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*** **Section B for *updated* Clever Enrollment Form information**
- ***See*** **Section C for *new* Student Demographic Info**
- ***New!*** **Teacher Personalized Assessments (TPA), Section M**
- ***New!*** **Five-Tier Writing (5TW) Assessments, Section N**

NOTE: District Administrator Reports (F), Principal/School Administrator Reports (H), and Teacher Reports (K) have been fully revised.

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https://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 class 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: https://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*** (spreadsheet) for student and teacher subject 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 Form 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.**
- The Pro-Core Manual is continuingly being revised to reflect ongoing changes in the new Pro-Core system

Contact Information:

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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		✓	✓		
Updated	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		✓	✓	✓	✓
NEW!	Create/Edit Teacher Personalized Assessments		✓	✓	✓	
NEW!	Five-Tier Writing Activity				✓	✓
	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		✓			
NEW!	Class Growth Reports		✓	✓		
	Release CG to Teachers		*✓			
	Top Students		✓	✓	✓	
	Web Test Count		✓	✓	✓	
	Assessments/Subject Usage		✓	✓	✓	
	Student Report Card/Writing Assessment				✓	

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

Clever Update

Completing your Enrollment Confirmation Form For Online Enrollment and Testing

The Pro-Core Enrollment Confirmation Form is a MS Word document *template* that allows you to save the form with your information in a standard Word document (.doc) format. Simply select or type your responses directly in the spaces provided on the form.

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

Completing Your Pro-Core Enrollment Confirmation Form and Test Selections

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

- Enter your district and school name
- Enter the total number of individual students being enrolled
- Identify your District/School Managing Administrator, Tech or SIS Person, and/or Test Coordinator who is responsible for enrolling students and teacher classes and/or administers your Pro-Core Teacher and Student log-in information. Include their email addresses.

New!

Type your responses in the shaded areas

Sy 2022 Pro-Core TWM Educational Support and Data Processing Services

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

Directions: Complete this Enrollment Confirmation Form by typing in the shaded boxes. Save this file with your school or district name, and attach it to an email as instructed below. Please fill-in all the information that applies. Download the *Pro-Core User Manual, Section B*, for more information.

☐ Our district/school wants to use *Clever* SSO Rostering and Secure Sync with *Pro-Core*.[1]
Our SIS/tech person's email for *Pro-Core-Clever* Integration is:

Please complete a separate Form for each school IF your schools will have different Form test beginning and ending testing dates. Include the email each person you want to receive Pro-Core notifications.

District Name: School Name(s):

➢ =Total Number of Students in this school to be 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 enabled 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:

You may need to 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 and Class Growth.

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

For example, your students may take the Form tests any time after the window opens.

- Form A between August 15 and September 30
- Form B between December 1 and January 30
- Form C between March 15 and end of school year

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

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

Select the tests you will be administering:

New!

Click in the shaded boxes

Select the Pro-Core licensed online test(s) for your district or school:
Select the **Sp** checkbox to request a Form A and C **Spanish** version.[2] (Form B not available)

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

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

NOTES:

New [1]There is a yearly charge of $108 per school for Pro-Core-Clever SSO Rostering with Secure Sync.

[2]Spanish language versions of Form A and Form C tests are now available in mathematics, science, and social studies for a one-time charge of $100 for each subject-grade test you select.

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

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 a *standard* enrollment data file. Schools using Clever Single Sign-On (SSO) Rostering with Secure Sync will be enrolled using Clever procedures via your school's Student Information or Scheduling System (SIS).**

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

If you did not receive the Pro-Core Enrollment Confirmation Form, you may download a copy here:
https://pro-core.us/twm/Pro-Core_Enroll_Confirm_Form22.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 and Organizing Students, Teachers, and Classes." **YOU MUST USE A SEPARATE DATA FILE FOR EACH SCHOOL FOR YOUR INITIAL ENROLLMENT(S).**

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

Completing Your Data File Spreadsheet

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

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

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

- Column A—Enter "enroll" or leave *blank*. Also used for batch editing & 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 *normally* be the student's enrollment log-in ID number. We recommend 4 to 9 digits—no letters.
- Column G—student's gender (M/F/X)
- Column H—student's grade level (number)

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

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

Update

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

P	Q	R	S	T	U	V	W	X	Y
Subgroup1: Racial/Ethnic Group Code	Subgroup2: Student IEP	Subgroup3: 504 Plan	Subgroup4: Gifted	Subgroup5: English Learner	Subgroup6: Migrant	Subgroup7: Homeless	Subgroup8: Foster Care	Subgroup9: Justice Involved Youth	Subgroup10: Military

- Column P—a text letter code (*see* page C-4)
- Columns Q-Y—a text letter (Y/N) *(or leave blank)*

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

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

NEW!

Z	AA
Custom Student USER NAME	Custom Student PASSWORD

These fields are most useful for schools using "**Clever Single Sign-on**". *See* Appendix 5, page 2, for more information.

- Column Z—Customized Login Student Username *optional (or leave blank)*
- Column AA—Customized Login Student Password *optional (or leave blank)*

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

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 <u>two ways</u> to organize your data depending on whether…

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

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

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

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

Same students in same Teacher class group

Teacher #1

Teacher #2

Same students in same Teacher class group

Teacher #3

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

Self-Contained Teacher Classes

Teachers with same Last Name

Self-Contained Teacher Classes

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

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

Same students in different classes

Teacher #1 Class 1

Teacher #1 Class 2

Teacher #2 Class 1

Teacher #2 Class 2

Teacher #3 Class 1

Teacher #3 Class 2

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

Different class periods or groups

Different subjects or Test Forms

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

WARNING: In online enrollments, class period/group numbers must be used to identify different class groups of students; otherwise, students will be enrolled as one large subject class group. Use one number for each group like 1, 3,9. Do not use 2-period numbers like 7/8 or 8-9.

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

Entering Subgroup Special Codes in the School's Data File

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

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

Special Code Fields

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

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

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

NEW! ETHNICITY GROUP CODES (field 1):

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

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

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

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

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

ELEMENT (Field)	**CODES: ODE = Pro-Core**
Student ID [numeric code]	Locally determined [up to 9 digits]
Grade [numeric code]	01 – 12 grade level
Gender [alpha code]	**F** = Female; *blank* if missing/unknown **M** = Male; *blank* if missing/unknown
Racial/Ethnic Group Element [P-C Subgroup field 1]	**M** =Multiracial. (0) Persons having origins in two or more of the options below. **I** = American Indian or Alaskan Native (1) Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. **P** = Native Hawaiian or Other Pacific Islander (2) Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. **A** = Asian (3) Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. **H** = Hispanic/Latino (4) Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. **B** = Black or African-American [Non-Hispanic] (5) Persons having origins in any of the black racial groups in Africa. **W** = White/Non-Hispanic (6) Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Student IEP [P-C Subgroup field 2]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
504 Plan [P-C Subgroup field 3]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Gifted [P-C Subgroup field 4]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
English Learner (*replaces* LEP) [P-C Subgroup field 5]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Migrant [P-C Subgroup field 6]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Homeless [P-C Subgroup field 7]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Foster Care [P-C Subgroup field 8]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Justice Involved Youth [P-C Subgroup field 9]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated
Military [P-C Subgroup field 10]	**Y** = Yes (1) **N** = No (0); *blank* if not indicated

See page H-5 for a Sample School Subgroup Report.

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

In order to generate *Pro-Core* customized correlations between your school's results on the State Tests and your school's *Pro-Core* Form B or C assessments, you will need to provide your State test standard scores *and* the *Pro-Core* student information (IDs) that 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

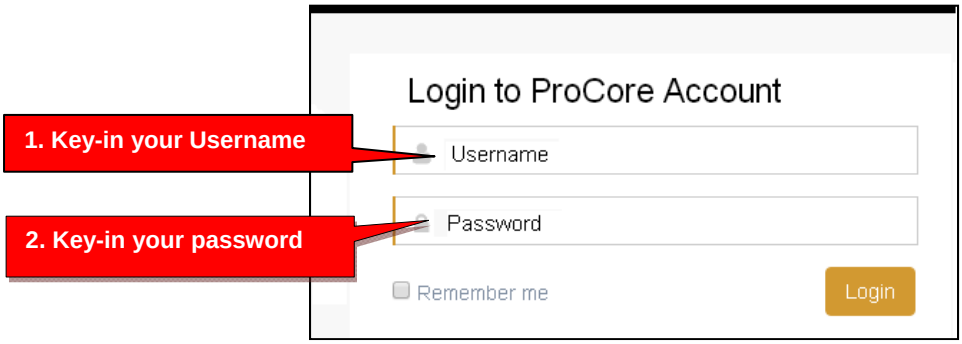
Update **The District or School Administrator or Tech Person is responsible for student, teacher, and class enrollments.** Initial enrollment spreadsheet ***preparation*** instructions are contained in the previous Section C of this Manual**. Updated security features settings have been added to this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

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 with Security Features.

DISTRICT ADMINISTRATOR LOG-IN

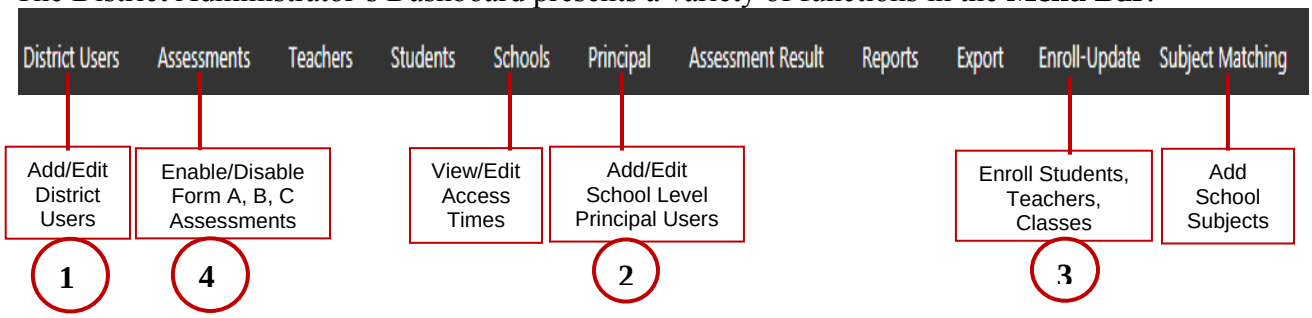
NOTE: District Administrators will log-in at a *special* **district administrator-only url** emailed by Ben Hemingway to the "**District** Managing Administrator" and/or "Tech Person." The School Administrator/ Principal log-in and functions are presented in Section G.

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



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

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

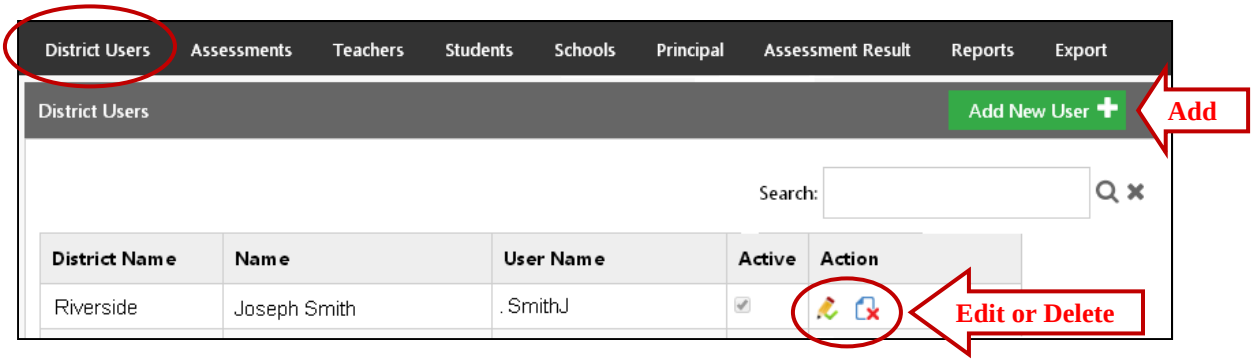


District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Control Panel Menu Bar. **One District Level User,** the "Managing Administrator**,"** and district **School Names** will initially be set up by Ben Hemingway. Teacher 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 your original User Name or Password by clicking the edit **Action** icon. In particular, *we recommend that you change your password.* There *must* be at least one District User.

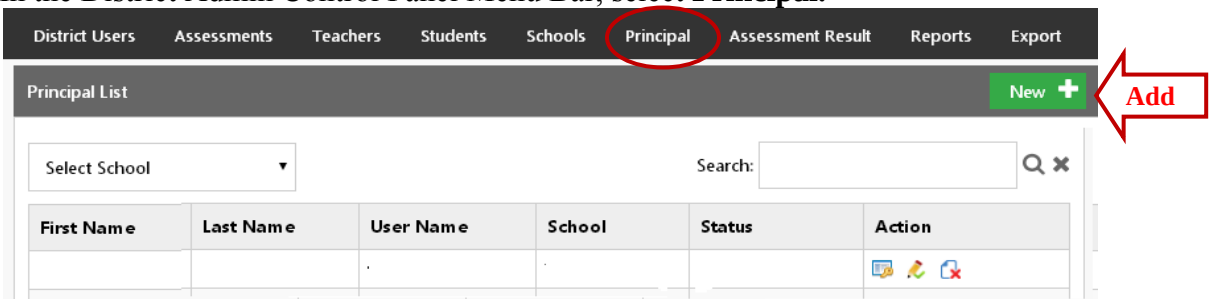


To add new district level users, select the **Add New User+** *button*.

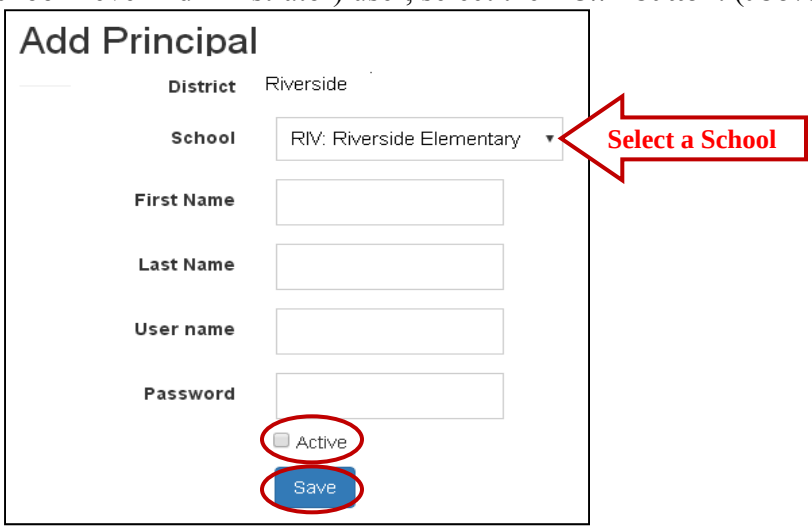
Key-in the "Add New District User" information…Select "**Active**," then "**Save**."

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

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



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

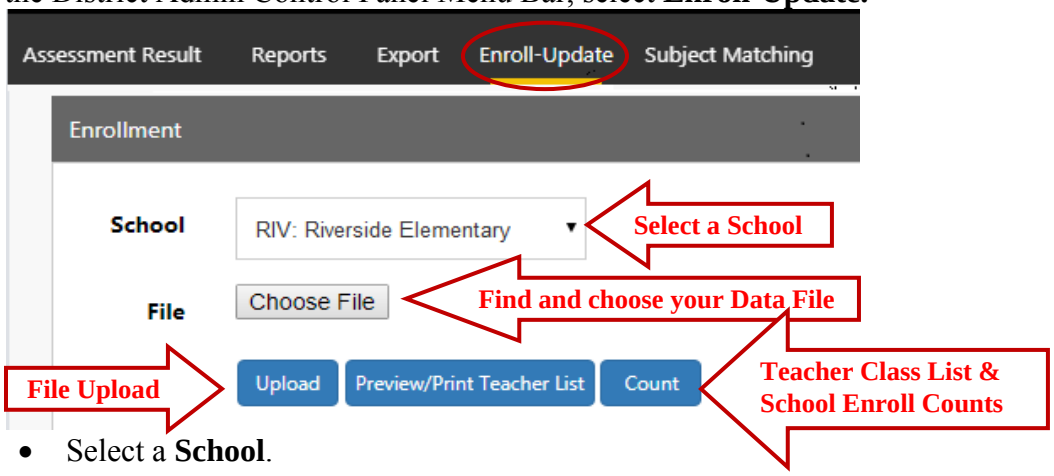


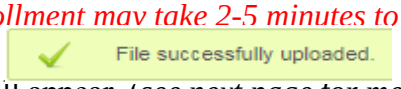
Update Select a **School** and key-in the "Add Principal" information. The *standard default* log-in is *LastnameFirstName* with password 789, but you may enter whatever you wish. Select "**Active**," then "**Save**" when done.

Step3. Enroll School Students, Teachers and Classes

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

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



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

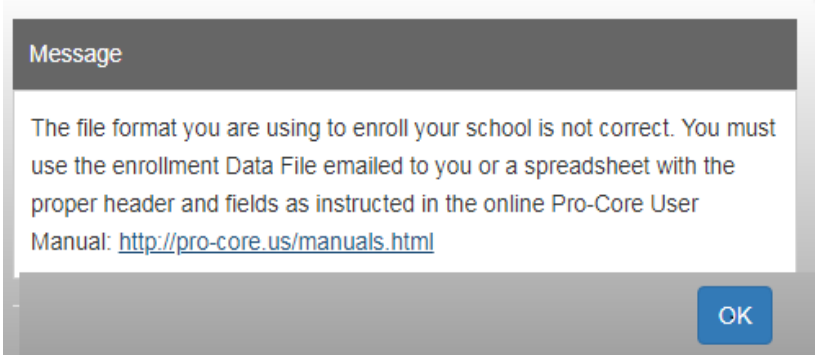
message will appear; otherwise, and error message will appear. (*see next page for messages*)
- You may now click the "**Preview/Print Teacher List**" *button* to view and print teacher classes for distribution to teachers. Click "**Counts**" to see enrollment counts.

NOTE: New students, teachers, and classes may be added-on to the school enrollments in the same way. *SEE* pages E-8*f* "Batch Editing."

Common enrollment file error messages and fixes are listed below.

Enrollment File Format Error

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

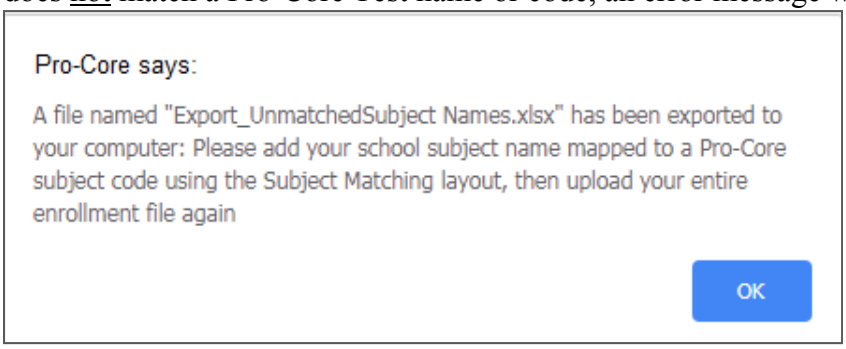


A **Pro-Core Data File template.xls** (spreadsheet) form was emailed to your district or school when your "contact person" registered with Pro-Core. You may use that spreadsheet to collect the required student and teacher enrollment data for each school. **If you use your own spreadsheet, a header row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

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

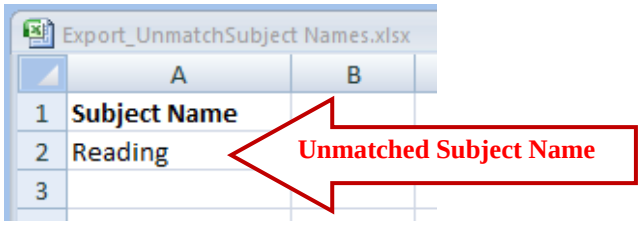
Subject Matching Error

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



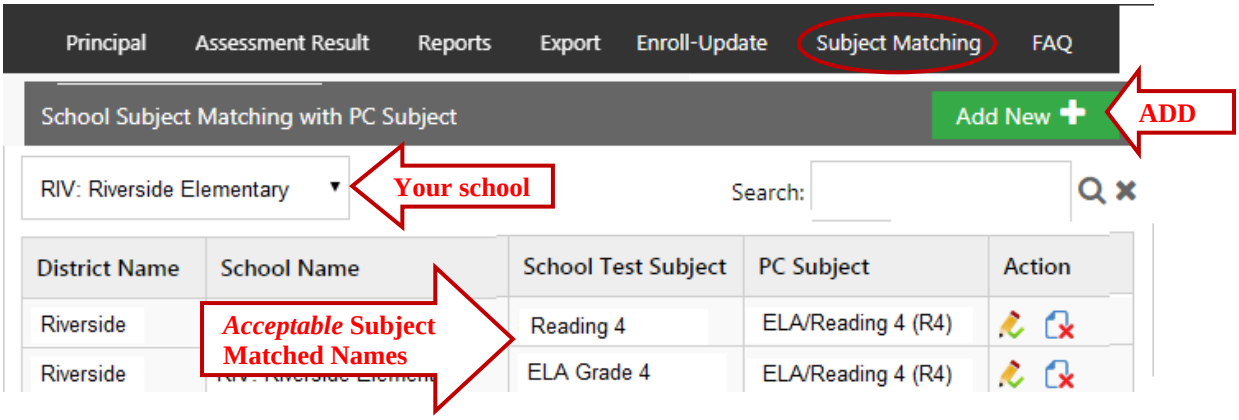
Find the "**Export_UnmatchedSubject Names.xlsx**" file *downloaded* to your computer and open it. It will list the subject(s) with unmatched name(s). In the example on the next page, Reading is listed as an unmatched subject in your enrollment spreadsheet. Reading requires the grade level to be included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

See the sample on the next page

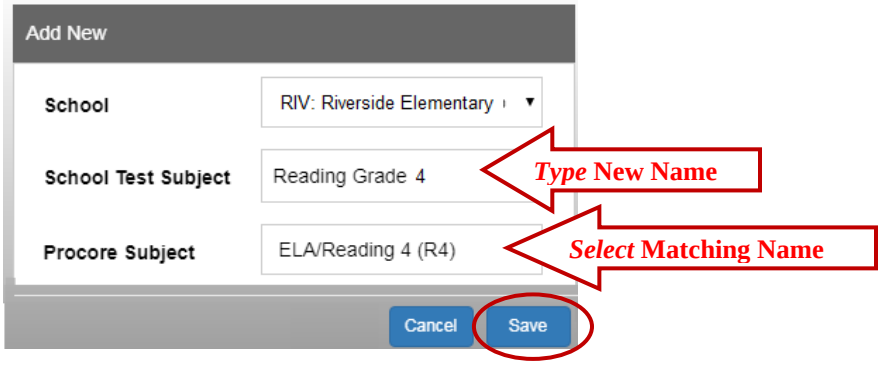


RULE: **General subjects (ELA/Reading, Math, Science, Social Studies) MUST include a grade level number in the enrollment file. This mainly applies to elementary school subjects in grades 2-8, like Reading 7, Math 7. Secondary school subjects like Reading 9-12, Algebra 1 and 2, and Integrated Math 1,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

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



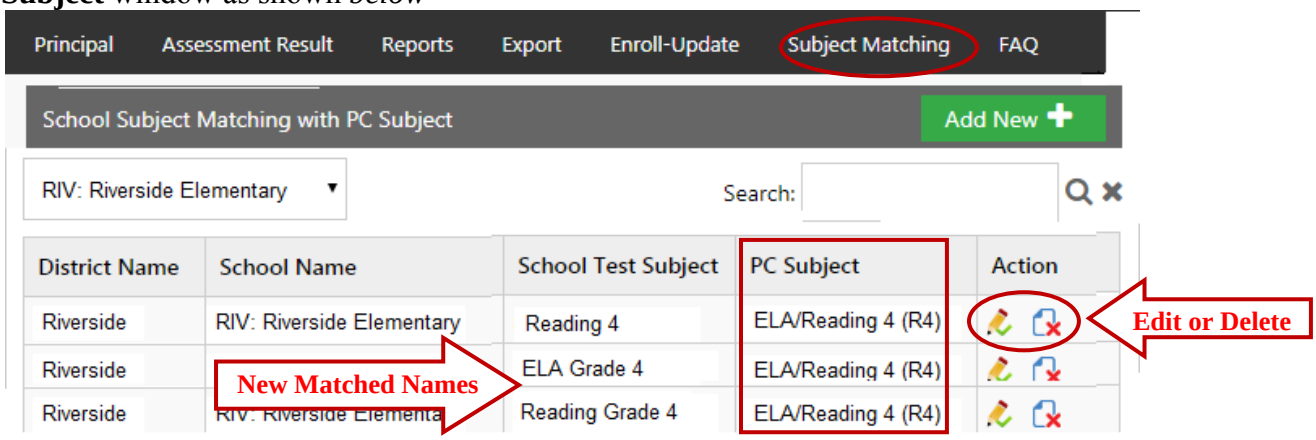
- Select your school in the **School Subject Matching with PC Subject** *window*.
- If your course name is not included in the **School Test Subject** *field* column, click the "**Add New +**" *button* at the top-right of the window.
- The "Add New" box will appear:



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

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

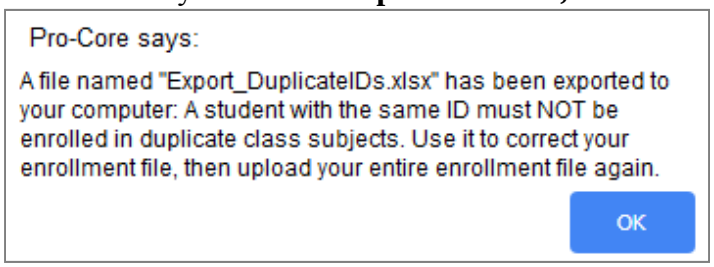
If correct, the newly matched names will appear in the **Subject Matching with PC Subject** window as shown *below*



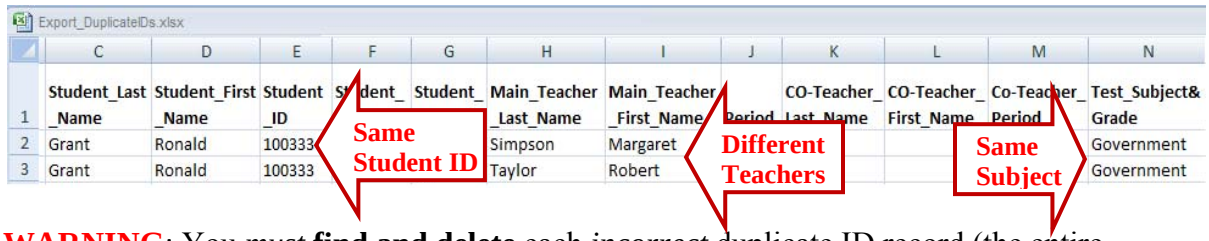
WARNING: Be sure to **find and correct** your unmatched subject name(s) ***in your enrollment file*** to match the new School Test Subject name(s) you entered in the Subject Matching layout before uploading your enrollment file again. Then, go back to **Step 3a on page D-3** to upload the corrected enrollment 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 student records are found in any **enrollment upload file *row,*** an error message will appear:



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

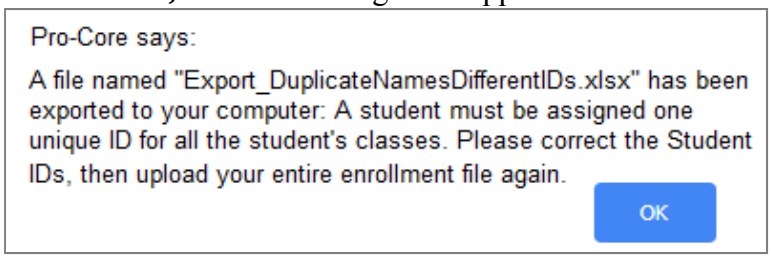


	C	D	E	F	G	H	I	J	K	L	M	N
1	Student_Last _Name	Student_First _Name	Student _ID	Student_	Student_	Main_Teacher _Last_Name	Main_Teacher _First_Name	Period	CO-Teacher_ Last_Name	CO-Teacher_ First_Name	Co-Teacher_ Period	Test_Subject& Grade
2	Grant	Ronald	100333			Simpson	Margaret					Government
3	Grant	Ronald	100333			Taylor	Robert					Government

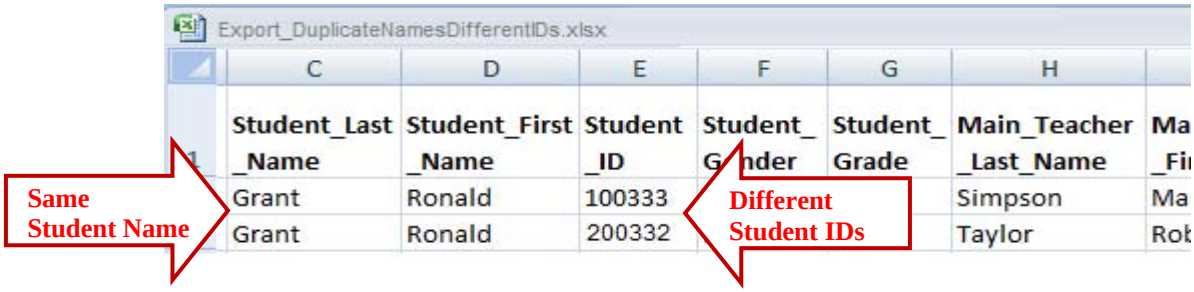
WARNING: You *must* **find and delete** each *incorrect* duplicate ID record (the entire row) **<u>in your enrollment file</u>**. Then, go back to **Step 3a on page D-3** to upload the corrected enrollment file again.

Duplicate Name Records Error

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



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

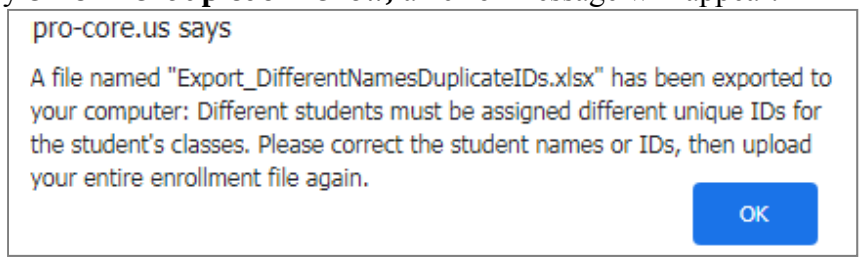


	C	D	E	F	G	H	
1	Student_Last_Name	Student_First_Name	Student_ID	Student_Gender	Student_Grade	Main_Teacher_Last_Name	Ma_Fi
	Grant	Ronald	100333			Simpson	Ma
	Grant	Ronald	200332			Taylor	Rob

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

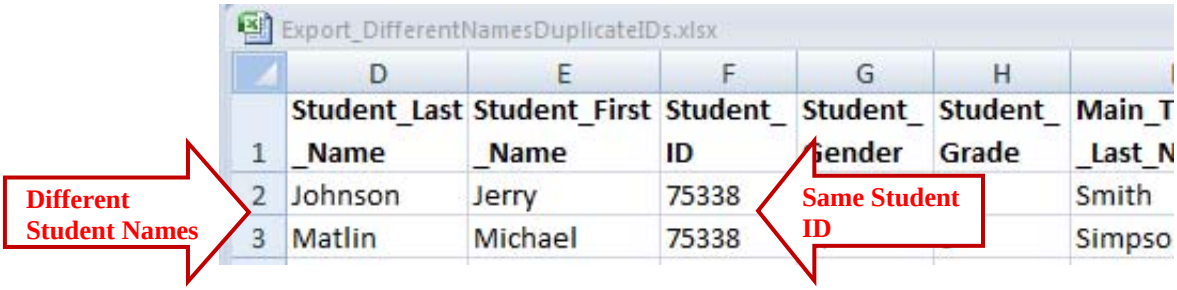
New! Different Names Records Error

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



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

See the sample on the next page



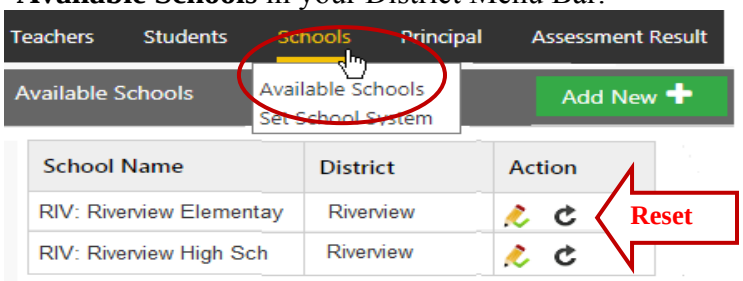
	D	E	F	G	H	
1	Student_Last _Name	Student_First _Name	Student_ ID	Student_ Gender	Student_ Grade	Main_T _Last_N
2	Johnson	Jerry	75338			Smith
3	Matlin	Michael	75338			Simpso

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

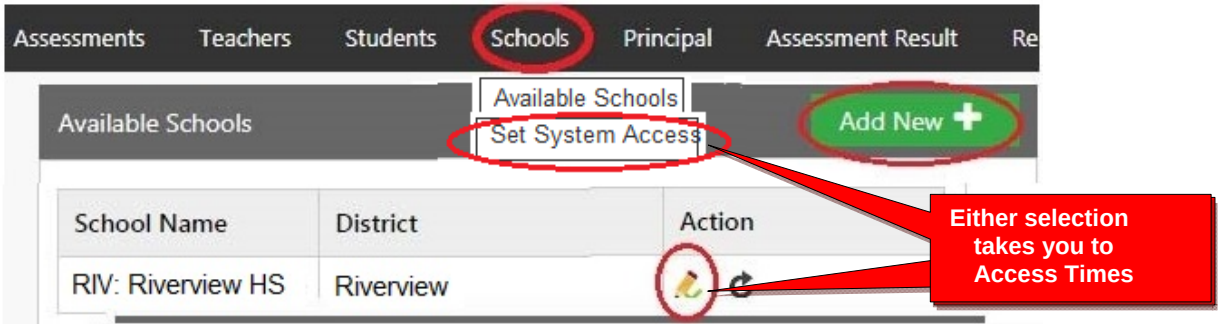
Update Setting Student System Access Times

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.

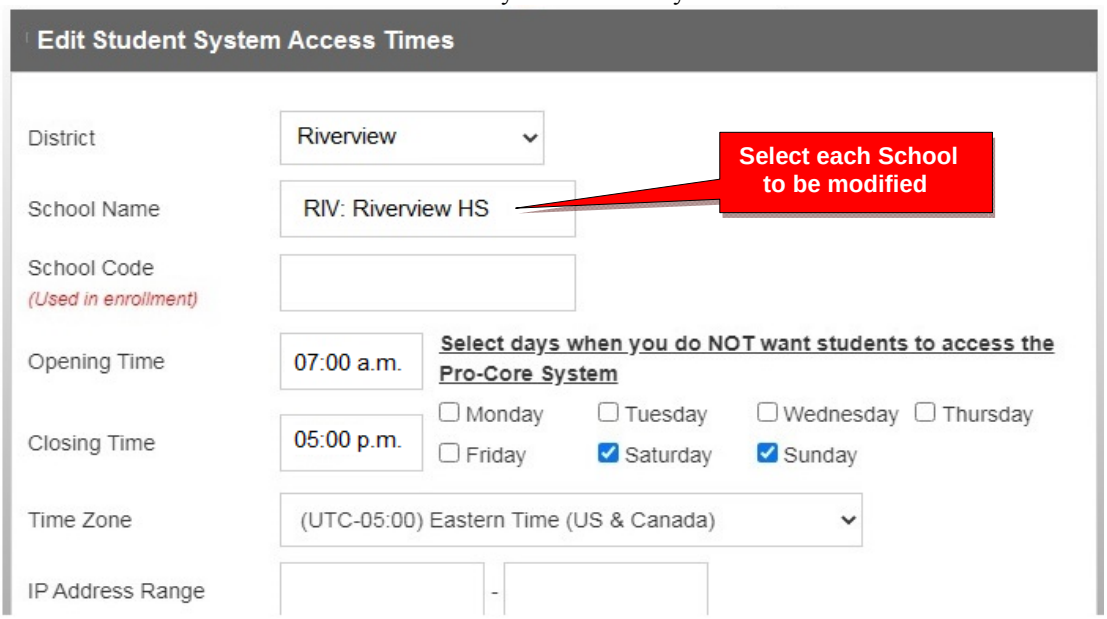
You may modify these times to better fit each school's actual opening and closing times when you want to allow students to have access—or not--to the Pro-Core ***system*** at school or from home.

