class" window contains the following elements:

- Co-Teacher:** A dropdown menu labeled "Select Co-Teacher".
- Co-Teacher Class:** A dropdown menu labeled "Select Class".
- A red callout bubble pointing to both dropdowns: "Select the Co-Teacher and Class".
- A message: "Please select students below you want to assign to Co-Teacher Class."
- A blue button: "Assign Students to Co-Teacher Class".
- A search bar: "Search: []" with a magnifying glass icon and a close 'x' icon.
- A table with the following columns: First Name, Last Name, Student Code, Subject, and Actions.

	First Name	Last Name	Student Code	Subject	Actions
<input type="checkbox"/>	Danico	Aaron	4820	Biology	 
<input type="checkbox"/>	Esbv	Danica	5970	Biology	 

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.






The "Students" menu bar is circled in red. A red callout bubble points to it: "See Student Classes".

The "Students" menu bar contains the following items: Principal Users, Standards, Teachers, **Students**, Subjects, Assessment Results, Reports.

A red callout bubble points to the "Add a New Student" button (a green plus icon) in the top right corner of the menu bar.

The "Available Students" section contains a table with the following columns: First Name, Last Name, Gender, District, School, Grade, Student Code, and Action.

First Name	Last Name	Gender	District	School	Grade	Student Code	Action
Teshawna	Willis	Female	Riverside	RIV: Riverside Elem	3rd Grade	22117	  
Subject	Teacher	ETH	LEP	Dis	IEP	Gift	Class Code
Science 3	HAAR	2	0	0	0	1	181
ELA/Reading 3	HAAR	2	0	0	0	0	183
Social Studies 3	TUEL	2	0	0	0	0	262
Mathematics 3	TUEL	2	0	0	0	1	263
+	Indira	Shamar	Female	Riverside:	RIV: Riverside Elem	4th Grade	21987

Red callout bubbles point to the action icons in the "Action" column:

- "Move a student" (Move icon)
- "Edit Student Info" (Edit icon)
- "Delete a Student" (Delete icon)

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.

The 'Add Student' form includes the following fields: District (Riverside), School (dropdown), First Name, Last Name, Student Code, Gender (dropdown), Grade (4th Grade dropdown), Username, and Password. A blue 'Save' button is at the bottom. Annotations include a red arrow pointing to the School dropdown labeled 'Your School', a red arrow pointing to the Student Code field labeled 'See CAUTION below', and a red arrow pointing to the Save button labeled 'Save changes'.

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

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

To **Move Students** to different classes, follow the directions on page **G-8**.

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.

The 'Edit Student' form shows a student named Inez Rodriguez with Student Code 22080, Gender Female, Grade 4th Grade, Username 22080, and Password Rodriguezl. The School is Riverside Elementary. A red circle highlights the 'Standards' tab in the top navigation bar. Annotations include a red arrow pointing to the Student Code field labeled 'Student ID cannot be changed' and a red arrow pointing to the Save button labeled 'Save changes'.

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.

Available Subjects

Add a Subject-Class

Add a Co-Teacher

Save

Delete a student from a Subject-Class

School	Subject	Main Teacher	M-T Co-Teacher	Co-Teacher	Co-T Class Code	ETH	LEP	Dis	IEP	Gift	Action
Riverside Elem	ELA/Reading 4	J Depp	101	Not Set		3	0	0	0	1	SGM Deac
Riverside Elem	Mathematics 4	J Depp	102	Not Set		3	0	0	0		SGM Deac
Riverside Elem	Select Subject	Select Teacher	Class	Not Set							SGM Deac

Subjects

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

Principal Users Standards Teachers Students **Subjects** Assessment Results

Available Subjects

Column sorted A-Z

Search:

Subject Name	Abbreviation	Subject Code
ELA/Reading 3	ELA3	R3
ELA/Reading 4	ELA4	R4
Mathematics 3	MATH3	M3

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.

Dashboard Principal Users Standards Assessments Teachers Students Subjects **Assessment Results** Reports FAQ

Assessment Result

View test responses

Review & change

Review skipped questions

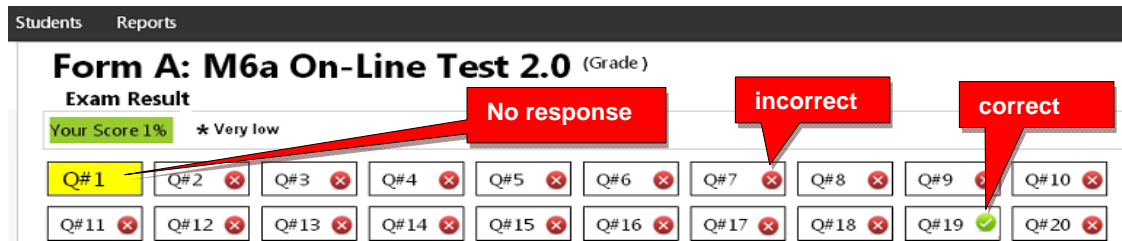
Re-take the test

Low score "flag"

School	Student Name	Title	Subject	Starting Time	Ending Time	Time Start to Finish	Total Time on	# of times	Score	Flag	Action
RIV: Riverside School	Jetson Adam	02 MAT: Atoms	Physical Science	11/16/2020 09:35	10:26	62:05	51:10:00	1	10%		Result Student Responses Reset All Questions Reset Skip Questions Reset Assessment

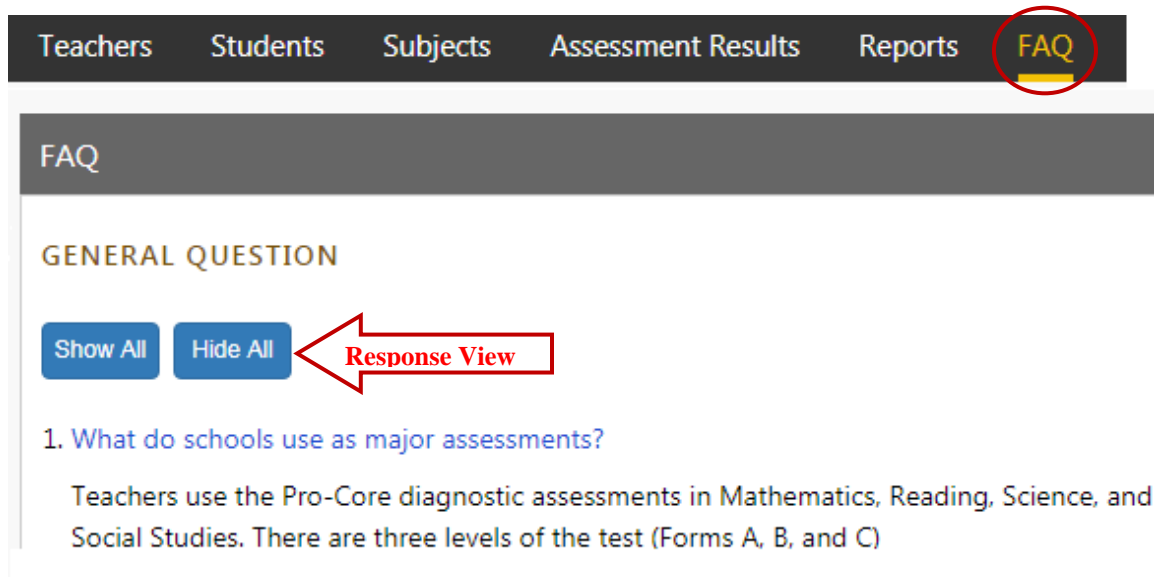
If an Assessment “freezes” or there is another problem with a student’s assessment, selecting a **Reset** button option will allow you to reset the assessment, and the student to re-take the some or all of the test. The symbol “flags” students who scored very low on the pre-test (Form A). They may need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

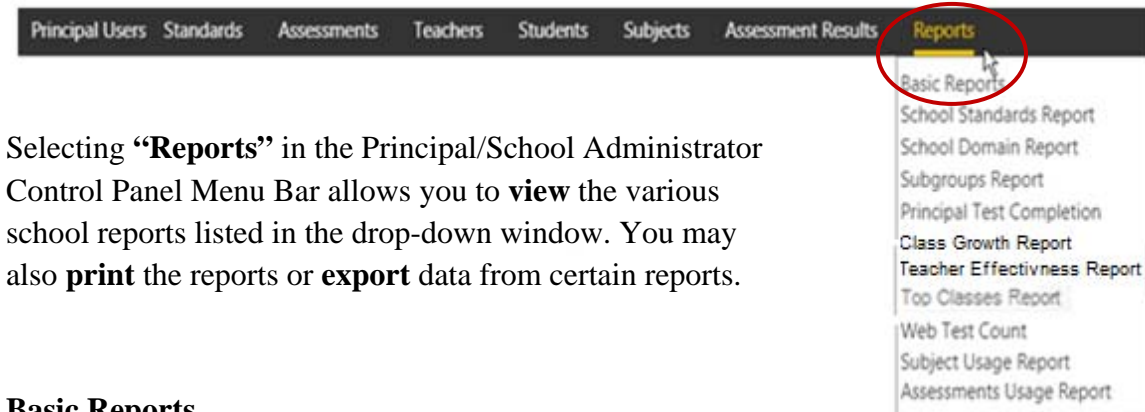


There is a FAQ selection addressed specifically to district managers and teachers in their respective menus.

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.*

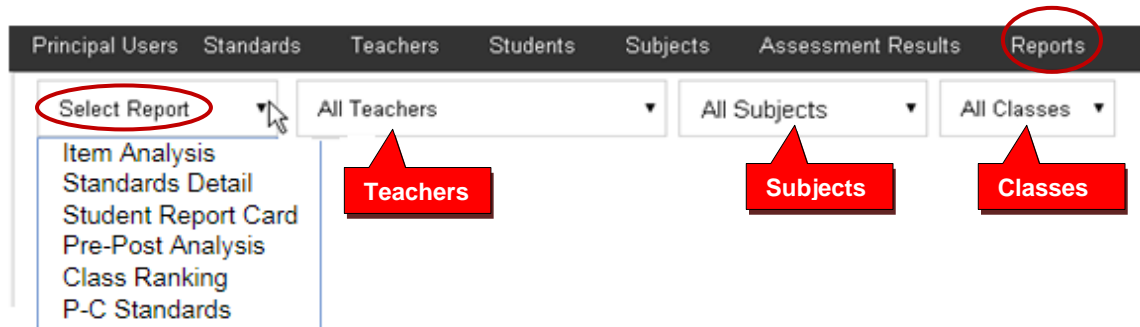
Pro-Core Principal/School Administrator Reports



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.

Generate Report

Hide Answers

Print Preview

Zoom Out

Zoom In

Teacher Tools

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		✓		✓		

Average % correct for all items in the standard

Individual student responses "Loaded"

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.

Generate Report

Export

Print All

Print Preview

Zoom Out

Zoom In

Teacher Tools

Mathematics 4 (Form A)

Standards Detail Report

Individual Standards

Student Name	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Avg
Molly McGuire	10490	0	0	33	33	★	★	★	50	0	0	20	50	0	50	25	0	0	★	★	0	50	0	50	50	50	38%
Brian Adams	10485	0	0	33	0	0	★	★	50	0	0	20	50	0	0	25	★	★	0	★	0	★	0	50	50	50	32%
David Pitt	10400	0	0	0	0	0	0	★	0	0	0	20	0	0	0	50	0	0	0	0	0	0	0	50	50	0	10%

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.

Dashboard
Students
Assessments
Assessment Result
FAQ
Reports

Report Card

Selections

Geometry
301
Tom Jones
Form A
Standards

☒ Include Student's all subjects

Generate Report
Print Preview

Key:
0% - 25%
26% - 50%
51% - 75%
76% - 99%
★ 100%

Pro-Core
Form A
RIV: Riverview
High

Tom Jones (123465)
Student Report Card
11/6/2019

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	%Avg
Geometry																			32%

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Avg
American History																										21%

Geometry

1. GEO Experiment with transformations in the plane.
2. GEO Understand congruence.
3. GEO Prove geometric theorems.
4. GEO Make geometric constructions.
5. GEO Classify and analyze geometric figures.
6. GEO Understand similarity in terms of similarity transformations.
7. GEO Prove theorems involving similarity.
8. GEO Define trigonometric ratios and solve problems involving right triangles.
9. GEO Understand and apply theorems about circles.
10. GEO Find arc lengths and areas of sectors of circles: radian introduced
11. GEO Translate between the geometric description and the equation for a circle.
12. GEO Use coordinates to prove simple geometric theorems algebraically.
13. GEO Explain volume formulas and use them to solve problems.
14. GEO Visualize the relation between two-dimensional and three-dimensional objects.
15. GEO Understand the relationships between lengths, area, and volume.
16. GEO Apply geometric concepts in modeling situations.
17. SAP Understand independence and conditional probability and use them to compute probabilities of compound events.
18. SAP Use the rules of probability to compute probabilities of compound events.

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.

Pre-Post Analysis ▾

Riverside Elem ▾

Hershey ▾

Mathematics 4 ▾

121 ▾

01 OPT: Use and evaluate numerical ▾

Generate Report

Print Preview

Zoom Out

Zoom In

All SCWA ▾

Standard Selected

Mathematics 4

Pre-Post Analysis Report

	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%								
<div> <div>Attempts expanded</div> <table> <tr> <th>Date</th> <th>Score</th> </tr> <tr> <td>10/10/16 18:21</td> <td>75.0%</td> </tr> <tr> <td>10/10/16 18:23</td> <td>87.5%</td> </tr> <tr> <td>02/10/17 14:27</td> <td>100.0%</td> </tr> </table> </div>								Date	Score	10/10/16 18:21	75.0%	10/10/16 18:23	87.5%	02/10/17 14:27	100.0%
Date	Score														
10/10/16 18:21	75.0%														
10/10/16 18:23	87.5%														
02/10/17 14:27	100.0%														
☑	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%								

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.

Class Ranking ▾

RIV: Riverside Jr High ▾

ELLIS ▾

Mathematics 7 ▾

141 ▾

Form A ▾

Generate Report

Export

Print All

Print Preview

Zoom Out

Zoom In

Mathematics 7 (Form A)

Class Ranking Report

Class Averages for each Content Standard

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.

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 standard in each subject test and teacher class.