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



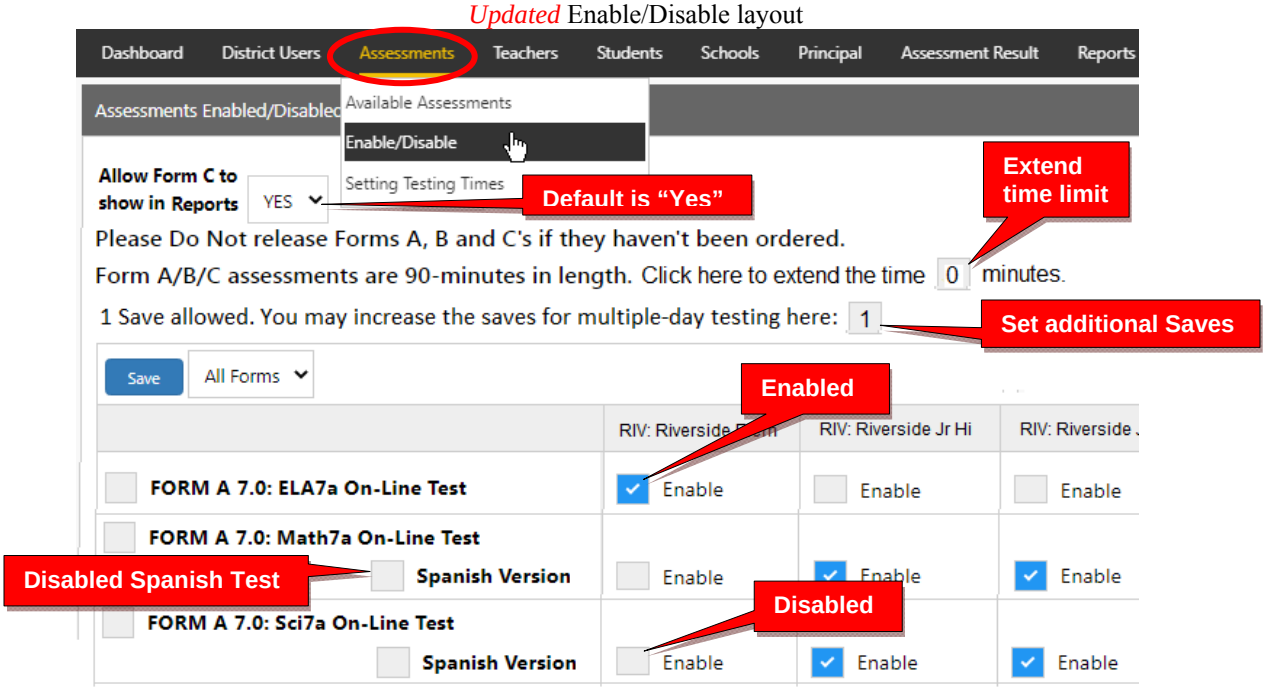
Students attempting to log-into the Pro-Core system outside of the system access times selected will see the **message**: "Pro-Core system access is closed at this time."
You should decide, along with your school administrators and teachers, on the settings to best enhance the security of students accessing 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 to teachers and students when they are ready to be used. **Checking** the boxes will **enable** them.

Updated Enable/Disable layout



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

Update All Form A/B/C assessments are **90 minutes** long with 1 "Save" allowed. Administrators have the option to extend the time limit on all Form tests. Administrators also have the option to add up to 3 student test Saves for multiple-day testing on all enabled tests.

Teachers have the option to extend the time limit on student class tests with added Saves. Assessments may be scheduled over two days in the Setting Test Times layout (*see below*).

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

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.

Update **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.

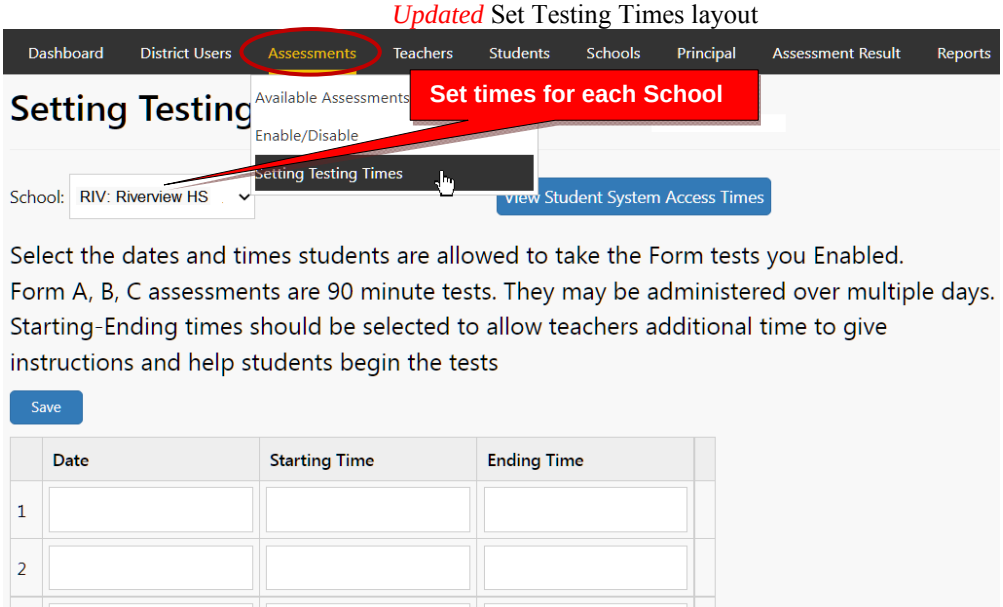
Students attempting to access the assessments outside of the set times will see the **message**: "Pro-Core Form A/B/C assessments are not available at this time."

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 results.

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

Updated Set Testing Times layout



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

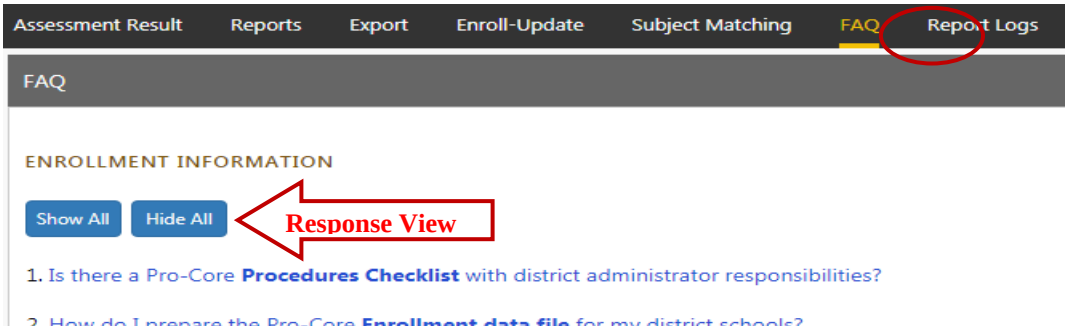
- If no date or times are entered, all enabled assessments will be available anytime during the Student System Access Times.
- If test days or times selected are outside the Student System Access Times, a warning message will appear.
- You may view and adjust the times set for student access by clicking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

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

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.***

Update Pro-core Features for Local and Remote Security

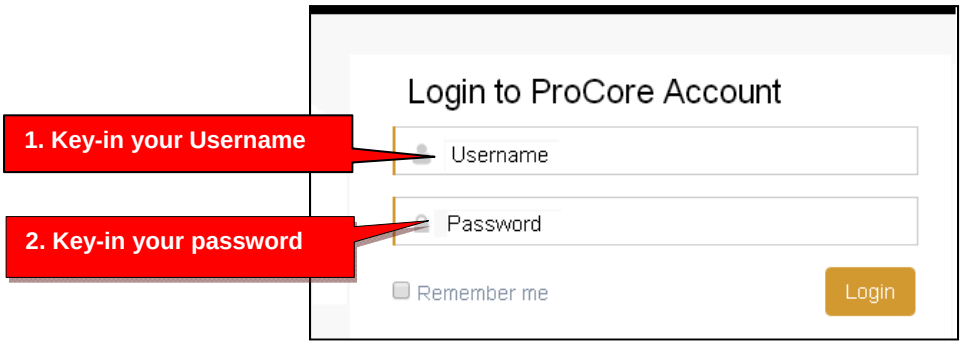
Pro-Core has a added a variety of features to enhance local and remote system and assessment security. These new features are controlled by **district managers** (Section D), **school administrators** (Section G), and **teachers** (Section J). Also included are updated security features for **students** 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** and **test access *controls*** are found on pages **D-8** and **D-10**. These are available 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 Contact 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.



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

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

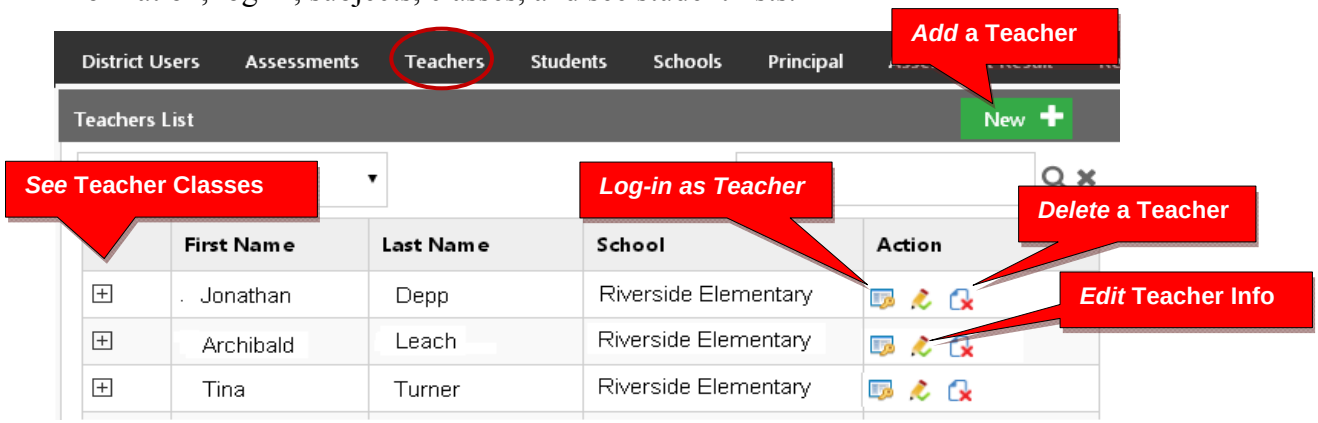
This section is divided into **two parts**: (1) Individual record editing, and (2) Batch records editing. **The part on batch file editing begins on page E-9.**

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

All the maintenance procedures in **Part 1** (*below)* are accomplished though the administrator level menu bar by editing, adding, deleting, or moving *individual* records (one-by-one) *manually* as instructed in each topic below. **Part 2**, (*E-8 f)* dealing with batch records, is accomplished by a district tech administrator who has access to all-district or all-school database records.

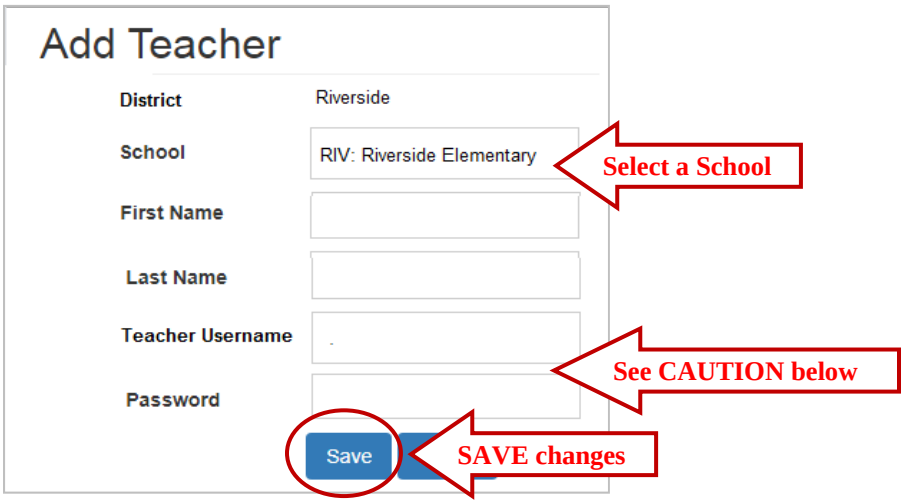
View/Add/Edit Teachers and Subject Classes

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



NEW! Adding a New Teacher (*Teacher Codes are now automatically generated.)*

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



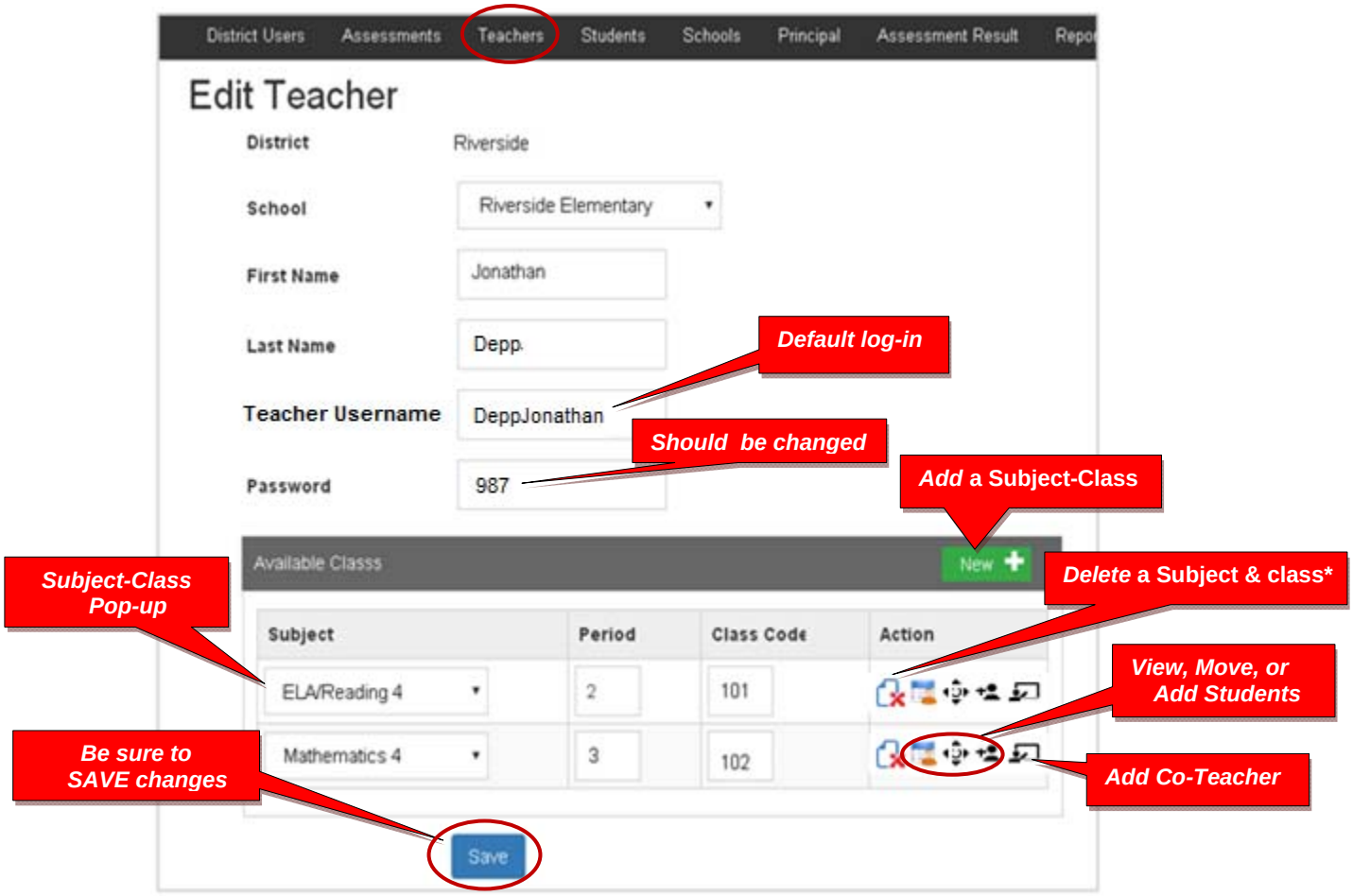
NEW! **CAUTION:** Teacher and student *default* usernames and password are generated *automatically* when your Pro-Core Enrollment File spreadsheet is uploaded. Administrator, teacher, and student passwords *should* be changed for added security.

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

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

Edit Teacher Info Classes and Students

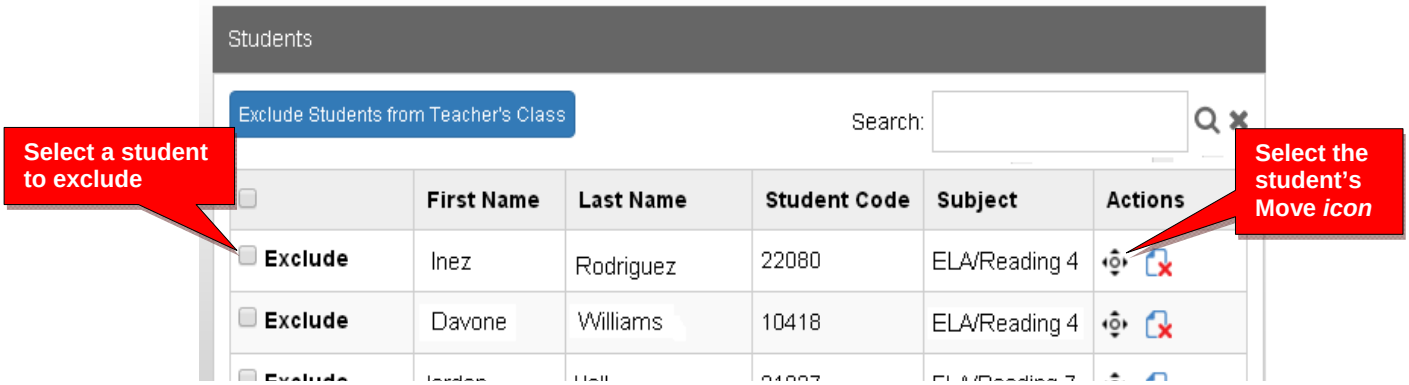
Selecting the **"Edit Teacher"** icon allows you to view, edit, add or remove teacher log-in information or subject classes, and view, move or add students, and add co-teachers.



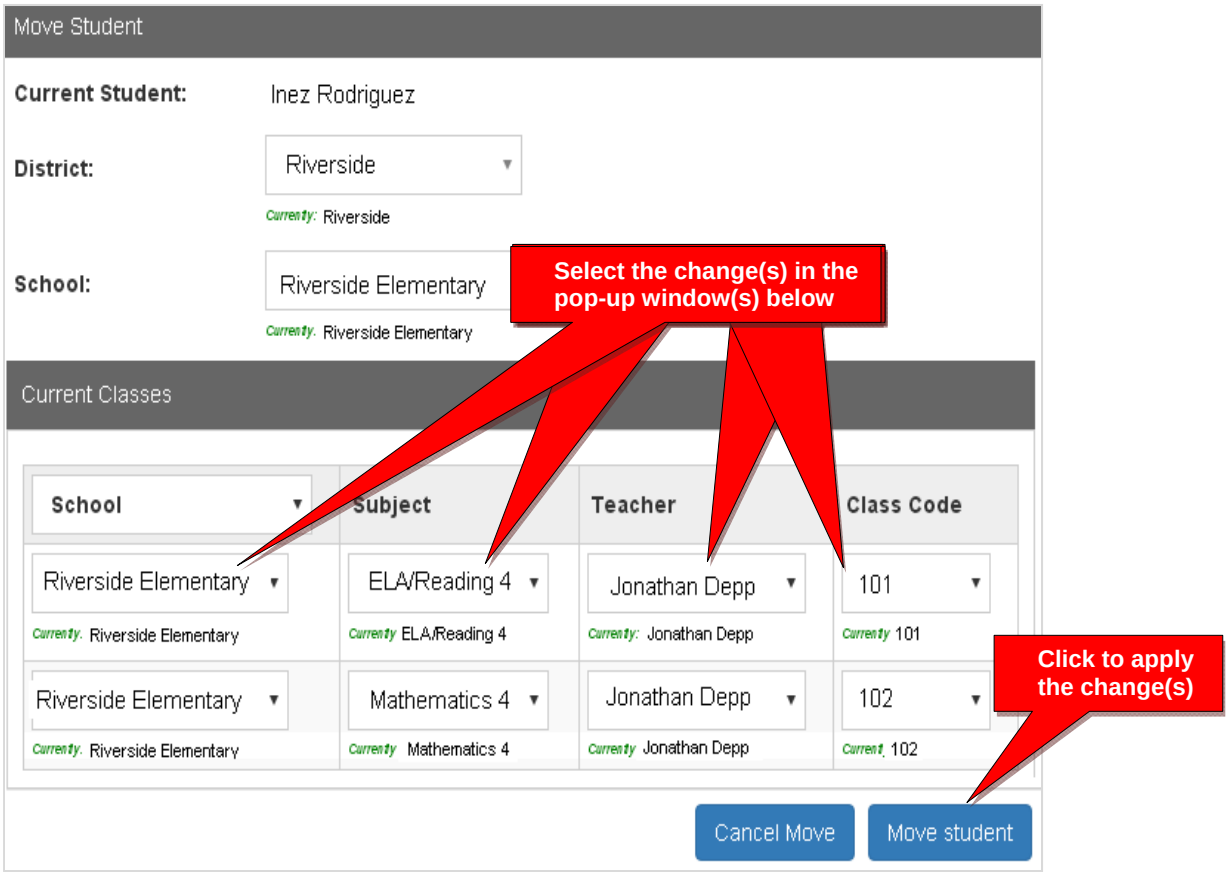
***WARNING:** If you **delete** a teacher's subject, you will delete the teacher's class as well.

View and Move a Student to a Different Teacher Class

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



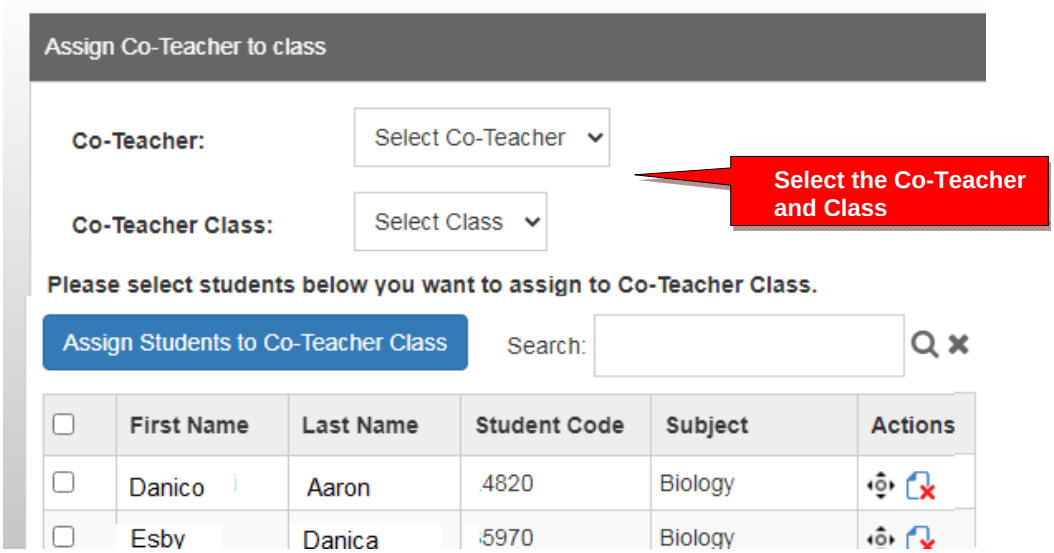
When you select an individual student's Action icon, a "Move Student" pop-up window will appear showing the student's current classes. You may then select the school, teacher, and class code where you want the student moved.



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

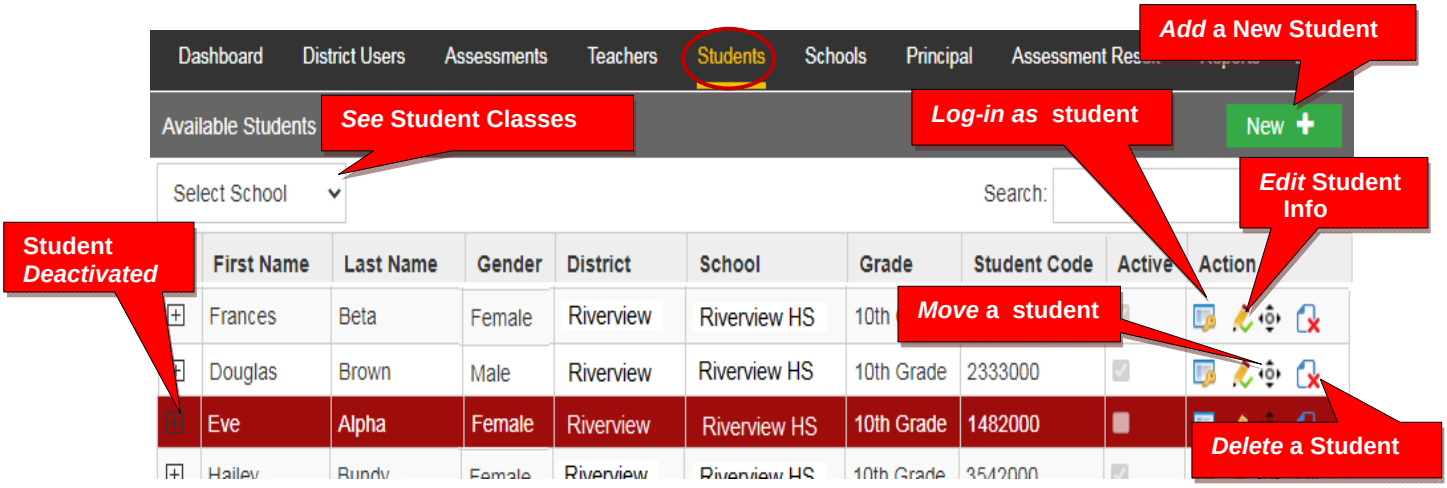
Selecting the **Co-Teacher** icon takes you to a window where you can assign a Co-Teacher to students in the selected Main Teacher's class(es).

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



View/Edit/Add Students and Student Classes

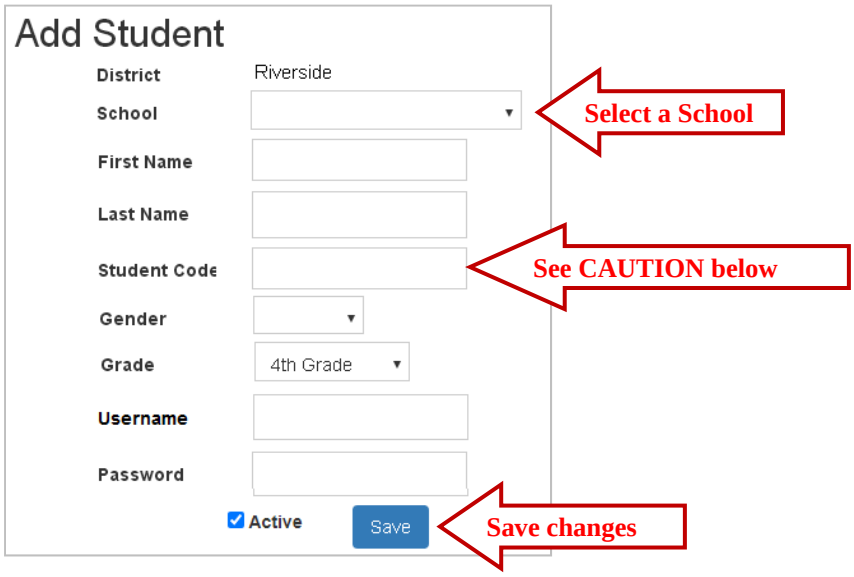
Selecting **"Students"** in the menu bar allows you to view, add, edit, delete, and move students and students' assigned subject. You may also log-in as a student. If a student leaves the district, you may *deactivate* that student in the Student Edit layout. That student's data will not appear in any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



NOTE: You nay add individual students here, but go to the Teachers menu to add multiple students to a class, or you may use the new "batch enroll" process. (*see* pages E-8f)

Adding a New Student

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

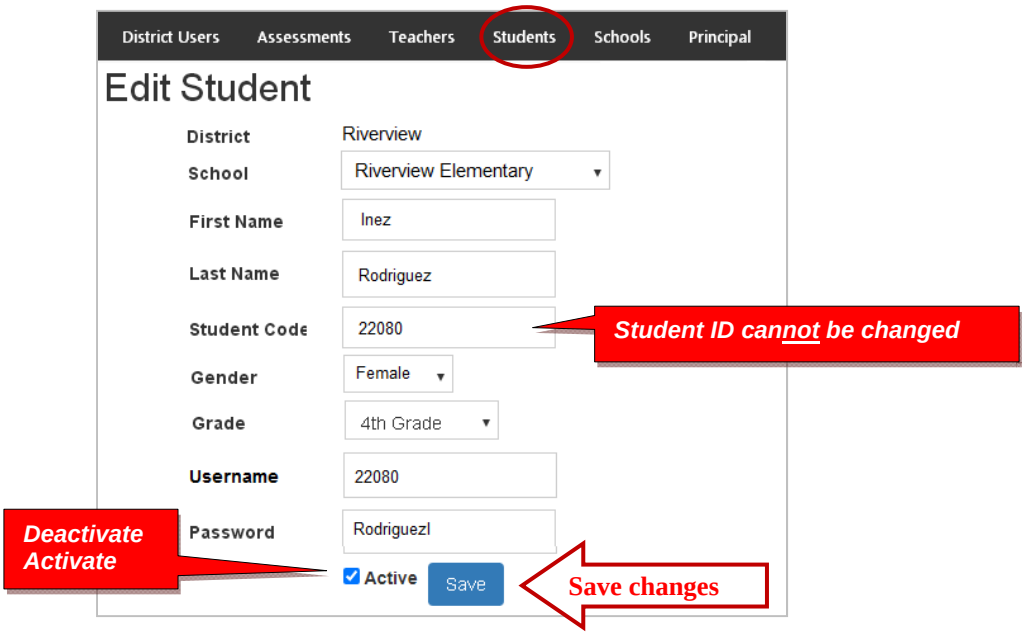


CAUTION: When **adding** a new student, you *must* create a **unique** Student ID Code of 4 or more digits which does not duplicate another student ID in existence in the school.

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

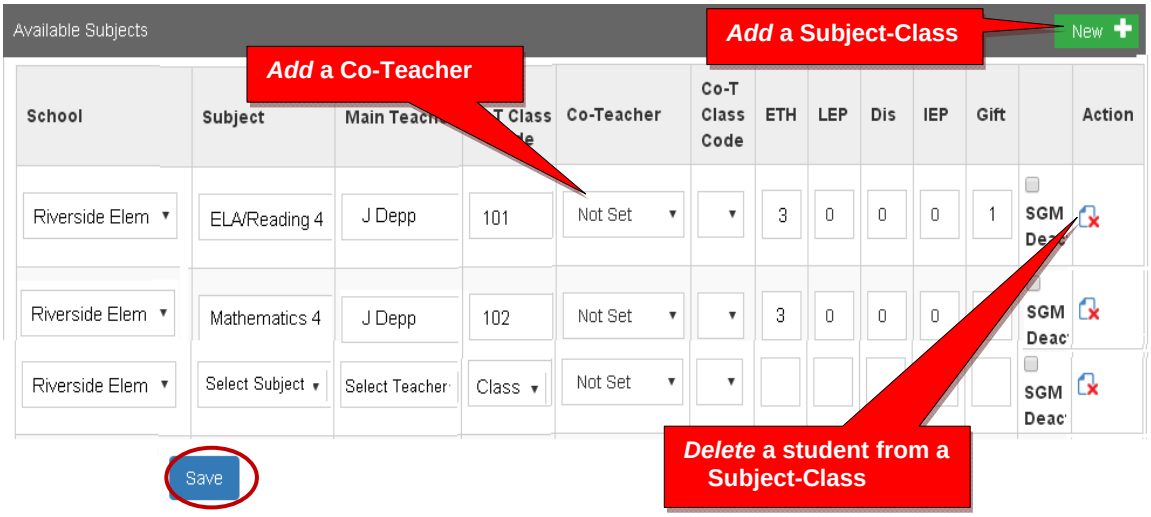
Edit Student Info/Add Subject Classes

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



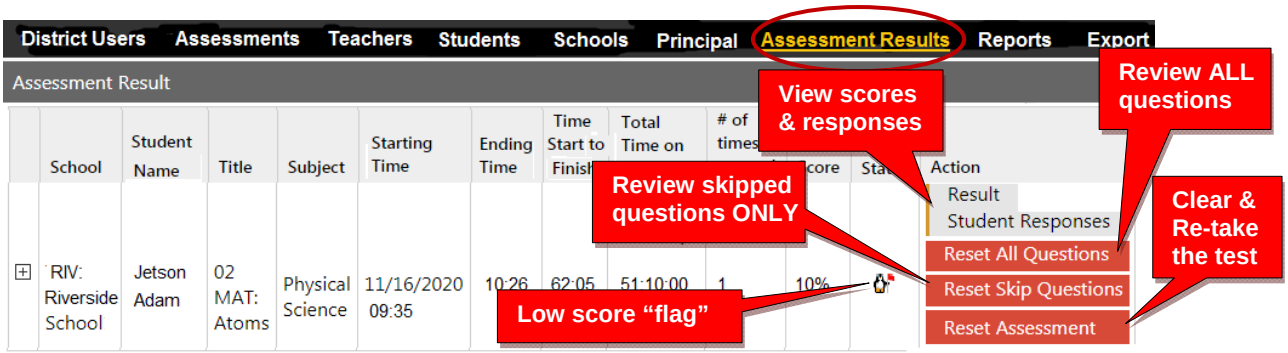
Subjects with main subject teachers, as well as co-teachers, may be added to this student's classes.

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

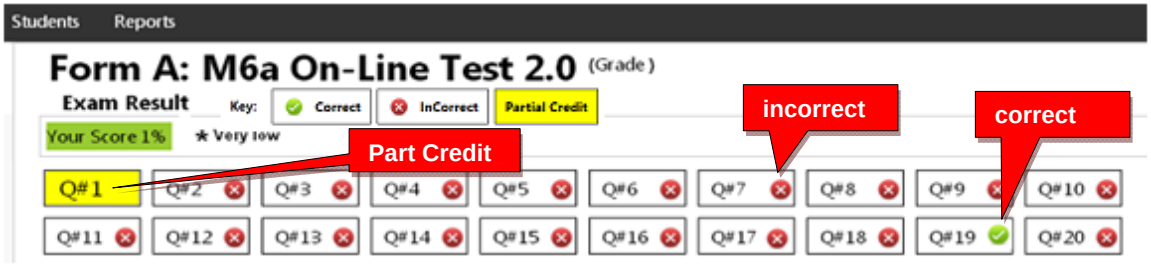


Assessment Results (View/Reset)

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



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 Response on each question.



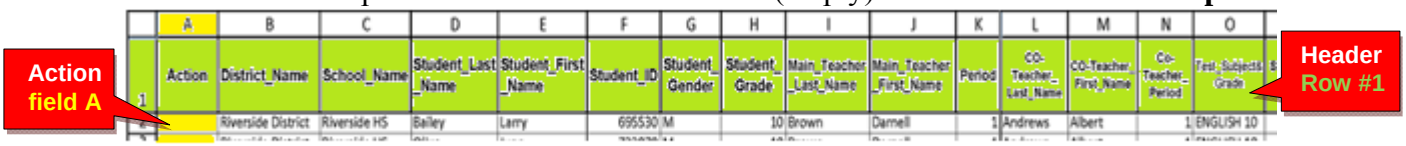
Part 2. Batch Records Editing

For schools needing to add new teacher classes and/or students, or having to make many student teacher class changes ***after the initial enrollment,*** Pro-Core provides a "batch editing" function. Using this feature requires some familiarity with the school enrollment spreadsheet as described in **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-AA, 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
1	Action	District_Name	School_Name	Student_Last_Name	Student_First_Name	Student_ID	Student_Gender	Student_Grade	Main_Teacher_Last_Name	Main_Teacher_First_Name	Period	CO-Teacher_Last_Name	CO-Teacher_First_Name	Co-Teacher_Period	First_Subject&Grade
		Riverside District	Riverside HS	Bailey	Larry	695530	M	10	Brown	Darnell	1	Andrews	Albert	1	ENGLISH 10

Actions words

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

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

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

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

Enroll

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

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

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

Enroll or Add

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

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

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

Delete student from classes

Delete student From ALL classes

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

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

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

Move Student to new classes

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

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

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

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

Update info

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

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

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

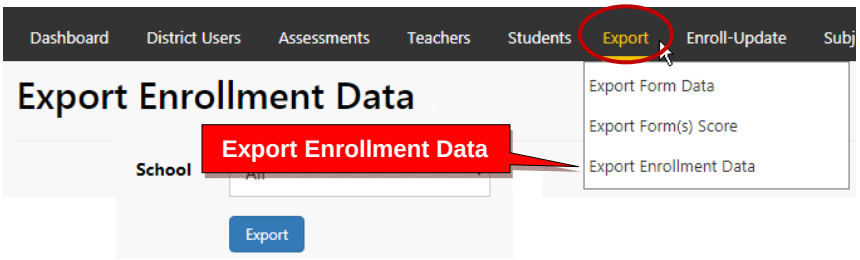
What May Not be Done with Action Words

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

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

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.