Principal Users Standards Teachers Students Subjects Assessment Results **Reports**

School Standards Report

Form A Standards Generate Report Export As Excel

Standards % Averages

Test Subject/Form	Class	1	2	3	4	5	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 question 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	12	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

School Domains Report

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

Principal Users Standards Teachers Students Subjects Assessment Results **Reports**

School Domain Report

RIV: Riverside Elementary ▾ All ▾ Generate Report Export As

Domain % Averages

Test Subject/Form	School Name	Class code	Students	1	2	3	4	%Avg
FORM A: SocSt3a On-Line Test 2.0			35	41	33	49	35	39%
SCHULTZ	RIV: Riverside Elementary y	262	16	46	35	49	34	40%
SCHULTZ	RIV: Riverside Elementary y	261	19	37	31	49	35	38%
WILSON	RIV: Riverside Elementary y	241	31	25	35	26	36	29%

Subgroups Report

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

Principal Users Standards Assessments Teachers Students Subjects Assessment Results **Reports**

Subgroups Report

STR: Struthers High School ▾ All Subjects ▾ Form A to B ▾ Generate Report

Basic Reports
School Standards Report
School Domain Report
Subgroups Report
Principal Test Completion
Teacher Effectiveness Report
Top Students Report
Web Test Count

Test Subject Demographic Sub-Groups

	Pre-Test Student Count	Pre-Test % Score = NCE	Post-Test Student Count	NCEs Differ
Physical Science	114	18.5 40	1	
Male	47	19.6 42	0	
Female	67	17.8 38	1	
White (non-Hispanic, non-Latino)	96	19.2 41	1	
African-American (non-Hispanic, non-Latino)	7	19.5 42	0	
Hispanic or Latino	3	17.9 39	0	
Asian or Pacific Islander	0		0	
American Indian or Alaskan Native	0		0	
Multiracial	4	15.2 33	0	
Limited English Proficiency (LEP)	0		0	
Economically Disadvantaged	0		0	
Academically Disadvantaged	0		0	
IEP/SWD/504 Plan Accommodation(s)	0		0	
Gifted	0		0	

-2
-38
-3

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.

The screenshot shows the 'Reports' tab selected in the top navigation bar. Below it, the 'Completion Report' section has filters for 'American History' and 'Form A', and a 'Generate Report' button. The main table displays data for 'RIV: Riverside HS' and 'Harris Jason' (301 American History). The table columns are: Teacher - Class - Assessment, Student ID #, Gr, Gender, Test % Score, and Status. The status column has a dropdown menu with options: Questions: Answered/Skipped/Total/EXIT Browser, Completed, Not Started, Incomplete, and End & Score. The 'END Test' button is highlighted in red.

Teacher - Class - Assessment	Student ID #	Gr	Gender	Test % Score	Status
RIV: Riverside HS	65 students			23.1 av. %	60 = 92% completed
Harris Jason 301 American History	19 students			22.5 av. %	17 = 89% Ans/Skip/Tot/XB
Allen Hazel	127386	12	F	30.0	27/3/30/0 Finished
Callow Alison	735344	10	F		0/0/0/0 Not taken
Custer William	735311	10	M	20.0	30/0/30/0 Finished
Davis Dharma	700684	10	F		21/0/30/2 Saved

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

WARNING: Class Growth (CG) reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be “disabled” at the end of the testing windows, so that the CG results don't change. **See the District Administrator's 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 four 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 combines and averages all the teacher's subject area classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and class growth ratings are included. **This report is useful for state OTES 2.0 reporting purposes.**

Principal Users Standards Teachers Students Subjects Assessment Results Reports										
Class Growth Report										
School-Teacher-Class SGS Scores		By Teacher	Form A to C	Teacher Summary	Combined subjects	Generate Report				
Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?	
+ 1 RIV: Riverside Elem	169 students									
+ 0 CLARK	(combined)		3 Expected Growth	62 students	37.8 av. %	60.6 av. %	22.8 av. %	+ 4	38 of 62	Met Growth Target score
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students	46.8 av. %	63.6 av. %	16.8 av. %	+ 2	10 of 16	
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students	42.0 av. %	61.7 av. %	19.7 av. %	+ 7	10 of 15	
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
+ 3 DOBBS	(combined)		5 Exceptional Growth	64 students	26.2 av. %	62.7 av. %	36.5 av. %	+ 31	60 of 64	
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	

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.**

Principal Users Standards Teachers Students Subjects Assessment Results Reports										
Class Growth Report										
RIV: Riverside Elementary		By Teacher	Form A to C	Teacher Summary	Same subjects	Generate Report				
Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?	
+ 1 RIV: Riverside Elem	169 students									
+ 0 CLARK		ELA/Reading 3	3 Expected Growth	31 students	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31	Met Growth Target score
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
+ 0 CLARK		Social Studies 3	3 Expected Growth	31 students	44.5 av. %	62.7 av. %	18.2 av. %	+ 4	20 of 31	
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students	46.8 av. %	63.6 av. %	16.8 av. %	+ 2	10 of 16	
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students	42.0 av. %	61.7 av. %	19.7 av. %	+ 7	10 of 15	
+ 3 DOBBS		Mathematics 4	5 Exceptional Growth	32 students	21.6 av. %	71.6 av. %	50.0 av. %	+ 44	32 of 32	
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	
+ 2 DOBBS		Science 4	5 Exceptional Growth	32 students	30.8 av. %	63.7 av. %	32.9 av. %	+ 18	28 of 32	
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	

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.

Principal Users Standards Teachers Students Subjects Assessment Results Reports										
Class Growth 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	M		16.2 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					44.0 57	80.8 65	36.8	+ 9	Yes
- 0	Dodd Arnold	10821				36.0 46				No
- 1	Cortez Miguel	10746	2	M		64.0 85			- 24	No
- 1	Depok, Angel	10973	2	F		52.0 68			- 34	No
- 0	Fernandez Carmela	10932	2	F		56.0 73	80.8 65	24.8	- 8	No

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 by subject assessments. This report is useful for district subject area curriculum administrators.

Principal Users Standards Teachers Students Subjects Assessment Results **Reports**

Class Growth Report

RIV:Riverside Elementary

By Subject

Form A to C

Generate Report

Print Preview

Export

	Subject - SGS	Teacher	Total	Class Growth Rating	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Diff	Met Growth Target?
1	RIV: Riverside Elementary 169 students								
+ 0	ELA/Reading 3		31 students	3 Expected Growth	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31
	+ 0	LEVY 122	16 students	3 Expected Growth	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
	+ 0	LEVY 124	15 students	3 Expected Growth	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15
- 1	Mathematics 2		35 students	3 Expected Growth	46.0 av. %	67.3 av. %	21.3 av. %	- 12	6 of 35
	- 1	JONES 101	19 students	3 Expected Growth	46.2 av. %	64.4 av. %	18.2 av. %	- 16	2 of 19
	- 0	DOE 241	16 students	3 Expected Growth	45.9 av. %	70.9 av. %	25.0 av. %	- 8	4 of 16
+ 3	Mathematics 4		32 students	5 Exceptional Growth	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32
	+ 3	SMITH 141	16 students	5 Exceptional Growth	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
	+ 3	PERK 143	16 students	5 Exceptional Growth	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16

Teacher Effectiveness Report

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

WARNING: 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 four 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 combines 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.**

Principal Users Standards Teachers Students Subjects Assessment Results Reports

Student Growth-Teacher Effectiveness Report

BIV: Riverside Elementary By Teacher Form A to C Teacher Summary Combined subjects Generate Report

School-Teacher-Class SGS Scores

Met Growth Target score

#	Subject - Grade	Effectiveness Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
BIV: Riverside Elem 169 students								
+ 0 CLARK	(combined)	3 Average Effectiveness	62 students	37.8 av. %	60.6 av. %	22.8 av. %	+ 4	38 of 62
+ 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 122	ELA/Reading 3	3 Average Effectiveness	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0 CLARK 123	Social Studies 3	3 Average Effectiveness	15 students	42.0 av. %	61.7 av. %	19.7 av. %	+ 7	10 of 15
+ 0 CLARK 124	ELA/Reading 3	3 Average Effectiveness	15 students	26.7 av. %	50.0 av. %	23.3 av. %	+ 7	9 of 15
+ 3 DOBBS	(combined)	5 Most Effective	64 students	26.2 av. %	52.1 av. %	25.9 av. %	+ 31	60 of 64
+ 3 DOBBS 141	Mathematics 4	5 Most Effective	16 students	19.5 av. %	41.0 av. %	21.5 av. %	+ 47	16 of 16
+ 1 DOBBS 142	Science 4	4 Above Average	16 students	26.2 av. %	62.7 av. %	36.5 av. %	+ 17	13 of 16
+ 3 DOBBS 143	Mathematics 4	5 Most Effective	16 students	26.2 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16
+ 2 DOBBS 144	Science 4	5 Most Effective	16 students	26.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16

NCE pre-post Difference

Subjects combined

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.**

Student Growth-Teacher Effectiveness Report

RIV: Riverside Elementary By Teacher Form A to C Teacher Summary Same subjects Generate Report

Met Growth Target score

Teacher	Class #	Subject - Grade	Effectiveness Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth 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. %	19.7 av. %	+ 7	10 of 15
+ 3 DOBBS		Mathematics 4	5 Most Effective	32 students	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32
+ 3 DOBBS	141	Mathematics 4	5 Most Effective	16 students	19.5 av. %	74.4 av. %	54.9 av. %	+ 47	16 of 16
+ 3 DOBBS	143	Mathematics 4	5 Most Effective	16 students	23.8 av. %	71.6 av. %	47.8 av. %	+ 41	16 of 16
+ 2 DOBBS		Science 4	5 Most Effective	32 students	30.8 av. %	65.7 av. %	34.9 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

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.

Principal Users Standards Teachers Students Subjects Assessment Results Reports

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			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				44.0 57	80.8 65	36.8	+ 9	Yes
- 0 Dodd Arnold		10821				36.0 46				No
- 1 Cortez Miguel		10746				64.0 85			24	No
- 1 Depok, Angel		10973	2	F		52.0 68	57.7 34	5.7	- 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.

Principal Users Standards Teachers Students Subjects Assessment Results Reports									
Student Growth-Teacher Effectiveness Report									
RIV:Riverside Elementary		By Subject	Form A to C	Generate Report	Print Preview	Export			
Subject - SGS	Teacher	Total	Effectiveness Rating	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Diffe	Met Growth Target?	
1 RIV: Riverside Elementary		169 students							
+ 0 ELA/Reading 3		31 students	Average Effectiveness	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31	
+ 0 LEVY 122		16 students	Average Effectiveness	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0 LEVY 124		15 students	Average Effectiveness	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
- 1 Mathematics 2		31 students	Average Effectiveness	46.0 av. %	67.3 av. %	21.3 av. %	- 12	6 of 35	
- 1 JONES 101		16 students	Average Effectiveness	46.2 av. %	64.4 av. %	18.2 av. %	- 16	2 of 19	
- 0 DOE 241		16 students	Average Effectiveness	45.9 av. %	70.9 av. %	25.0 av. %	- 8	4 of 16	
+ 3 Mathematics 4		32 students	Most Effective	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32	
+ 3 SMITH 141		16 students	Most Effective	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 3 PERK 143		16 students	Most Effective	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	

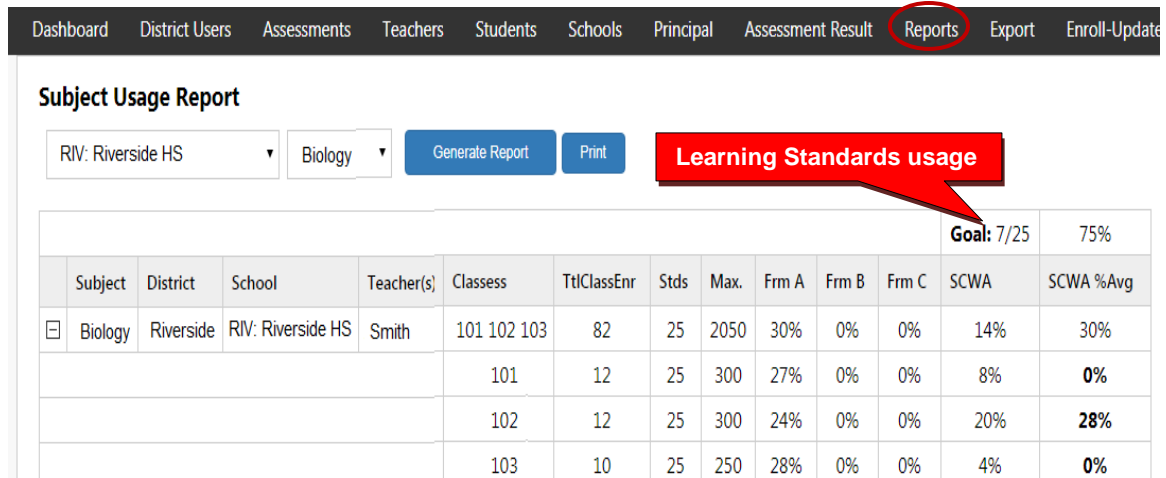
Top Classes Report

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 Standards Tested and Short Cycle Web Assessments (SCWA) average scores.