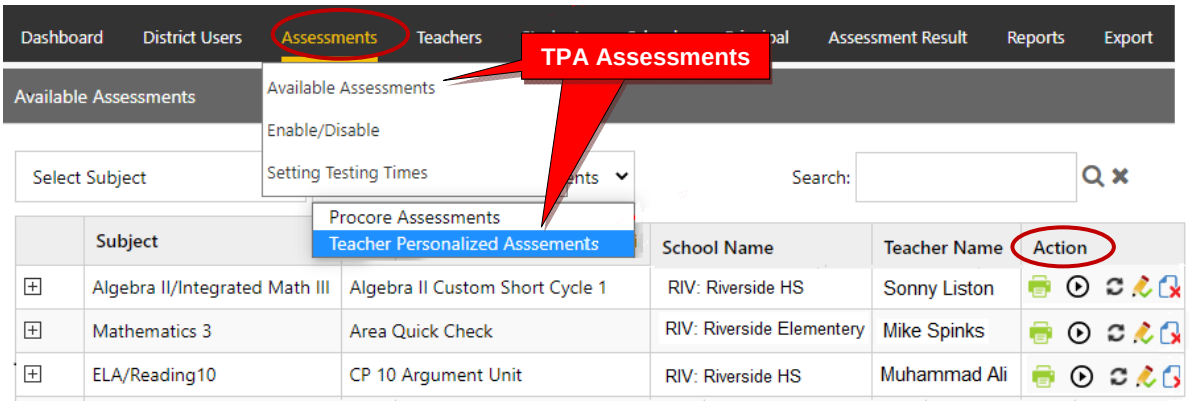
See **Section F, page 15 and 16**, in this Manual for further information about the other **export** files listed above.

NEW! Teacher Personalized Assessments (TPAs)

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

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

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

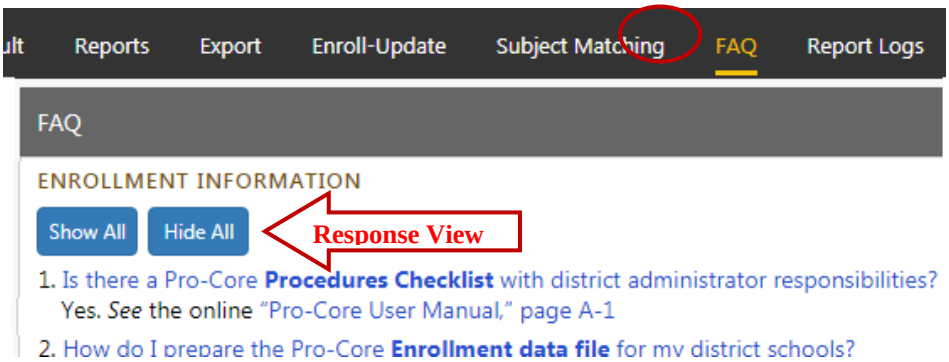


Administrator List of School TPAs

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

Update District Administrator FAQs (Frequently Asked Questions)

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

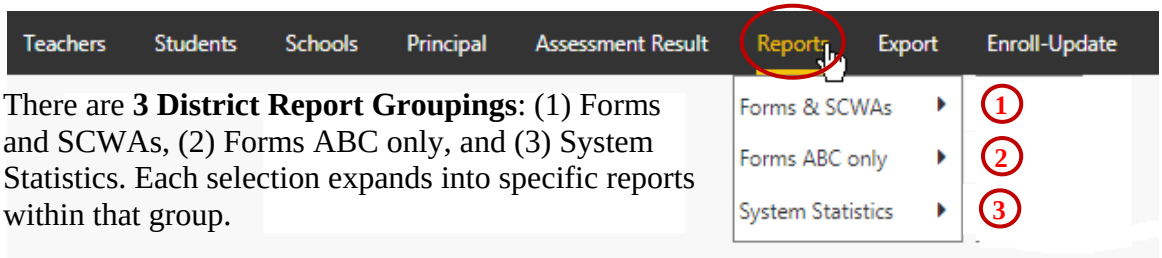


➢ ***The next Section F deals with District Administrator Reports.***

[This section of the Manual has been fully revised]

Pro-Core District Administrator Reports

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

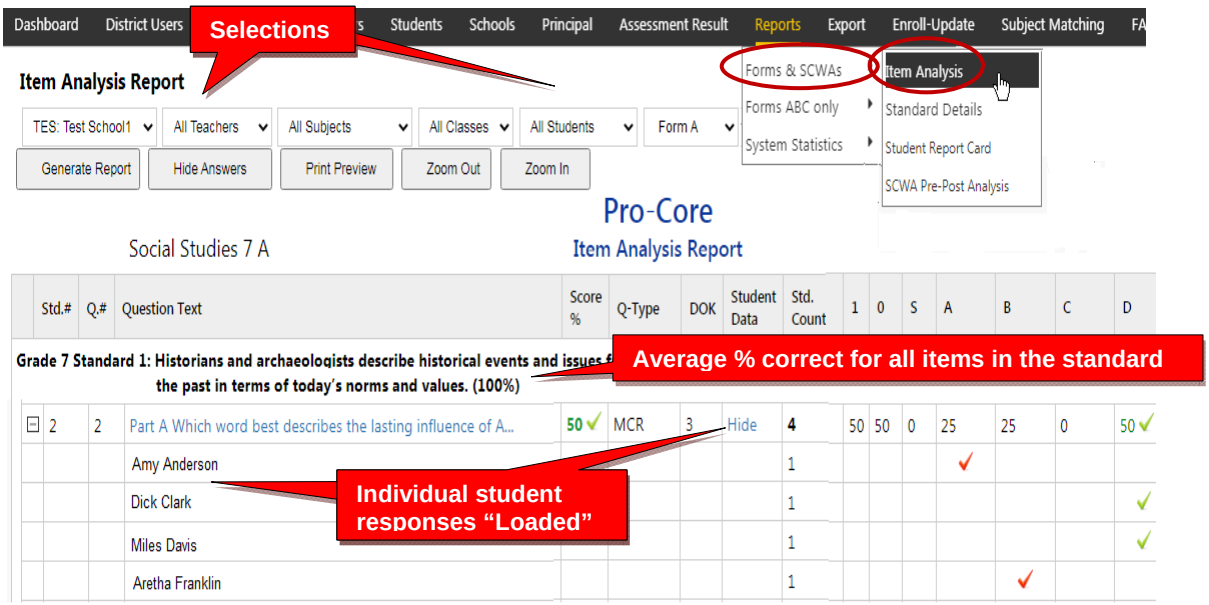


There are **3 District Report Groupings**: (1) Forms and SCWAs, (2) Forms ABC only, and (3) System Statistics. Each selection expands into specific reports within that group.

1 1.0 Forms & SCWAs

1.1 Item Analysis Report

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

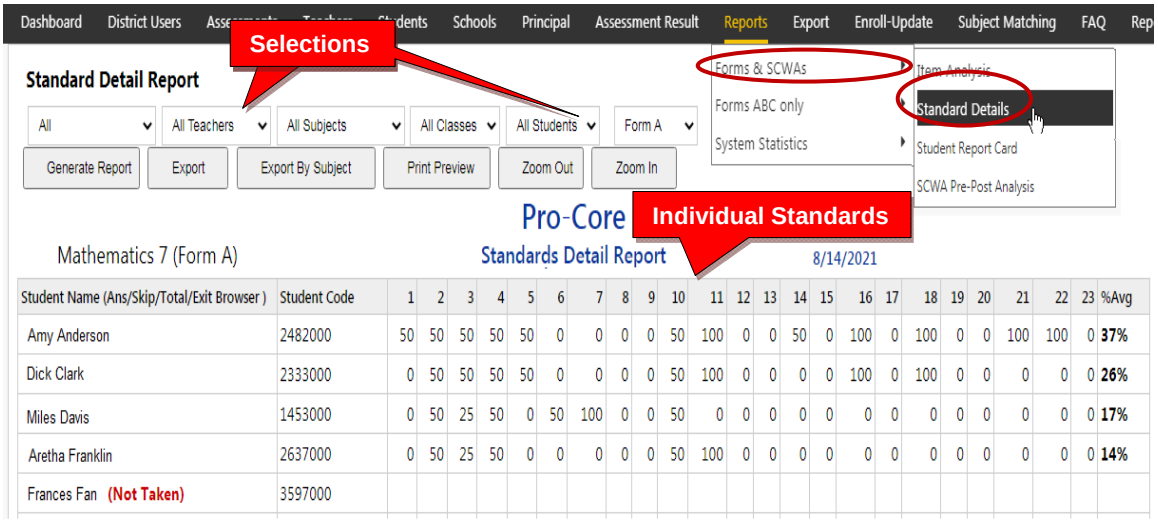


The Item Analysis Report shows the test question's Pro-Core state Standard number, the Question itself, the Percent of student responding correctly, the question Type, and the estimated Depth of Knowledge needed to respond to the question.

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

1.2 Standards Detail Report

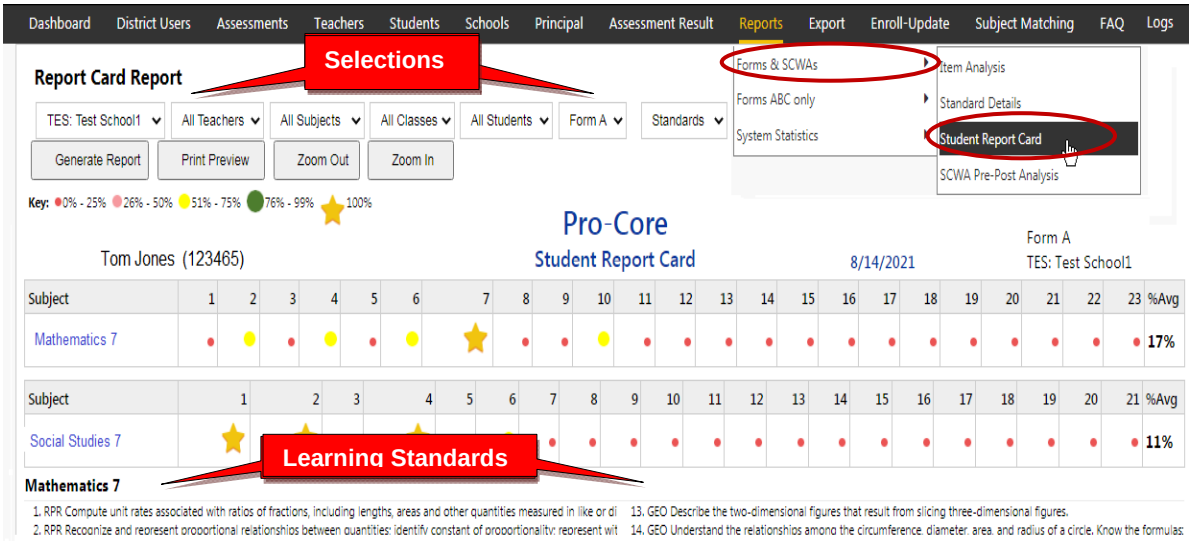
The Standards Detail Report provides the student scores for each state standard in each test by Subject and Form in each teacher's class. Essentially, it shows mastery or non-mastery of each state standard on each test. . This report also will display students with incomplete assessments**.**



This report can be used to identify high or low performing students by each **standard** or **question** or **by points** for student grouping.

1.3 Student Report Card

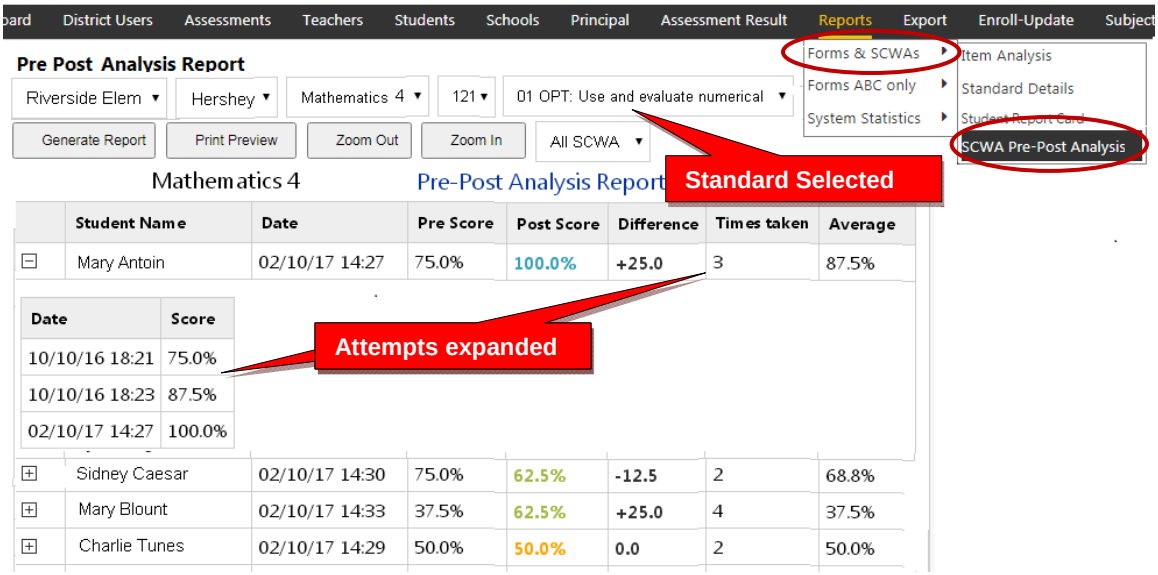
This report shows each student's achievement or progress in each subject at the time the report is generated. Form A B, C test results or Short Cycle Web Assessment (SCWA) results can be selected along with a list of the learning standards.



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

1.4 SCWA Pre-Post Analysis Report

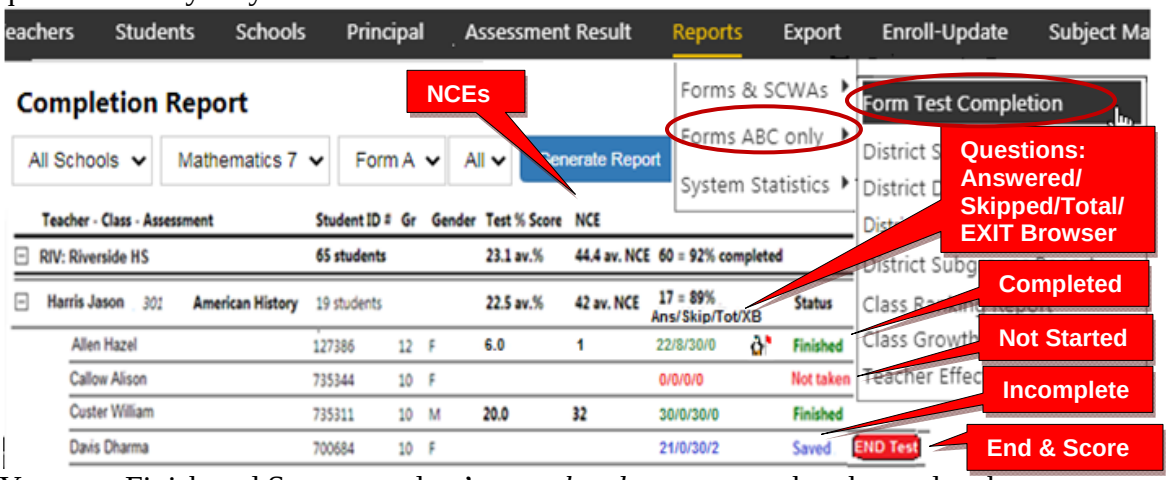
The Pre-Post Analysis provides a summary of each student's progress using the **Short Cycle Web Assessments**. Pre-post scores for each state standard are shown including each attempt in each state standard.



② 2.0 Forms ABC only

2.1 Form Test Completion Report

The Test Completion report allows you to view whether all students have completed the Form A, B, or C assessment prior to your disabling the test at the end of the testing window. A symbol "flags" students who scored very low on the Form test or skipped over 5 questions. They may need to re-take that assessment.

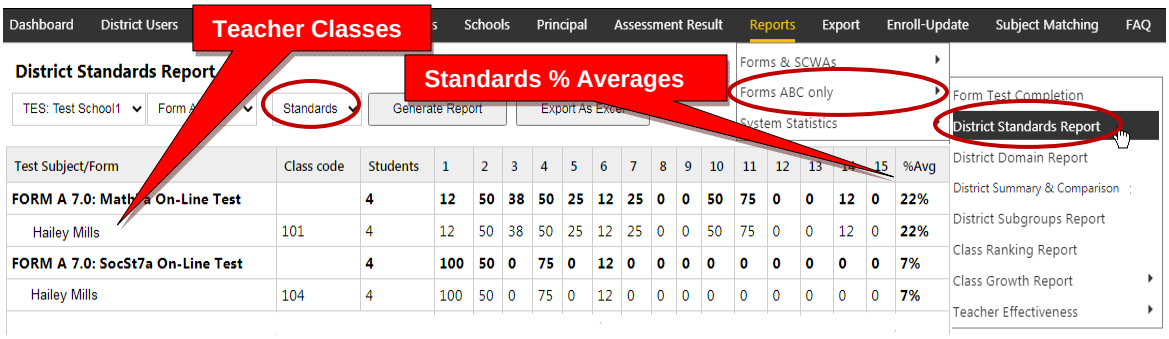


New! You may Finish and Score a student's *completed* assessment that the student has accidentally Saved instead of Ended by clicking the **END Test** *button*.

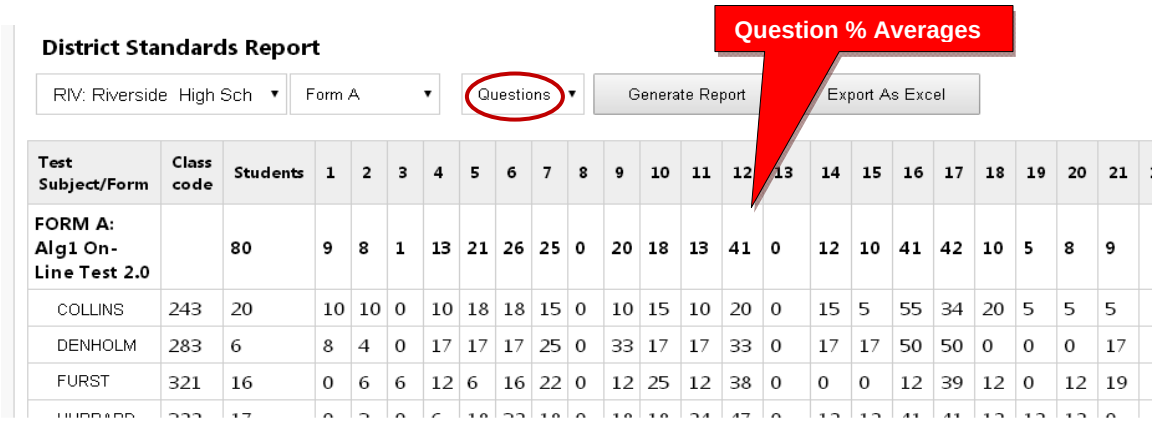
CAUTION: Normal Curve Equivalent (NCE) scores are available only to district-level users, and may change as additional students complete their assessments in the district subjects.

2.2 District Standards Report

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

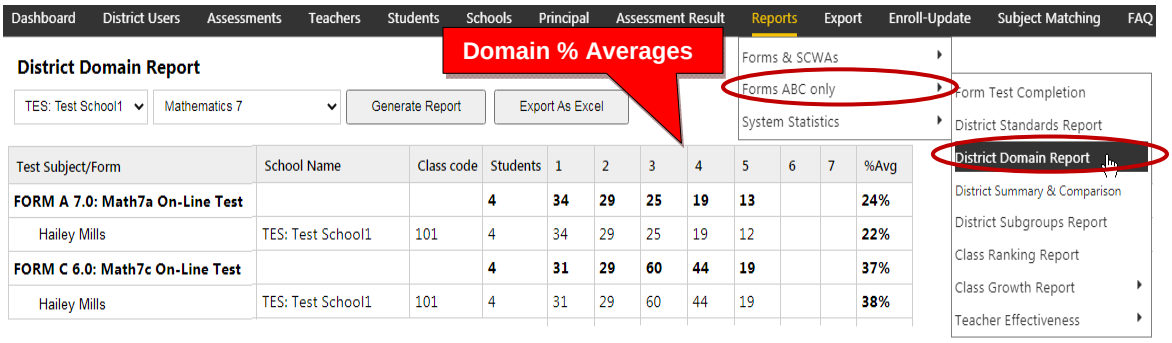


You may also generate the average percent of student answering each question correctly in each test for each subject and teacher class.



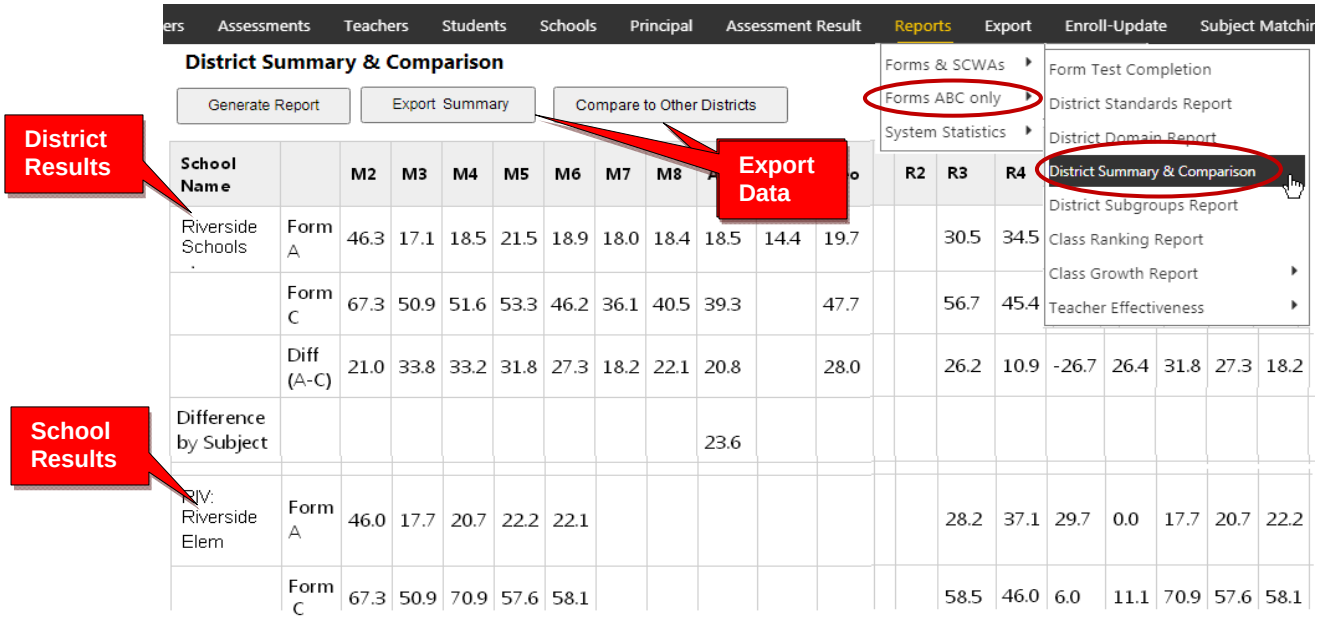
2.3 District Domains Report

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



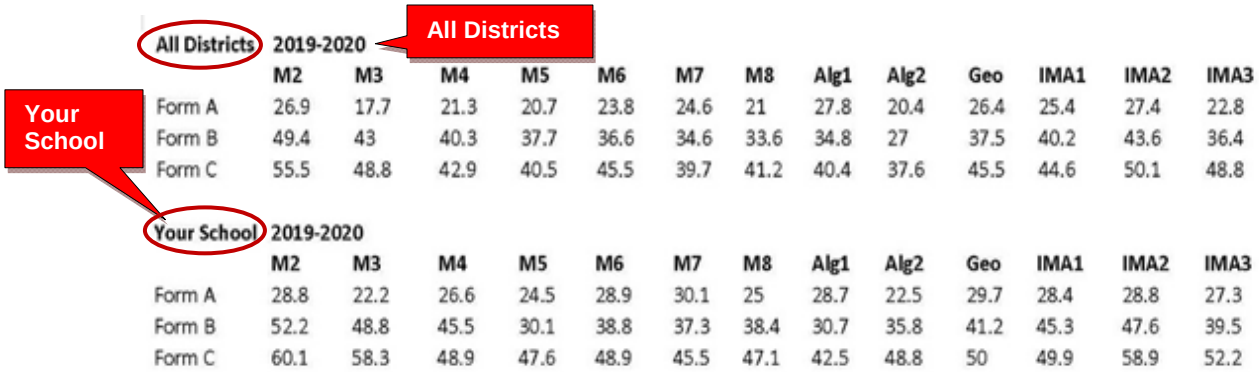
2.4 District Summary & Comparison Report

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



School Name		M2	M3	M4	M5	M6	M7	M8	A		o		R2	R3	R4					
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					
	Form C	67.3	50.9	51.6	53.3	46.2	36.1	40.5	39.3		47.7			56.7	45.4					
	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	31.8	27.3	18.2
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	17.7	20.7	22.2
	Form C	67.3	50.9	70.9	57.6	58.1								58.5	46.0	6.0	11.1	70.9	57.6	58.1

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



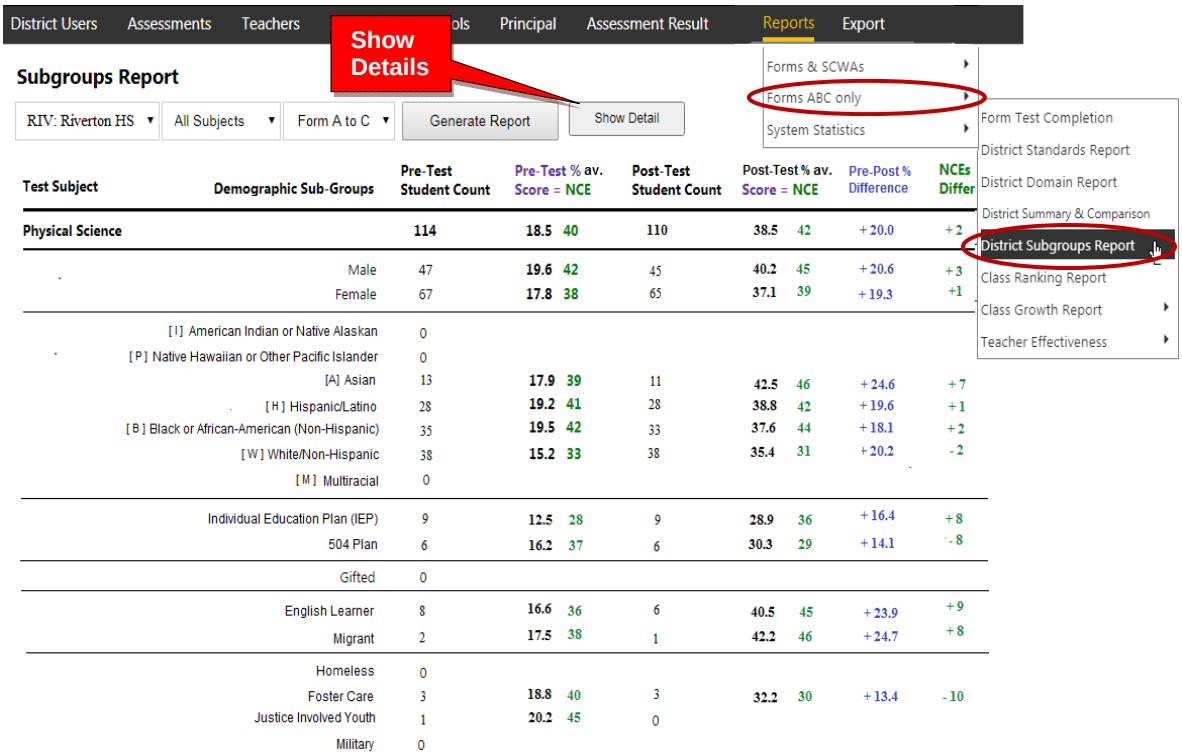
All Districts	2019-2020												
	M2	M3	M4	M5	M6	M7	M8	Alg1	Alg2	Geo	IMA1	IMA2	IMA3
Form A	26.9	17.7	21.3	20.7	23.8	24.6	21	27.8	20.4	26.4	25.4	27.4	22.8
Form B	49.4	43	40.3	37.7	36.6	34.6	33.6	34.8	27	37.5	40.2	43.6	36.4
Form C	55.5	48.8	42.9	40.5	45.5	39.7	41.2	40.4	37.6	45.5	44.6	50.1	48.8

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

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

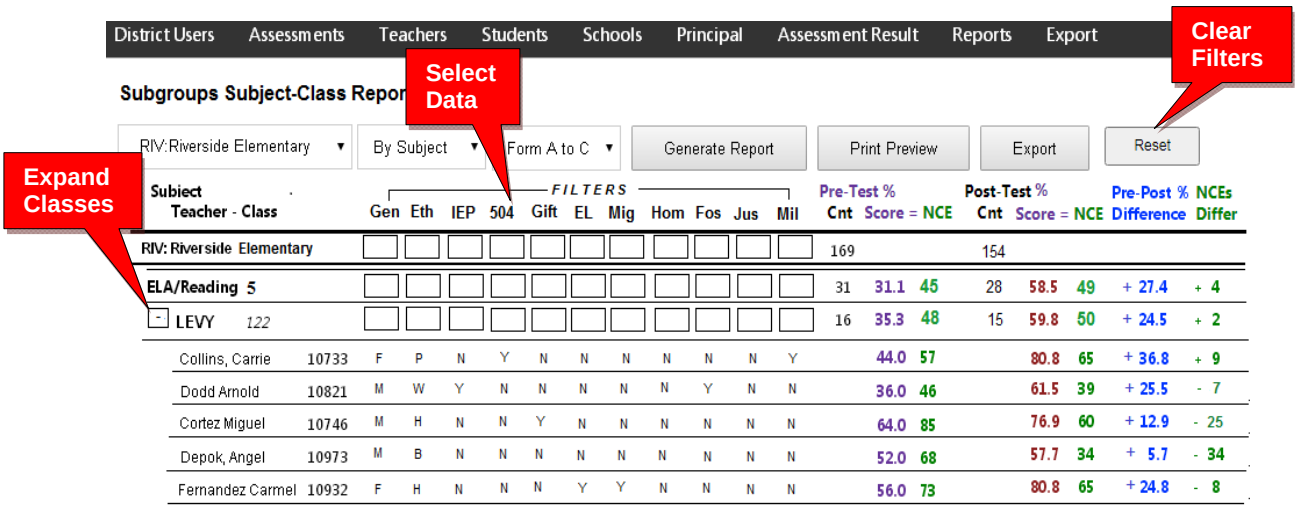
Update **2.5 District Subgroups Report**

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



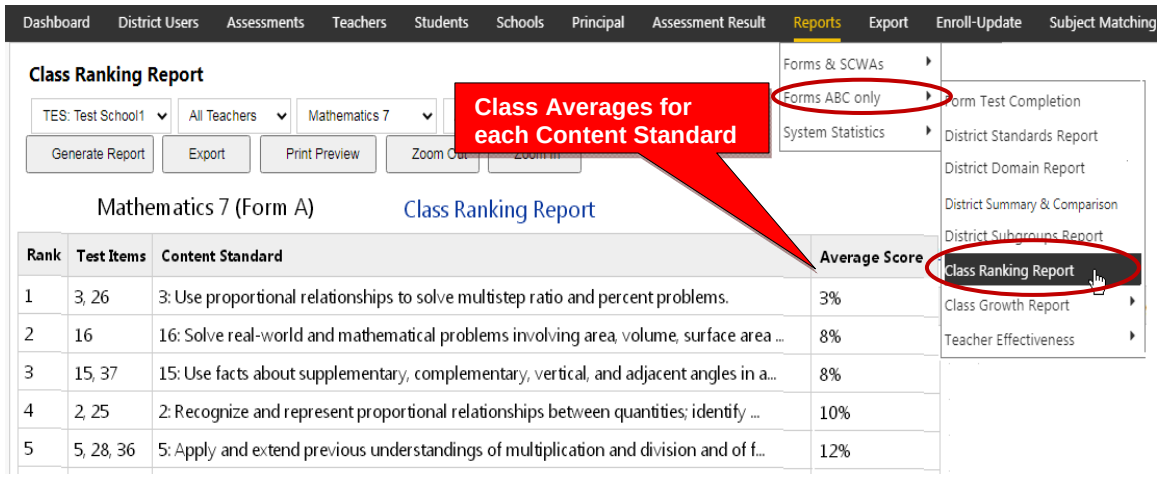
NEW! Clicking the "**Show Detail**" *button* (*above*) will take you to the Subgroups Subject-Class Detail Report where you can"drill down" to indivdual classes and student data. (*next page*)

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



2.6 Class Ranking Report

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



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

2.7 Class Growth Reports

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

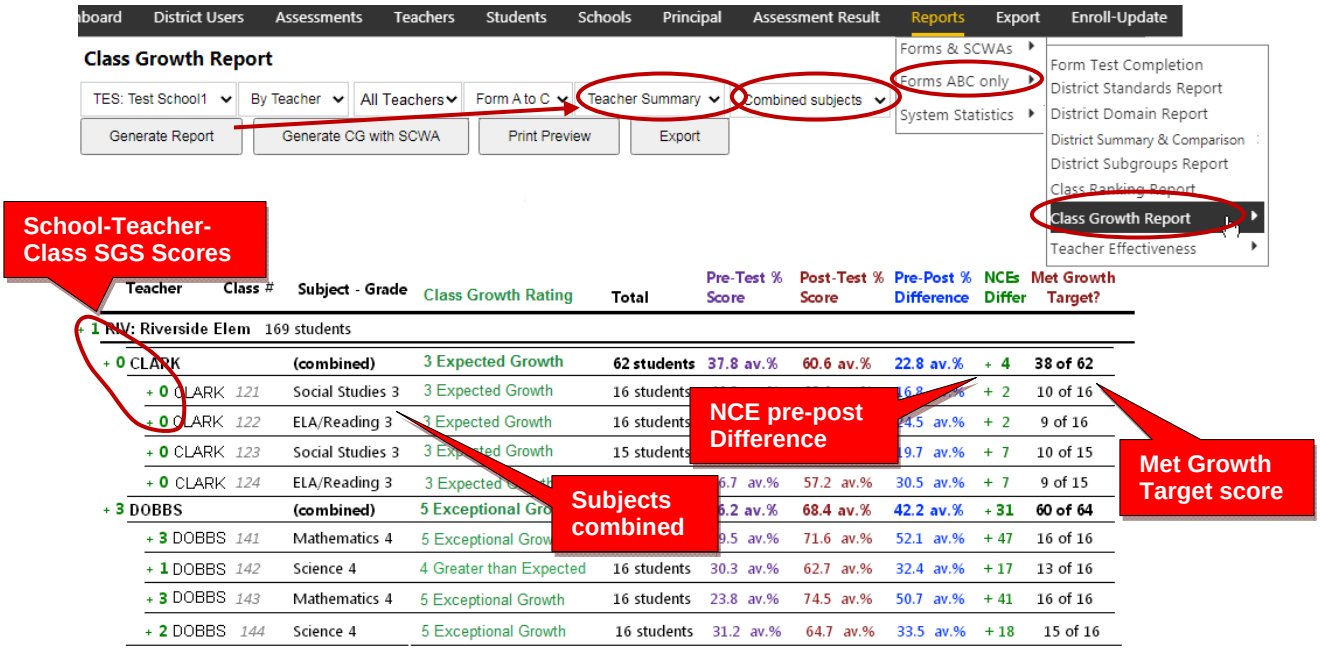
WARNING: Class Growth (CG) reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be "disabled" at the end of the testing windows, so that the CG results don't change. ***See* the District Administrator's Section, page D-9 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. These reports are useful for state OTES 2.0 reporting purposes.