Dashboard District Users Assessments Teachers Students Schools Principal Assessment Result Reports Export								
Top Classes Report								
RIV: Halle MS		All Teachers	Social Studies 5	All Classes	Top 5%			
Generate Report					Top 10%			
					Bottom 5%			
					Bottom 10%			
School	Teacher/Students Name	Class/Student Code	Form A	Form B	Form C	Standards Tested	Average SCWA	
RIV: Halle MS	Davis	302	71.20%	80.53%	0%	4/18 = 0.22	81.73%	
	ODell Mark	90809	75.75%	79.25%	0%	5/18 = 0.28	86.67%	
	Staton Deborah	91088	81.81%	94.28%	0%	4/18 = 0.22	84.38%	
	Rodriquez Jose	91043	57.57%	68.57%	0%	4/18 = 0.22	78.12%	
	Winter Emil	90810	69.69%	80.00%	0%	3/18 = 0.17	77.78%	
RIV: Halle MS	Adams	321	62.85%	68.42%	0%	3/18 = 0.17	75.27%	

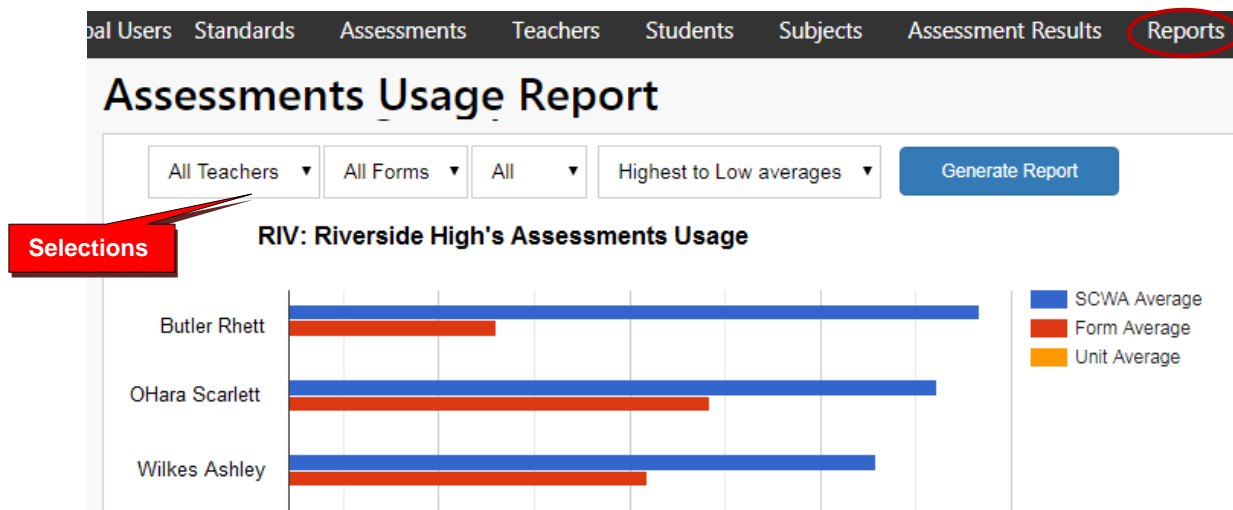
Subject Usage Report

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

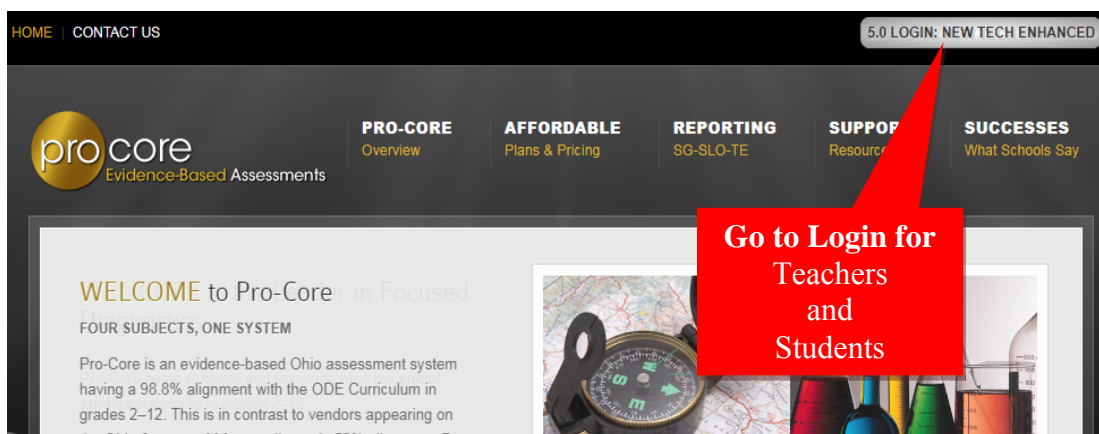
***IMPORTANT:** Pro-Core Security Guidelines require that the school's Test Coordinator, Principal, or Managing Administrator is responsible for monitoring the pre- and post-tests. No previewing of the pre- or post-tests Forms A, B, and C is allowed. No printed or "alternate media" copies of the pre-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

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 District or School Administrator will generate a list of teacher usernames and passwords for logging into the online Pro-Core Assessment System
2. Teachers should log into the system a week before the Form A diagnostic pre-test is administered to confirm teacher class and student enrollments are accurate, and to become familiar with the various system features and commands.
 - Teachers (and students) may login to the Pro-Core Assessments program through 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

The screenshot shows the 'Login to ProCore Account' form. Three red callout boxes provide instructions: 1. 'Select your school' points to a dropdown menu showing 'REY: Encore Academy'. 2. 'Key-in your 3-digit Teacher ID (ending in 0)' points to a text input field containing '120'. 3. 'Key-in your last name and first initial' points to a text input field containing five dots. Below the fields are a 'Remember me' checkbox and a 'Login' button.

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

VIEWING/EDITING STUDENT LOG-INS

On your 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.

The screenshot shows the ProCore dashboard. At the top, the 'pro core' logo is on the left, and 'Welcome Abe Harris!' with 'My Account | Logout' links is on the right. A red callout box points to the 'My Account' link with the text 'Click to change your log-in password'. Below the header is a navigation bar with 'Dashboard', 'Students' (circled in red), 'Assessments', 'Assessment Result', 'FAQ', and 'Reports'. Below the navigation bar is a 'Students' section. A dropdown menu labeled 'Select Class' is open, showing options: 'Select Class', '301 American History', '302 American History', and '303 American History'. A red callout box points to this menu with the text '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. You should **NOT** change your Teacher Code. 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.

The screenshot shows the 'Students' tab in a dashboard. A red circle highlights the 'Students' tab. A red callout points to the top right corner with the text: 'To print: right-click in any white area and select "print"'. Another red callout points to the dropdown menu showing '301 American History' with the text: 'Class code and subject'. A third red callout points to the name 'Landry' in the table with the text: 'Select a Name to edit'.

First Name	Last Name	Student Code	Speak	Show Timer
Hannah	Landry	27386	<input type="radio"/> NO	<input checked="" type="radio"/> YES
Angel	Cotton		<input type="radio"/> NO	<input checked="" type="radio"/> YES

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

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

The 'Edit Student' modal form contains the following fields:

- First Name: Torri
- Last Name: Bleggo
- Password:

At the bottom right, there is a red callout pointing to a button labeled 'Save Changes'. Below this are two buttons: 'Cancel' and 'Update'.

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

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

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.

The image shows a login form titled "Login to ProCore Account". It contains a school selection dropdown menu, a Pro-Core ID number field, a password field, a "Remember me" checkbox, and a "Login" button. Three blue callout boxes with white text provide instructions:

1. Select school from the pop-up (points to the school dropdown menu)
2. Key-in the Pro-Core ID Number (assigned by the school) (points to the ID number field)
3. Key-in Student's Last Name and First Initial (points to the password field)

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-11f*)

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

Dashboard Students **Assessments** Assessment Result FAQ Reports

Assessments

501 Mathematics 8 Other Search: []

Form A. B. C

☒ FORM C 5.0: Math8c On-Line Test ☐ FORM B 5.0: Math8b On-Line Test

Cog icon Cog icon

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

Assessment Security Settings

For added security, please schedule the assessment by selecting a specific date and time. If you leave the fields empty, the test will be available during ALL the days and times set for all tests by your school or district administrator.

Form A, B, C assessments are 90 minute tests. But you may select shorter times to administer the test over 2 days.

Starting-Ending times must be selected with a *minimum* of 2 hours for a one-day session, or a minimum of 1 hour for two-day sessions.

	From Date	To Date	Starting Time	Ending Time
1	Monday - 4/5/2021	Tuesday - 4/6/2021	09:00 AM	11:00 AM
2				

Save **more on next page** View School Test Times

View School Settings

Students

Lock ☐ NO Search:

Lock	Last Name	First Name	Student ID	Extend Time	<input type="checkbox"/> ALL
<input type="radio"/> NO	Andrews	Julie	48200	0 minute	<input type="checkbox"/>
<input type="radio"/> NO	Cortez	Julio	59700	0 minute	<input type="checkbox"/>

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**.”

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%

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

SECOND: Select “Other Assessments”

01 LIT: Write textual evidence from the text to support the text says explicit information.
02 LIT: Determine how a theme or central idea is developed and how it is conveyed through the selection.
03 LIT: Analyze how a story’s or drama’s plot unfolds in a series of episodes and how this contributes to the overall structure of the work.

11 INF: Analyze in detail a subject or issue and how it is conveyed through the selection.
12 INF: Determine the main idea or central theme of the text and how it is conveyed through the selection.
13 INF: Analyze how a story’s or drama’s plot unfolds in a series of episodes and how this contributes to the overall structure of the work.

(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%

THIRD: Select the Assessment

☐ Form A: ELA/Reading 6a On-Line Test 2.0

WARNING:

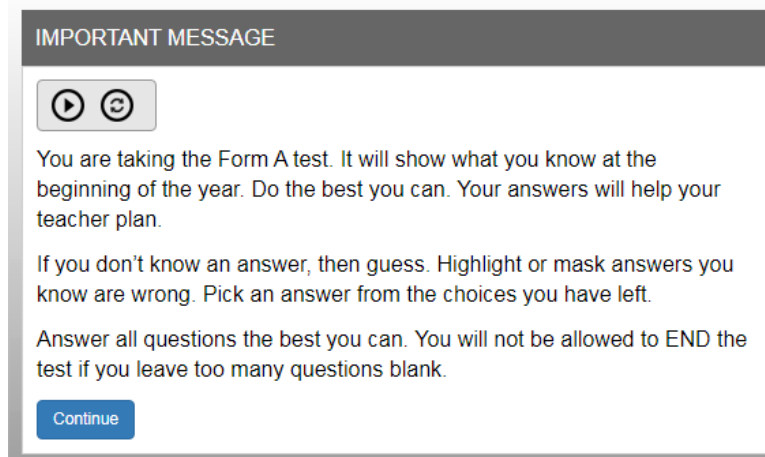
- The Form A, B, or C assessments must be **enabled** by your Pro-Core District or School Manager in order to appear in your students' **Other Assessments** layout.
- The long assessment tests may be administered over a 4-5 day **testing window**. (E.g. Math on Monday, Science on Tuesday, Social Studies 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.



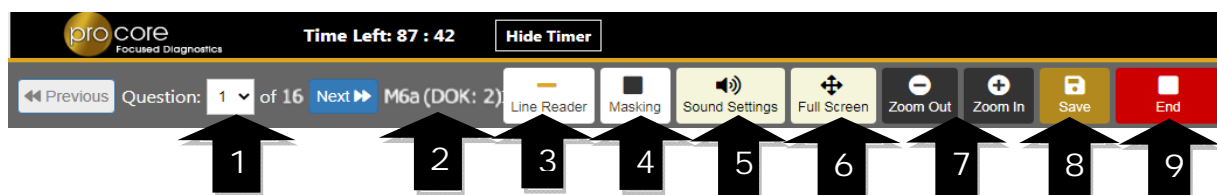
Form A Message

***Update!* Student Warning Messages**

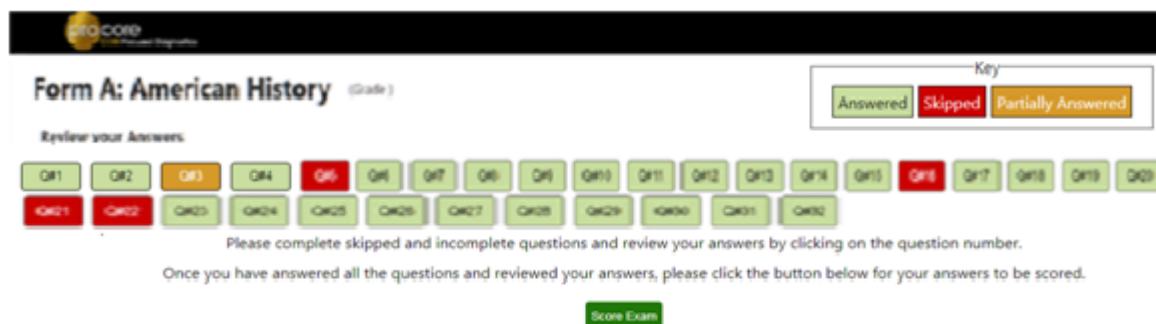
- When the student begins the test, a warning message will display the number of questions and the time allotted (**90 minutes**) before the test is Saved and Ended. The test cannot be *paused*. **Students have the option to Hide the Timer.**
- Students are allowed ONE “Save” to *bookmark* and return 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 **eXits** their **Browser**, 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 **Question #** 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 screenshot shows the ProCore CCSS Focused Diagnostics interface. The top navigation bar includes the ProCore logo, 'CCSS Focused Diagnostics', and a user welcome message 'Welcome Thomas [redacted]' with links for 'My Account' and 'Logout'. Below the navigation bar, the 'Assessments' section is active, and 'My Assessments' is highlighted with a red circle. The main content area, titled 'Student Assessments', displays a table of completed assessments. A blue callout bubble points to the 'Assessments completed' header. The table has columns for 'Title', 'Subject', and 'Action'. Two assessments are listed: 'Form A: American History 2.0' and 'Form A: Biology 2.0', both under the subject of 'American History' and 'Biology' respectively. The 'Action' column for each assessment has a 'Score' button, which is highlighted by a blue callout bubble labeled 'Show results'. At the bottom of the table, it indicates 'Page 1 of 1 | View 25 records | Found total 2 records'.

Title	Subject	Action
Form A: American History 2.0	American History	Score
Form A: Biology 2.0	Biology	Score

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 screenshot shows the 'Form A: American History 2.0' exam results page. The page title is 'Form A: American History 2.0 (Grade)'. Below the title, it says 'Exam Result'. A green progress bar indicates 'Your Score 40%'. The main content area displays a grid of question results. Each question is represented by a small box with a question number and a status icon (green for correct, red for incorrect, and yellow for partial credit). Questions Q#4 and Q#25 are highlighted in yellow, indicating partial credit. The grid shows 32 questions in total, with Q#1 through Q#32.

Q#1	Q#2	Q#3	Q#4	Q#5	Q#6	Q#7	Q#8	Q#9	Q#10	Q#11	Q#12	Q#13	Q#14	Q#15
Q#16	Q#17	Q#18	Q#19	Q#20	Q#21	Q#22	Q#23	Q#24	Q#25	Q#26	Q#27	Q#28	Q#29	Q#30
Q#31	Q#32													

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 Teacher Menu 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.