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

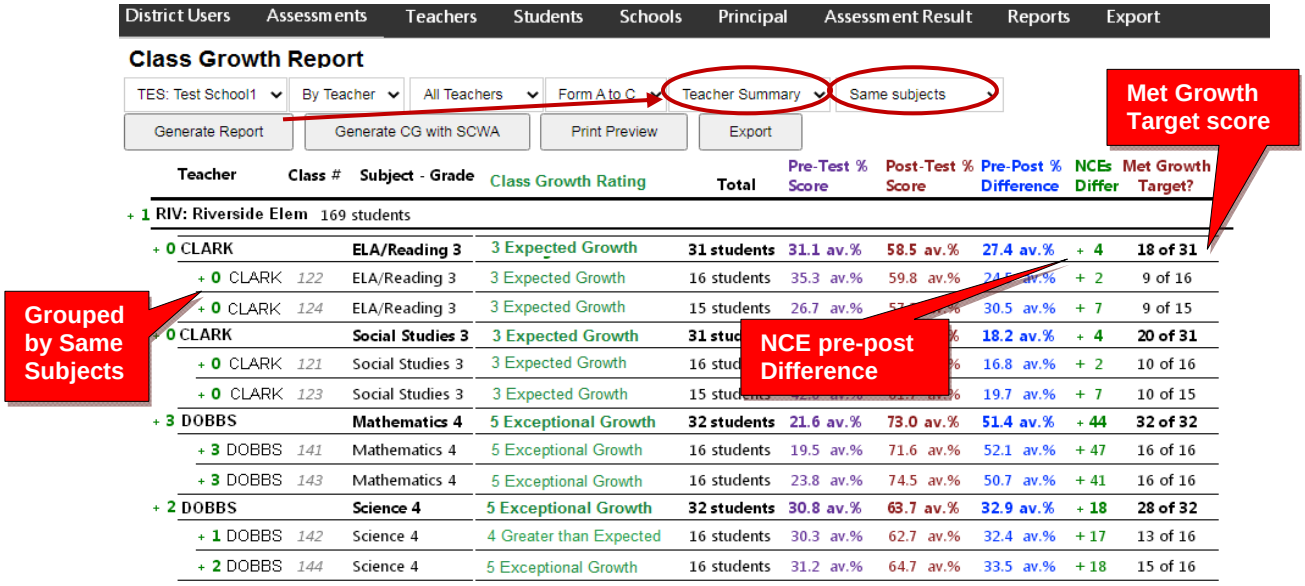
2.7a Class Growth Summary – Combined subjects

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



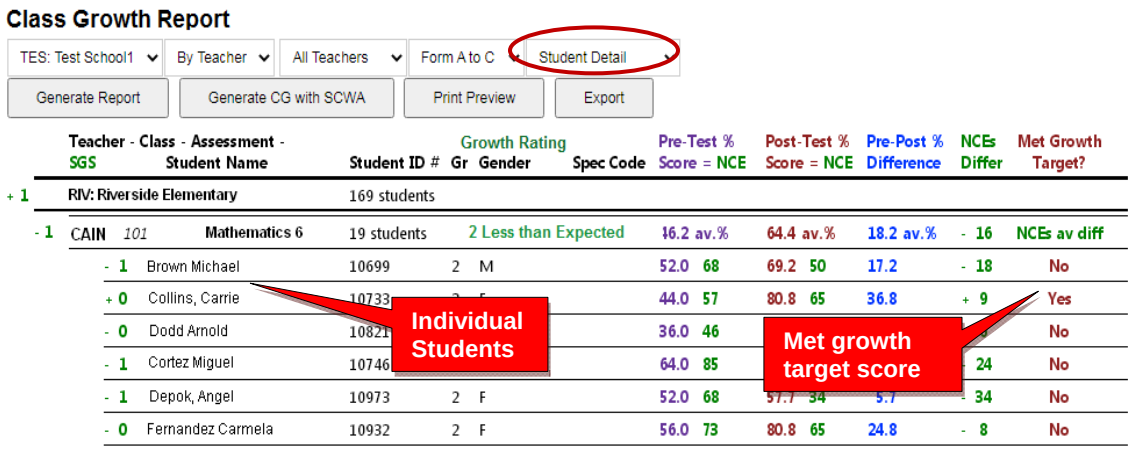
2.7b Class Growth Summary – Same subjects

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



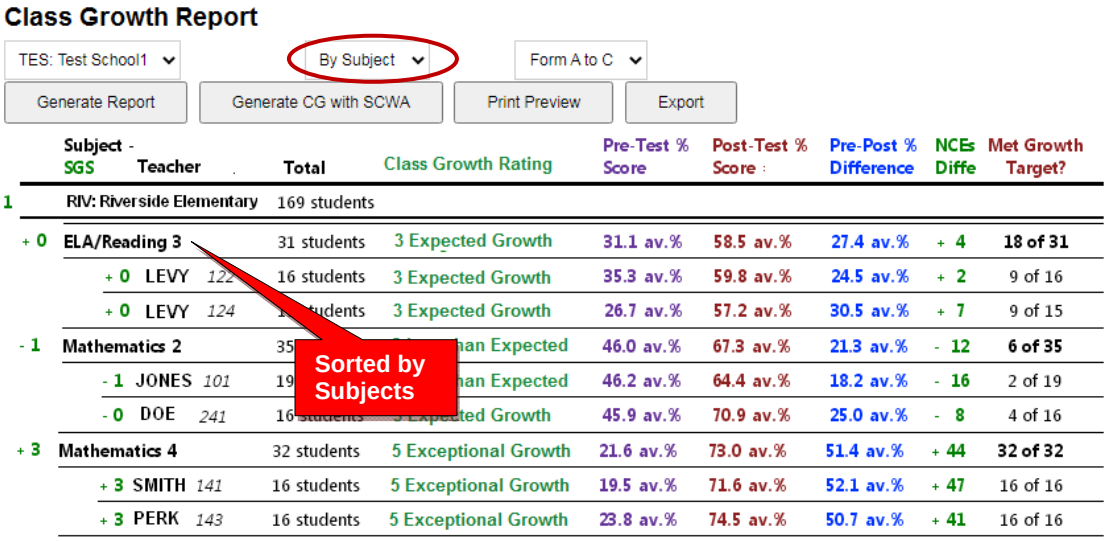
2.7c Class Growth – Student Detail

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



2.7d Class Growth – Subject Summary

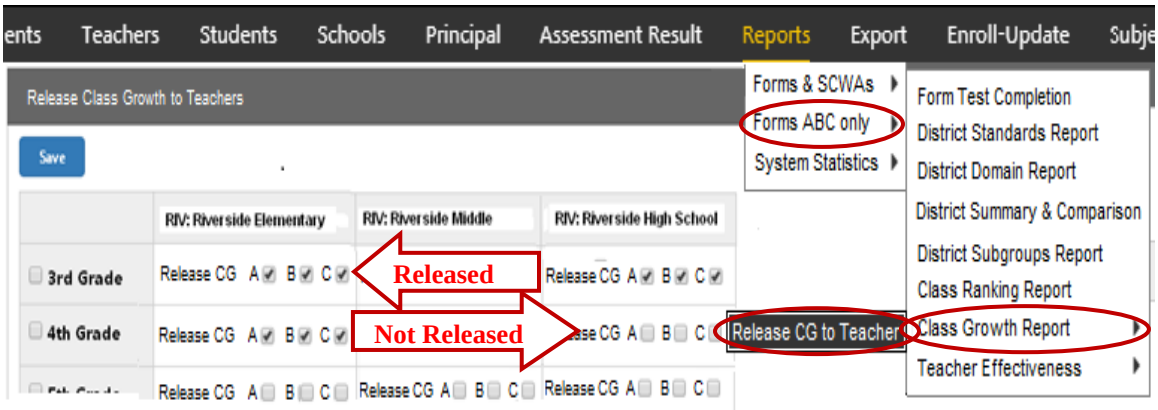
The Class Growth Subject Summary report shows whether students in teachers' classes have met growth target scores. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and subject growth ratings are included. The only difference between this report and the Class Growth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



2.7e Release Class Growth to Teachers

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

<u>CAUTION:</u> Class Growth Reports should only be released <u>after</u> the Form B or Form C testing window has been closed. I.e. After the assessments have been "disabled," so that CG results do *not* change if all students haven't completed the assessments. ***See* the District Administrator's Section, page D-9 for more information on Enabling/Disabling tests**



2.8 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).

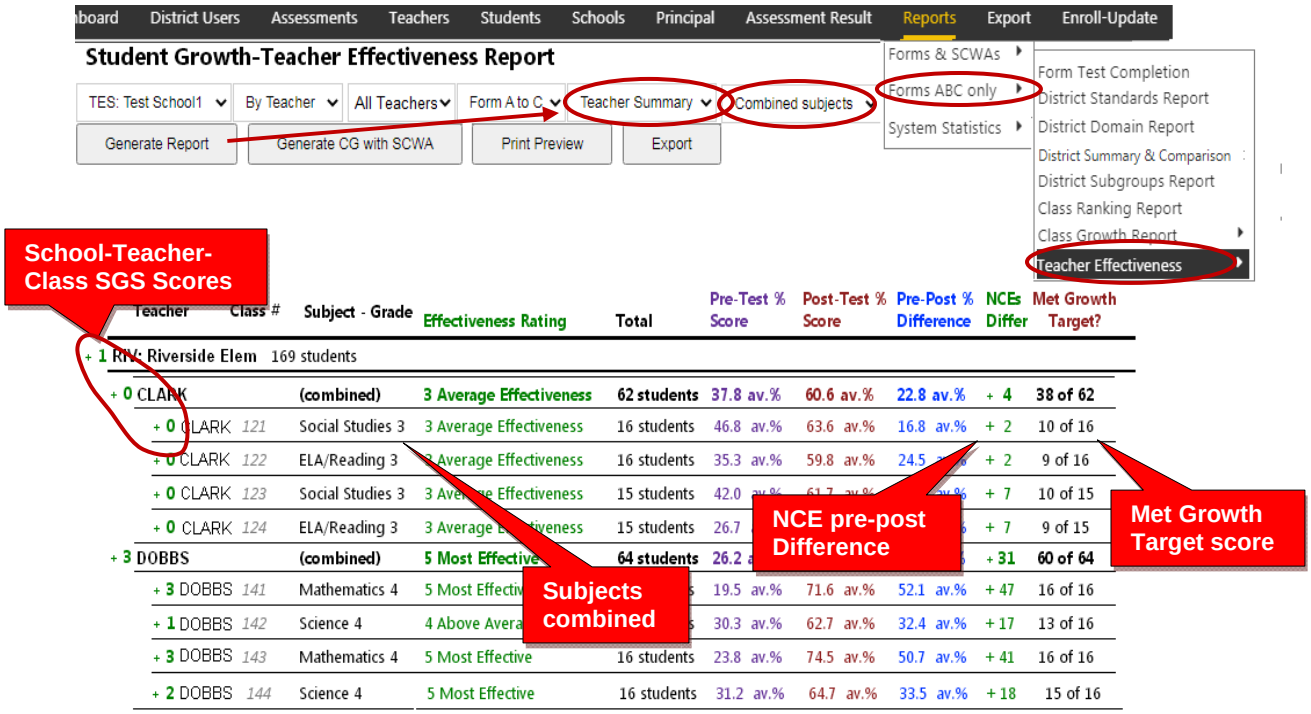
WARNING: The SG-TE reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be "disabled" at the end of the testing windows so that the SG-TE results don't change. ***See* the District Administrator's Section, page D-9 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. These reports are useful for state OTES 1.0 reporting purposes.

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

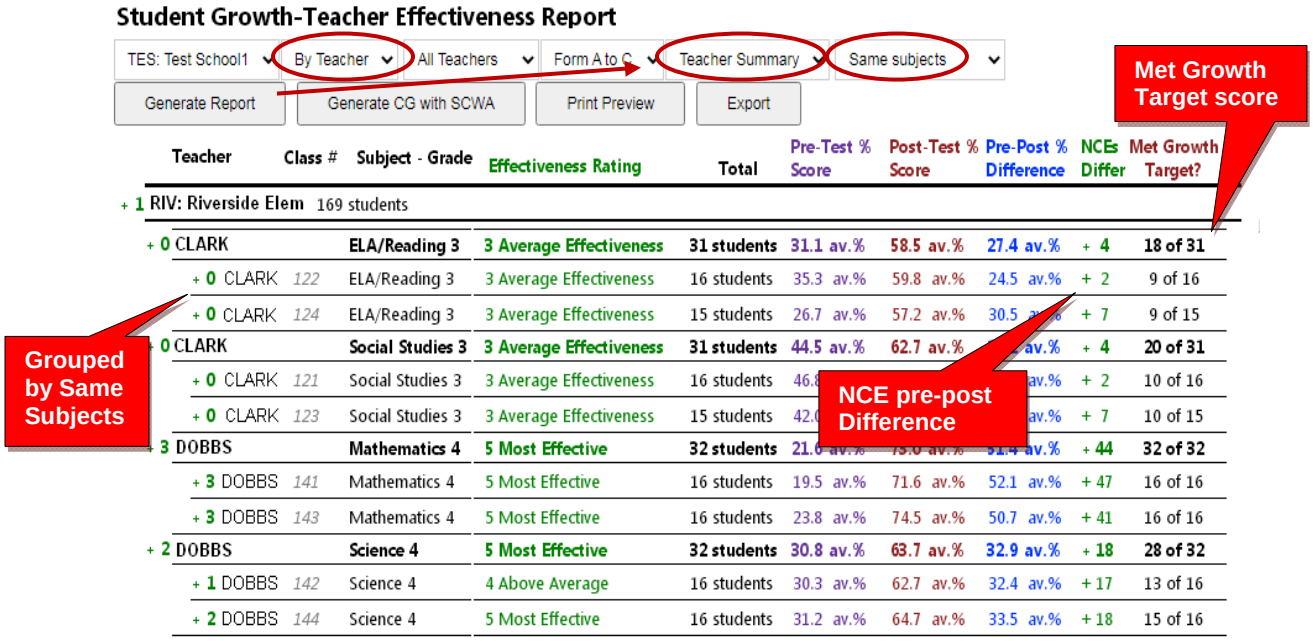
2.8a Teacher Effectiveness Summary – Combined subjects

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.



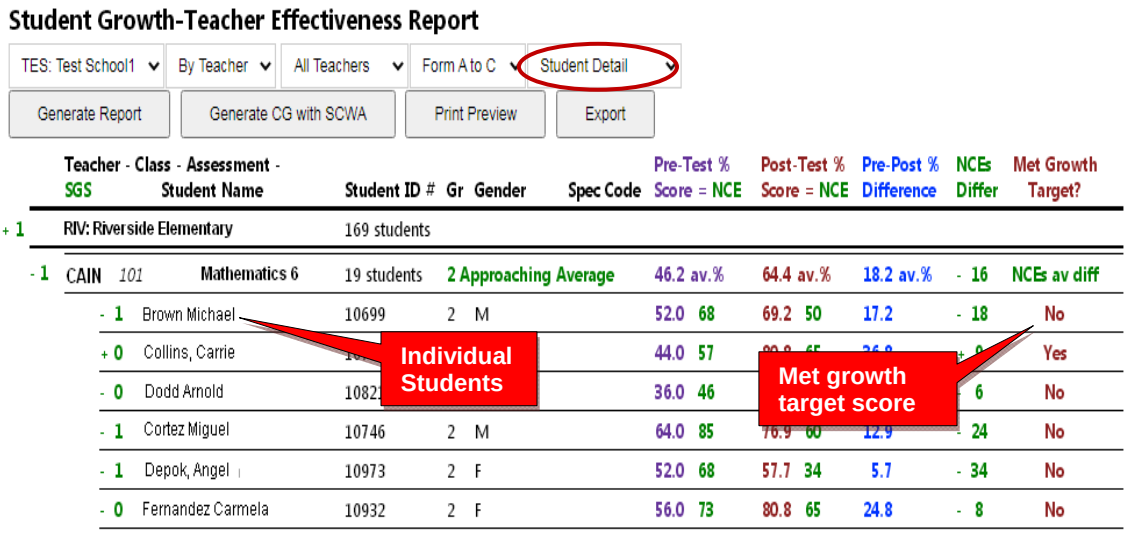
2.8b Teacher Effectiveness Summary – Same subjects

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 <u>same subjects</u> and averages the classes. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and teacher effectiveness ranking are included.



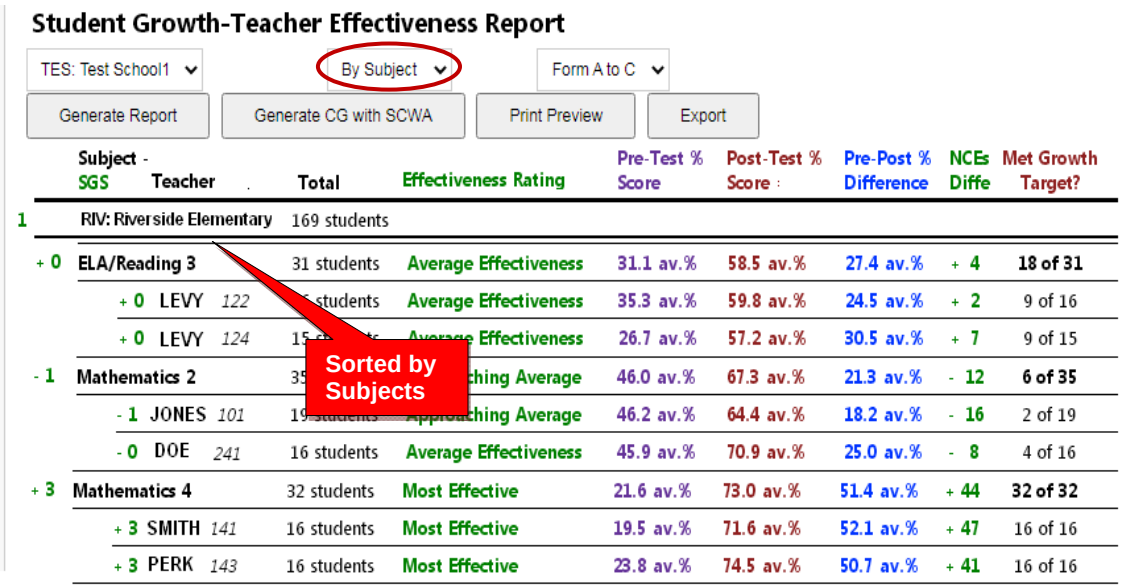
2.8c Teacher Effectiveness – Student Detail

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.



2.8d Teacher Effectiveness – Subject Summary

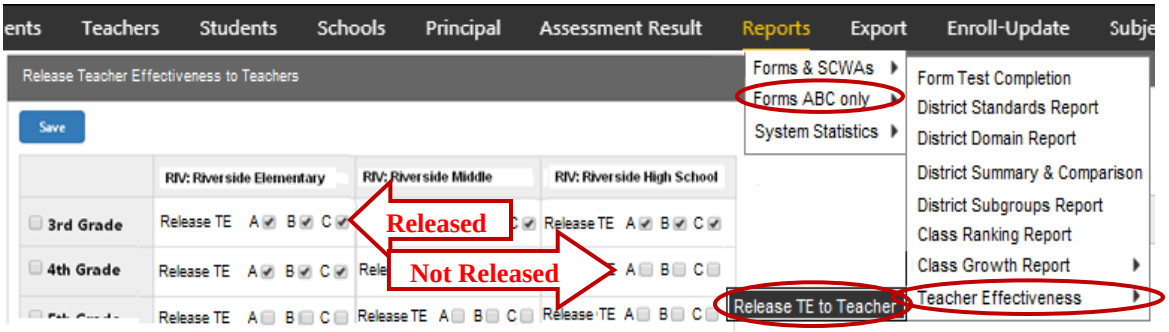
The Student-Growth Subject Summary report shows whether students in teachers' classes have met growth target scores. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and teacher effectiveness ranking are included. The only difference between this report and the SG-TE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



2.8e Release Teacher Effectiveness to Teachers

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

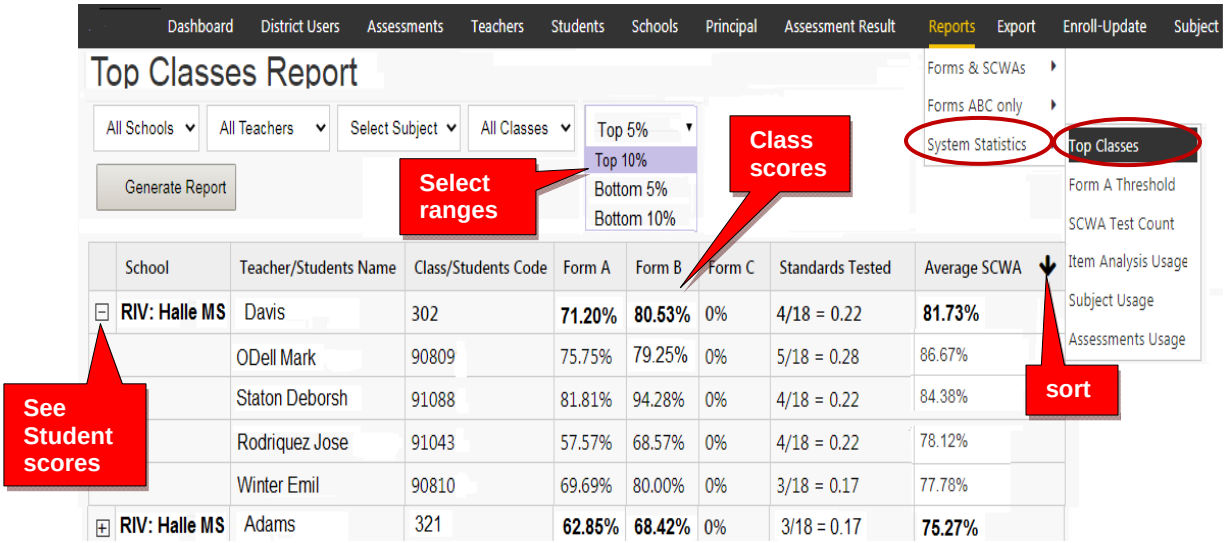
CAUTION: Teacher Effectiveness Reports should only be released after the Form B or Form C testing window has been closed. I.e. After the assessments have been "disabled," so that TE results do *not* change if all students haven't completed the assessments. ***See* the District Administrator's Section, page D-9 for more information on Enabling/Disabling tests**



③ 3.0 System Statistics

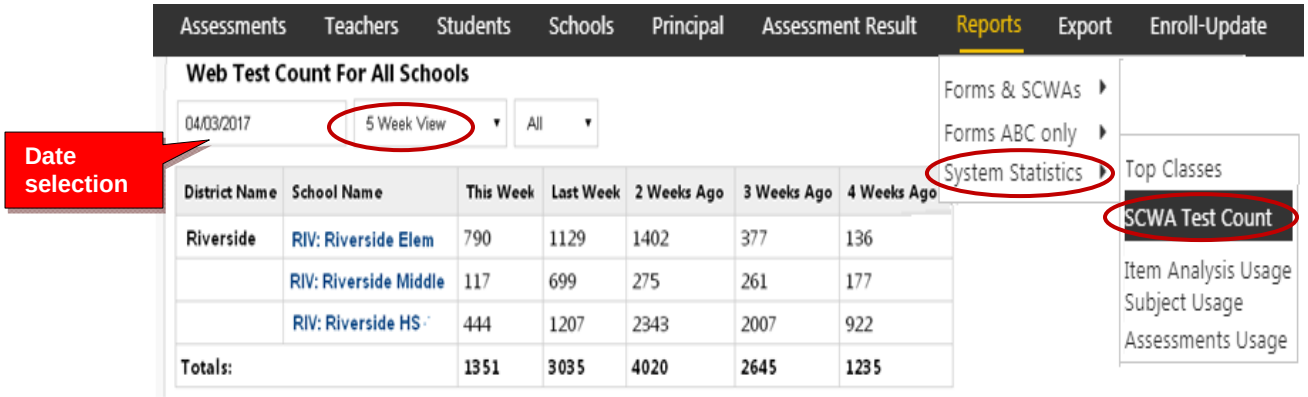
3.1 Top Classes Report

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

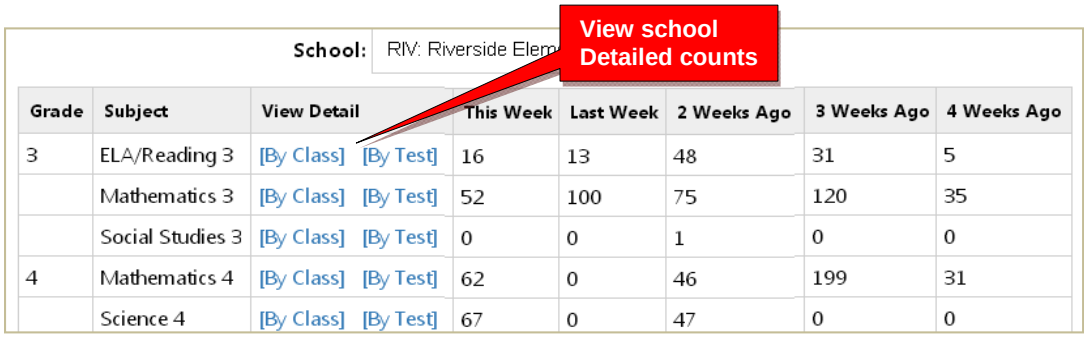


3.2 SCWA Test Count Report

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



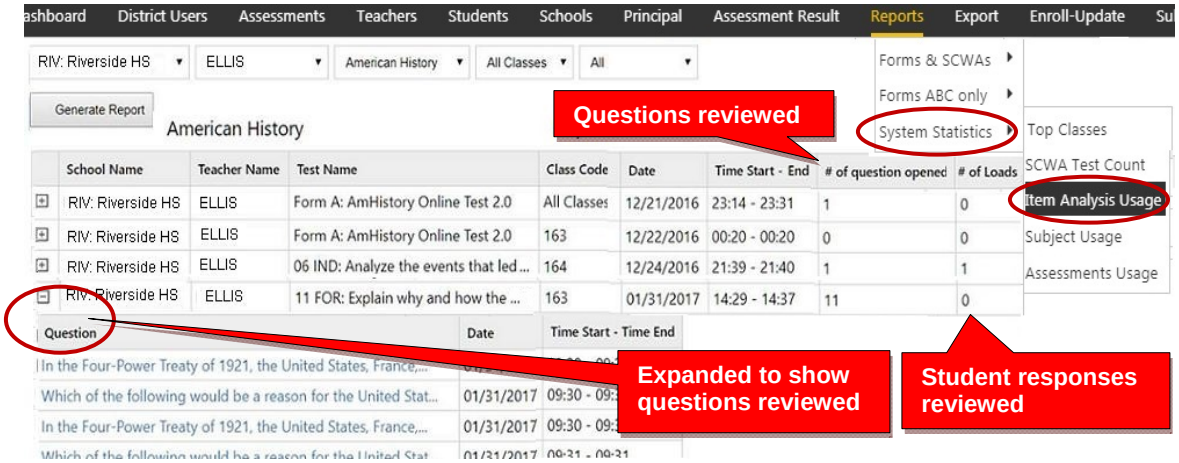
You may "drill down" to see individual subjects, classes, and tests being accessed within each district school.



3.3 Item Analysis Usage Report

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

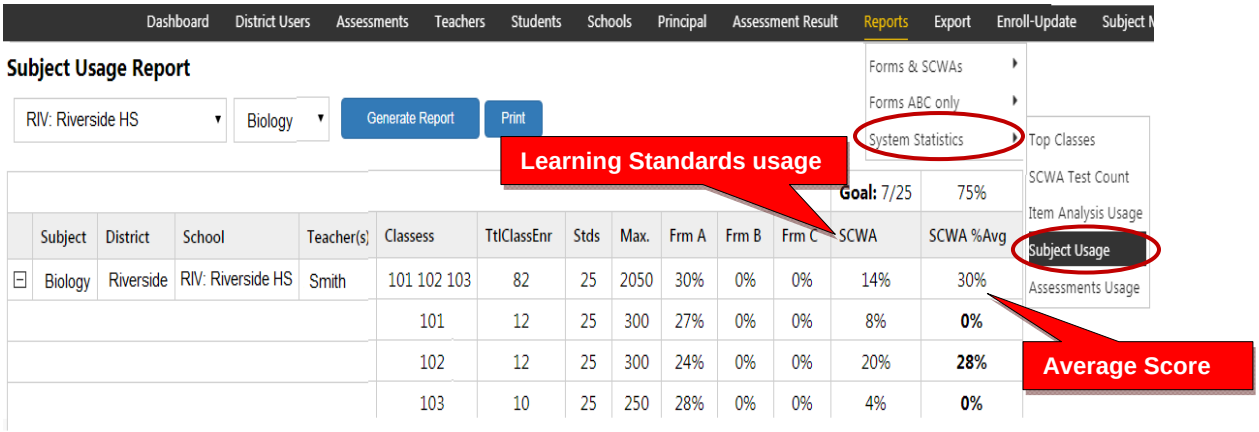
The number of **loads** shows the number of times a teacher is viewing or displaying <u>specific student</u> responses for a question.



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

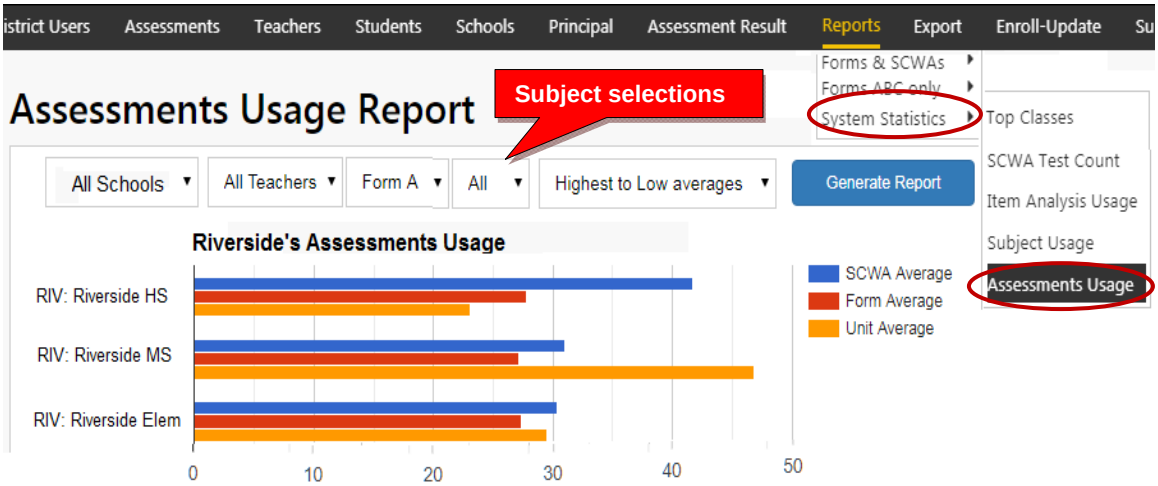
3.4 Subject Usage Report

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



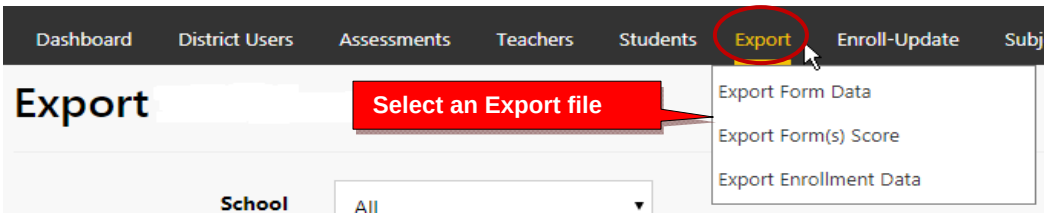
3.5 Assessment Usage Report

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



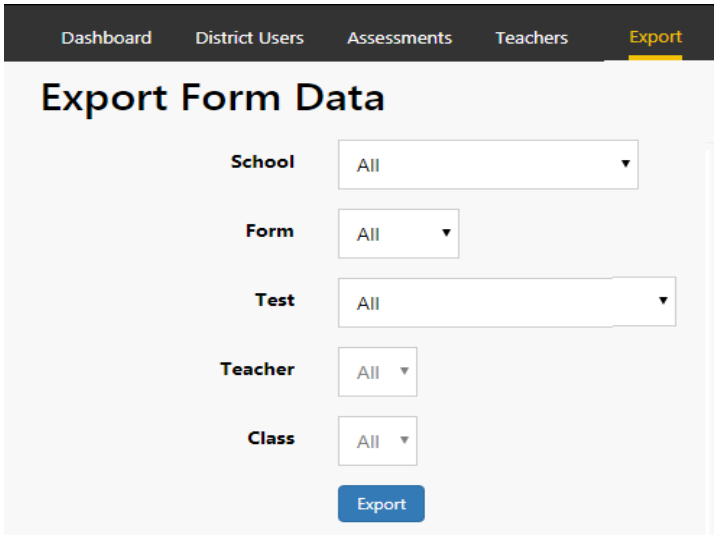
Export Menu

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



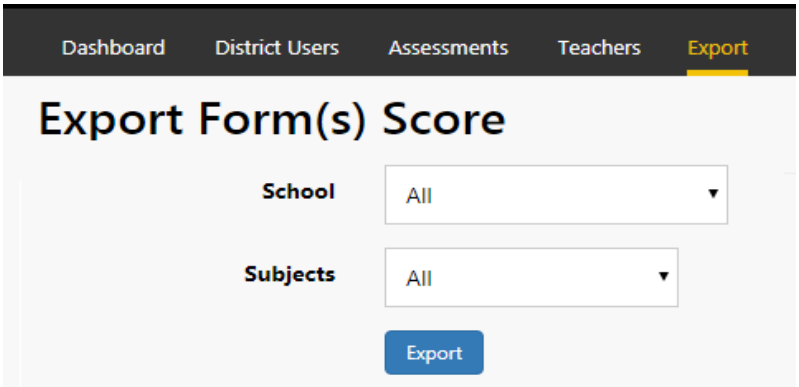
1) Export Form Data

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



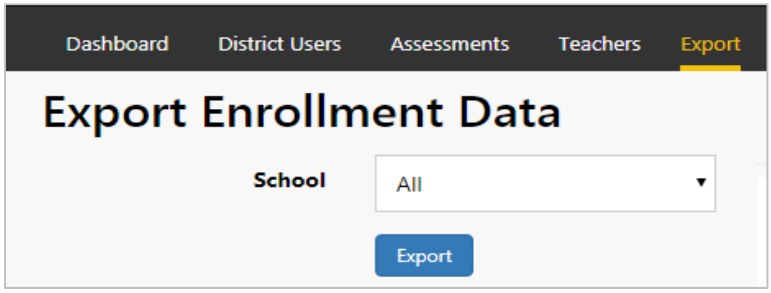
2) Export Form(s) Score

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



Update 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.

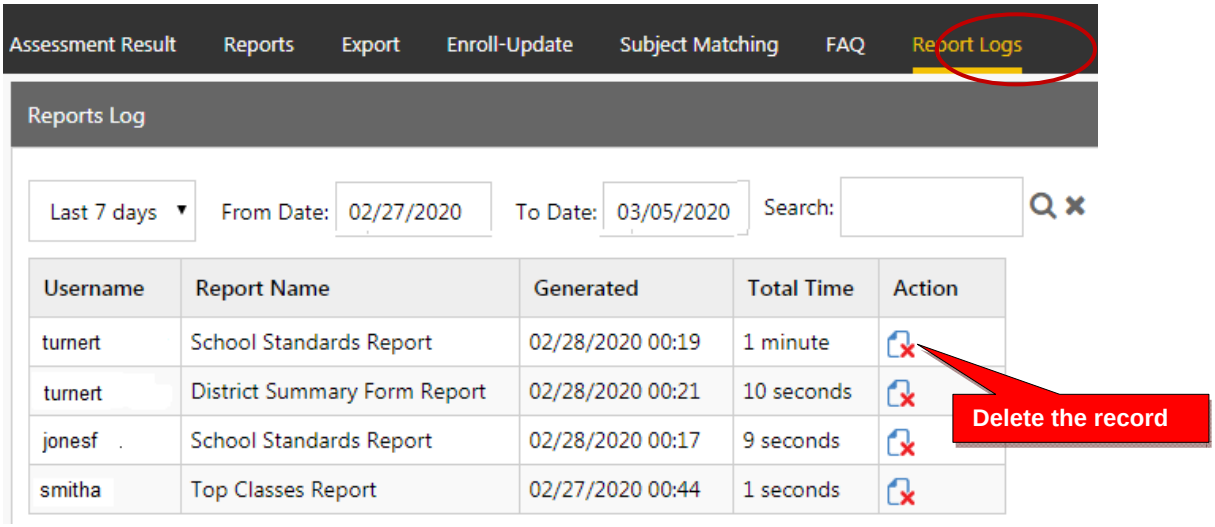


CAUTION: It is highly recommended that you use the most current Export Enrollment Data file if school administrators have been making changes themselves since your original enrollments. This will avoid school-level changes being reverted to the original enrollments.

See **Section E, pages 8*f*** in this Manual for further information about batch records 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.



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.**

P-C Standards Report

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

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*

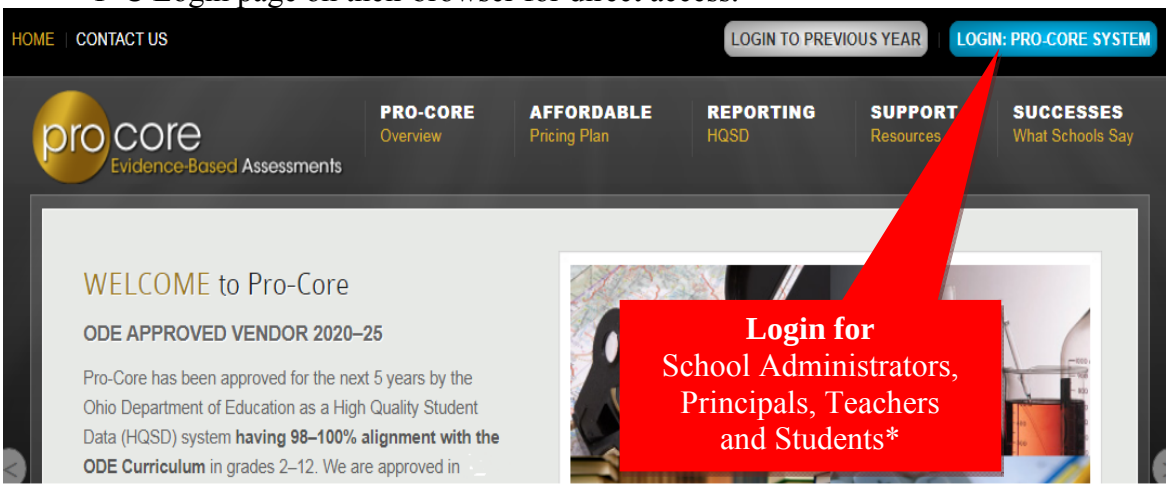
IMPORTANT: ***Pro-Core Security Guidelines require that the school's Test Coordinator, Principal, or Managing Administrator is responsible for monitoring the pre- and post-tests Forms A, B, and C. No previewing of the pre- or post-tests is allowed. No printed or "alternate media" copies of the pre- and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

Update 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 D), **school administrators** (Section G), and **teachers** (Section J). Also included are updated 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 **https://pro-core.us**
   - They may click on the "**#.0 Login New Tech Enhanced**" tab, and ***Bookmark*** the P-C Login page on their browser for direct access.