Dashboard Students Assessments **Assessment Result** FAQ Reports

Assessment Result

301 Biology Form A

School	Student Name	Title	Subject	Starting Time	Ending Time	# of times opened	Score	Action
RIV: Riverside HS	Jones Charles	FORM A 5.0: Biology	Biology	9/19/19 13:07	9/23/19 14:36	3	30%	Result Student Responses

Assessment History

Opening Time	Closing Time	IP Address
09/19/2019 13:07		64.113.185.178
09/23/2019 13:50	09/23/2019 13:11	64.113.185.178

Question History

Question	Time Spent
AMHIST_4899	00:01:54
AMHIST_18050	00:02:52

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

Dashboard Students Assessments **Assessment Result** FAQ Reports

Assessment Result

301 Biology Form A

School	Student Name	Title	Subject	Starting Time	Ending Time	# of times opened	Score	Action
RIV: Riverside HS	Jones Charles	FORM A 5.0: Biology	Biology	9/19/19 13:07	9/23/19 14:36	3	30%	Result Student Responses

Form A 5.0: Biology On-Line Test (Grade) Exam Result

Your Score 30%

Q#1	Q#2	Q#3	Q#4	Q#5	Q#6	Q#7	Q#8	Q#9	Q#10	Q#11	Q#12
Q#15	Q#16	Q#17	Q#18	Q#19	Q#20	Q#21	Q#22	Q#23	Q#24	Q#25	Q#26

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

Previous Question: 12 of 30 Next FORM A 5.0: American History On-Line Test (DOK: 2)

12

During the 1930s, which group of people advocated noninvolvement in European and Asian conflicts and non-entanglement in international politics?

A isolationists B capitalists C imperialists D socialists

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.

The screenshot shows the ProCore Assessments interface. The top navigation bar includes 'Students', 'Assessments' (highlighted with a red circle), 'Assessment Result', 'FAQ', and 'Reports'. Below this, the 'Assessments' section is active. It shows a dropdown for '101 Biology' and a 'Standard' dropdown (highlighted with a red circle). A 'Set Class Access Times' button is visible. A search bar is on the right. The main area displays a list of standards with checkboxes. Standard #01 HER: Cellular genetics is checked and labeled 'Activated'. Standard #04 HER: Mutations is unchecked and labeled 'De-Activated'. Other standards include #02 HER: Structure and function of DNA in cells, #03 HER: Genetic mechanisms and inheritance, #07 EVO: Mechanisms, #08 EVO: Speciation, #09 DIV: Classification systems/Biodiversity, and #10 DIV: Ecosystems/Homeostasis.

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.

The screenshot shows the 'ProCore Assessment Preview' interface. It includes a 'Test Description' for '02 FDO: The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation' and a 'Subject' of 'American History'. The interface has several interactive elements: a 'Show/Hide answers' button, a 'Save Exclusion Changes' button, and a 'Send Comment to Pro-Core' button. A 'Test Options' section contains checkboxes for 'Shuffle Questions' (checked) and 'Hide Answer' (unchecked). A 'Question Options' section contains a checkbox for 'Exclude from assessment' (unchecked). A 'Q. 1:' section shows a question about Enlightenment ideas and three multiple-choice options: 'A limited government and the social contract', 'B natural rights and anti-slavery sentiment', and 'C natural rights and the social contract'.

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

Update 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

The screenshot shows the 'Assessments' tab selected in the menu bar. Below the menu, the 'Standards' dropdown is circled in red. To its right is the 'Set Class Access Times' button, and further right is the 'Set SCWA Access' button. Below these are four checkboxes for standards: '01 HER: Cellular genetics', '02 HER: Structure and function of DNA in cells', '07 EVO: Speciation', and '08 DIV: Biodiversity'. Below the standards are the 'Class Access Times' modal. It has fields for 'Opening Time' and 'Closing Time', and checkboxes for 'Monday', 'Tuesday', 'Wednesday', 'Thursday', 'Friday', 'Saturday', and 'Sunday'. A red callout points to the 'View School System Access' link. At the bottom of the modal are 'Cancel' and 'Save' buttons.

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

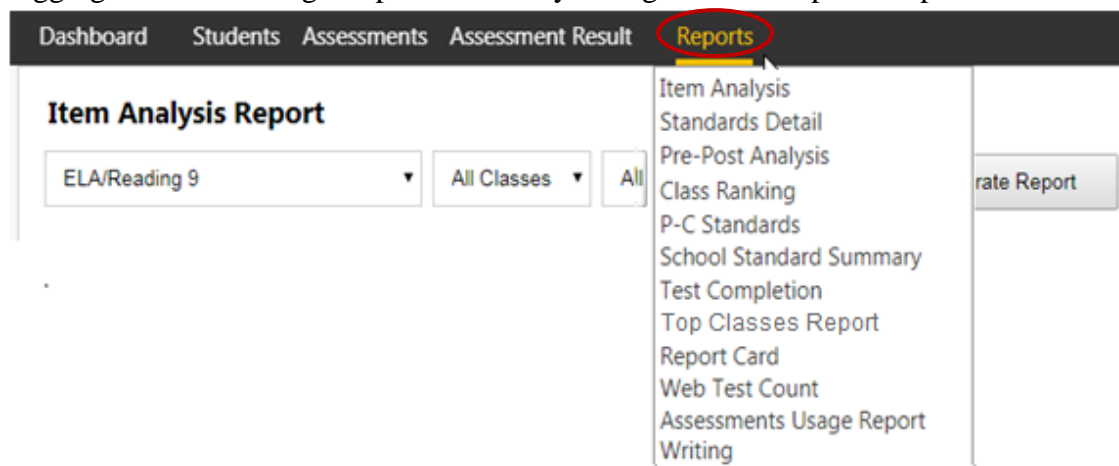
Selecting “FAQ” will display some commonly asked questions and answers which will help you understand and use the Pro-Core system more effectively. New FAQs appear from time-to-time, so be sure to check this selection often. You may also submit your own questions to hemingway@pro-core.us.

The screenshot shows the 'FAQ' tab selected in the menu bar. Below the menu, the 'FAQ' section is displayed. It has a 'GENERAL QUESTION' header and two buttons: 'Show All' and 'Hide All'. A red callout points to the 'Response View' button. Below the buttons are two questions: '1. Why should I use Pro-Core?' and '2. What is Pro-Core?'. The first question has a partial answer: 'Pro-Core reveals the needs of each student and class in the State's New Learning Standards before s'.

➤ **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.

Generate Report

Hide Answers

Print Preview

Zoom Out

Zoom In

Teacher Tools

Pro-Core

Mathematics 4 (Form A)

Item Analysis Report

6/26/2017

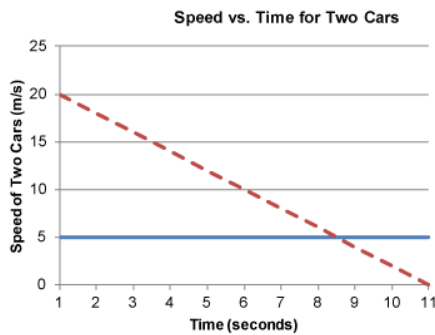
Std.#	Question Text	Score %	Q-Type	DOK	Student Data	Count	A	B	C	D	E	F
1: Interpret a multiplication equation as a comparison. (66%)						Average % correct for all items in the standard						
1	Which two equations show that 63 is 7 times as many as 9 and...	66	MCC	1	Hide	16	12	12	69	31	62	12
	Ron Harper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

Individual student responses "Loaded"

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

★ SCORE
⛶ Full Screen
⏮ Zoom In
⏭ Zoom Out
🚩 Standard
🔄 RESET
❌ CLOSE

The graph below shows the speed of two cars over time.
Which of the following statements is true about the 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 standard in each test by Subject and Form in each teacher's class. This report also will display students with incomplete assessments.

Students Assessments Reports

[Incomplete] Standards Detail Report

Mathematics 6 281 All Form A Standards Generate Report

Individual Standards

Student Name (Ans/Skip/Total/Exit/Browser)	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Avg
Rashad Abood	21766	20	★	40	50	★	★	50	★	0	0	33	0	0	0	25	0	0	★	0	0	★	0	0	50		31%
Alysha Simons (40/8/48/0)	21984	20	50	0	50	★	50	50	0	0	67	33	0	0	0	50	0										
Samuel Spade (Not Taken)	21810																										

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

Standards Detail Report

Mathematics 6

281

All

Form A

Questions

Individual Questions

Print Preview

Student Name	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Baruk Able	22167	50	★	★	★	★	★	0	0	★	0	0	0	0	33	50	★	0	★	0	0	0	0	★	★	0	0	0	0	0	0	0	0	★	0	0	0	0	0	50	0	0
Rashad Abood	21766	0	★	★	0	★	★	0	50	0	0	0	0	0	0	50	0	0	★	0	0	★	0	★	0	★	0	★	0	★	★	★	★	0	0	0	0	0	0	0	0	0
Alice Apple	21749	50	0	0	0	★	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	★	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	★	0

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.

Mathematics 4 ▾ 121 ▾ All SCWA ▾ 01 OPT: Use and evaluate numerical ▾ Generate Report Print Preview

Mathematics 4 Pre-Post Analysis Report Terri Thomas # 121 Elementary

Standard Selected

	Student Name	Date	Pre Score	Post Score	Difference	Times taken	Average								
<input type="checkbox"/>	Mary Antoin	02/10/17 14:27	75.0%	100.0%	+25.0	3	87.5%								
		<table><tr><th>Date</th><th>Score</th></tr><tr><td>10/10/16 18:21</td><td>75.0%</td></tr><tr><td>10/10/16 18:23</td><td>87.5%</td></tr><tr><td>02/10/17 14:27</td><td>100.0%</td></tr></table>	Date	Score	10/10/16 18:21	75.0%	10/10/16 18:23	87.5%	02/10/17 14:27	100.0%					
Date	Score														
10/10/16 18:21	75.0%														
10/10/16 18:23	87.5%														
02/10/17 14:27	100.0%														
<input type="checkbox"/>	Sidney Caesar	02/10/17 14:30	75.0%	62.5%	-12.5	2	68.8%								
<input type="checkbox"/>	Mary Blount	02/10/17 14:33	37.5%	62.5%	+25.0	4	37.5%								
<input type="checkbox"/>	Charlie Tunes	02/10/17 14:29	50.0%	50.0%	0.0	2	50.0%								

Attempts expanded

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.

Class Ranking ▼ RIV: Riverside Jr High ▼ ELLIS ▼ Mathematics 7 ▼ 141 ▼ Form A ▼

Generate Report Export Print All Print Preview Zoom Out Zoom In

Mathematics 7 (Form A) Class Ranking Report

Class Averages for each Content Standard

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	100%

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
- 2. The Number System
- 3. Expressions and Equations
- 4. Geometry
- 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 standard 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	Class code	Students	1	2	3	4	5	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	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	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%

Teacher Classes

You may also generate the average percent of student answering each question 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	12	13	14	15	16	17	18	19	20	21
FORM A: SocSt3a On-Line Test 2.0	35	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	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.

Dashboard Students Assessments Assessment Result FAQ **Reports**

Completion Report

American History Form A Generate Report

Teacher - Class - Assessment	Student ID #	Gr	Gender	Test % Score	Questions: Answered/Skipped/Total/EXIT Browser	Status
RIV: Riverside HS	65 students			23.1 av. %	60 = 92% completed	
Harris Jason 301 American History	19 students			22.5 av. %	17 = 89% Ans/Skip/Tot/XB	
Allen Hazel	127386	12	F	30.0	27/3/30/0	Finished
Callow Alison	735344	10	F		0/0/0/0	Not taken
Custer William	735311	10	M	20.0	30/0/30/0	Finished
Davis Dharma	700684	10	F		21/0/30/2	Saved

Completed
Not Started
Incomplete
END Test
End & Score

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.

Students Assessment **Reports**

Top Classes Report

Social Studies 5 All Classes Top 5% Top 10% Bottom 5% Bottom 10% Generate Report

Select ranges

School	Teacher/Students Name	Class/Students Code	Form A	Form B	Form C	Standards Tested	Average SCWA	
RIV: Halle MS	Davis	302	71.20%	80.53%	0%	4/18 = 0.22	81.73%	
	ODell Mark	90809	75.75%	79.25%	0%	5/18 = 0.28	86.67%	
	Staton Deborah		81.81%	94.28%	0%	4/18 = 0.22	84.38%	
	Rodriquez Jose		57.57%	68.57%	0%	4/18 = 0.22	78.12%	
	Winter Emil	90810	69.69%	80.00%	0%	3/18 = 0.17	77.78%	
RIV: Halle MS	Adams	321	62.85%	68.42%	0%	3/18 = 0.17	75.27%	

See Student scores
Class scores
sort

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.

Report Card

Selections

Geometry 301 Tom Jones Form A Standards Include Student's all subjects

Key: 0% - 25% 26% - 50% 51% - 75% 76% - 99% 100%

Pro-Core

Tom Jones (123465) Student Report Card 11/6/2019 Form A RIV: Riverview High

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	%Avg
Geometry																			32%

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Avg
American History																										21%

Geometry

Learning Standards

1. GEO Experiment with transformations in the plane.
2. GEO Understand congruence in terms of rigid motions.
3. GEO Prove geometric theorems.
4. GEO Make geometric constructions.
5. GEO Classify and analyze geometric figures.
6. GEO Understand similarity in terms of similarity transformations.
7. GEO Prove theorems involving similarity.
8. GEO Define trigonometric ratios and solve problems involving right triangles.
9. GEO Understand and apply theorems about circles.
10. GEO Find arc lengths and areas of sectors of circles: radian introduced
11. GEO Translate between the geometric description and the equation for a circle
12. GEO Use coordinates to prove simple geometric theorems algebraically
13. GEO Explain volume formulas and use them to solve problems.
14. GEO Visualize the relation between two-dimensional and three-dimensional objects
15. GEO Understand the relationships between lengths, area, and volume
16. GEO Apply geometric concepts in modeling situations.
17. SAP Understand independence and conditional probability and use them to calculate probabilities
18. SAP Use the rules of probability to compute probabilities of compound events

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.