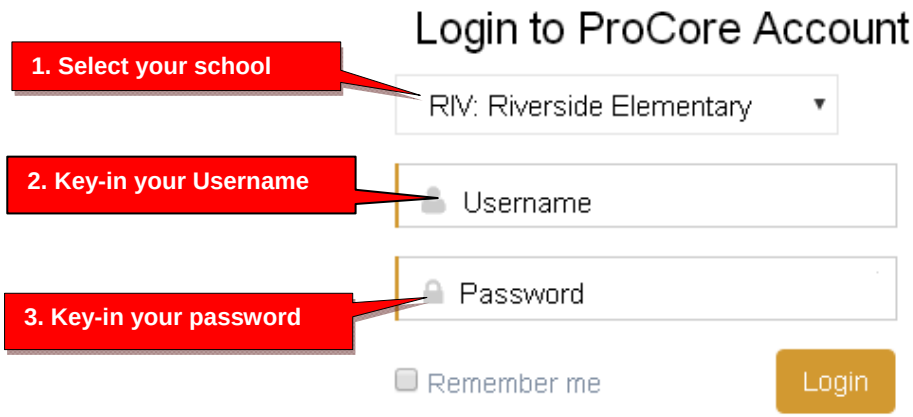
See Section J and L of this manual for Teacher and Student Log in and Procedures.

***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

Update **District-level Administrators may now perform student "batch" enrollments and editing. *See* Section E for more information.**

PRINCIPAL/SCHOOL ADMINISTRATOR LOG-IN

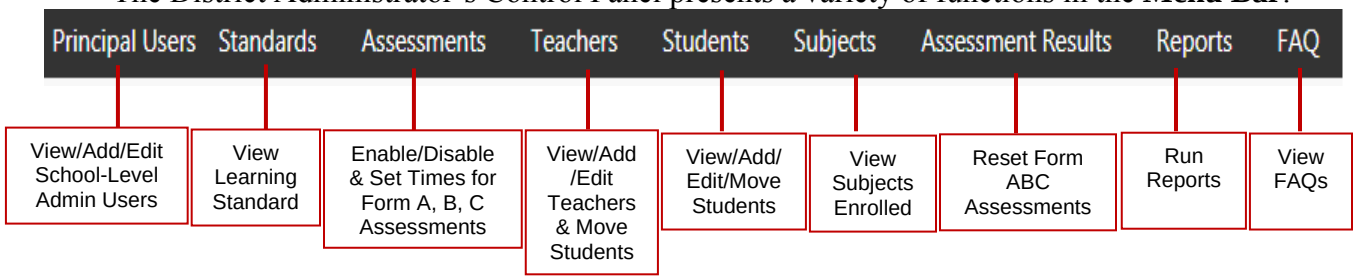
On the Pro-Core **Login Window**, select your school, then key-in your Pro-Core User ID and password.* Your password will appear as *dots* ●●● for security.



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

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

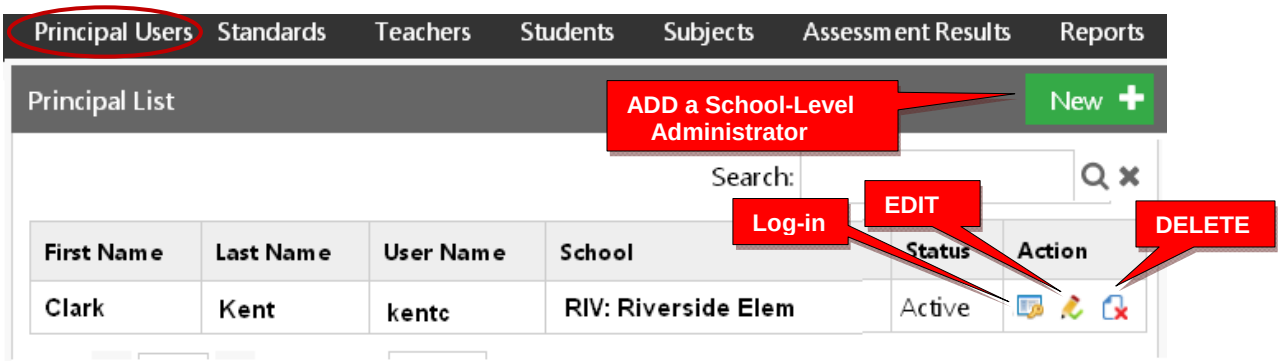
Teacher-level and student-level users and teacher classes are *automatically* enrolled into the Pro-Core system at the beginning of the school year.

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

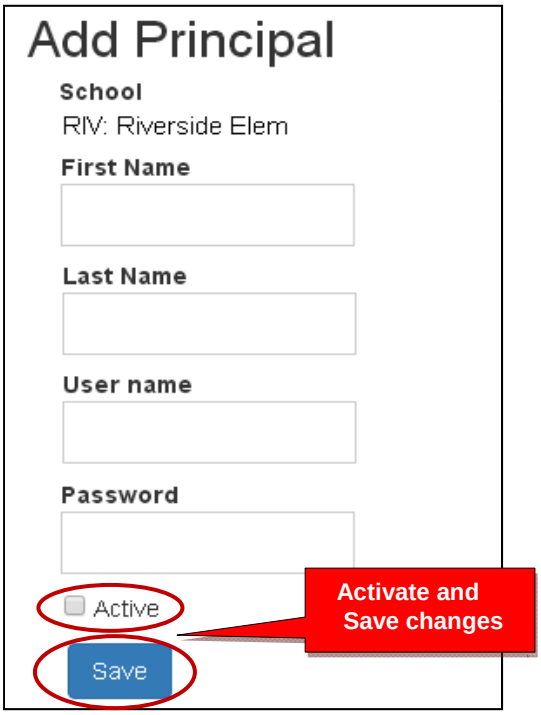
The District *OR* School-Level administrator is responsible for adding new teachers, classes, and students, or moving enrolled teachers, classes, and students in the system after the initial enrollment.

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*.

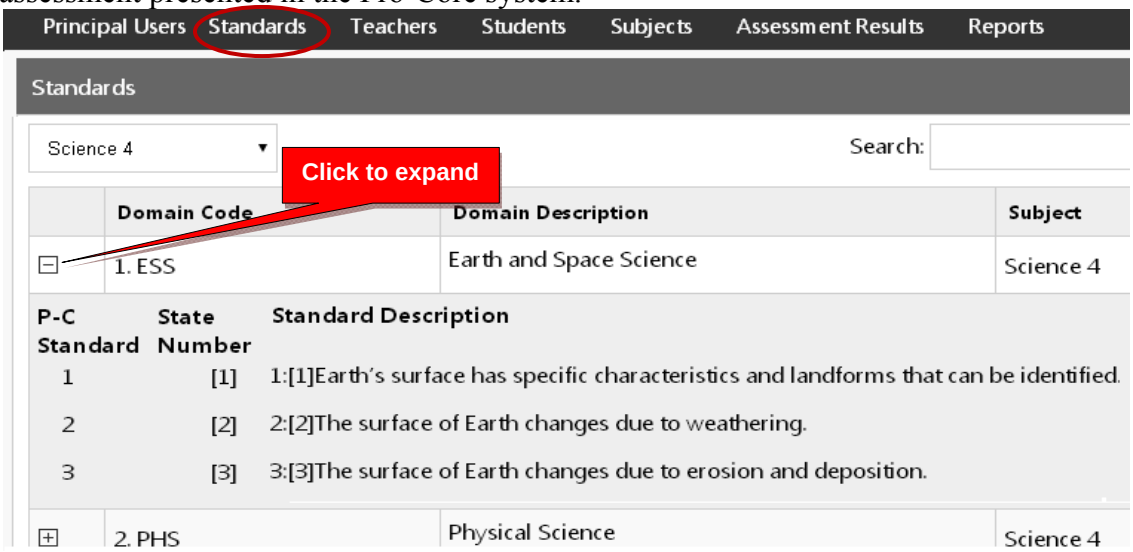


Key-in the "Add Principal" information. The recommended *default* log-in is *LastnameFirstInitial* with password 789. Select "**Active**," then "**Save**" when done.

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

Standards

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



Assessments

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

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

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

A. Student System Access Times

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

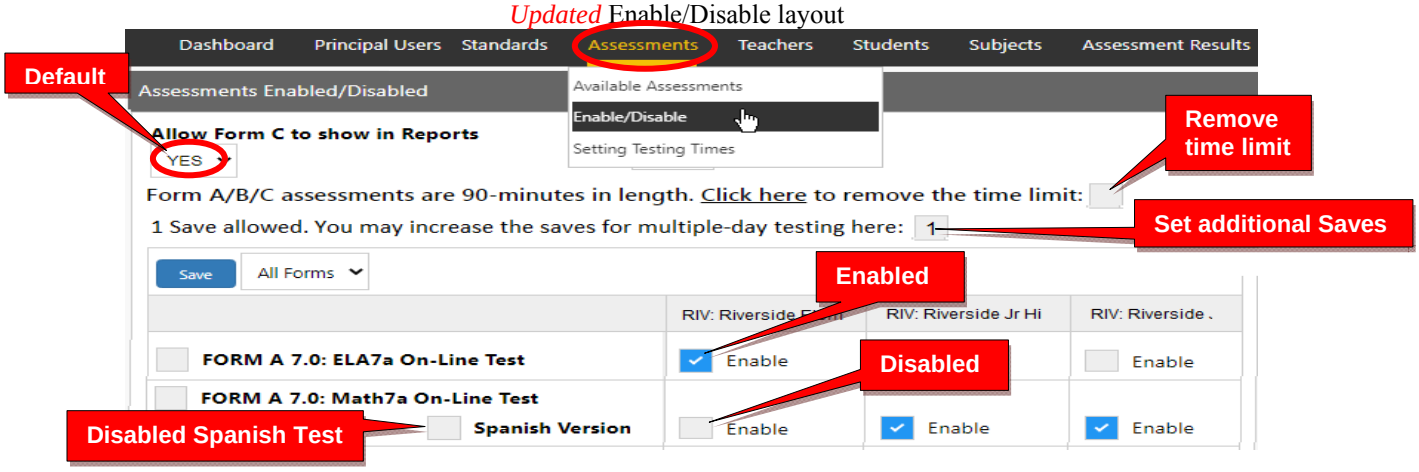
School Pro-Core Form A/B/C assessments and school testing times *should have* been previously ***activated*** by Ben Hemingway and ***enabled*** by the **District Manager**; otherwise, the School Administrator *must* enable them and set the testing times.

Update All Form A/B/C assessments are **90 minutes** long with 1 "Save" allowed. Administrators have the option to remove the time limit on all Form tests. Administrators also have the option to add up to 3 student test Saves for multiple-day testing on all enabled tests.

Teachers have the option to extend the time limit on student class tests with added Saves. Assessments may be scheduled over two days in the Setting Test Times layout (*see below*).

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

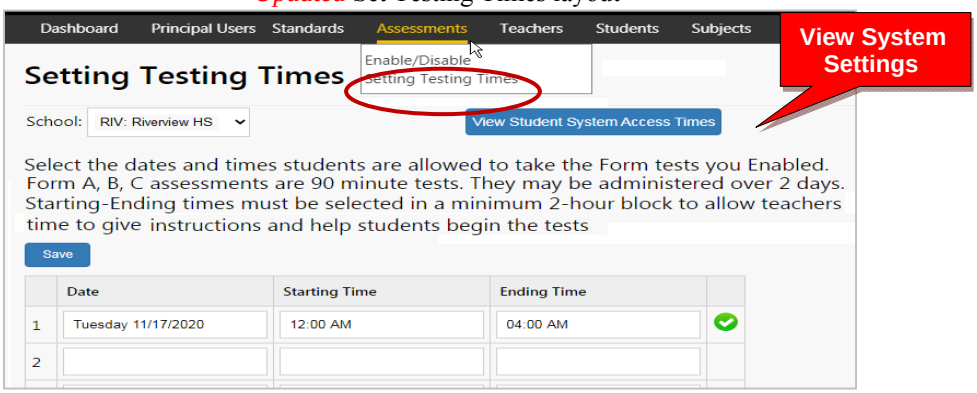


Be sure to click "**Save**" after enabling or disabling assessments or making any other changes.

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 enabed 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



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."

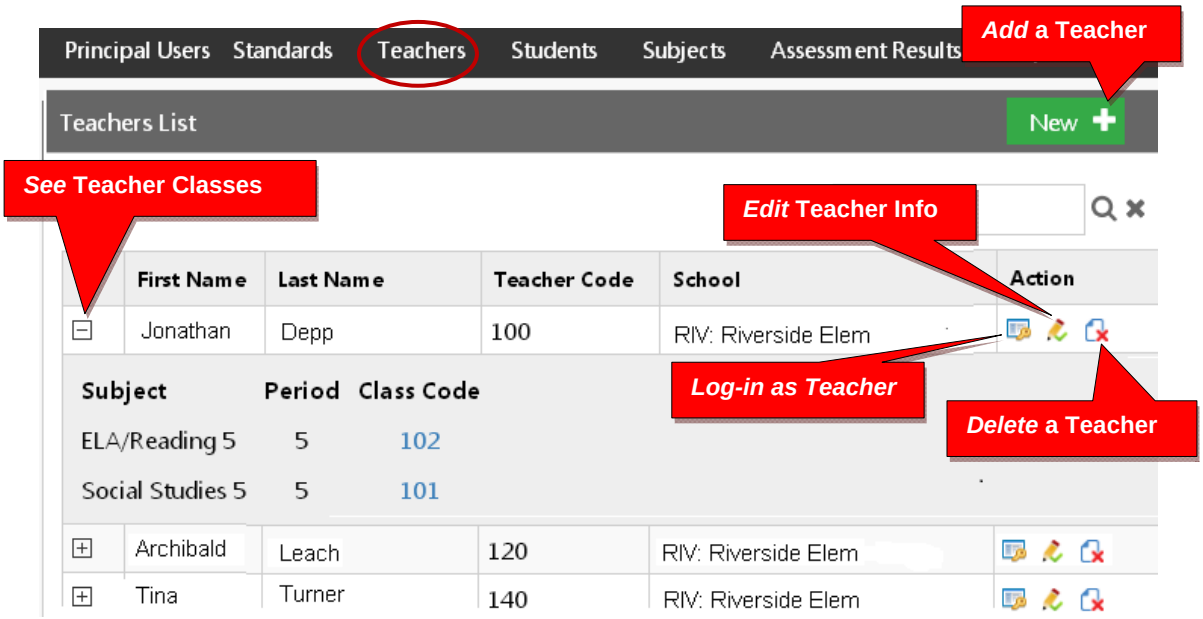
Teachers are able to further enhance security by selecting specific subjects and student testing times within the school's system access and testing schedule for each of the teacher's classes. *See teacher information in Section J.*

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.

Update 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. (*see* Section E, page 8*f*.) The procedures below are mainly for individual editing or making small group changes.

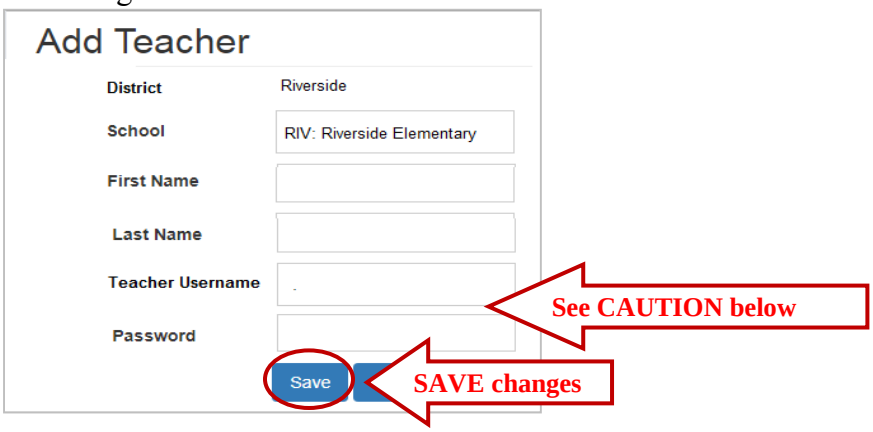
View/Add/Edit Teachers and Subject Classes

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.



NEW! Adding a New Teacher (*Teacher Codes are now automatically generated.*)

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



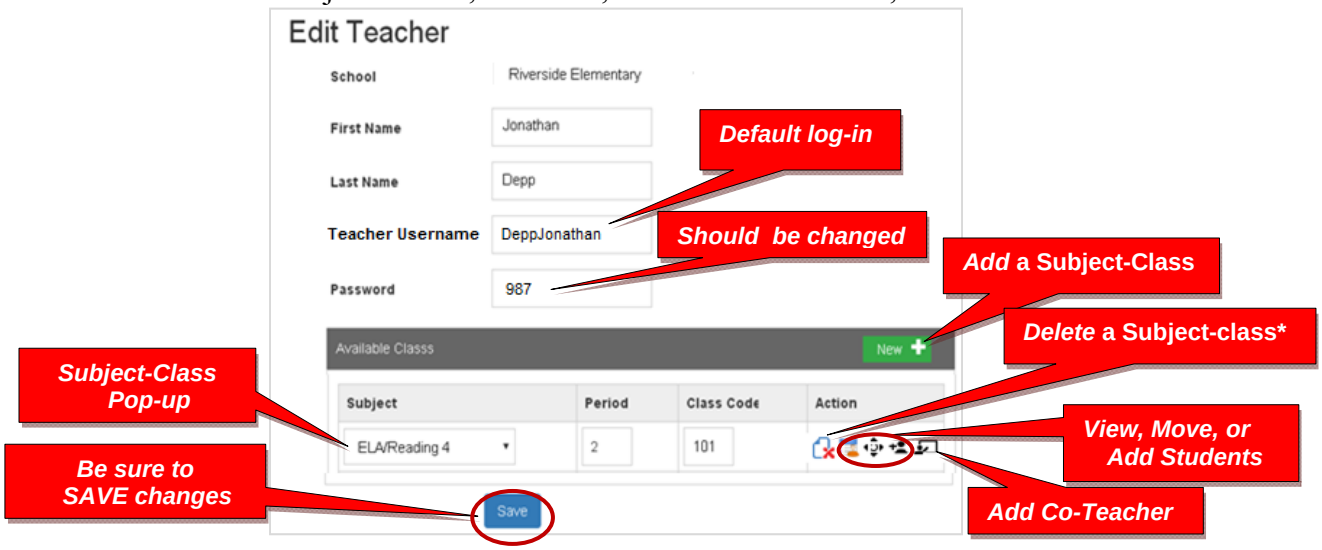
NEW! **CAUTION:** Teacher and student *default* usernames and password are generated *automatically* when your Pro-Core Enrollment File spreadsheet is uploaded. Administrator, teacher, and student passwords *should* be changed for added security.

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

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

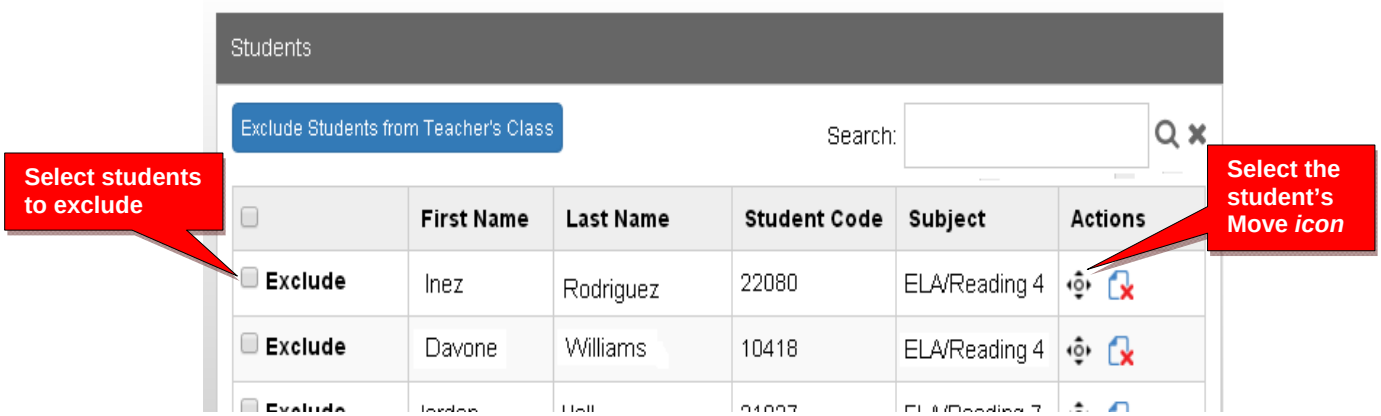
Edit Teacher Info Classes and Students

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

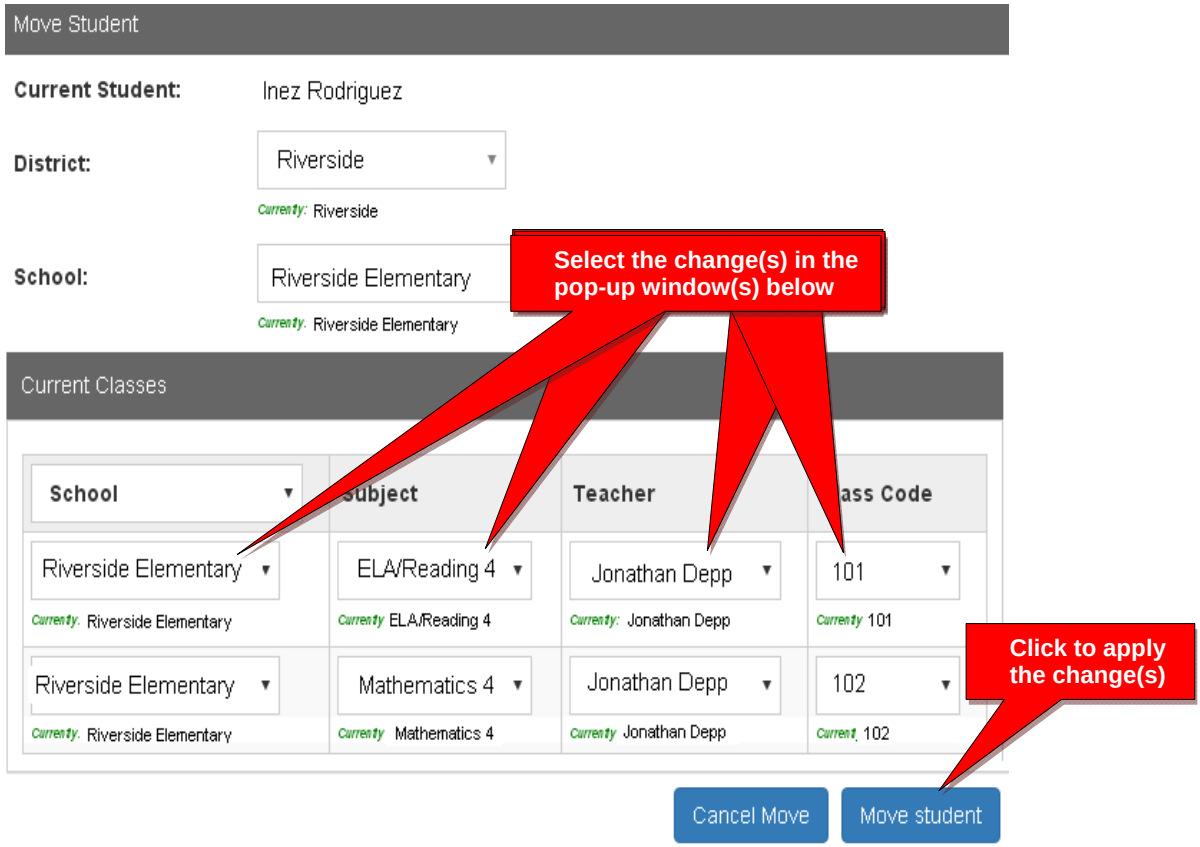


View and Move a Student to a Different Teacher Class

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



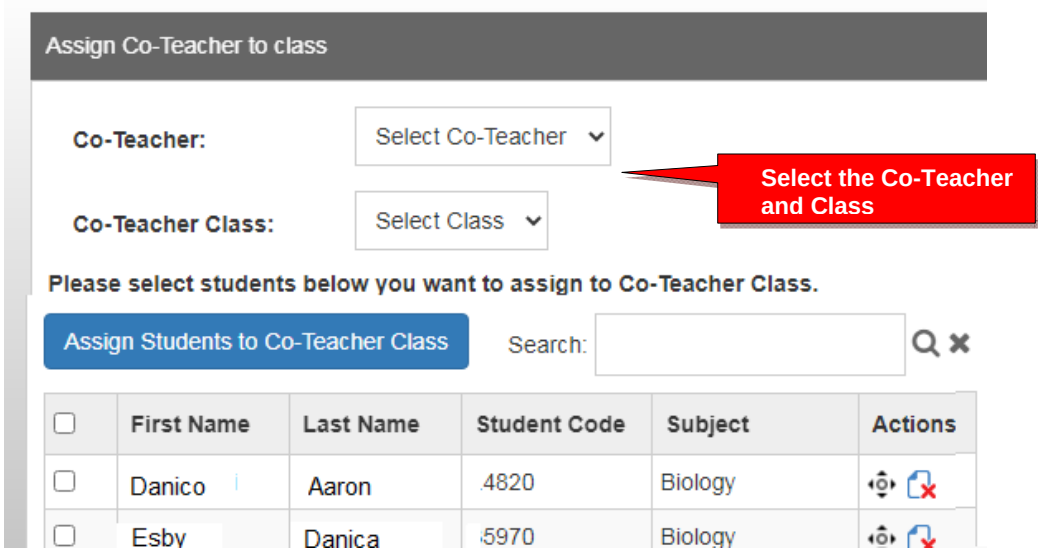
When you select an individual student's Action icon, a "Move Student" pop-up window will appear showing the student's current classes. You may then select the school, teacher, and class code where you want the student moved.



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

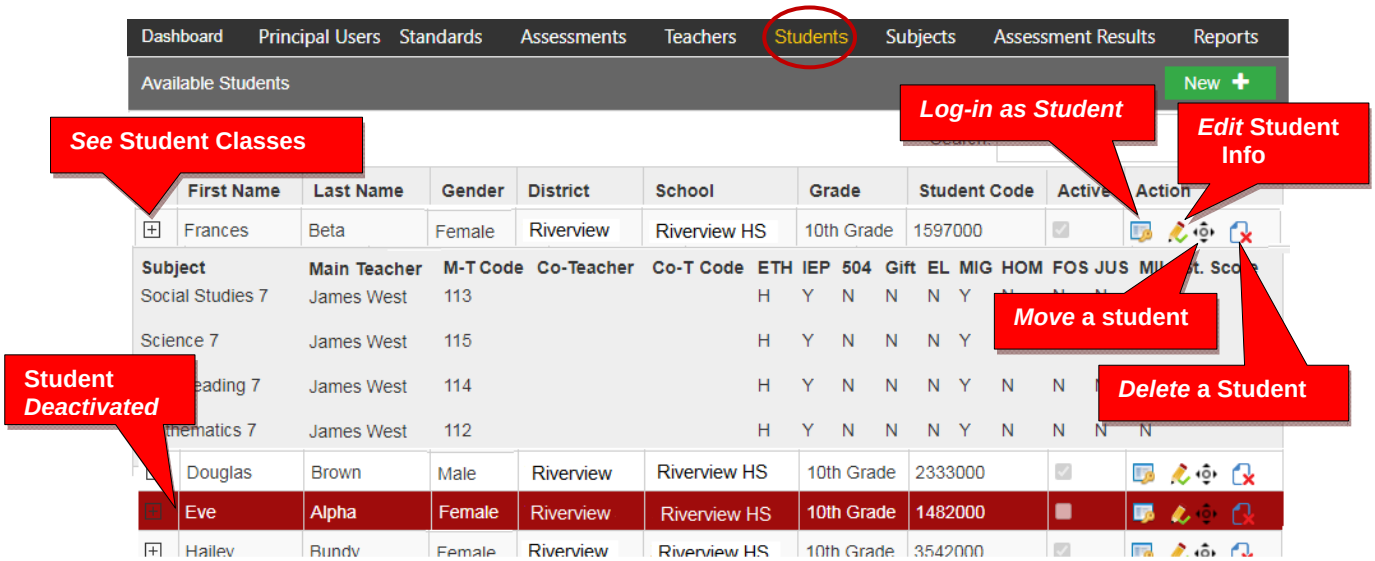
Selecting the **Co-Teacher** icon takes you to a window where you can assign a Co-Teacher to students in the selected Main Teacher's class(es).

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



View/Edit/Add Students and Student Classes

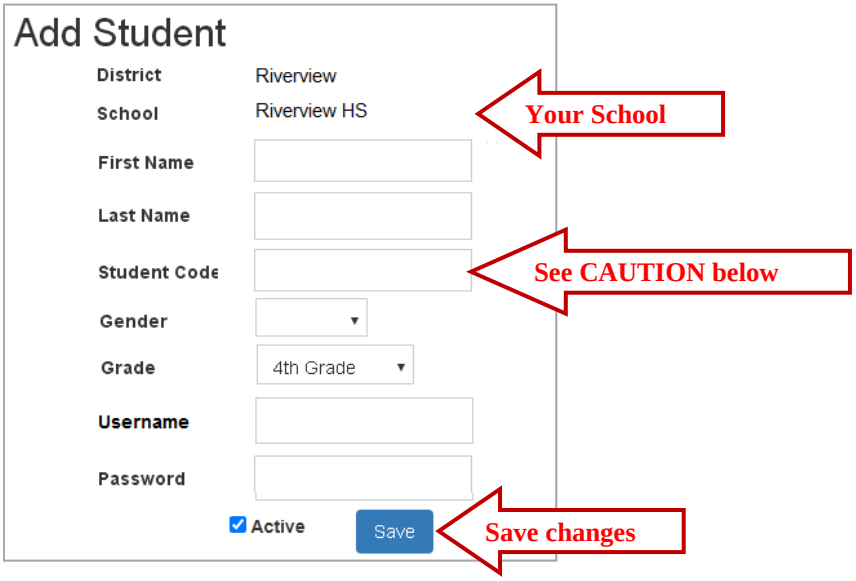
Selecting **"Students"** in the menu bar allows you to view, add, edit, delete, and move students and students' assigned subject. You may also log-in as a student. If a student leaves the school, you may *deactivate* that student in the Student Edit layout. That student's data will not appear in any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



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

Adding a New Student

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



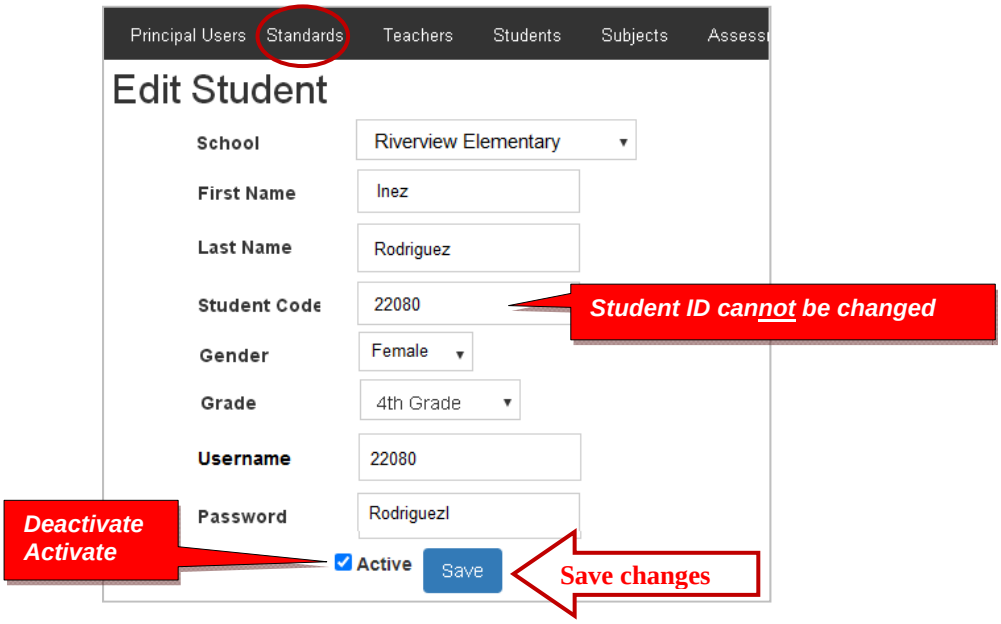
CAUTION: When **adding** a new student, you *must* create a **unique** Student ID Code of 4 or more digits which does not duplicate another student ID in existence in the school.

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.**

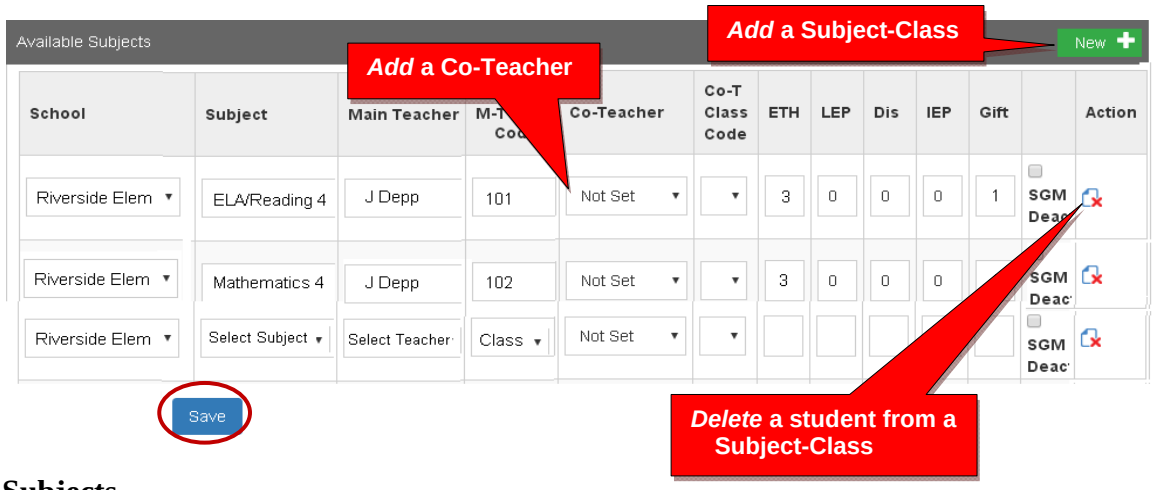
Edit Student Info/Add Subject Classes

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



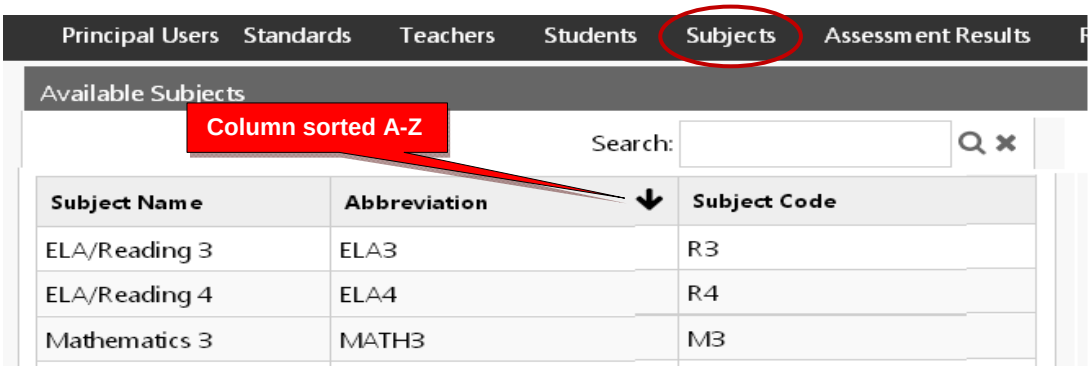
Subjects with main subject teachers, as well as co-teachers, may be added to this student's classes.

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



Subjects

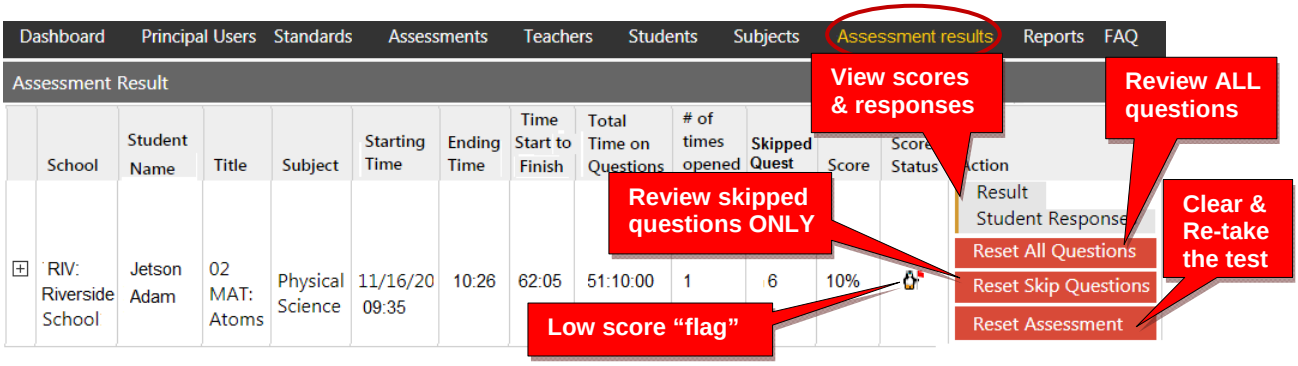
Selecting the Subjects tab shows you the Pro-Core subjects into which your school's teachers and students have been enrolled.