Web Test Count

11/09/2019 4 Week View

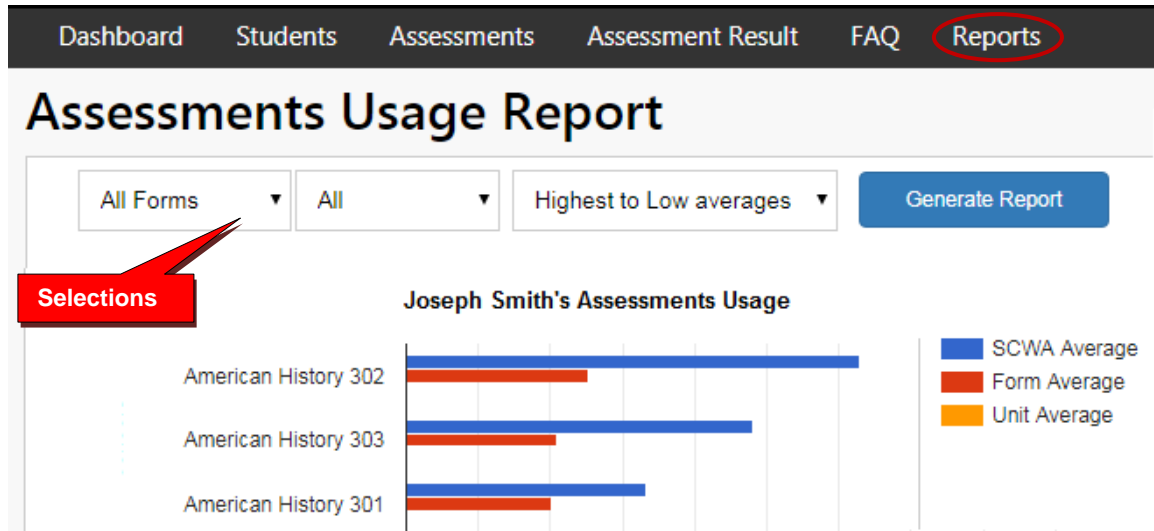
Back School: RIV: Riverside HS Grade: HS Subject: American History

Teacher	Class ID	View Detail	This Week	Last Week	2 Weeks Ago	3 Weeks Ago
Jones Thomas	301	[By Student] [By Test]	6	5	2	1
	302	[By Student] [By Test]	5	3	0	0
Totals:			11	8	2	1

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 selected subject area class.

The screenshot shows the 'Writing needs grading' interface. At the top is a navigation bar with links: Dashboard, Students, Assessments, Assessment Result, FAQ, and Reports (which is highlighted in yellow). Below the navigation bar is the title 'Writing needs grading'. Under the title are two dropdown menus: 'American History' and '301', followed by a 'Submit' button.

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.

The screenshot shows the 'Login to ProCore Account' page. It includes a dropdown menu for school selection (currently showing 'RIV: Riverside Elementary'), a text input for the Pro-Core ID Number (showing '22341'), and a password input field (showing masked characters '.....'). There is a 'Remember me' checkbox and a 'Login' button. Three blue callout boxes with numbered instructions point to these fields:

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

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 not appear in the “Available Assessments” menu bar.

To go to your Form A assessment: (1) In “Available Assessments” menu bar, select the Form assessment subject. (2) Then, select “**Other Assessments**.”

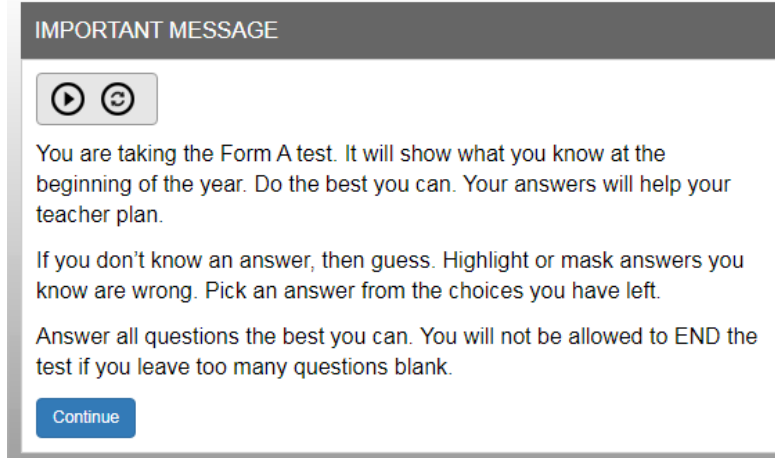
The screenshot shows the 'Available Assessments' page. The 'Available Assessments' menu bar is circled in red. Below it, the 'Other Assessments' button is circled in red. A blue callout box points to the 'Other Assessments' button with the text: 'FIRST, for the A, B, or C assessments: Select the SUBJECT'. Another blue callout box points to the 'Other Assessments' button with the text: 'SECOND: Select “Other Assessments”'. The page also shows a 'Key:' section with color-coded performance ranges: Not yet, > 79%, 60% - 79%, 45% - 59%, and < 45%.

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

The screenshot shows the 'Other Assessments' page. The 'Other Assessments' button is circled in red. Below it, the 'Form A: ELA/Reading 6a On-Line Test 2.0' assessment is listed. A blue callout box points to this assessment with the text: 'THIRD: Select the Assessment'. The page also shows a 'Key:' section with color-coded performance ranges: Not yet taken, > 79%, 60% - 79%, 45% - 59%, and < 45%.

THE PRO-CORE FORM A, B, C ASSESSMENTS

Carefully read the information on the “Welcome” screen:





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 **eXits** your **Browser**, 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

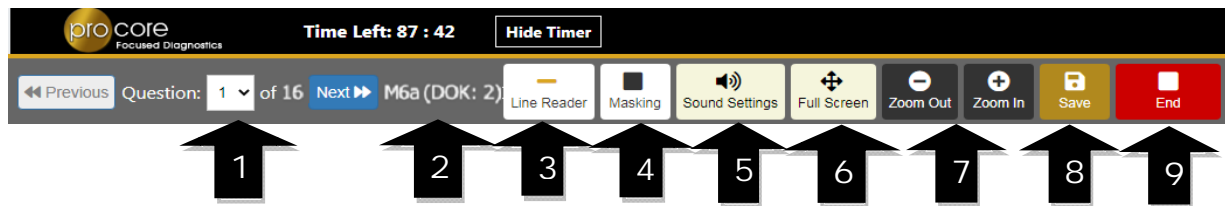


- This is a timed test. Make sure no one interrupts you. The timer cannot be paused once it has started.
- Answer the questions in order (1,2,3,4...etc.). DO NOT skip questions. DO NOT look ahead to other questions.
- If you click "Save", you will be told to check your work. You will also be asked to 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 one time.
9. Clicking the **End** button shows a summary of questions answered, skipped or partially answered.

End-of-Test screen is shown below:

Pro CORE
CCSS Focused Diagnostics

Form A: American History (Grade 1)

Review your Answers.

Key

Answered Skipped Partially Answered

Q#1 Q#2 Q#3 Q#4 Q#5 Q#6 Q#7 Q#8 Q#9 Q#10 Q#11 Q#12 Q#13 Q#14 Q#15 Q#16 Q#17 Q#18 Q#19 Q#20

Q#21 Q#22 Q#23 Q#24 Q#25 Q#26 Q#27 Q#28 Q#29 Q#30 Q#31 Q#32

Please complete skipped and incomplete questions and review your answers by clicking on the question number.

Once you have answered all the questions and reviewed your answers, please click the button below for your answers to be scored.

Score Exam

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.

Pro CORE
CCSS Focused Diagnostics

Previous Question: 1 of 32 Next Form A: American History 2.0 (DOK: 1) Full Screen Standard Save End

Part A

Which of the following statements accurately reflects the expression of Enlightenment ideas of the late 1600s and early 1700s?

A "Success required a moderate policy, a restoration program, and the return of property."

B "Individuals had a natural right to defend their lives, make themselves free from government oppression, and hold freedom of choice."

C "Settlers needed to experience stronger taxes, less favoritism for plantation owners, and a bountiful harvest if their lives were to be improved."

D "It was essential to renounce the concept of slavery, achieve emotional nirvana, and abandon global religious views in order to accomplish piety."

Part B

The U.S. Declaration of Independence included a list of grievances against the British king. Which phrase from this historical document **summarizes** the basis of the grievances, while reflecting the Enlightenment ideas expressed in the correct answer in Part A?

A "When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, ..."

B "... a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."

C "... that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

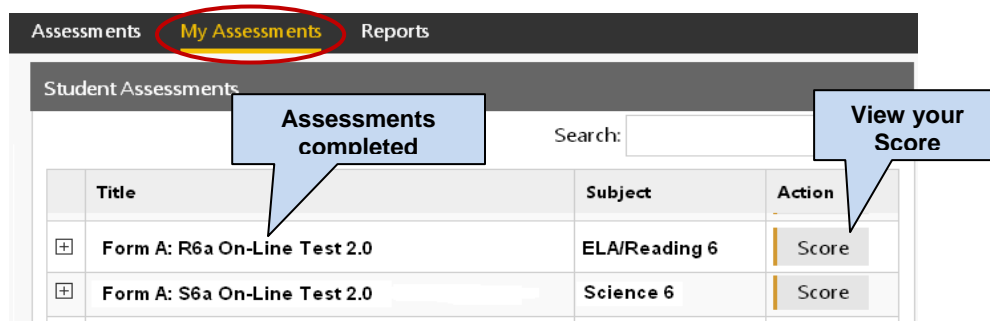
D "Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes;"

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.”

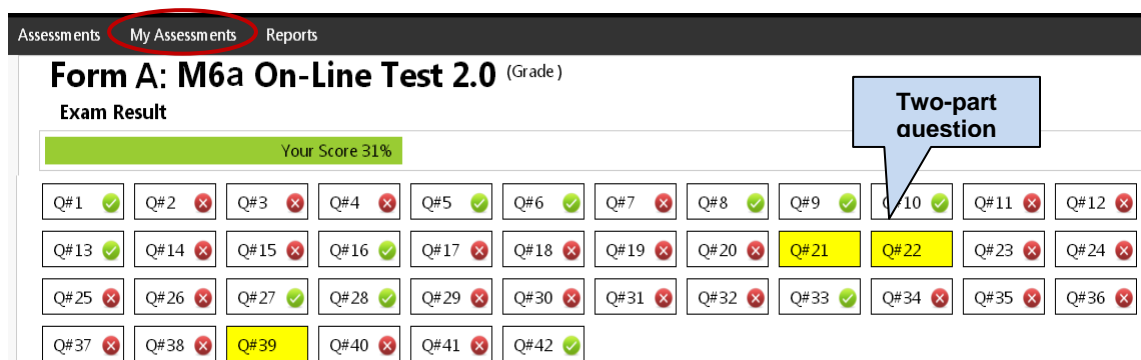


Assessments My Assessments Reports			
Student Assessments			
Search:			
	Title	Subject	Action
+	Form A: R6a On-Line Test 2.0	ELA/Reading 6	Score
+	Form A: S6a On-Line Test 2.0	Science 6	Score

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.



Assessments My Assessments Reports											
Form A: M6a On-Line Test 2.0 (Grade)											
Exam Result											
Your Score 31%											
Q#1	Q#2	Q#3	Q#4	Q#5	Q#6	Q#7	Q#8	Q#9	Q#10	Q#11	Q#12
Q#13	Q#14	Q#15	Q#16	Q#17	Q#18	Q#19	Q#20	Q#21	Q#22	Q#23	Q#24
Q#25	Q#26	Q#27	Q#28	Q#29	Q#30	Q#31	Q#32	Q#33	Q#34	Q#35	Q#36
Q#37	Q#38	Q#39	Q#40	Q#41	Q#42						

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.

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%

01 LIT: Cite textual evidence to support analysis of what the text says explicitly and directly

02 LIT: Determine a theme or central idea of a text and how it is conveyed through explicit and implicit details

03 LIT: Describe how a particular story's or drama's plot unfolds in a series of events

04 LIT: Determine the meaning of words and phrases as they are used in a text

05 LIT: Analyze how an author develops the point of view of the narrator or speaker

06 LIT: Explain how an author develops the point of view of the narrator or speaker

07 LIT: Compare and contrast the experience of reading a story, drama, or poem

11 INF: Analyze in detail how a key individual, event, or idea is presented, as well as how it develops and contributes to the overall work

12 INF: Determine the meaning of words and phrases as they are used in a text

13 INF: Analyze how a particular sentence, paragraph, chapter, or section contributes to the overall work

14 INF: Determine an author's point of view or purpose in a text

15 INF: Integrate information from multiple texts on a topic or issue

16 INF: Trace and evaluate the argument and specific claims in a text

17 INF: Compare and contrast the experience of reading a story, drama, or poem

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’ questions on your Form A, B, or C assessment as well as your average score for the entire assessment.

Assessments My Assessments Reports

Standards Detail Report

222 ELA/Reading 6 Form A Generate Report Print Preview

Jonathan Depp
RIV: Riverside
Elementary # 222

ELA/Reading 6

Student Name	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	%Avg
Robert McGee	22341	0	0	0	0	50	0	0	0	0	33	50	0	0	0	0	0	0	50	0	11%

1. LIT Cite textual evidence to support analysis of what the text says explicitly and directly

2. LIT Determine a theme or central idea of a text and how it is conveyed through explicit and implicit details

3. LIT Describe how a particular story's or drama's plot unfolds in a series of events

4. LIT Determine the meaning of words and phrases as they are used in a text

11. INF Analyze in detail how a key individual, event, or idea is presented, as well as how it develops and contributes to the overall work

12. INF Determine the meaning of words and phrases as they are used in a text

13. INF Analyze how a particular sentence, paragraph, chapter, or section contributes to the overall work

14. INF Determine an author's point of view or purpose in a text

(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.

Assessments My Assessments **Reports**

Standards Detail Report

222 ELA/Reading 6 All SCWA Generate Report Print Preview

ELA/Reading 6

Jonathan Depp
RIV: Riverside
Elementary # 222

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	%Avg
Robert McGee	67	63	71	57	14															54%

1. LIT Cite textual evidence to support analysis of what the text says explicitly 11. INF Analyze in detail how a key individual, event, or idea
2. LIT Determine a theme or central idea of a text and how it is conveyed thro 12. INF Det
3. LIT Describe how a particular story's or drama's plot unfolds in a series of e 13. INF Analyze how a particular sentence, paragraph, chapter
4. LIT Determine the meaning of words and phrases as they are used in a text 14. INF Determine an author's point of view or purpose in a t

There may also be **other** assessments assigned by your teacher that appear in the drop-down selection box.

LOGGING OUT

pro core
CCSS Focused Diagnostics

Welcome Joan Ellis!
My Account | Logout

Assessments My Assessments Reports

LOG-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 recent 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 not *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 if 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 can also select if 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.

The screenshot shows the 'Create Personalized Assessment' form. At the top, the 'Assessments' tab is selected in the navigation bar. A dropdown menu is open, showing 'Available Assessments' and 'Create Personalized Assessment'. A red callout box labeled 'Create a TPA' points to the 'Create Personalized Assessment' option. Below the navigation bar, the form fields are as follows: 'Assessment Title' (Biology -week 2), 'Subject' (Biology), 'Active' (No), 'Periodic Table' (N/A), 'Formula' (N/A), and 'Calculator' (N/A). A red callout box labeled 'Share' points to the 'Share' button. A red callout box labeled 'Save - Update' points to the 'Update' button. A red callout box labeled 'Add Questions' points to the 'Add New Question +' button at the bottom right. A red callout box labeled 'Click here to submit a new Test Question for inclusion in the Pro-Core database.' points to a link above the 'Update' button. A red callout box labeled 'Save' points to the 'Save' button. A red callout box labeled 'Share with other teachers in the school' points to the checkbox for sharing.