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

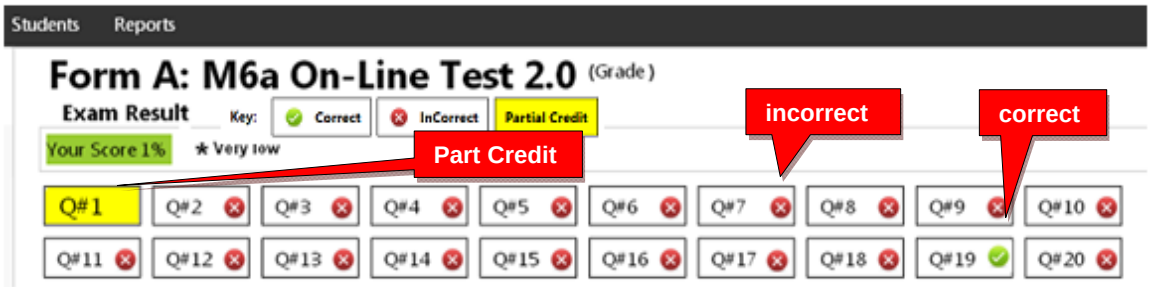
Assessment Results (View/Reset)

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



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 some or all of the test. The symbol "flags" students who scored very low on the Form test or skipped more than 5 questions. 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.

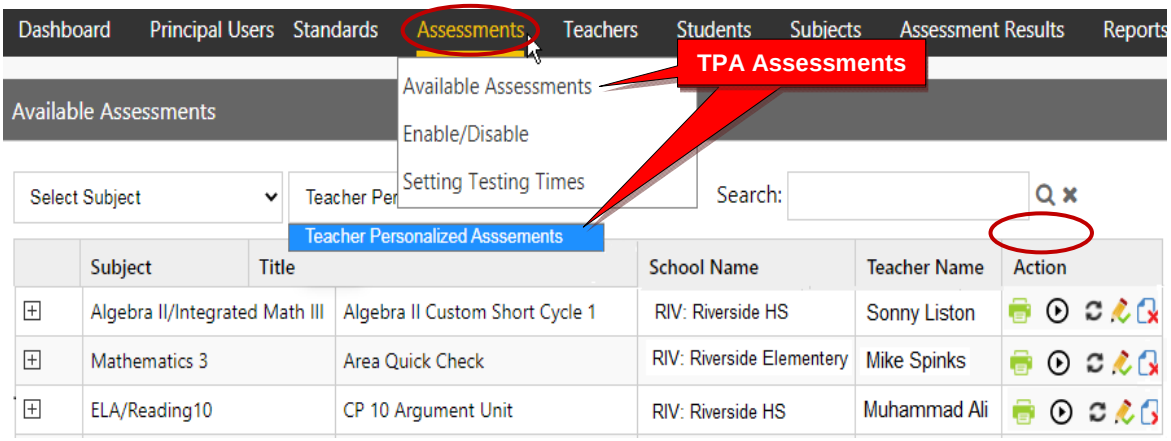


NEW! Teacher Personalized Assessments (TPAs)

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

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

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

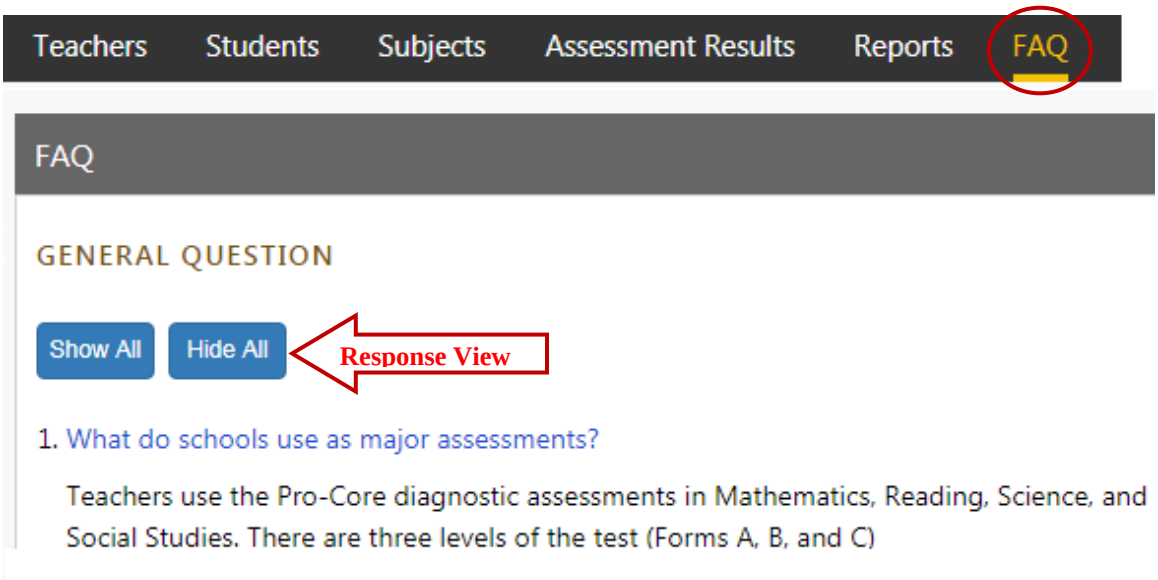


Administrator List of School TPAs

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

Principal/School Administrator FAQs (Frequently Asked Questions)

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



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

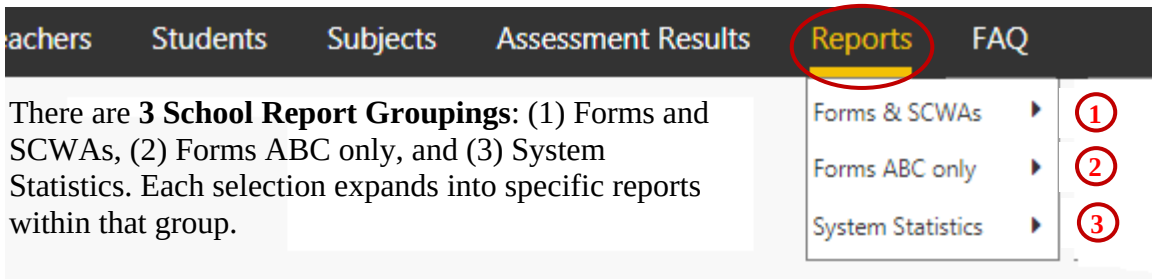
General FAQ's related to the Pro-Core system are available on the Pro-Core web site Support > FAQ page: **https://pro-core.us/faq.html**

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

[This section of the Manual has been fully revised]

Pro-Core Principal/School Administrator Reports

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

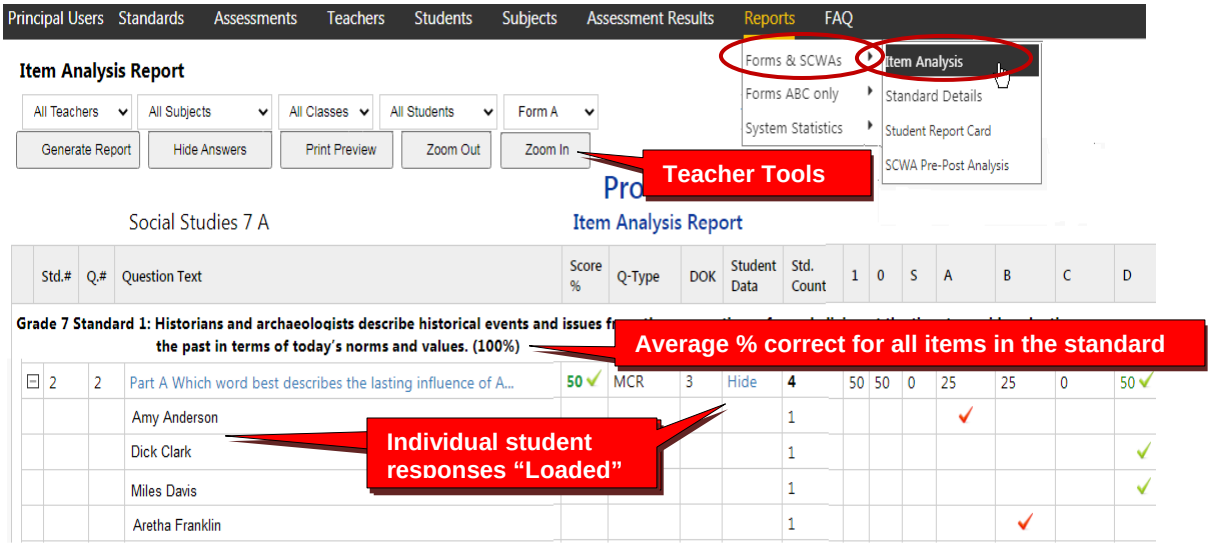


There are **3 School Report Groupings**: (1) Forms and SCWAs, (2) Forms ABC only, and (3) System Statistics. Each selection expands into specific reports within that group.

1 1.0 Forms & SCWAs

1.1 Item Analysis Report

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

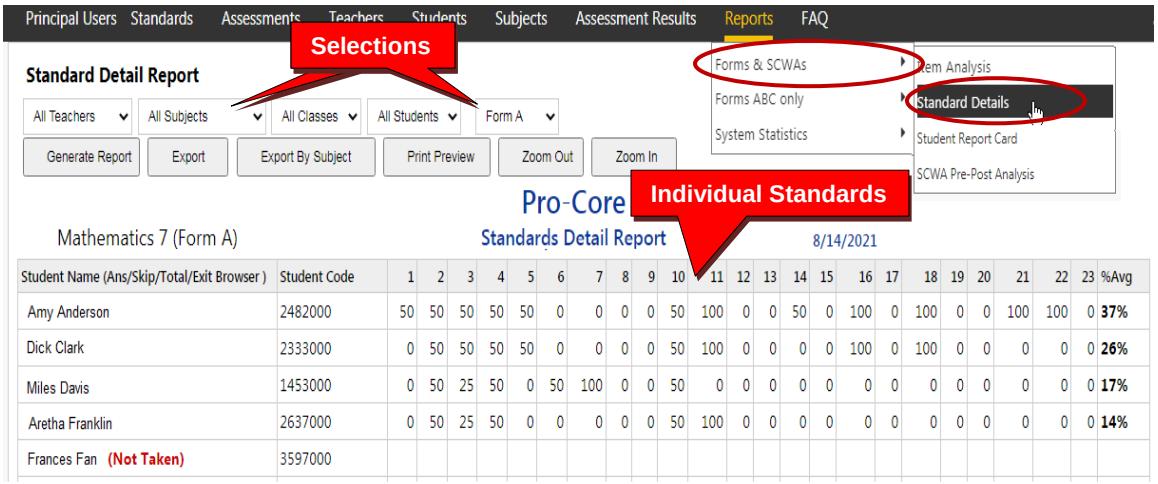


The Item Analysis Report shows the test question's Pro-Core state Standard number, the Question itself, the Percent of student responding correctly, the question Type, and the estimated Depth of Knowledge needed to respond to the question.

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

1.2 Standards Detail Report

The Standards Detail Report provides the student scores for each state standard in each test by Subject and Form in each teacher's class. Essentially, it shows mastery or non-mastery of each state standard on each test. This report also will display students with incomplete assessments**.**

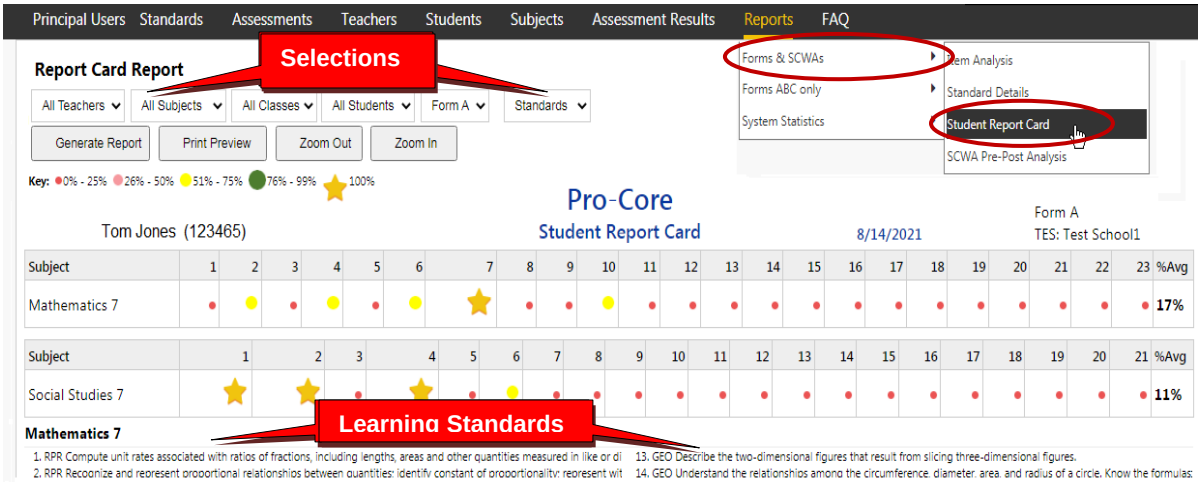


Student Name (Ans/Skip/Total/Exit Browser)	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	%Avg
Amy Anderson	2482000	50	50	50	50	50	0	0	0	0	50	100	0	0	50	0	100	0	100	0	0	100	100	0	**37%**
Dick Clark	2333000	0	50	50	50	50	0	0	0	0	50	100	0	0	0	0	100	0	100	0	0	0	0	0	**26%**
Miles Davis	1453000	0	50	25	50	0	50	100	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0	0	**17%**
Aretha Franklin	2637000	0	50	25	50	0	0	0	0	0	50	100	0	0	0	0	0	0	0	0	0	0	0	0	**14%**
Frances Fan **(Not Taken)**	3597000																								

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

1.3 Student Report Card

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

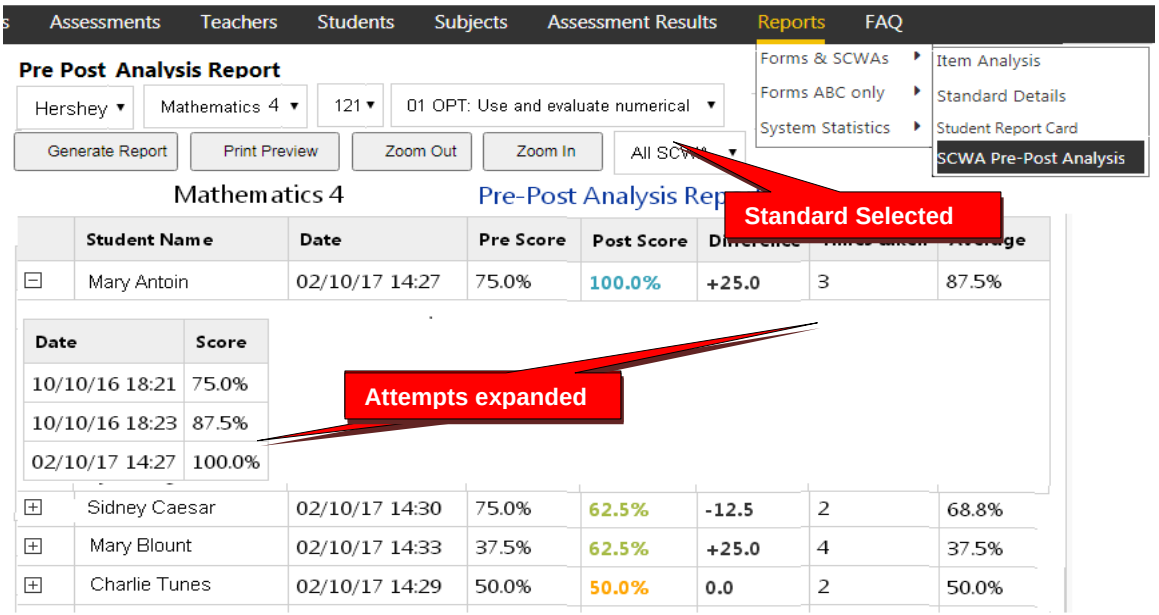


Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	%Avg
Mathematics 7	•	●	•	●	•	●	★	•	•	●	•	•	•	•	•	•	•	•	•	•	•	•	•	**17%**

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	%Avg
Social Studies 7	★	★	•	★	•	●	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	**11%**

1.4. Pre-Post SCWA Analysis Report

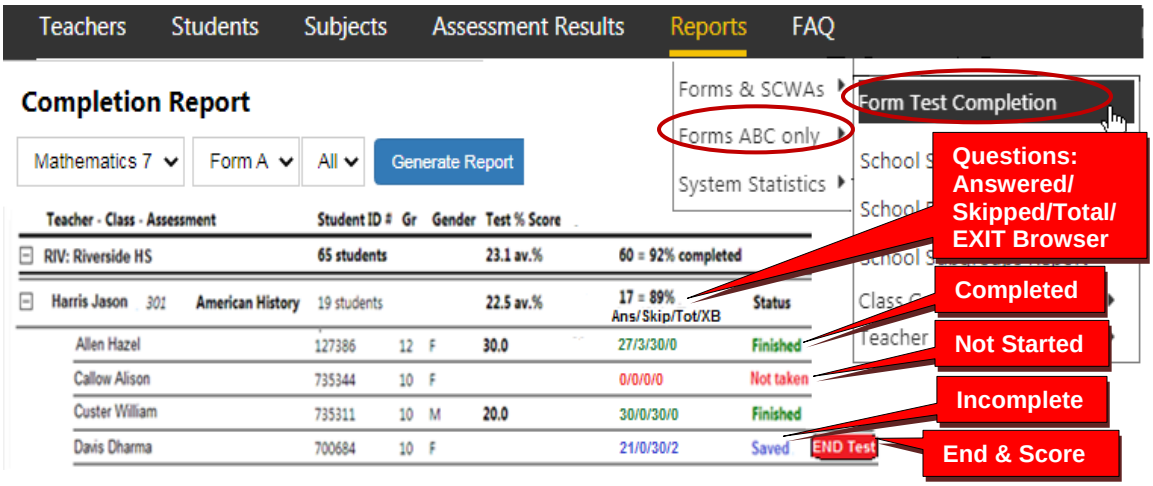
The Pre-Post Analysis provides a summary of each student's progress using the **Short Cycle Web Assessments (SCWA)**. Pre-post scores for each state standard are shown including each attempt in each state standard. The difference is the evidence of learning.



② 2.0 Forms ABC only

2.1 Form Test Completion Report

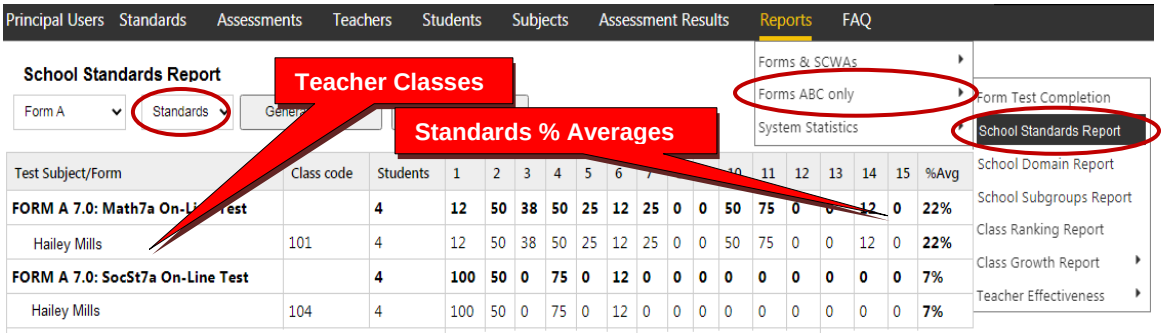
The Test Completion report allows you to view whether all students have completed the Form A, B, or C assessment prior to your district administrator disabling the test at the end of the testing window.



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*.

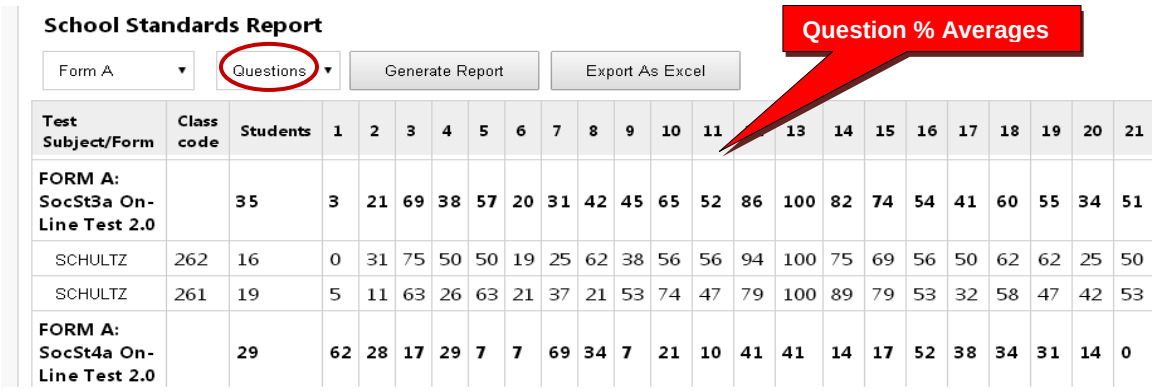
2.2 School Standards Report

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



Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	10	11	12	13	14	15	%Avg
FORM A 7.0: Math7a On-Line Test		**4**	**12**	**50**	**38**	**50**	**25**	**12**	**25**	**0**	**0**	**50**	**75**	**0**	**0**	**12**	**0**	**22%**
Hailey Mills	101	4	12	50	38	50	25	12	25	0	0	50	75	0	0	12	0	**22%**
FORM A 7.0: SocSt7a On-Line Test		**4**	**100**	**50**	**0**	**75**	**0**	**12**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**7%**
Hailey Mills	104	4	100	50	0	75	0	12	0	0	0	0	0	0	0	0	0	**7%**

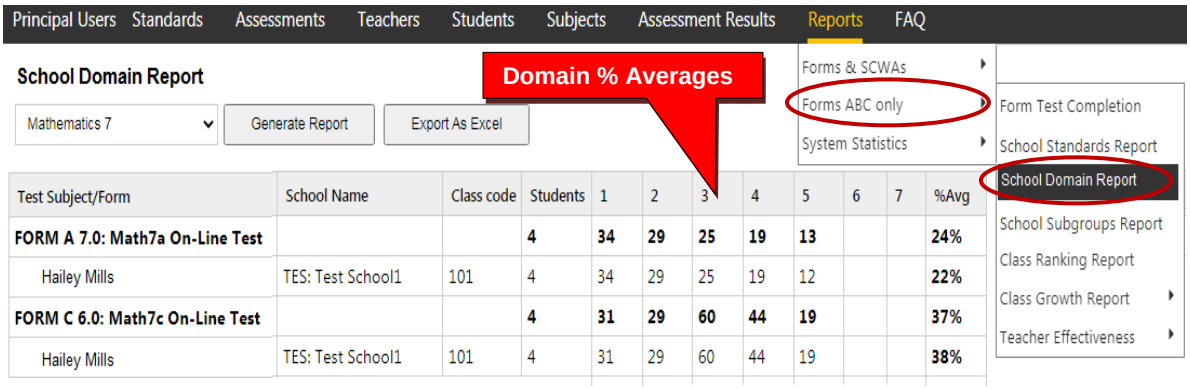
You may also generate the average percent of student answering each question correctly in each test for each subject and teacher class.



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**

2.3 School Domains Report

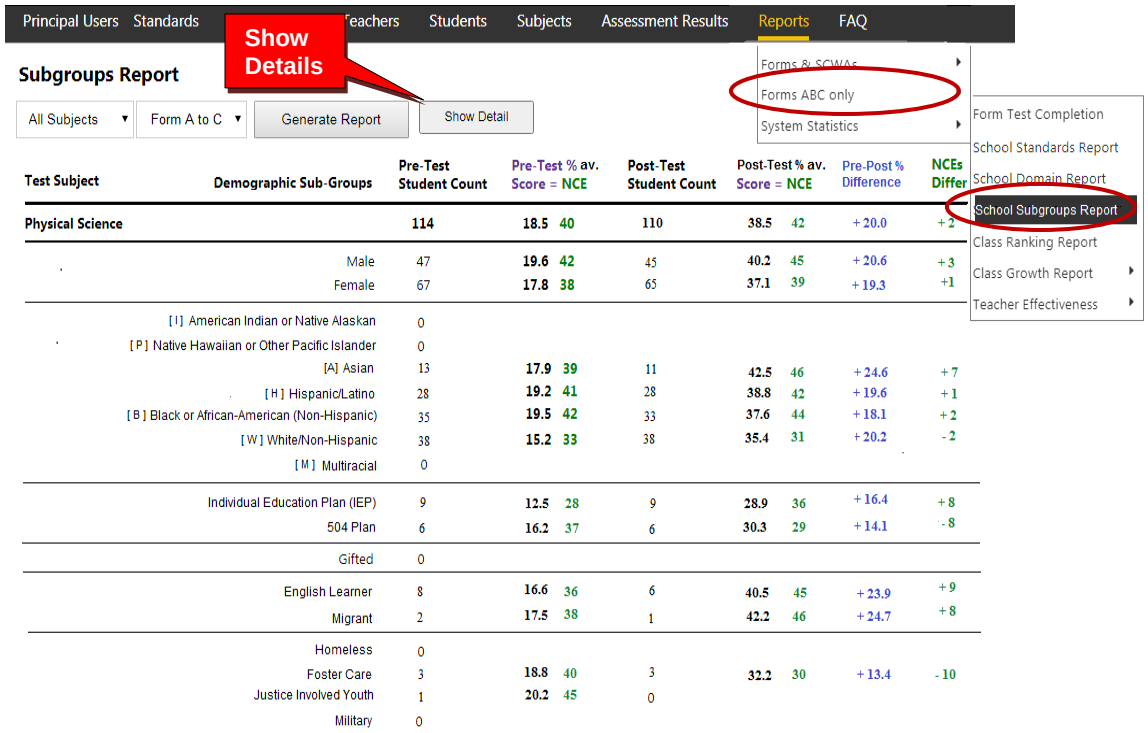
The **School Domains Report** shows school and class averages in each state standard **domain** for each subject and teacher class.



Test Subject/Form	School Name	Class code	Students	1	2	3	4	5	6	7	%Avg
FORM A 7.0: Math7a On-Line Test			**4**	**34**	**29**	**25**	**19**	**13**			**24%**
Hailey Mills	TES: Test School1	101	4	34	29	25	19	12			**22%**
FORM C 6.0: Math7c On-Line Test			**4**	**31**	**29**	**60**	**44**	**19**			**37%**
Hailey Mills	TES: Test School1	101	4	31	29	60	44	19			**38%**

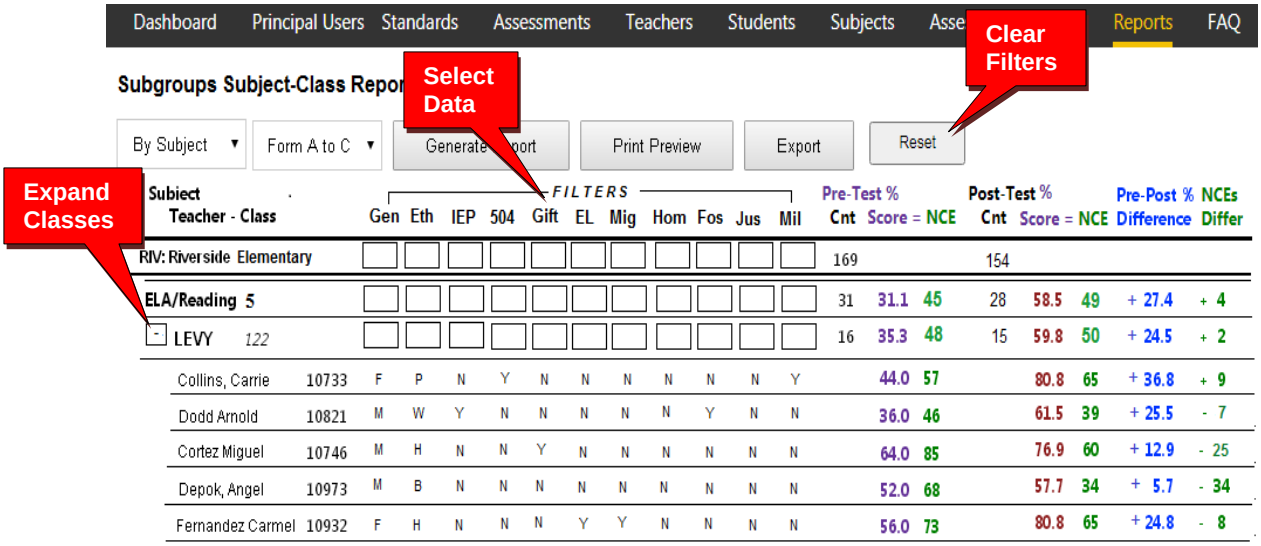
Update 2.4 School Subgroups Report

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



Test Subject	Demographic Sub-Groups	Pre-Test Student Count	Pre-Test % av. Score = NCE		Post-Test Student Count	Post-Test % av. Score = NCE		Pre-Post % Difference	NCEs Differ
Physical Science		114	18.5	40	110	38.5	42	+ 20.0	+ 2
	Male	47	19.6	42	45	40.2	45	+ 20.6	+ 3
	Female	67	17.8	38	65	37.1	39	+ 19.3	+1
	[I] American Indian or Native Alaskan	0							
	[P] Native Hawaiian or Other Pacific Islander	0							
	[A] Asian	13	17.9	39	11	42.5	46	+ 24.6	+ 7
	[H] Hispanic/Latino	28	19.2	41	28	38.8	42	+ 19.6	+ 1
	[B] Black or African-American (Non-Hispanic)	35	19.5	42	33	37.6	44	+ 18.1	+ 2
	[W] White/Non-Hispanic	38	15.2	33	38	35.4	31	+ 20.2	- 2
	[M] Multiracial	0							
	Individual Education Plan (IEP)	9	12.5	28	9	28.9	36	+ 16.4	+ 8
	504 Plan	6	16.2	37	6	30.3	29	+ 14.1	- 8
	Gifted	0							
	English Learner	8	16.6	36	6	40.5	45	+ 23.9	+ 9
	Migrant	2	17.5	38	1	42.2	46	+ 24.7	+ 8
	Homeless	0							
	Foster Care	3	18.8	40	3	32.2	30	+ 13.4	- 10
	Justice Involved Youth	1	20.2	45	0				
	Military	0							

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

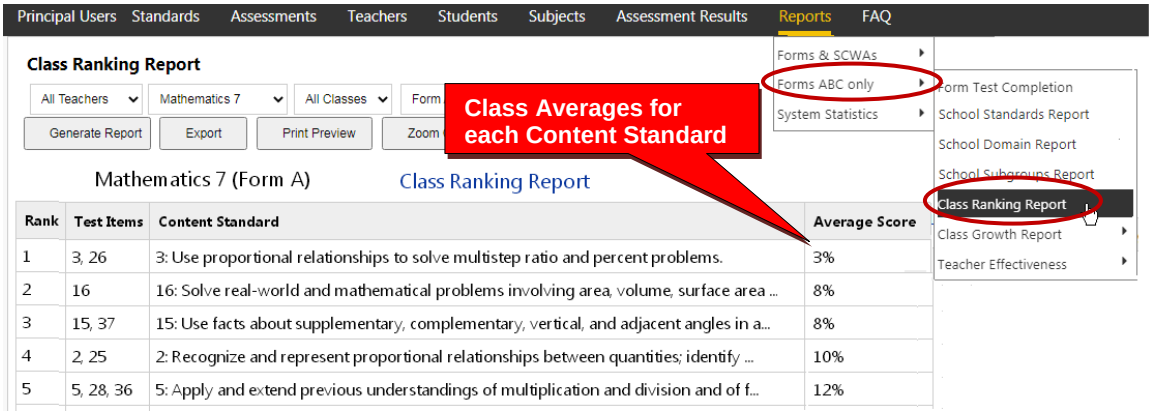


Subject / Teacher - Class		Gen	Eth	IEP	504	Gift	EL	Mig	Hom	Fos	Jus	Mil	Pre-Test % Cnt	Pre-Test % Score = NCE		Post-Test % Cnt	Post-Test % Score = NCE		Pre-Post % Difference	NCEs Differ
RIV: Riverside Elementary													169			154				
ELA/Reading 5													31	31.1	45	28	58.5	49	+ 27.4	+ 4
LEVY 122													16	35.3	48	15	59.8	50	+ 24.5	+ 2
Collins, Carrie	10733	F	P	N	Y	N	N	N	N	N	N	Y		44.0	57		80.8	65	+ 36.8	+ 9
Dodd Arnold	10821	M	W	Y	N	N	N	N	N	Y	N	N		36.0	46		61.5	39	+ 25.5	- 7
Cortez Miguel	10746	M	H	N	N	Y	N	N	N	N	N	N		64.0	85		76.9	60	+ 12.9	- 25
Depok, Angel	10973	M	B	N	N	N	N	N	N	N	N	N		52.0	68		57.7	34	+ 5.7	- 34
Fernandez Carmel	10932	F	H	N	N	N	Y	Y	N	N	N	N		56.0	73		80.8	65	+ 24.8	- 8

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

2.5 Class Ranking Report

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



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

2.6 Class Growth Reports

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

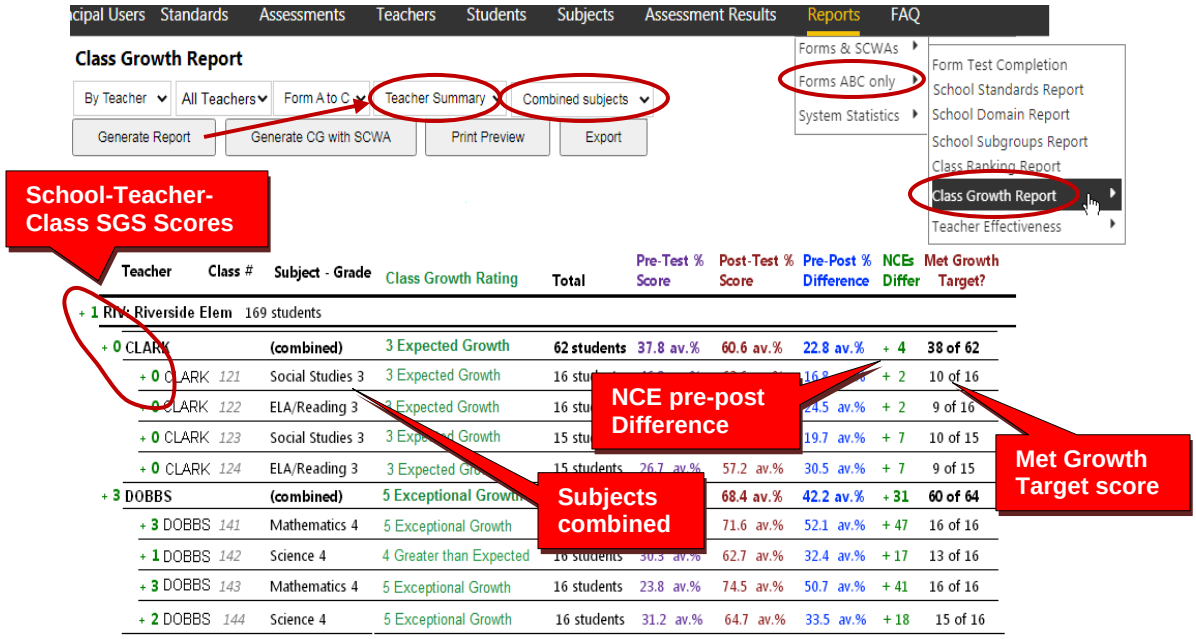
WARNING: Class Growth (CG) reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be "disabled" at the end of the testing windows, so that the CG results don't change. *See* the District Administrator's Section, pages D-9 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 https://pro-core.us/faq.html.

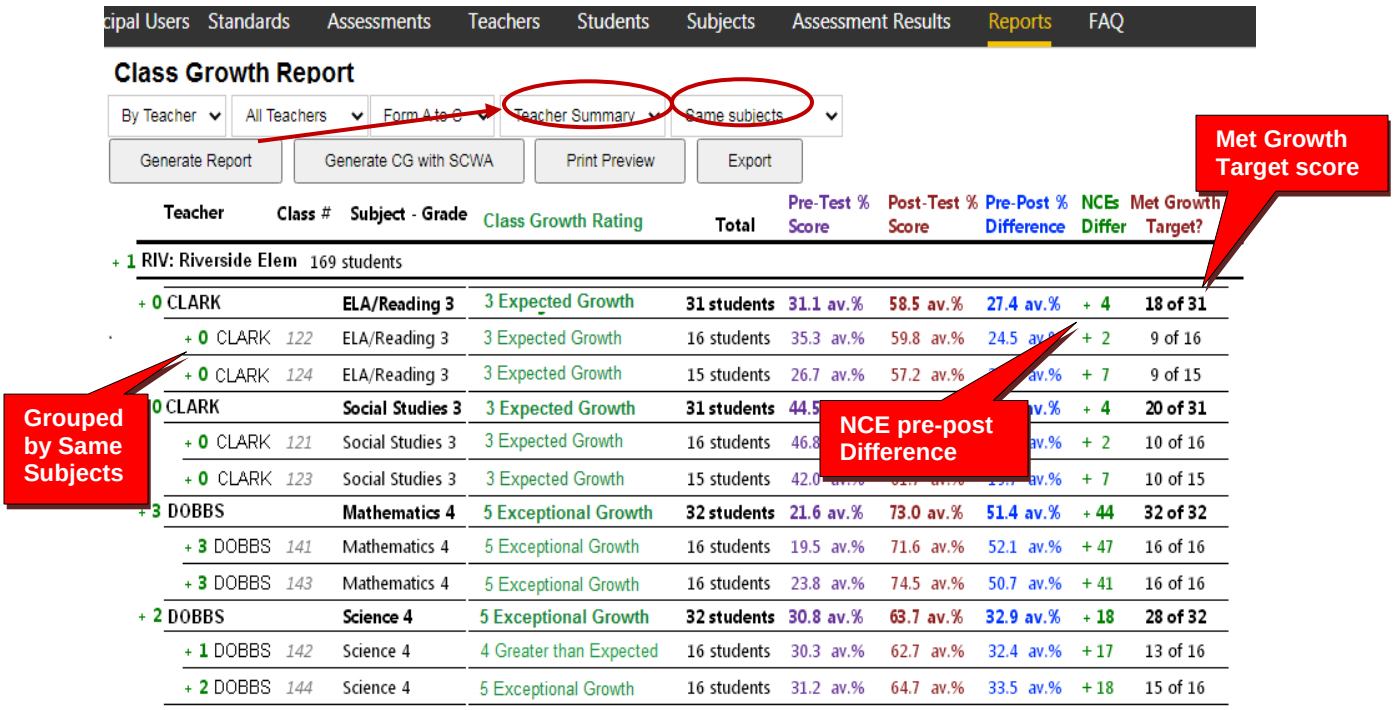
2.6a Class Growth Summary – Combined subjects

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



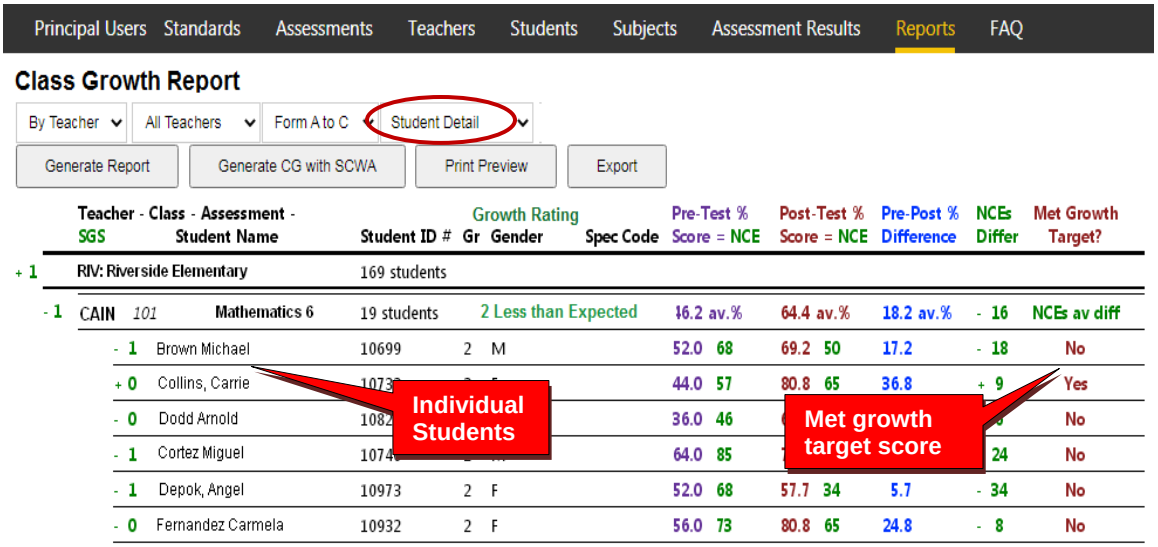
2.6b Class Growth Summary – Same subjects

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



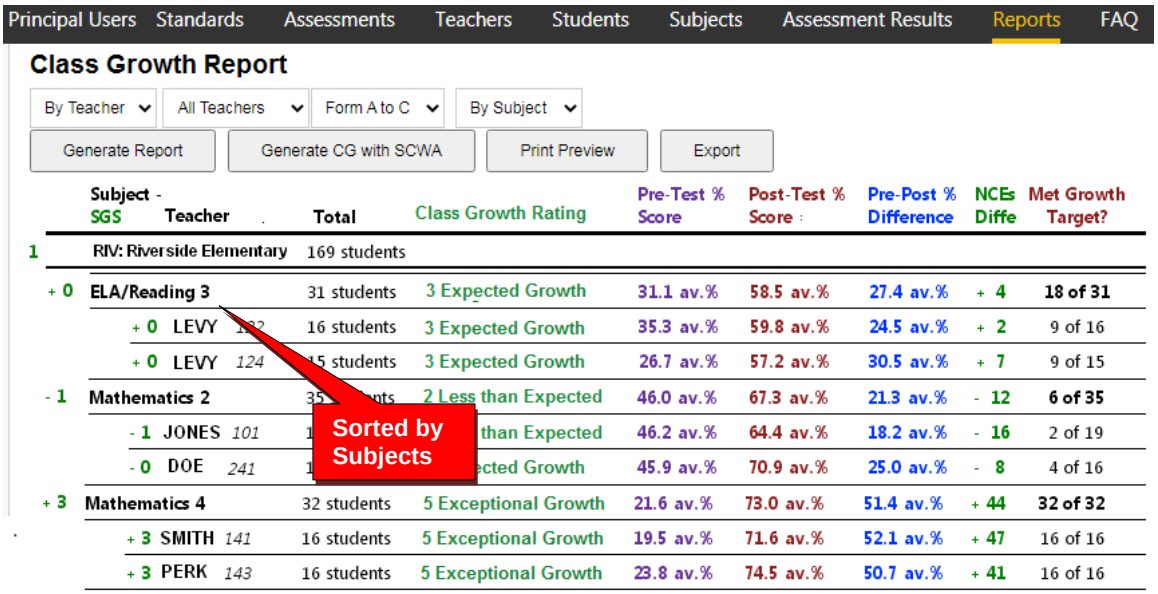
2.6c Class Growth – Student Detail

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



2.6d Class Growth – Subject Summary

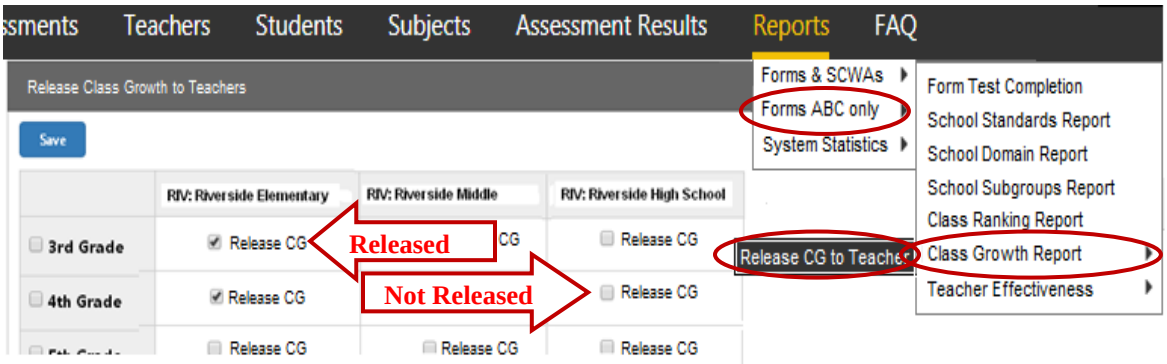
The Class Growth Subject Summary report shows whether students in teachers' classes have met growth target scores. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and subject growth ratings are included. The only difference between this report and the Class Growth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



2.6e 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 Section, page D-9 for more information on Enabling/Disabling tests**



2.7 Teacher Effectiveness Reports

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).

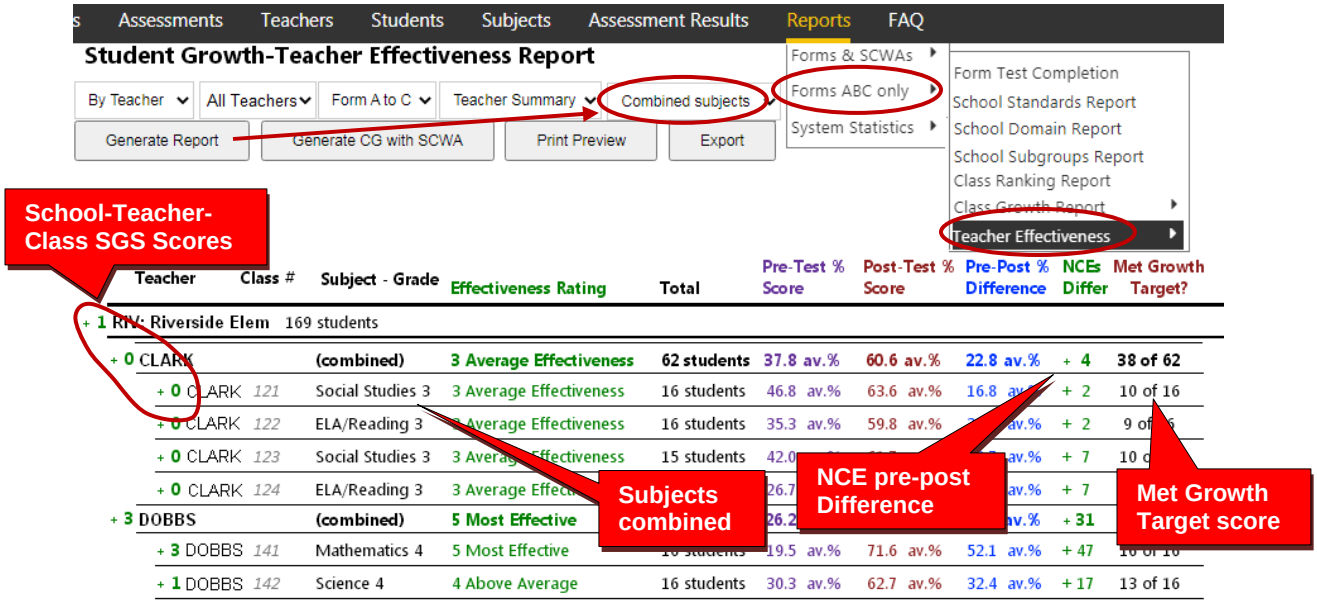
WARNING: The SG-TE reports should be generated *after* all students have completed the Form B formative or Form C post-test. Form A and C tests in particular should be "disabled" by the District Administrator at the end of the testing windows so that the SG-TE results don't change.

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

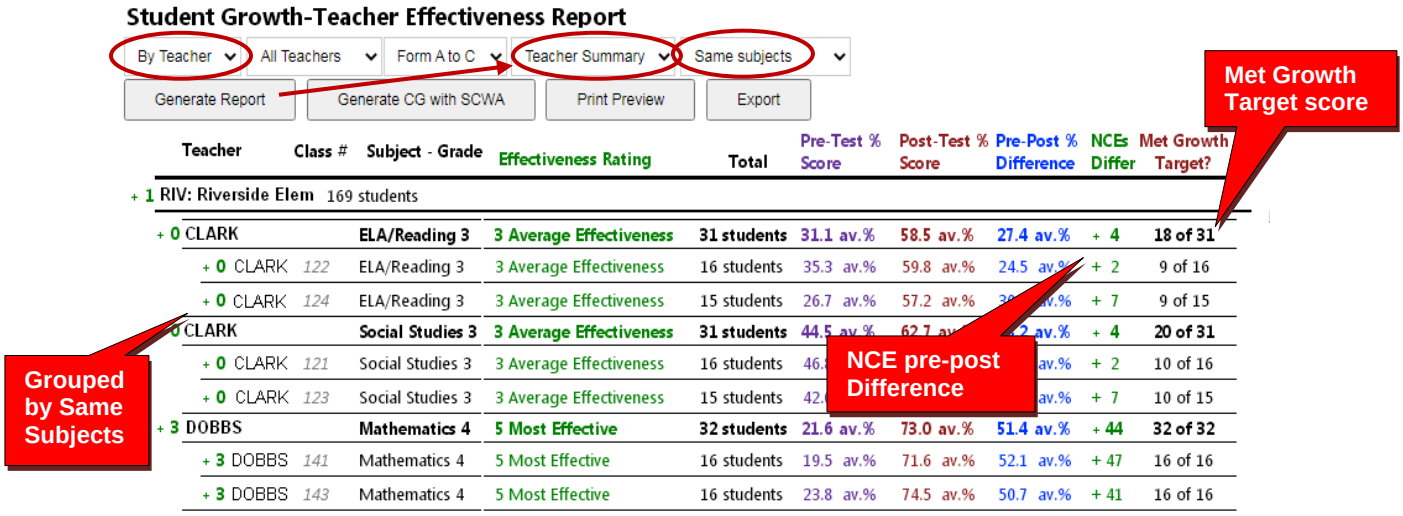
2.7a Teacher Effectiveness Summary – Combined subjects

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.



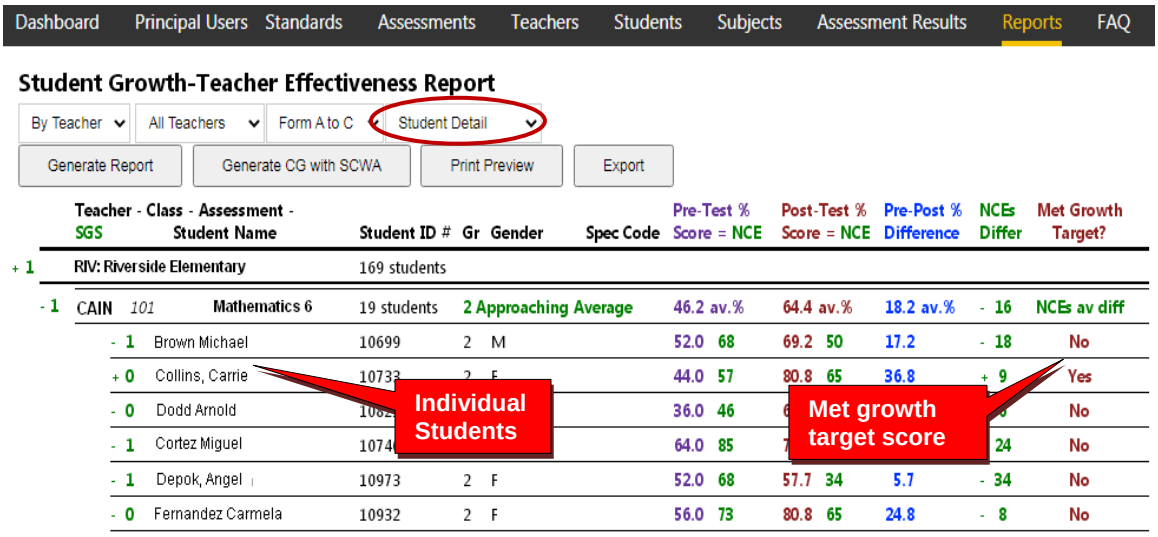
2.7b Teacher Effectiveness Summary – Same subjects

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.



2.7c Teacher Effectiveness – Student Detail

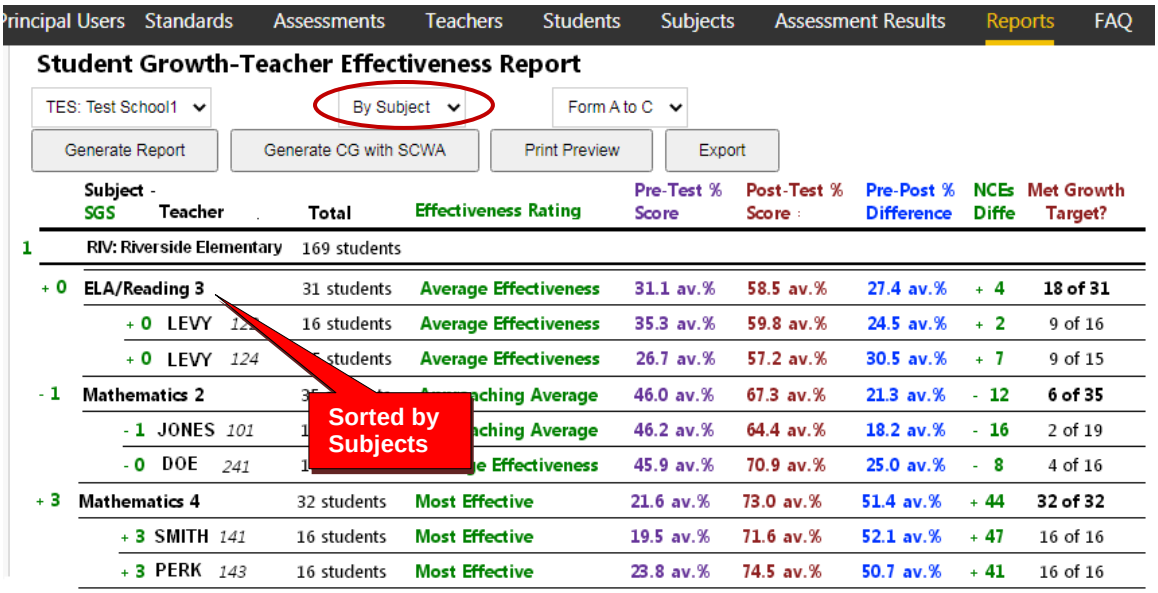
The Student-Growth Teacher Effectiveness Student Detail report shows whether each student in each teacher's classes have met his/her growth target score. Pre-post test % scores and NCE differences along with standardized growth scores (SGS) and teacher effectiveness ranking are included.



SGS	Teacher - Class - Assessment - Student Name	Student ID #	Gr	Gender	Spec Code	Pre-Test % Score = NCE	Post-Test % Score = NCE	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1	RIV: Riverside Elementary	169 students								
- 1	CAIN 101 Mathematics 6	19 students	2 Approaching Average			46.2 av.%	64.4 av.%	18.2 av.%	- 16	NCEs av diff
- 1	Brown Michael	10699	2	M		52.0 68	69.2 50	17.2	- 18	No
+ 0	Collins, Carrie	10733	2	F		44.0 57	80.8 65	36.8	+ 9	Yes
- 0	Dodd Arnold	108[illegible]				36.0 46	[illegible]	[illegible]	[illegible]	No
- 1	Cortez Miguel	1074[illegible]				64.0 85	[illegible]	[illegible]	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

2.7d Teacher Effectiveness – 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.

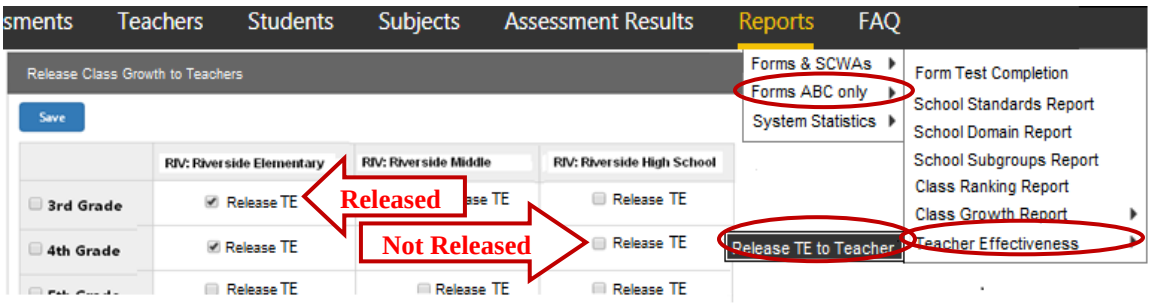


SGS	Subject - Teacher	Total	Effectiveness Rating	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Diffe	Met Growth Target?
1	RIV: Riverside Elementary	169 students						
+ 0	ELA/Reading 3	31 students	Average Effectiveness	31.1 av.%	58.5 av.%	27.4 av.%	+ 4	18 of 31
+ 0	LEVY 12[illegible]	16 students	Average Effectiveness	35.3 av.%	59.8 av.%	24.5 av.%	+ 2	9 of 16
+ 0	LEVY 124	[illegible] students	Average Effectiveness	26.7 av.%	57.2 av.%	30.5 av.%	+ 7	9 of 15
- 1	Mathematics 2	3[illegible]	[illegible]aching Average	46.0 av.%	67.3 av.%	21.3 av.%	- 12	6 of 35
- 1	JONES 101	1[illegible]	[illegible]ching Average	46.2 av.%	64.4 av.%	18.2 av.%	- 16	2 of 19
- 0	DOE 241	1[illegible]	[illegible]e 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

2.7e Release Teacher Effectiveness to Teachers

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.

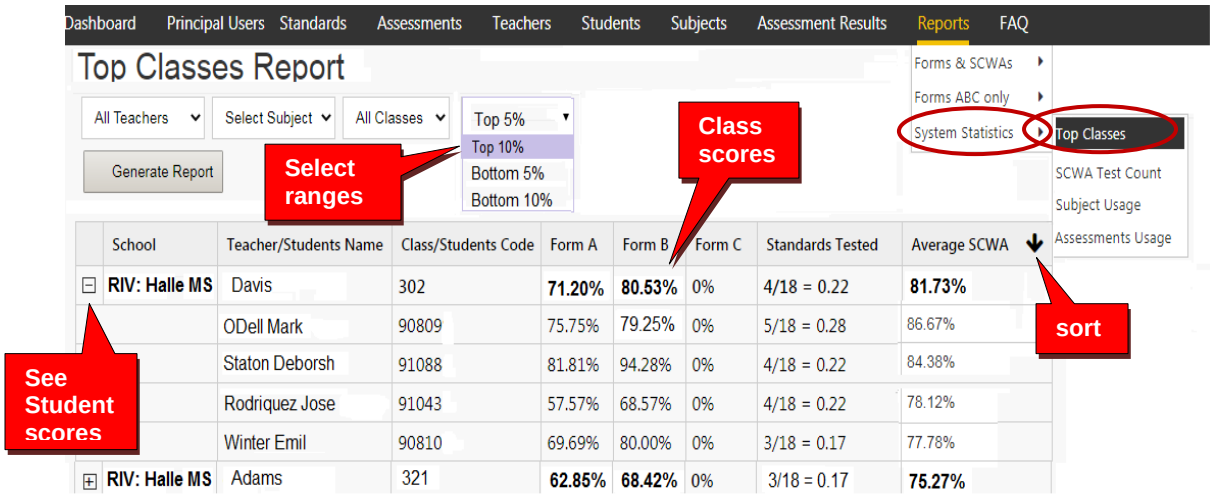
CAUTION: Teacher Effectiveness Reports should only be released after the end of the Form B or Form C testing window. I.e. After the assessments have been "disabled," so that TE results do *not* change if all students haven't completed the assessments. ***See* the District Administrator's Section, page D-9 for more information on Enabling/Disabling tests**



③ 3.0 System Statistics

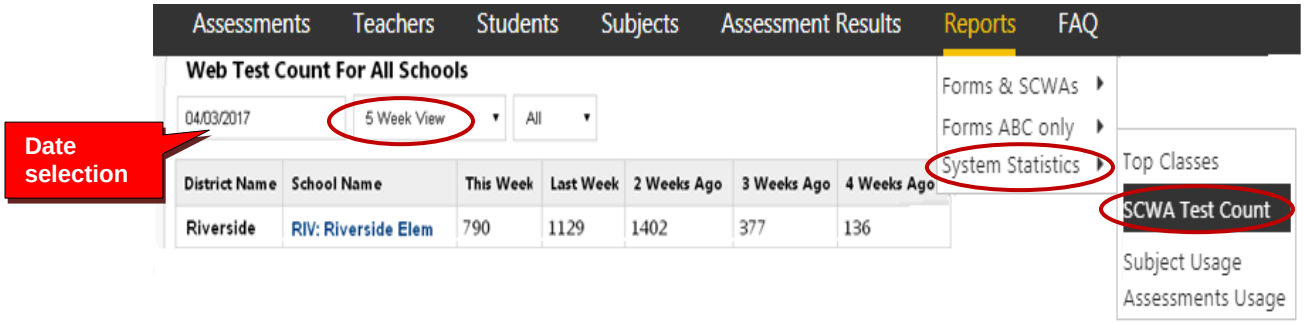
3.1 Top Classes Report

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

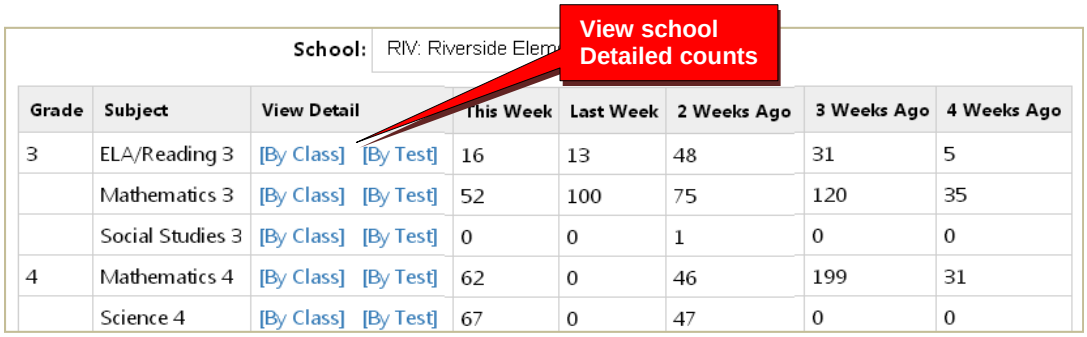


3.2 SCWA Test Count Report

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

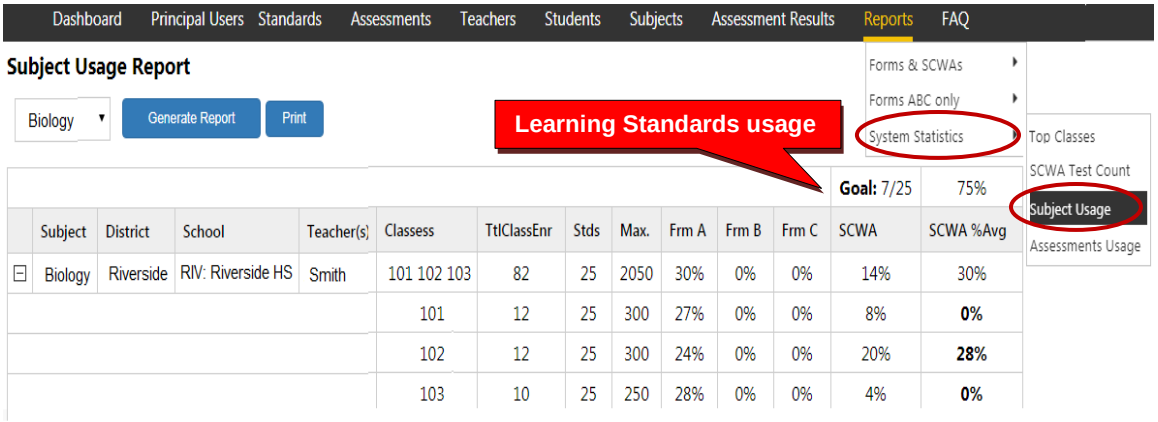


You may "drill down" to see individual subjects, classes, and tests being accessed within each district school.



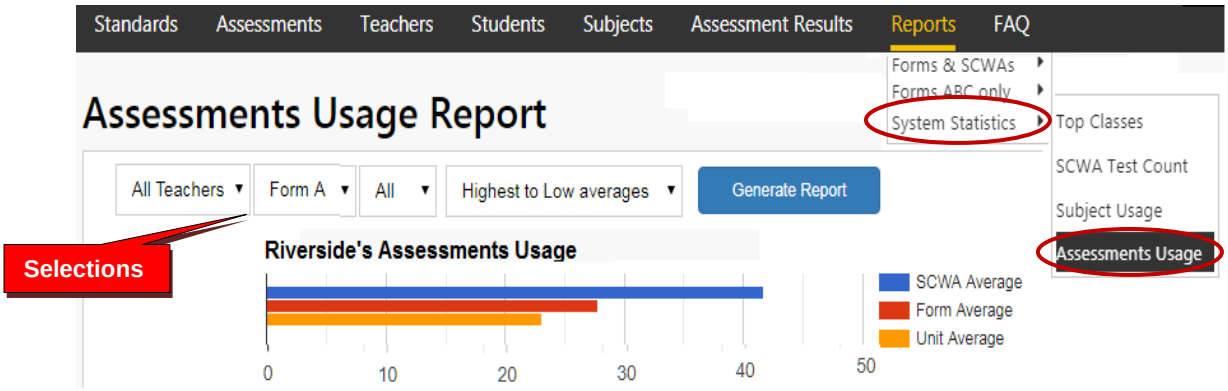
3.3 Subject Usage Report

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



3.4 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.



P-C Standards Report

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

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

Teacher Log-in, Procedures, And Administering the Pro-Core Online Assessments*

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

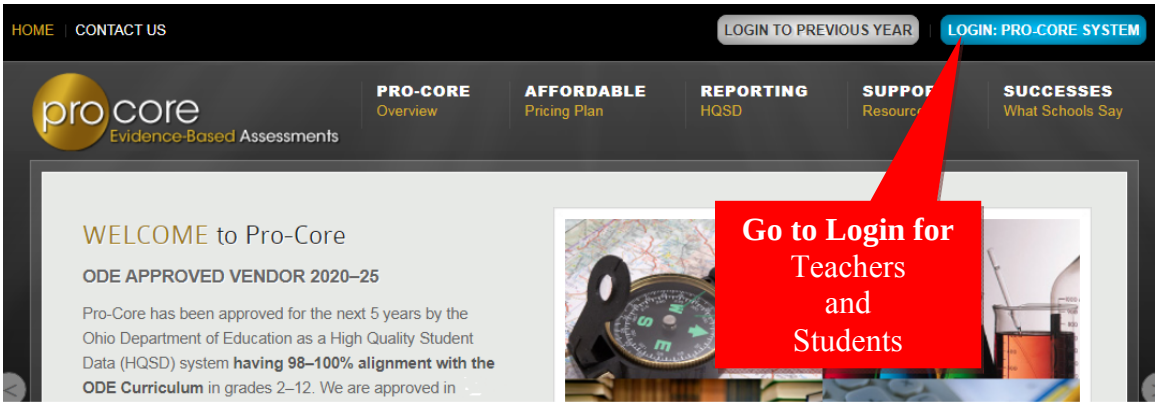
***IMPORTANT**: Pro-Core Security Guidelines require that the school's Test Coordinator, Principal, or Managing Administrator is responsible for monitoring the pre- and post-tests. No previewing of the pre- or post-tests Forms A, B, and C is allowed. No printed or "alternate media" copies of the pre-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

Update **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 D**), 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

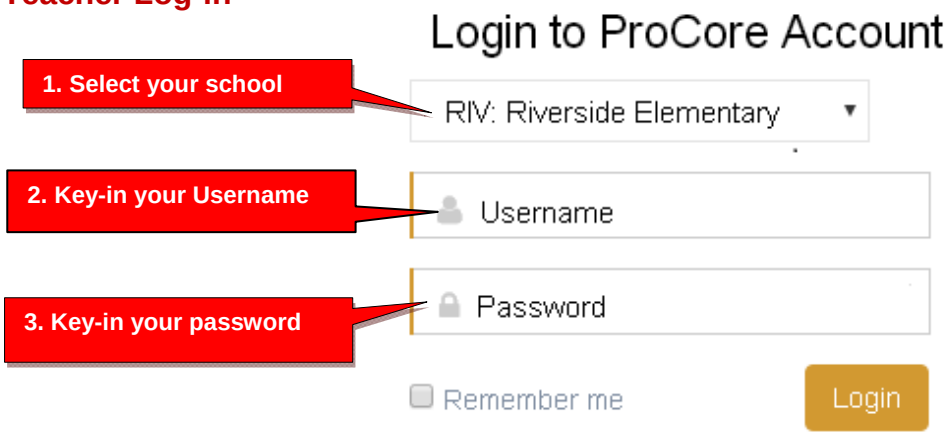
1. Your District or School Administrator will generate a list of teacher usernames and passwords for logging into the online Pro-Core Assessment System
2. Teachers should log into the system a week before the Form A diagnostic pre-test is administered to confirm teacher class and student enrollments 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 **https://pro-core.us**
   - Click on the "**LOGIN: PRO-CORE SYSTEM**" *button*. You may also ***bookmark*** the P-C Login page on your browser for direct access.



TEACHER LOG-IN

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

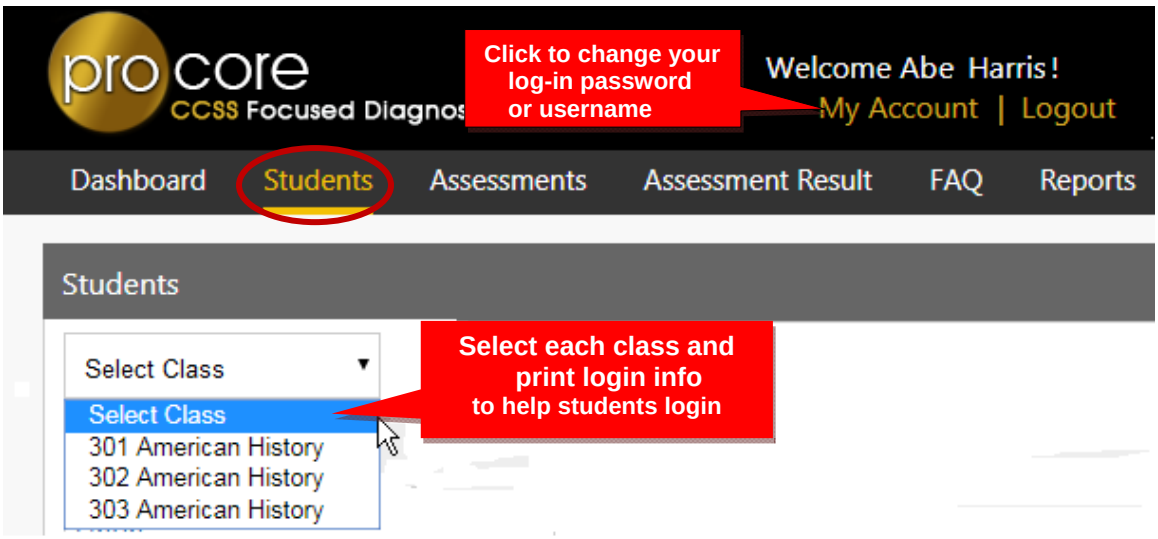
Teacher Log-in



<u>NOTE</u>: Your teacher *default* <u>password</u> *should* be changed after you first log-in.
You may also change your usernames for added security.

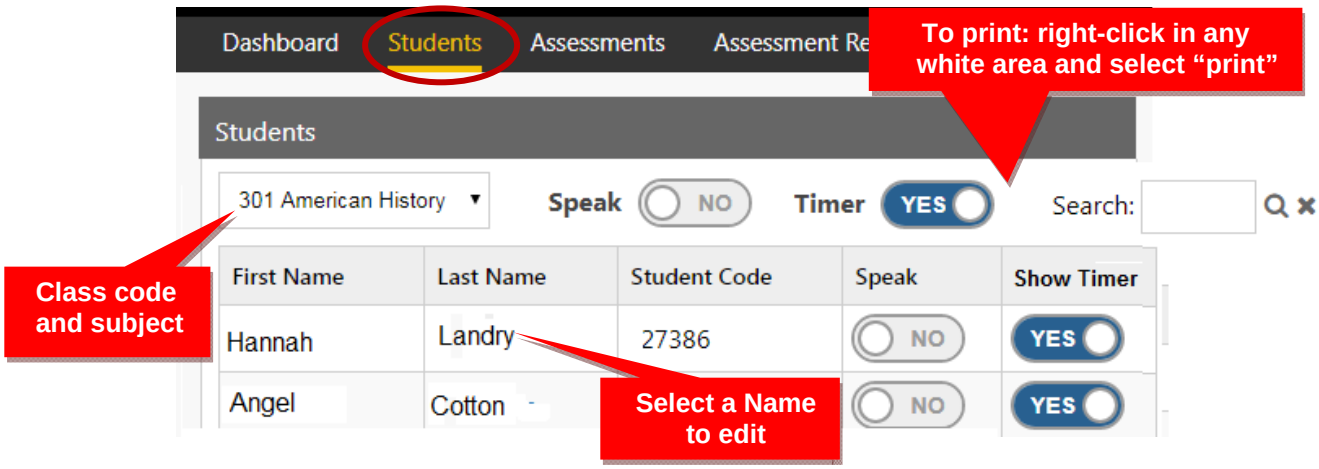
VIEWING/EDITING STUDENT LOG-INS

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



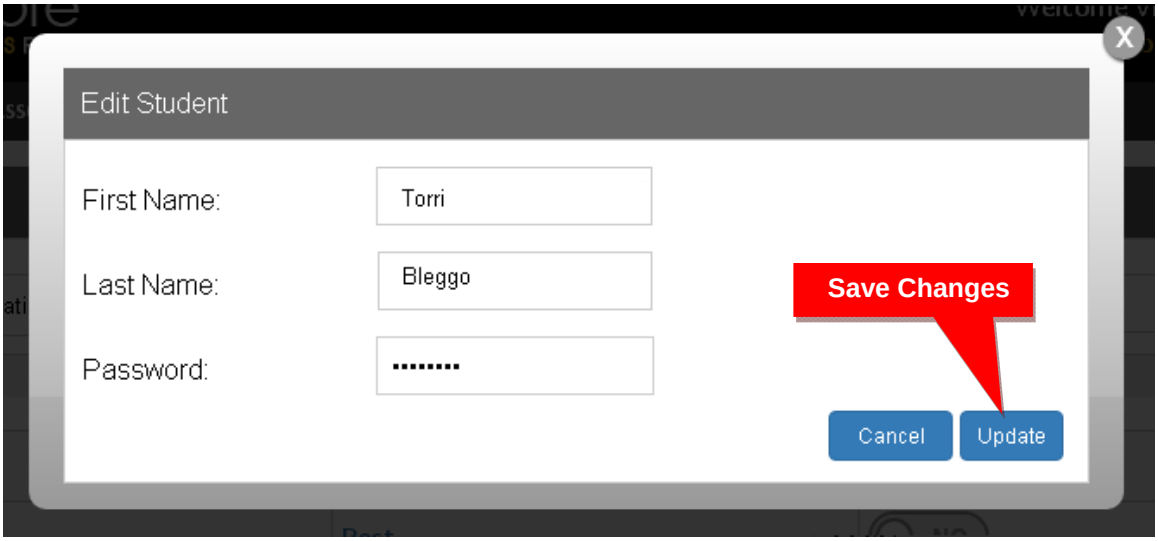
Select "**My Account**" to view your information or to change your log-in password or username. If you forget your password, contact your School Administrator/Principal who can reset your password.