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.

The screenshot shows the 'Questions to Add' interface. At the top, there is a dropdown menu for 'Biology Questions' with a red callout box labeled 'Select Subject(s)'. To its right are 'Cancel' and 'Save' buttons, with a red callout box labeled 'Save Questions' pointing to the 'Save' button. A search box is also present. Below these are several question entries in a table. The first entry is 'Transcription a...' with a red callout box labeled 'Form A test item'. The second entry is '[A2] Universal Genetic Code Chart | The following is the nucleotide sequence on a portion of a template DNA strand. Using your k...'. The third entry is 'The allele for green pea pods, G, is dominant over the allele for yellow pea pods, g. The allele for wrinkled pea pods, W, is do...' with a red callout box labeled 'ODE test item'. The fourth entry is 'Pedigree | Part A...' with a red callout box labeled 'Selected question'. The table has columns for 'Description', 'Domain', and 'Standard'. The 'Domain' column shows '1. HER' for all entries, and the 'Standard' column shows '2' or '3'.

Description	Domain	Standard
Transcription a...	1. HER	2
[A2] Universal Genetic Code Chart The following is the nucleotide sequence on a portion of a template DNA strand. Using your k...	1. HER	2
The allele for green pea pods, G, is dominant over the allele for yellow pea pods, g. The allele for wrinkled pea pods, W, is do...	1. HER	3
Pedigree Part A...	1. HER	3
[ODE] (1pt) Part A A geneticist identifies cell types in four sexually reproducing organisms that display mutations. The result...	1. HER	3
Hemophilia is a recessive sex-linked trait that is carried on the X chromosome. This genetic disorder results in a reduction in ...	1. HER	3

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.

The screenshot shows a dialog box titled 'Share assessment with other teachers'. It contains a section for 'Teachers:' with a 'Select All' checkbox and a list of teachers with checkboxes: Brian Fox, Terry Wren, Marcia Brady, Marcus Garvey, Mary Pluto, and Thomas Wong. The 'OK' button is at the bottom right.

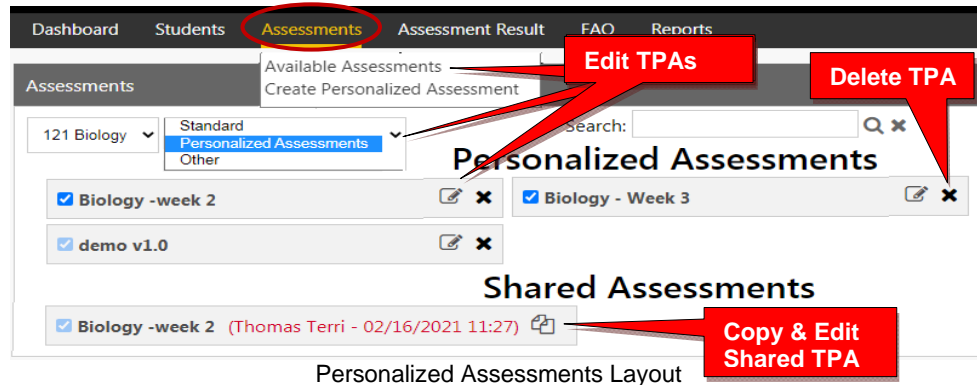
Teacher Share List


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.



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

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

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

Edit Personalized Assessment

Save all changes

Submit a new question [Click here](#) to submit a new Test Question for inclusion in the Pro-Core database.

☐ Share with other teachers in the school

Assessment Title: Biology -week 2

Subject: Biology

Active: No

Periodic Table: N/A

Formula: N/A

Calculator: N/A

☐ Allow student to take assessment only one time

☐ Shuffle Questions

☐ Allow Speaking Questions

Subject & Standard

Add Questions

Delete/View Questions

Available Questions

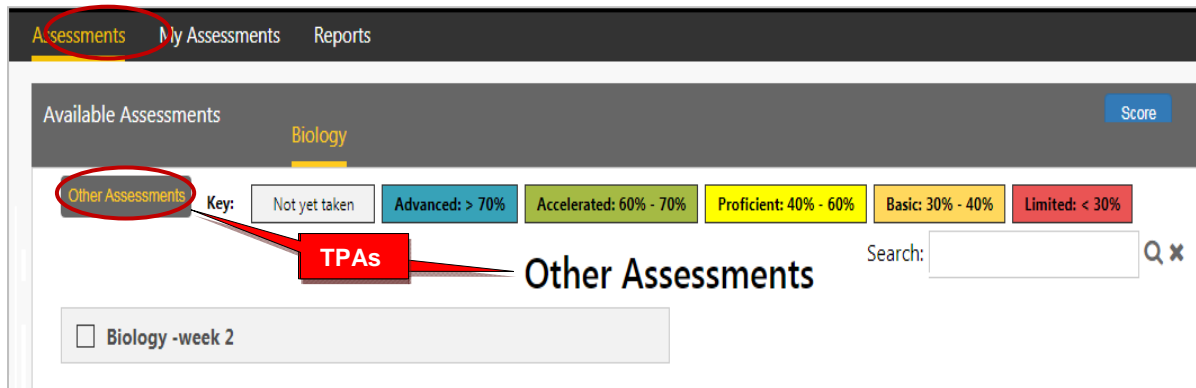
Subject Name	Description	Part Count	Points	Sequence / Group	Action
Biology 1.1	The genetic material of living things is found in the "picklist1" molecules within cells. This genetic material is divided into segments called "picklist2", which give the cells specific instructions. These instructions are used by the cell to produce "picklist3" molecules which allow for the function and structure of living things.	1	1	4	
Biology 1.3	Cell diagram Part A Which cellular process is being demonstrated in the diagram? Part B Which statement best supports the correct answer to Part A?	2	2	5	
Biology 1.4	When two organisms are crossed, predictions about the ratio of genotypes in the offspring can be made using a Punnett square. Although this tool is useful when making a prediction, actual results of a dihybrid cross are sometimes different from the predicted outcome. Which of the following is NOT a contributing factor to these differences between expected genotypic ratios and actual genotypic ratios?	1	1	6	

Add New Question

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.

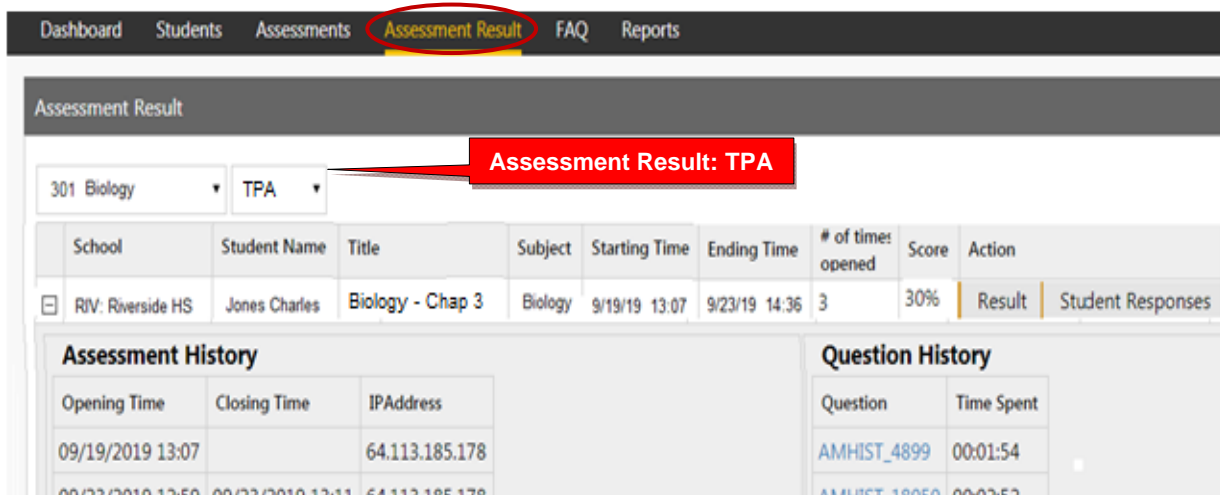


Student Other Assessments

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**.

Item Analysis Report

Physical Science 434 All Students TPA All

Generate Report Hide Answers Print Preview

Physical Science (TPA)

Pro-Core Item Analysis Report 2/1/2021 Tommy Tune # 434 RIV: Riverside HS

Std.#	Q.#	Question Text	Score %	Q-Type	CD	Student Data	Q. Count	No Ans.	A	B	C	D	E	F	G	H
Physical Science Standard 5: Reactions of matter (17%)																
5	1	Photosynthesis is the chemical reaction in which carbon diox...	0	MCR	R	Load	0	0								
5	2	Enter numbers in the blank boxes to balance the equation. * ...	7	FB	C	Load	14	0	43✓	57	7✓	93	7✓	93	7✓	93
5	3	Enter numbers in the boxes to add coefficients to balance th...	7	FB	C	Load	14	0	7✓	93	21✓	79	14✓	86		
5	4	P2O3 is a white crystalline solid with a garlic-like odor. L...	36	MCR	R	Load	14	0	21	36✓	14	29				

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**.

Standards Detail Report

Biology 101 All Students TPA Standards From Date To Date

Generate Report Export as Excel Print Preview

Biology (TPA)

Pro-Core Standards Detail Report 2/10/2021 Tommy Tune # 434 RIV: Riverside HS

Student Name (Ans/Skip/Total/Exit Browser)	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	%Avg
Donald Beesing (13/0/13/0)	21766	20	★	40	50	★	★	50	★	0	0	33	0	0	45%
Derrick Black (12/1/13/0)	21984	20	50	0	50	★	50	50	0	0	67	33	0	0	32%
De'Asa Brentoni (9/4/13/1)	21810	0	0	0	0	0	0	0	★	50	33	33	0	0	17%

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.

Pre-Post Analysis: TPA

Mathematics 4 ▾ 121 ▾ TPA ▾ Mathematics - Week 2 ▾ Generate Report Print Preview

Mathematics Pre-Post Analysis Report Terri Thomas # 121
RIV: Riverside Elementary

	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%					
[+]	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%

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.

TPA Assessments


Available Assessments
Enable/Disable
Setting Testing Times

Select Subject

Search:

	Subject	Assessment	School Name	Teacher Name	Action
[+]	Algebra II/Integrated Math III	Algebra II Custom Short Cycle 1	RIV: Riverside HS	Sonny Liston	
[+]	Mathematics 3	Area Quick Check	RIV: Riverside Elementary	Mike Spinks	
[+]	ELA/Reading10	CP 10 Argument Unit	RIV: Riverside HS	Muhammad Ali	

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: Hemingway@pro-core.us

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 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.

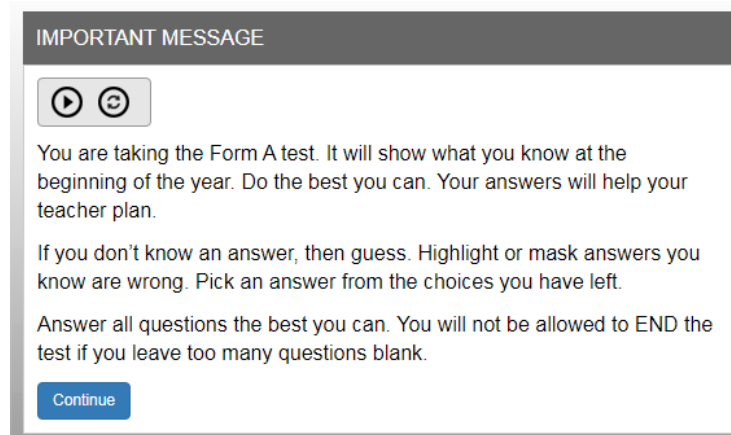
BEFORE THE ASSESSMENTS

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. Students 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.



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:

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

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.

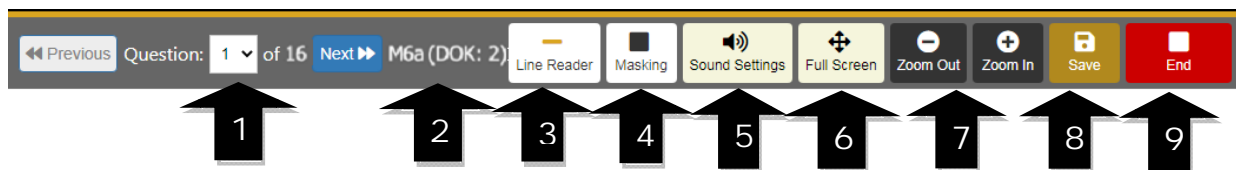
3. Length of test:

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.

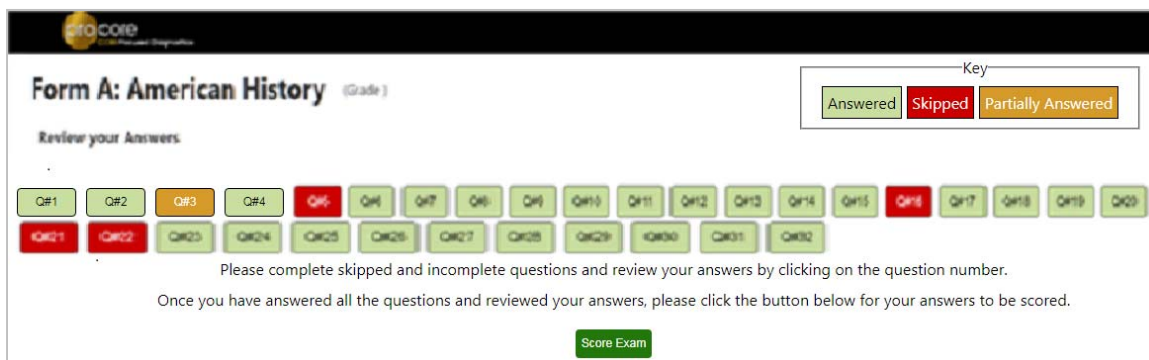
4. Test Monitoring:

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 one time.
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.

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 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](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](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 **email** along with your enrollment **Data File** as instructed below. Please fill-in **all** the information that applies. Go to <http://pro-core.us/manuals.html>, and download the **Pro-Core Guidebook** for more information.

Please complete a **separate** Form for each school IF your district schools will have **different** 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 enrolled into the Pro-Core online system**

Begin Form A test date (mm/dd/yy): *

End Form A Test Date (mm/dd/yy): **

Begin Form B test date (mm/dd/yy): *

End Form B Test Date (mm/dd/yy): **

Begin Form C test date (mm/dd/yy): *

End Form C Test Date (mm/dd/yy): **

*Online tests to be 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 **online** 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 after 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 Data File 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

➤ Download a file copy here: [http://pro-core.us/twm/Pro-Core Enrollment Form.doc](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	Columns B - H are the "minimum" fields REQUIRED in your school Data File								Column I is a required information			Columns L - N are optional			Column O Subject-Grade information is REQUIRED					
2	"batch" edits	for Pro-Core online enrollment information								fields for online testing.						Column P - U Demographic-Subgrouping Codes are optional					
3	Action	District Name	School Name	Student Last Name	Student First Name	Student ID	Student Gender	Student Grade	Main Teacher Last Name	Main Teacher First Name	Period	Co-Teacher Last Name	Co-Teacher First Name	Co-Teacher Period	Test Subject & Grade	Subgroup 1: Ethnicity	Subgroup 2: LEP	Subgroup 3: Migrant	Subgroup 4: Gifted & Talented	Subgroup 5: 504 Plan	Subgroup 6: IEP
4		Your District	Your School	Baker	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	189601	F	8	Smith	B	2				M8	3	Y	Y	N	N	N
8		Your District	Your School	Spaulding	Sam	187699	M	8	Smith	B	2	Cotton	F	3	M8	1	N	N	Y	N	N
9		Your District	Your School	Spaulding	Sam	187899	M	8	Bowman		1	Cotton	F	4	R8	1	N	N	N	Y	N
10		Your District	Your School	Weber	William	190254	M	8	Bowman		1				R8	2	N	N	Y	N	N
11		Your District	Your School	Burge	Allen	181465	M	8	Bowman		1				R8	2	N	N	N	N	N
12		Your District	Your School	Harris	Amanda	183778	F	7	Smith	P					C7	4	N	N	N	Y	N
13		Your District	Your School	Sharpen	Alice	179116	F	7	Smith	P					C7	3	N	N	N	N	N
14		Your District	Your School	Silvers	Anastasia	189292	F	7	Smith	P					C7	5	Y	Y	Y	N	Y
15		Your District	Your School	Heisley	Ashley	190681	F	7	Smith	P					C7		N				N
16																					
17	Notes: [Colors and shading are for this sample only. They are NOT required in your data file.]																				
18	Column F: Student ID must be unique, and match the ID number on all Pro-Core records. Up to 9 digits.																				
19	Column J: Teacher First Name or INITIAL--Required for enrollment if two teachers in the school have the same last name																				
20	Column K (and N): Class Period--Needed for enrollment to identify different classes if the teacher has more than one class in the same subject.																				
21	Column O: Test Form--Subject and Grade. Preferred abbreviations: Math=M, Sci=S, SocSt=C, Read=R [Required for direct online enrollment]																				
22	NOTE: For High School Courses, use the course name: Government, American History, Geometry, Chemistry, etc.																				
23	Columns P-U: Demographic Subgrouping Codes in this sample are based on codes used in EMS student data records.**																				
24	Rows 8 and 9: Example of two records for the same student, with different teachers and/or different tests (subjects) and/or different demographics.																				
25																					
26	**FOR MORE INFORMATION see the Pro-Core User's Manual:																				
27	"Data Needed for Generating Student and Teacher Information on Pro-Core Reports"																				
28	GO TO the Pro-Core website, Support Page: http://pro-core.us/manuals.html																				
29																					
30																					
31																					
32																					

➤ See Sections B and 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

Pro-Core Manual v.6.1

Appendix 2-4

The Writer's Menu © 2020

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.

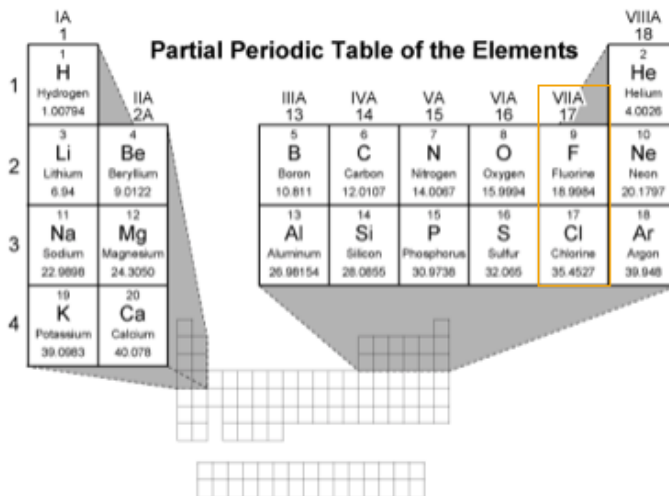
Pro-Core Types and Samples of Computer-Enhanced Questions

Code	Question Type	Description	Example																
CHT	Bar Graph	Select values on a bar graph.	<div><div>Use the scenario below to answer the question.</div><div><div><div><div><div>roof</div><div>4.0 m</div><div>4th floor</div><div>4.0 m</div><div>3rd floor</div><div>4.0 m</div><div>2nd floor</div><div>12.0 m</div><div>8.0 m</div><div>tarp</div><div>ground floor</div></div></div></div><div><p>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.</p><p>Consider the brick <u>just before it hits the tarp</u></p><p>Determine the gravitational potential energy of the brick, E_g, relative to the ground just before it hits the tarp 8 meters above the ground. Use 10 m/s² and assume there is no air resistance.</p><p>Determine the kinetic energy of the brick, E_k, just before it hits the tarp 8 meters above the ground. Use 10 m/s² and assume there is no air resistance.</p><p>Click on the graph above each label to show the calculated values for E_g and E_k.</p></div><div><div><div>Energies Just Before Brick Hits Tarp</div><div><div><div>240</div><div>220</div><div>200</div><div>180</div><div>160</div><div>140</div><div>120</div><div>100</div><div>80</div><div>60</div><div>40</div><div>20</div><div>0</div></div><div><div>Energy in Joules</div><div>Eg</div><div>Ek</div></div></div></div></div></div></div>																
CMCC	Table Select (Checklist)	Select more than one column or no columns for each row of a table.	<div><div>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.</div><div><table><tr><th></th><th>Ionic Bonding</th><th>Metallic Bonding</th><th>Covalent Bonding</th></tr><tr><td>The volume of the substance is 6.7 mL</td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>The substance has a low melting point</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>The solid conducts electricity</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table></div></div>		Ionic Bonding	Metallic Bonding	Covalent Bonding	The volume of the substance is 6.7 mL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The substance has a low melting point	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The solid conducts electricity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Ionic Bonding	Metallic Bonding	Covalent Bonding																
The volume of the substance is 6.7 mL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																
The substance has a low melting point	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																
The solid conducts electricity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																

Code	Question Type	Description	Example																																								
CMCR	Table Select (Radio)	Select only one column for each row of a table.	<p>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.</p> <p>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.</p> <table><thead><tr><th></th><th>Same</th><th>Different</th></tr></thead><tbody><tr><td>Mass number</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>Atomic number</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Number of protons</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Number of neutrons</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>Number of electrons</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Number of valence electrons</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Chemical properties</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr></tbody></table>		Same	Different	Mass number	<input type="radio"/>	<input checked="" type="radio"/>	Atomic number	<input checked="" type="radio"/>	<input type="radio"/>	Number of protons	<input checked="" type="radio"/>	<input type="radio"/>	Number of neutrons	<input type="radio"/>	<input checked="" type="radio"/>	Number of electrons	<input checked="" type="radio"/>	<input type="radio"/>	Number of valence electrons	<input checked="" type="radio"/>	<input type="radio"/>	Chemical properties	<input checked="" type="radio"/>	<input type="radio"/>																
	Same	Different																																									
Mass number	<input type="radio"/>	<input checked="" type="radio"/>																																									
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Number of electrons	<input checked="" type="radio"/>	<input type="radio"/>																																									
Number of valence electrons	<input checked="" type="radio"/>	<input type="radio"/>																																									
Chemical properties	<input checked="" type="radio"/>	<input type="radio"/>																																									
DDA	Drag and Drop - Answers	Move objects to correct locations.	<div><div>Substance W</div><div>Substance X</div><div>Substance Y</div><div>Substance Z</div></div> <p>Use the graph of mass vs. volume below to answer the question.</p> <div><p>Mass versus Volume for Four Substances</p><table border="1"><caption>Data points estimated from the graph</caption><thead><tr><th>Volume (mL)</th><th>Substance W (g)</th><th>Substance X (g)</th><th>Substance Y (g)</th><th>Substance Z (g)</th></tr></thead><tbody><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>20</td><td>20</td><td>10</td><td>40</td><td>20</td></tr><tr><td>40</td><td>40</td><td>20</td><td>80</td><td>40</td></tr><tr><td>60</td><td>60</td><td>30</td><td>120</td><td>60</td></tr><tr><td>80</td><td>80</td><td>40</td><td>-</td><td>80</td></tr><tr><td>100</td><td>100</td><td>50</td><td>-</td><td>100</td></tr><tr><td>120</td><td>-</td><td>60</td><td>-</td><td>-</td></tr></tbody></table></div> <p>Move the labels to place the Substances in order of increasing density.</p> <div><div>Substance X</div> → <div>Substance Z</div> → <div>Substance W</div> → <div>Substance Y</div></div> <div>Least DenseMost Dense</div>	Volume (mL)	Substance W (g)	Substance X (g)	Substance Y (g)	Substance Z (g)	0	0	0	0	0	20	20	10	40	20	40	40	20	80	40	60	60	30	120	60	80	80	40	-	80	100	100	50	-	100	120	-	60	-	-
Volume (mL)	Substance W (g)	Substance X (g)	Substance Y (g)	Substance Z (g)																																							
0	0	0	0	0																																							
20	20	10	40	20																																							
40	40	20	80	40																																							
60	60	30	120	60																																							
80	80	40	-	80																																							
100	100	50	-	100																																							
120	-	60	-	-																																							

Code	Question Type	Description	Example
DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.	<p>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.</p> <div> <div>black codes</div> <div>poll taxes</div> <div>literacy tests</div> <div>African American men were still not considered citizens</div> <div>restrictive registration practices</div> </div> <div> <div></div> <div></div> <div></div> </div>
EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.	<p>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.</p> <div> <input type="text"/> </div> <div> <div>7</div><div>8</div><div>9</div><div>+</div><div>x</div><div>y</div><div>z</div><div>$\sqrt{\quad}$</div> <div>4</div><div>5</div><div>6</div><div>-</div><div>$\sqrt{\quad}$</div><div>$\frac{\Box}{\Box}$</div><div>x^{\Box}</div><div>\Box^y</div> <div>1</div><div>2</div><div>3</div><div>\times</div><div>\$</div><div>%</div><div>></div><div><</div> <div>,</div><div>0</div><div>.</div><div>\div</div><div>(\Box)</div><div>\pm</div><div>\circ</div><div>:</div> <div>\leftarrow</div><div>\rightarrow</div><div>$\frac{\Box}{\Box}$</div><div>=</div><div>!</div><div>π</div><div>∞</div><div>\Box</div> </div>
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.	<p>Nick Makes a Deal</p> <p>🔊 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 he seemed crabby, he would return to the early bedtime.</p> <p>This question has two parts.</p> <p>Part A</p> <p>Which sentence tells why Nick wanted a later bedtime?</p> <p><input type="radio"/> A He is getting older.</p> <p><input type="radio"/> B He is older than his friends.</p> <p><input type="radio"/> C He is being teased by his sister.</p> <p><input type="radio"/> D He is tired of reading his books.</p> <hr/> <p>Part B</p> <p>Think about your answer in Part A. Which sentence from the story explains it?</p> <p><input type="radio"/> A "Now he wanted a later bedtime."</p> <p><input type="radio"/> B "He said he should go to bed at 9:00 P.M. because he was growing up."</p> <p><input type="radio"/> C "His current bedtime was too early."</p> <p><input type="radio"/> D "He promised that he would not stay up reading books."</p>

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.	 <p>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.</p> $\boxed{2} \text{FeCl}_3 \rightarrow \boxed{2} \text{Fe} + \boxed{3} \text{Cl}_2$
MCC	Multiple Choice – Checkbox	Select more than one correct response. Can have up to 10 responses.	<p>Barium (Ba) is chemically combined with oxygen (O) to form a new compound. Select all statements that describe the resulting compound.</p> <p>A <input type="checkbox"/> It has a formula of Ba₂O₂.</p> <p>B <input type="checkbox"/> It has a formula of BaO₂.</p> <p>C <input type="checkbox"/> It has a formula of Ba₂O.</p> <p>D <input checked="" type="checkbox"/> It has a formula of BaO.</p> <p>E <input type="checkbox"/> It is named barium oxygen.</p> <p>F <input checked="" type="checkbox"/> It is named barium oxide.</p> <p>G <input type="checkbox"/> It is named barium dioxide.</p> <p>H <input type="checkbox"/> It is named dibarium oxide.</p> <p>I <input type="checkbox"/> It is named barium (I) oxide.</p> <p>J <input type="checkbox"/> It is named barium (II) oxide.</p>

Code	Question Type	Description	Example
MCR	Multiple Choice – Radio)	Select only one response.	<p>Four different elements are examined and categorized as either a metal, nonmetal or metalloid.</p> <p>Which element is most likely a metalloid?</p> <p>A an element that is dull, not ductile, and has a low melting point</p> <p>B an element that is shiny, brittle, and conducts electricity</p> <p>C an element that is dull, not ductile, and does not conduct electricity</p> <p>D an element that is shiny, malleable, and has a high melting point</p>
PL	Pick List	Select words, numbers or phrases in drop-down menus. Six menus are possible for a question.	A solution is a <input type="text" value="homogeneous"/> mixture where a <input type="text" value="solute"/> is dissolved in a <input type="text" value="solvent"/> .
SO	Select object	Select hot spot(s) on screen. Can be pictures, areas of graphics or charts, letters, statements or words.	<p>On the partial periodic table pictured below, select the column of elements that are halogens.</p>  <p>The image shows a partial periodic table of elements. The columns are labeled at the top: IA (1), IIA (2A), IIIA (13), IVA (14), VA (15), VIA (16), VIIA (17), and VIIIA (18). The elements shown are: Row 1: H (1.00794), He (4.0026); Row 2: Li (6.94), Be (9.0122), B (10.811), C (12.0107), N (14.0067), O (15.9994), F (18.9984), Ne (20.1797); Row 3: Na (22.9898), Mg (24.3050), Al (26.98154), Si (28.0855), P (30.9738), S (32.065), Cl (35.4527), Ar (39.948); Row 4: K (39.0983), Ca (40.078). The VIIIA column (F, Cl, Br, I, At) is highlighted with a yellow box.</p>

- 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <p>NOTE: Level 4 involves such things as complex restructuring of data or establishing and evaluating criteria to solve problems.</p>

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Depth of Knowledge – Social Studies

Each test is assigned a Depth of Knowledge (DOK) level. Descriptions of the three DOK levels from Karin Hess are provided below.

Level 1 Recall of Information

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally level 1.

Level 2 Basic Reasoning

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Level 3 Complex Reasoning

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Excerpt from “Applying Webb’s Depth-of-Knowledge (DOK) Levels in Social Studies” by Karin K. Hess. Copyright © 2005 Karin Hess, Nation Center for Assessment, Dover, NH.

Depth of Knowledge (DOK) – ELA/Reading

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item.

Items with a **DOK 1** designation focus on the recall of information, such as definitions and terms, and simple procedures.

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

Items with a **DOK 3** designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Items with a **DOK 4** designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

APPENDIX 4

Updated 12/9/20

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

School Name	District	Action
RIV: Riverview HS	Riverview	

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Set System Access layout

Edit Student System Access Times

District: Riverview

School Name: RIV: Riverview HS

School Code: (Used in enrollment)

Opening Time: 07:00 a.m.

Closing Time: 05:00 p.m.

Time Zone: (UTC-05:00) Eastern Time (US & Canada)

IP Address Range: -

Select days when you do NOT want students to access the Pro-Core System

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday
☐ Friday ☒ Saturday ☒ Sunday

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

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

B. Setting Form Assessment Times

Pro-Core Form A/B/C school testing times *must* be set *after* the District Manager has *enabled* the Pro-Core Form A, B, or C assessments. See pages **D-7f** for information to “Enable/Disable Form Assessments.”

Update All Form A/B/C assessments are **90 minutes** long. Administrators have the option to remove the time limit. Teachers 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.”

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Updated Enable/Disable layout

Dashboard District Users **Assessments** Teachers Students Schools Principal Assessment Result Reports

Assessments Enabled/Disabled **Enable/Disable** Setting Times

Allow Form C to show in Reports YES

Please Do Not release Forms A, B and C's if they haven't been ordered.

Form A/B/C assessments are 90 minutes in length. Click here to remove the time limit: ☐

Save Reset Scores

	Threshold Score	RIV: Riverview High Sch	RIV: Riverview Elementary
<input type="checkbox"/> FORM A 5.0: Sci3a On-Line Test	13.90	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable
<input type="checkbox"/> FORM A 6.0 Algla On-Line Test	18.10	<input checked="" type="checkbox"/> Enable	<input type="checkbox"/> Enable

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

Dashboard District Users **Assessments** Teachers Students Schools Principal Assessment Result Reports

Setting Testing Times Enable/Disable Setting Testing Times

School: RIV: Riverside HS View Student System Access Times

Select the dates and times students are allowed to take the Form tests you Enabled. Form A, B, C assessments are 90 minute tests. They may be administered over 2 days. Starting-Ending times must be selected in a minimum 2-hour block to allow teachers time to give instructions and help students begin the tests

Save

	Date	Starting Time	Ending Time	
1	Tuesday 11/17/2020	12:00 AM	04:00 AM	✓
2				

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).

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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

	Threshold Score	RIV: Riverview High Sch	RIV: Riverview El
<input type="checkbox"/> FORM A 5.0: Sci3a On-Line Test	13.90	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable
<input type="checkbox"/> FORM A 6.0: Alg1a On-Line Test	18.10	<input checked="" type="checkbox"/> Enable	<input type="checkbox"/> Enable

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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 must set the testing times.

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

Updated Set Test Times layout

	Date	Starting Time	Ending Time	
1	Tuesday 11/17/2020	12:00 AM	04:00 AM	✓
2				

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).

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 further information in sections 3. and 4. below.

APPENDIX 4

Updated 12/9/20

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

The screenshot displays the SCWA Standards Selection layout. At the top, a navigation bar includes 'Dashboard', 'Students', 'Assessments' (highlighted), 'Assessment Result', 'FAQ', and 'Reports'. Below this, the 'Assessments' section shows a dropdown menu with '101 Biology' selected and 'Standards' highlighted. A 'Set Class Access Times' button is visible, with a red callout pointing to it labeled 'Set SCWA Access'. Below the button, there are four checkboxes for standards: '01 HER: Cellular genetics' (checked), '02 HER: Structure and function of DNA in cells' (checked), '07 EVO: Speciation' (checked), and '08 DIV: Biodiversity' (unchecked). Below this, the 'Class Access Times' dialog is shown. It has fields for 'Opening Time' and 'Closing Time'. To the right, there is a section titled 'Select days when you do NOT want students to access the Pro-Core System' with checkboxes for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. A red callout points to the 'Confirm School System Access' button. At the bottom of the dialog are 'Cancel' and 'Save' buttons. A note at the bottom of the dialog states: 'Note: If selections are left empty, the days and times will default to the District or [School Access Times](#)'.

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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**.

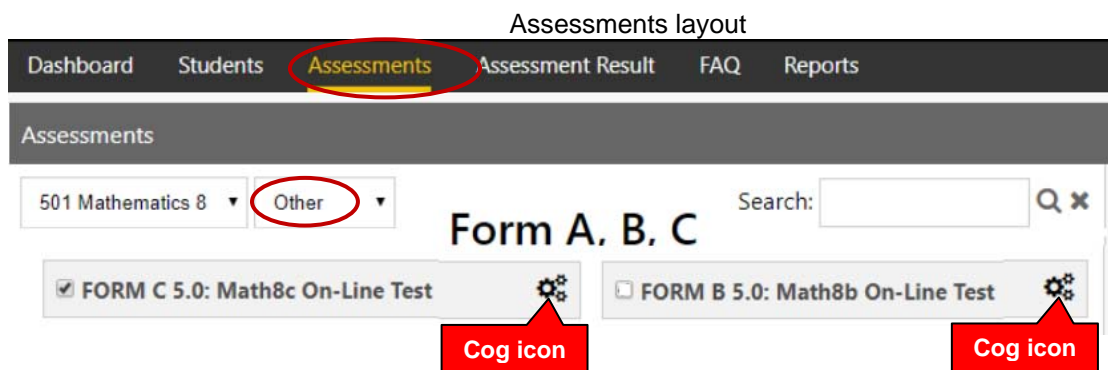
The following information is also presented on page **J-5f** in this *User Manual*.

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.



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

APPENDIX 4

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Updated Assessment Times Security Settings layout

Assessment Security Settings

For added security, please schedule the assessment by selecting a specific date and time. If you leave the fields empty, the test will be available during ALL the days and times set for all tests by your school or district administrator.

Form A, B, C assessments are 90 minute tests. But you may select shorter times to administer the test over 2 days.

Starting-Ending times must be selected with a *minimum* of 2 hours for a one-day session, or a minimum of 1 hour for two-day sessions.

	From Date	To Date	Starting Time	Ending Time
1	Monday - 4/5/2021	Tuesday - 4/6/2021	09:00 AM	11:00 AM
2				

SaveView School Test Times

View School Settings

Students

Lock ☐ NO Search:

Lock	Last Name	First Name	Student ID	Extend Time	<input type="checkbox"/> ALL
<input type="checkbox"/> NO	Andrews	Julie	48200	0 minute	
<input type="checkbox"/> NO	Cortez	Julio	59700	0 minute	

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.

APPENDIX 4

Updated 12/9/20

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 System Access and Form A/B/C Assessment Times are set by District or School Administrators and/or Teachers.

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

A. Student System Access Times

Student access time to the Pro-Core system has been previously set. The *default* student system access times are weekdays from 7:00 a.m. to 5:00 p.m. These may have been modified by a District or School Administrator.

The opening and closing times allow students to have access—or not—to the Pro-Core *system* at school or from home. (see 1.A. *above*)

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

B. Form Assessment Times

Pro-Core Form A/B/C testing times are set after the District Manager or School Administrator has *enabled* the Pro-Core Form A, B, or C assessments. 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.

WARNING: Setting strict assessment times will make the Form A/B/C assessments more secure. If no assessment times are set, students will NOT be able to begin an assessment during the students’ school system access times (see 1.A. *above*).

School administrators and teachers may modify local or remote student Form A/B/C assessment starting and ending times to override those set by the district. See *further information in 2. and 3 above*.

APPENDIX 4

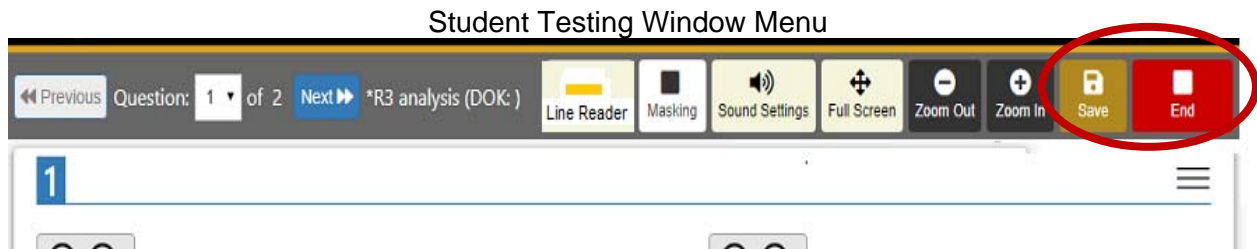
Updated 12/9/20

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 Warnings:

- When the student begins the test, a warning message will display the number of questions and the time allotted (90 minutes) before the test is 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 eXits their Browser, the number of exits will appear in the **Test Completion Report** under XB.

APPENDIX 5

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

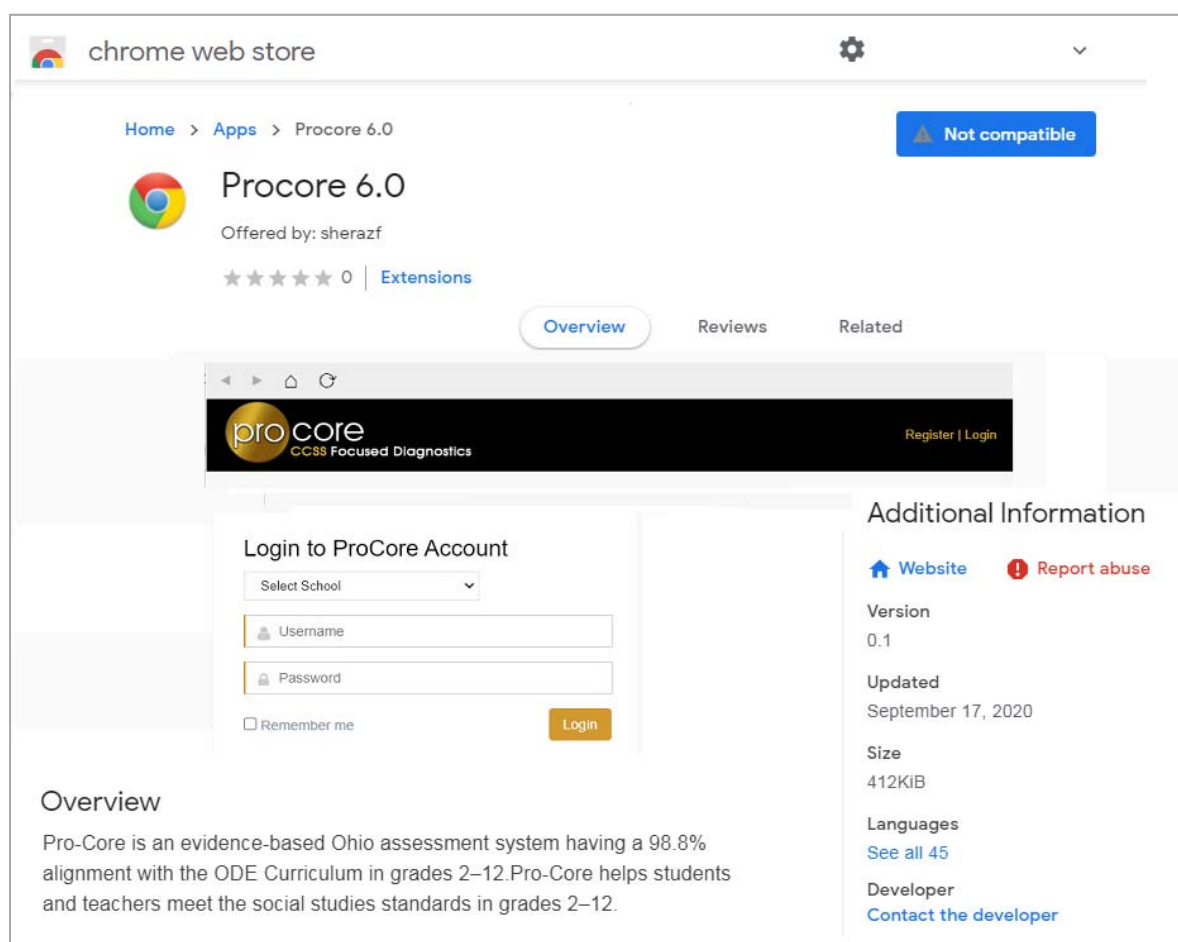
Using Chromebooks Kiosk with Pro-Core

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/pimdfeehahcgjoikailpnhqdaajoiam?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 same. 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 username** will be the **Student ID** number, and the students' **password** 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 usernames** and **passwords** 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 match 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:

ProCore school-specific login URLs

Provide the login URL for each school using ProCore.


SCHOOL NAME YOUR HIGH SCHOOL	SCHOOL LOGIN URL http://procore6.pro-core.us/Login?Id= ###
SCHOOL NAME YOUR MIDDLE SCHOOL	SCHOOL LOGIN URL http://procore6.pro-core.us/Login?Id= ###
SCHOOL NAME YOUR ELEMENTARY	SCHOOL LOGIN URL http://procore6.pro-core.us/Login?Id= ###

Cancel Save

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.

Please download the template file and fill out the missing information. When you're done, upload here:

UPLOAD STUDENTS.CSV Download template file 

Confirm

- 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.

2 Select login formula for ProCore

USERNAME FORMULA TYPE REQUIRED

Manual input from user at first login

Field from SIS

Manual input from user at first login

Custom Formula

CSV via SFTP

One time CSV upload (not recommended)

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>