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.



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

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



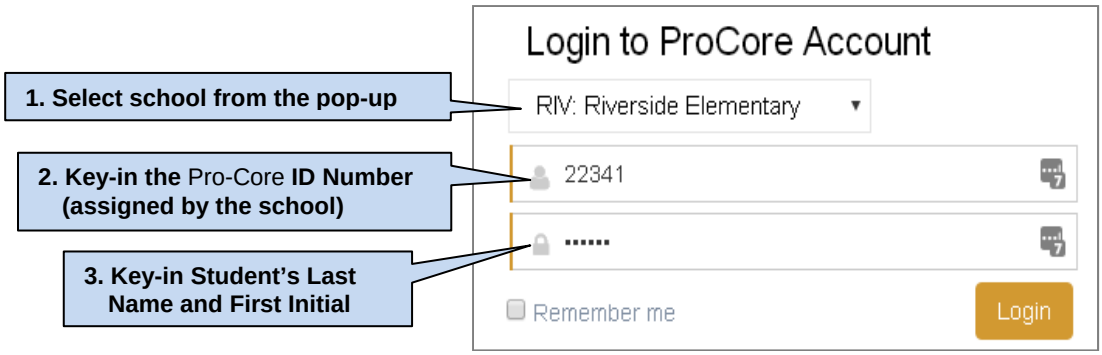
CAUTION: Do not change the Student ID (Code). The student's ID must remain the same to compare pre-post test results. Student passwords may also be changed by your district or school Pro-Core system administrator/principal.

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

STUDENT LOG-IN

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

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



Update **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. Updated 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 also may modify Form testing times.

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

A. Student System Access Times

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

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

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

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

B. Setting Form Assessment Times

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

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

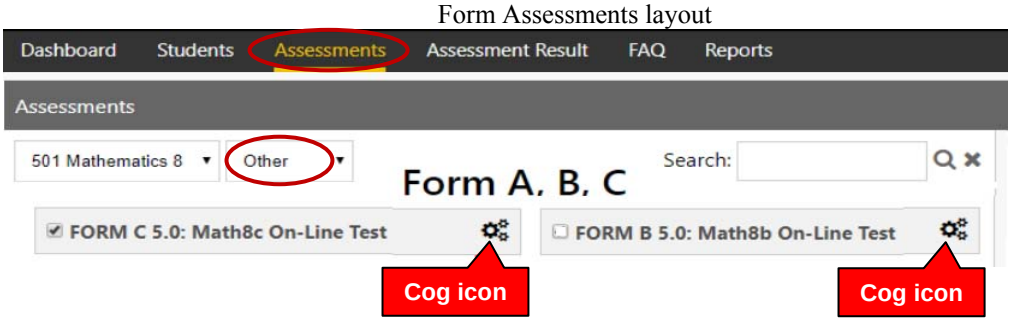
Teachers are able to further enhance security by *locking in* specific subjects and student testing times within the school's system access and testing schedule for each of the teacher's classes, in school with the teacher or at home with a guardian monitoring. Check with your school administrator for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

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

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

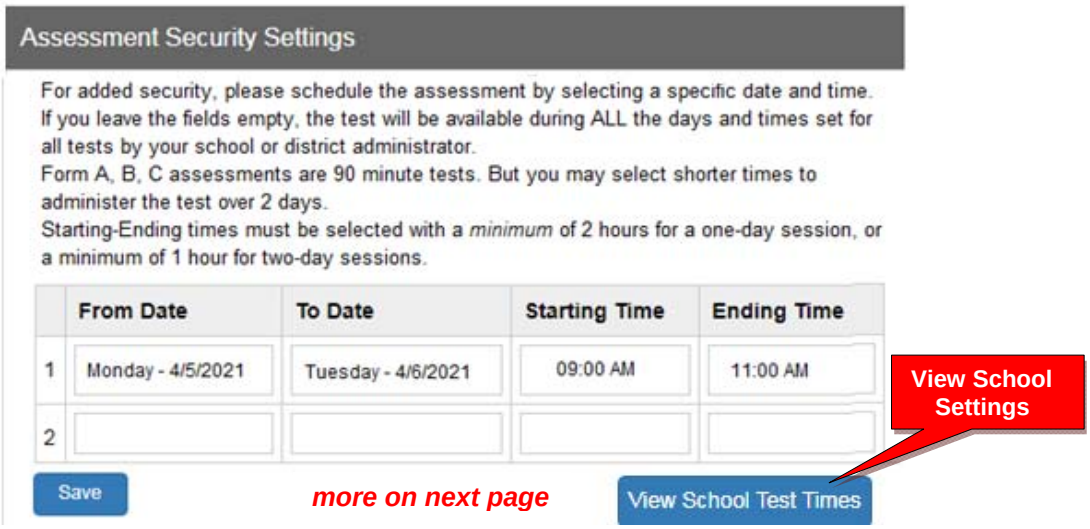
In the Teacher Menu bar, select "**Assessments**," the class subject, and "**Other**." Select the **Test Form** you want to secure, and click on the "**cog" icon** to schedule an assessment and lock/unlock students.

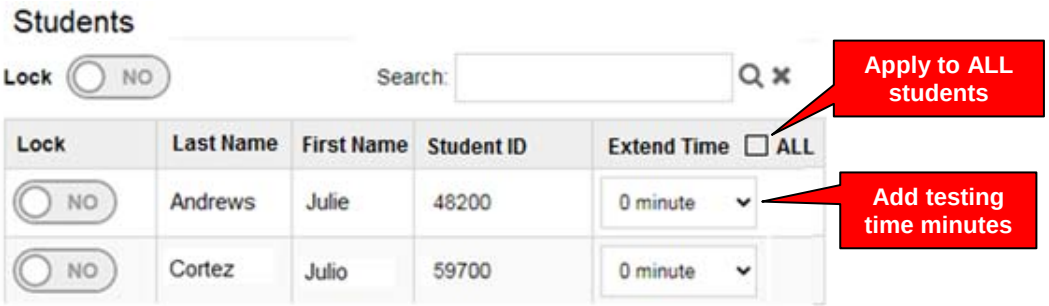
Form Assessments layout



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

Updated Assessment Security Settings layout





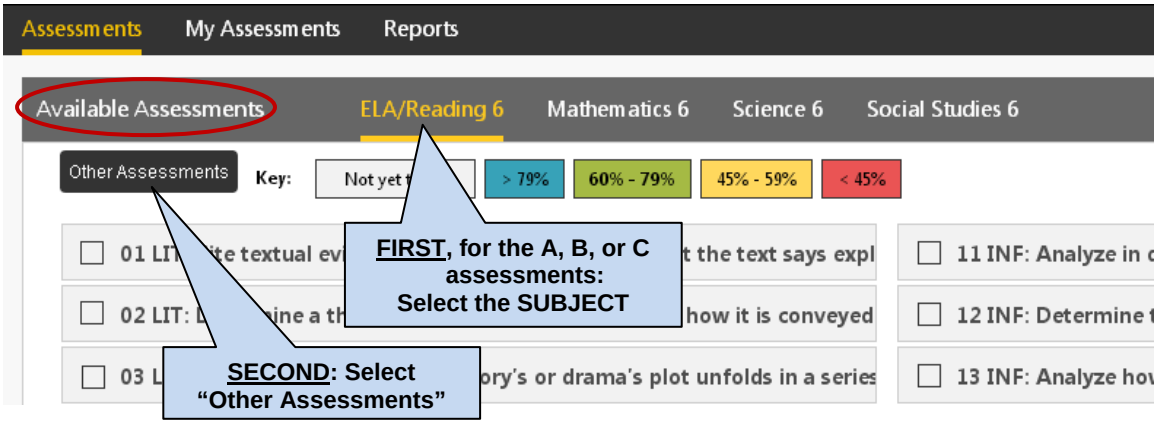
Update The **Extend Time** field may also be used to add test time for students whose tests may have been "force-ended" because the regular 90-minute test time has expired. Extending the test time will allow the student to ***resume*** the test where s/he left off. Selecting the "ALL" box will apply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

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

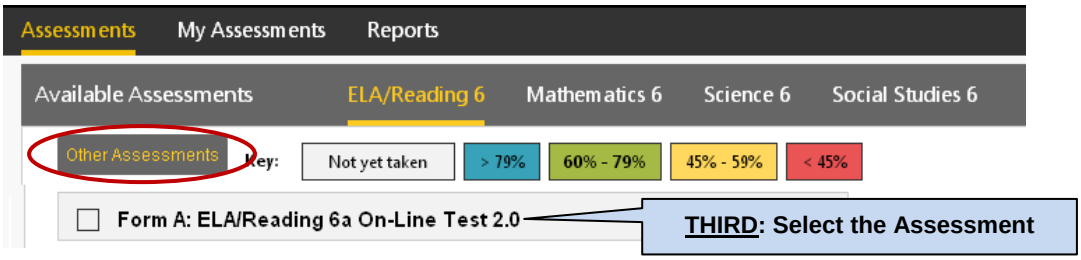
***NOTE:* The following contains samples taken from the students' assessment layouts.**

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**."



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



WARNING:

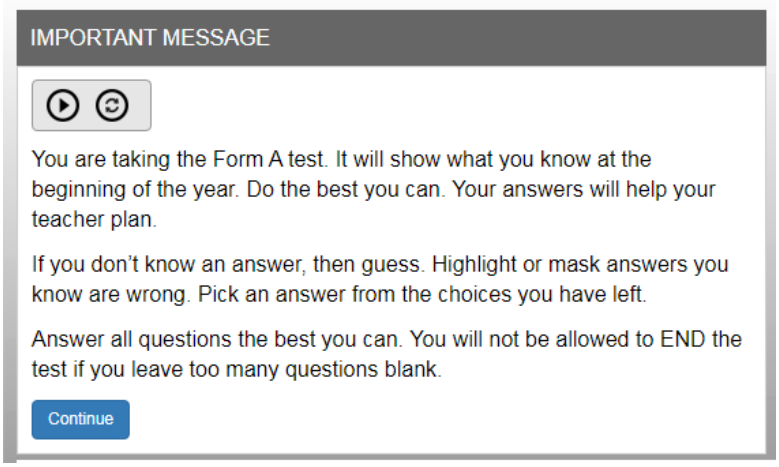
- The Form A, B, or C assessments must be ***enabled*** by your Pro-Core District or School Manager in order to appear in your students' **Other Assessments** layout.
- The long assessment tests may be administered over a 4-5 day **testing window.** (E.g. Math on Monday, Science on Tuesday, Social Studies on Wednesday, Reading on Thursday, and make-ups on Friday—at the end of which the tests will be ***disabled*** by the district administrator
- 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 properly save or end and 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 better to guess at an answer than to leave an answer blank.



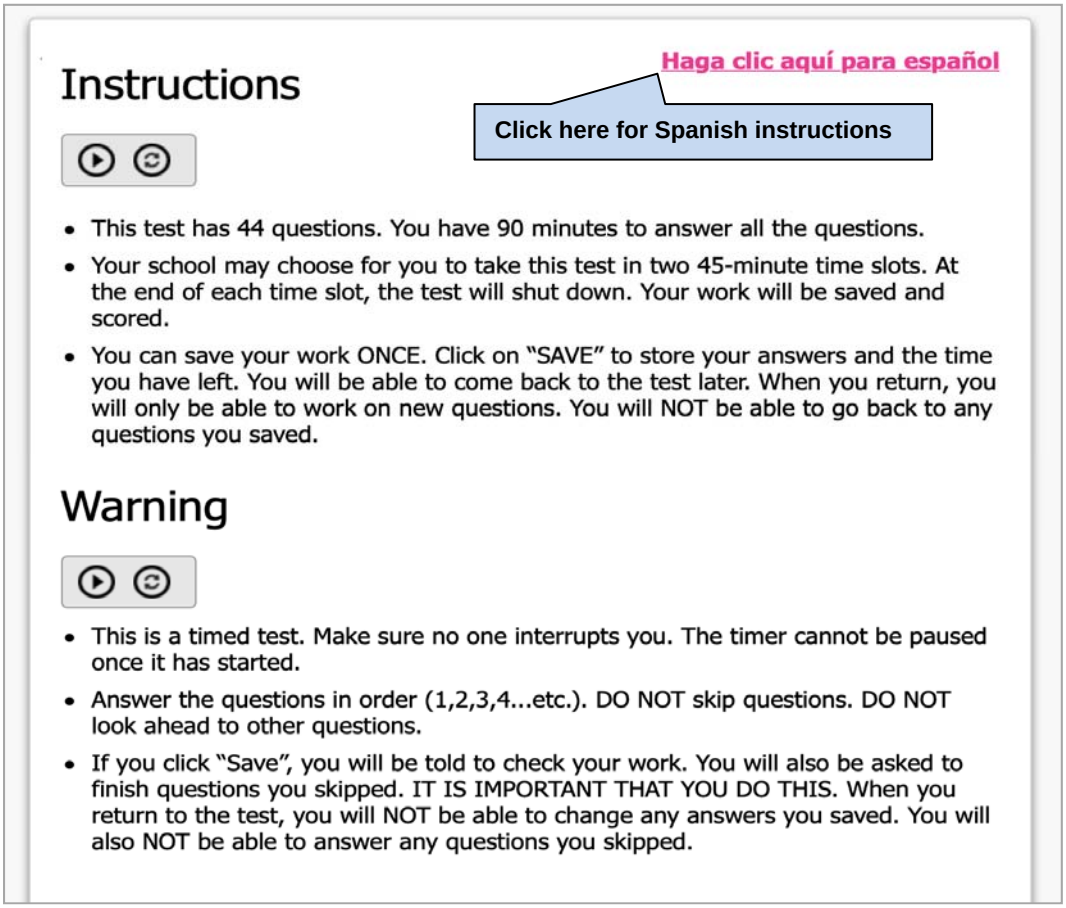
Form A Message

Update **Student Warning Messages**

- When the student begins the test, a 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 to an assessment. Tests scheduled over two days are allowed only one Save the first day.

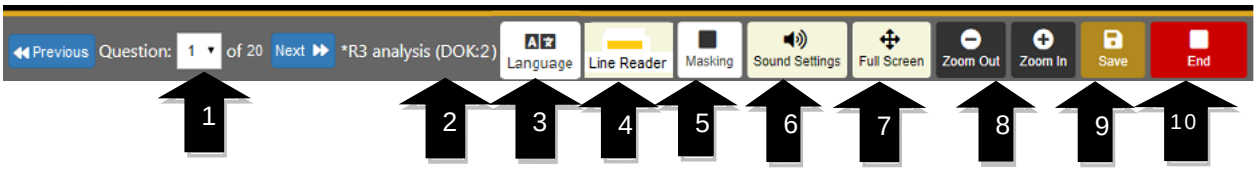
- Students given extended time are allowed ONE ADDITIONAL *Save*
- If the student attempts to *Save* a test more than one time in a session, s/he will be locked out. A **message** will display: "This assessment is locked because you saved the assessment more than once. Please contact your class teacher." The teacher may *unlock* a student using the Assessments Security Settings layout. (*see **J-6** above*)
- If students intend to *Save* their assessment, they MUST answer the questions in sequence (1,2,3,4...etc). They MUST NOT skip questions or look ahead to any remaining questions. If the student Saves and returns to the test later, s/he will NOT be allowed to change the answers to questions s/he has already answered nor to answer any questions s/he has seen and skipped.
- A time remaining pop-up message is displayed at 10, 5, and 3 minutes left.
- Tests *Saved* by the student before the end of the 90 minute test limit are listed as "Incomplete" in the Test Completion Report. The student should "**End**" a test when all the questions have been answered.
- Students may NOT *exit* from the browser window during the testing time. If a student tries to Exit, a warning message will appear: "You are not allowed to Exit this program during your testing time." If a student e**X**its their **B**rowser, the number of exits will appear in the **Test Completion Report** under **XB**.

The Form Test online instructions screen is shown below:

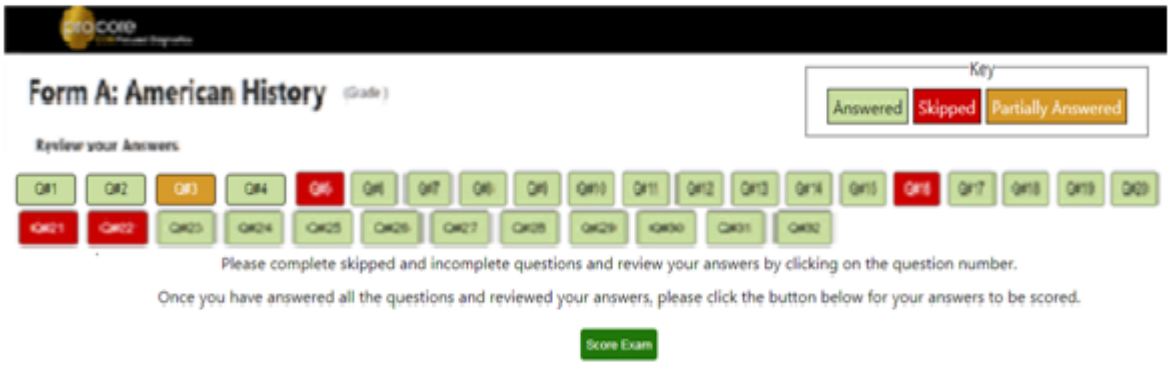


Form A/B/C instructions

The Student Assessment Screen: Navigation Bar Functions



1. The **Down Arrow** allows any question to be selected.
2. **DOK** (Depth of Knowledge) refers to the complexity of the question (1-4)
3. **Language** allows selection of Spanish language selection (if available for the test)
4. **Line Reader** allows the computer to read aloud each line of the test item.
5. **Line Reader** allows the computer to read aloud each line of the test item.
6. **Masking** allows the student to block out any portion of the test item.
5. **Sound Setting**s allows the student to adjust the computer "speaking" sound.
7. **Full Screen** provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.
8. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.
9. **Save** allows the student to bookmark the question and Exit's the test. When the student returns, the test will be blinking, so the student must finish the test before choosing anything else. The student is allowed to use Save only <u>one time</u>.
10. Clicking the **End** button shows a summary of questions answered, skipped or partially answered.



Students may click on the **Q**uestion **#** to go back and answer skipped or partially answered items IF the test has not been previously Saved.

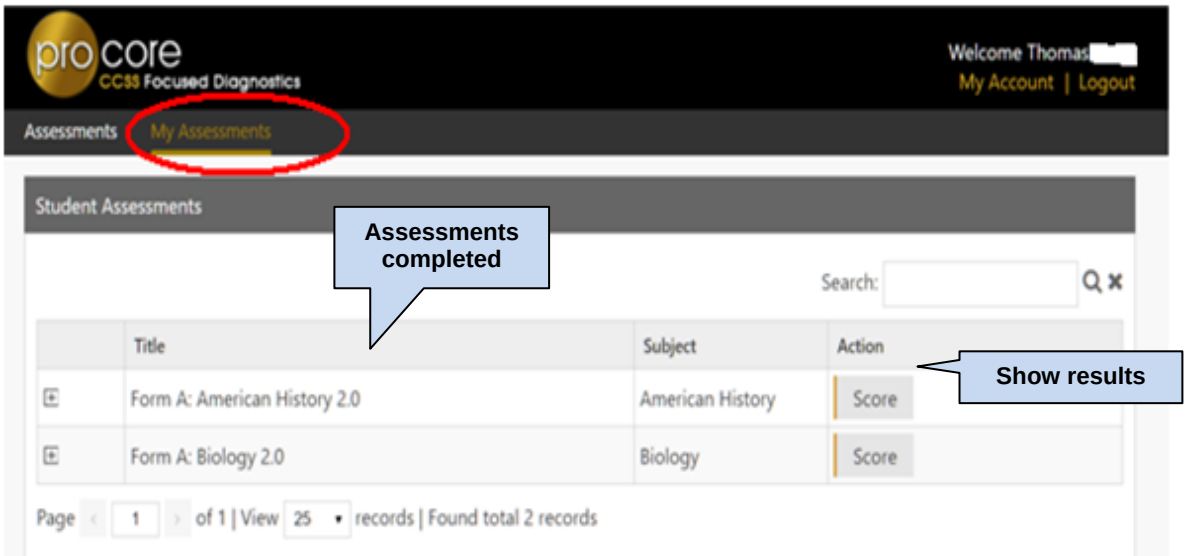
Students should review their answers before clicking the "**Score Exam**" button.

AFTER THE ASSESSMENTS:

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

Student Assessment completed

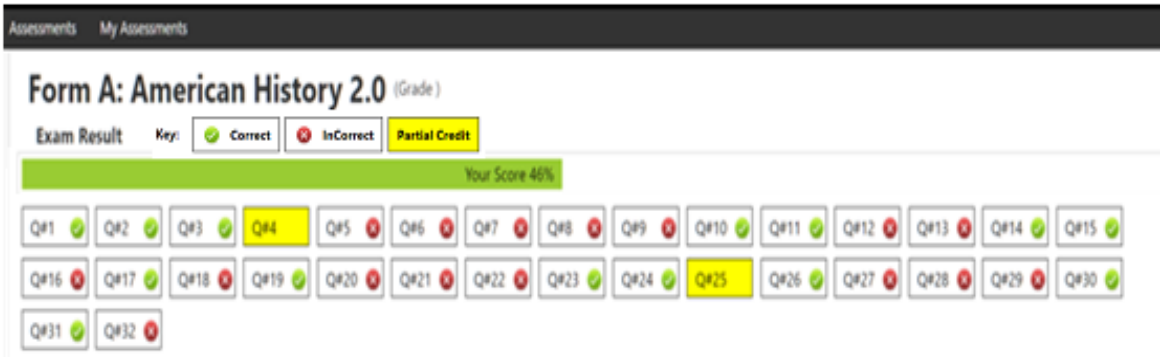
In the student's program, selecting "**My Assessments**" shows the student the assessments s/he has completed. The Form A, B or C assessments can only be taken once, so they will be removed from "Available Assessments" and moved to "My Assessments."



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

Student Assessment Results

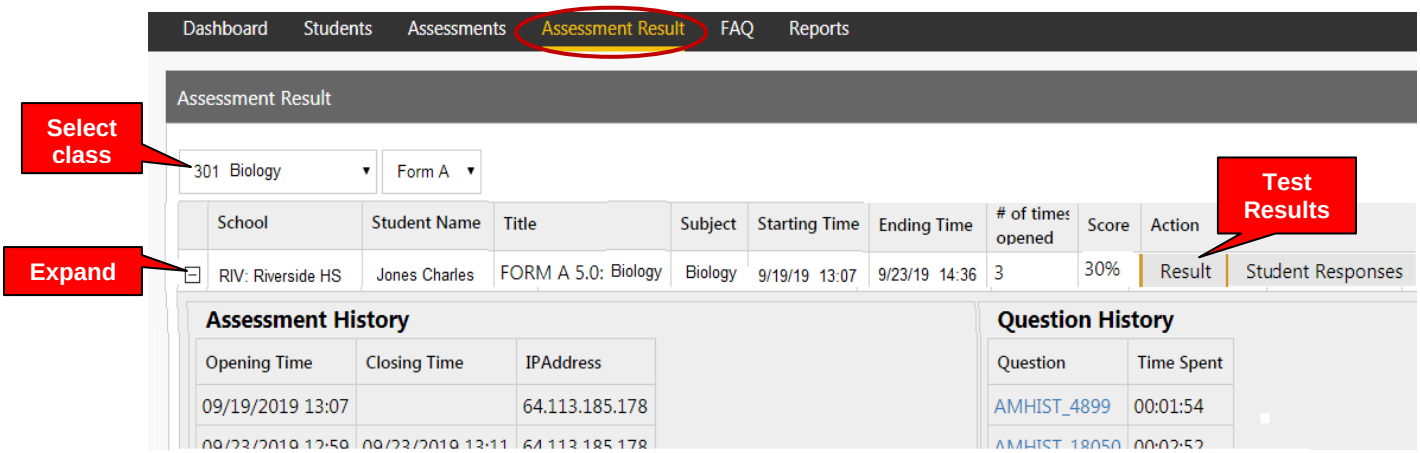
Selecting "**Score**" in My Assessments will show the student her/his response scores.



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

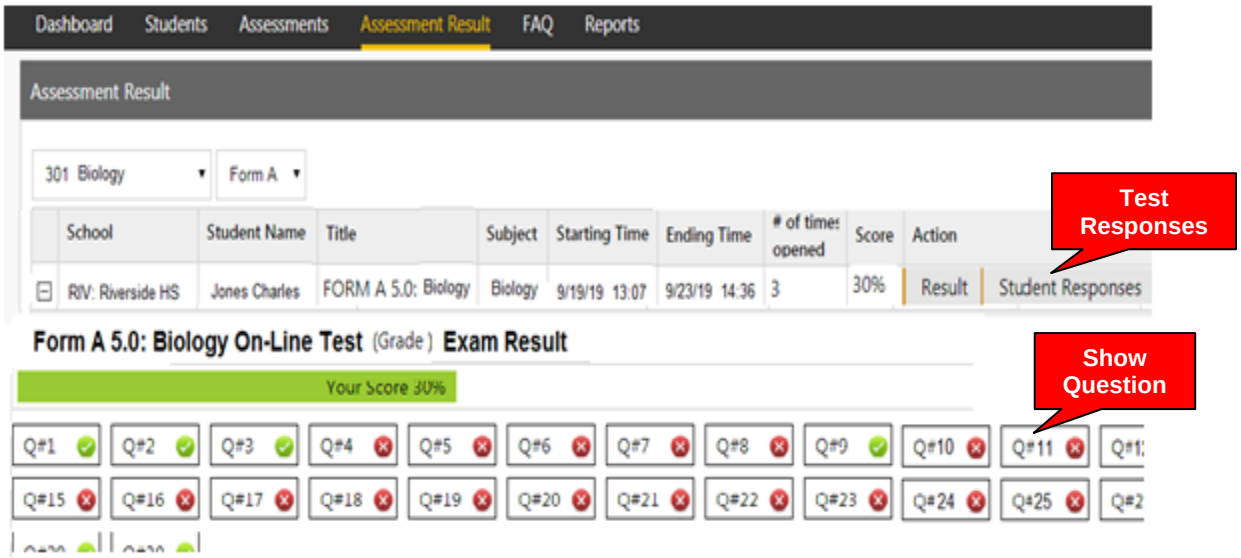
Teacher Assessment Results

Selecting "Assessment Result" in the Teacher Menu (*next page*) 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.

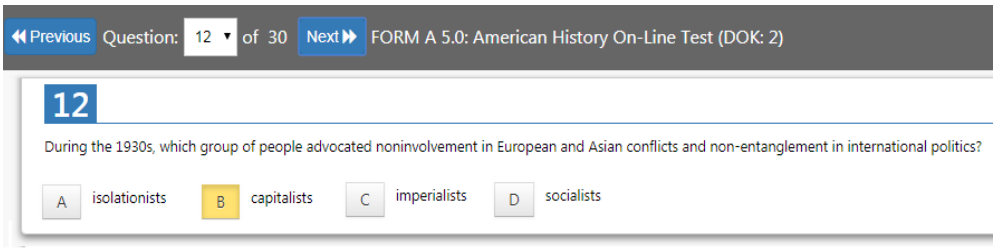


Assessment Results

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



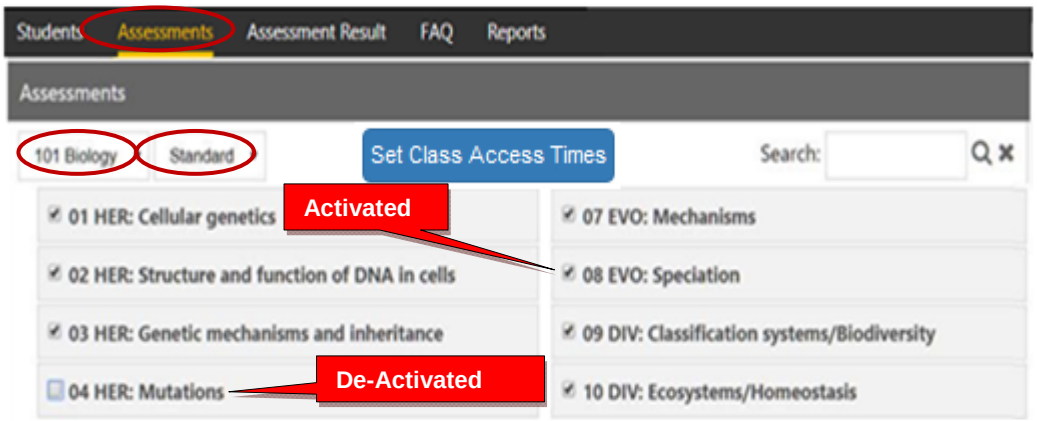
Clicking a question (Q#) will show the question and the student's response.



Using Short Cycle Web Assessments (SCWA)

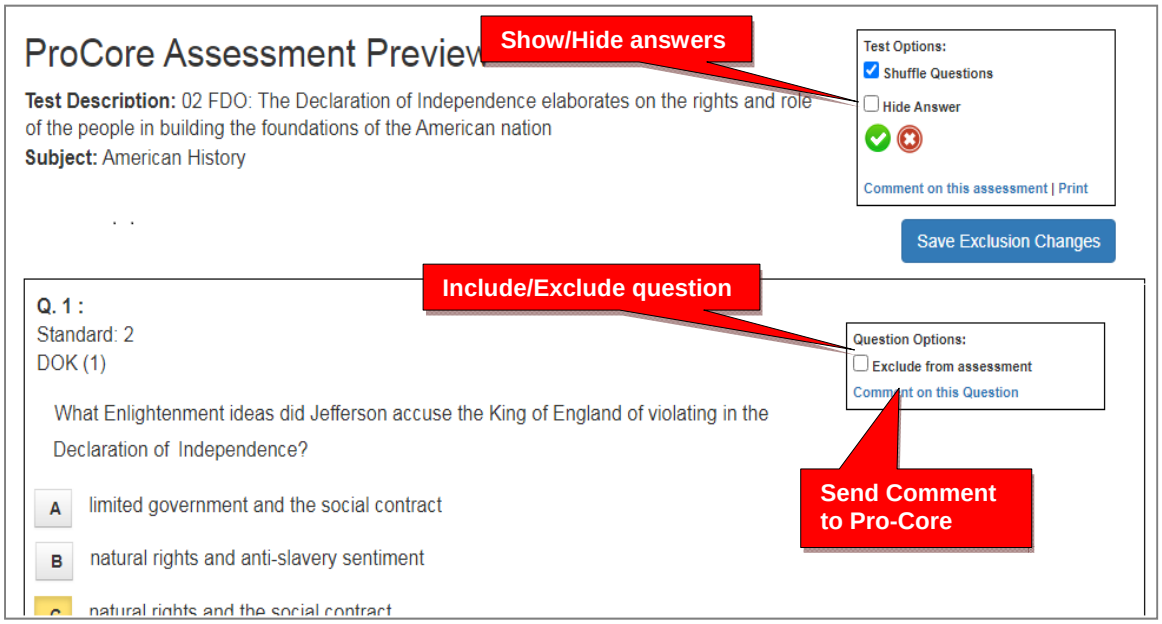
Short Cycle Web Assessments (**SCWA**) provide teachers with activities focused on <u>each</u> subject area learning standard tested on the Form A, B, and C assessments. In the Teacher Menu bar, select "**Assessments**," the **Class Subject,** and "**Standard**."

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



In the sample above, all the SCWAs are available for the teacher's Biology class #101 *except* for standard #04 HER: Mutations. This gives teachers more control over the presentation of individual learning standards by subject/class.

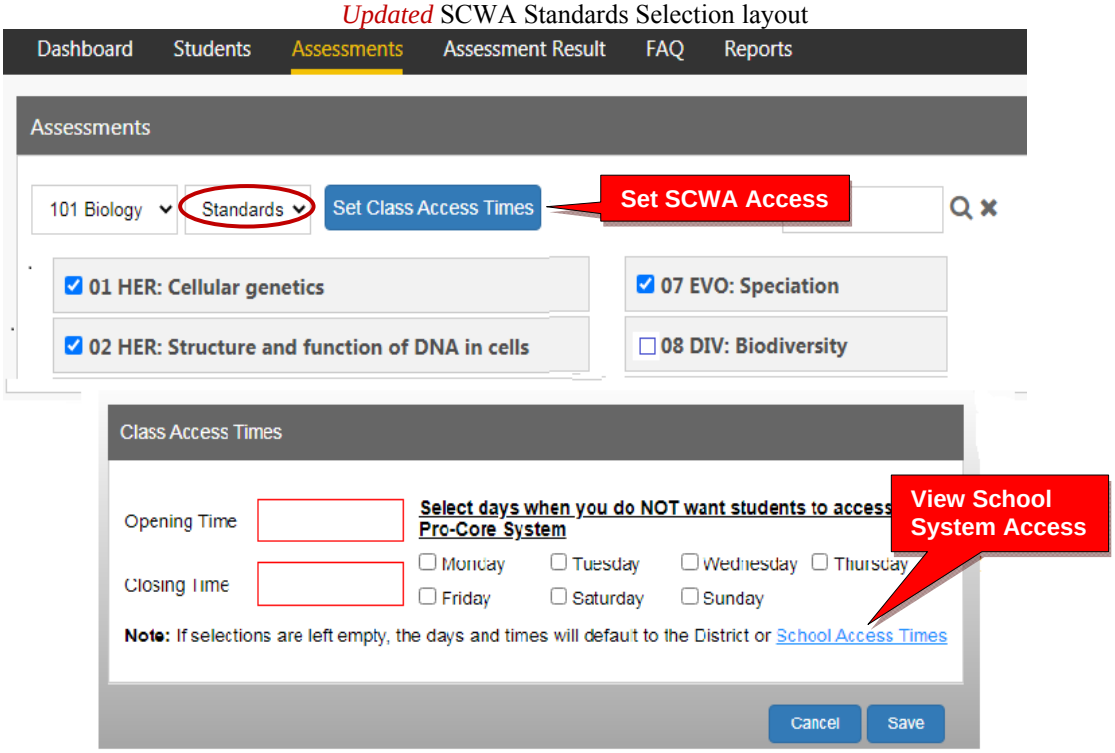
By double-clicking on a SCWA, you can preview or print the assessment items related to that particular standard. You then have the option to manage the questions and responses you want the students to see and answer during or after they have taken the SCWA online.



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

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

Updated SCWA Standards Selection layout

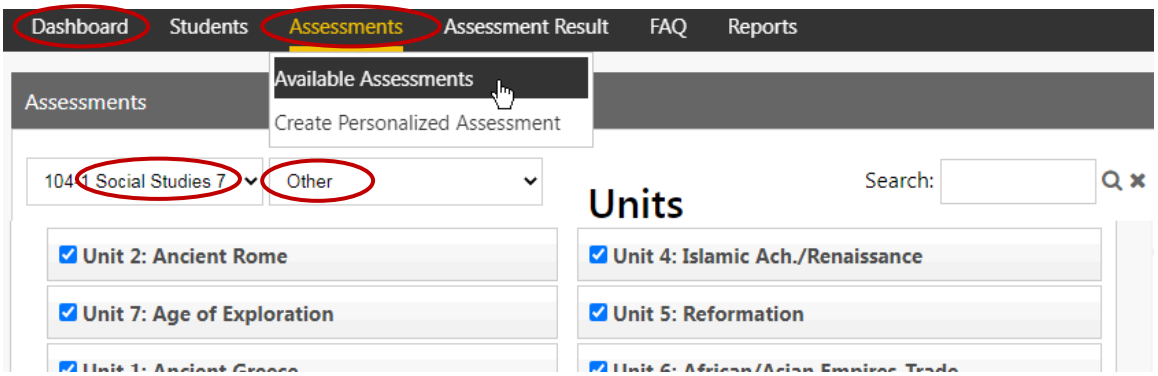


CAUTION: Modifying the SCWAs will NOT change the Form A/B/C Test Times. Setting Form A/B/C Test Times is explained on pages **J-5 *f***.

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."

Unit Tests (Social Studies)

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



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

New! Teacher Personalized Assessments (TPAs)

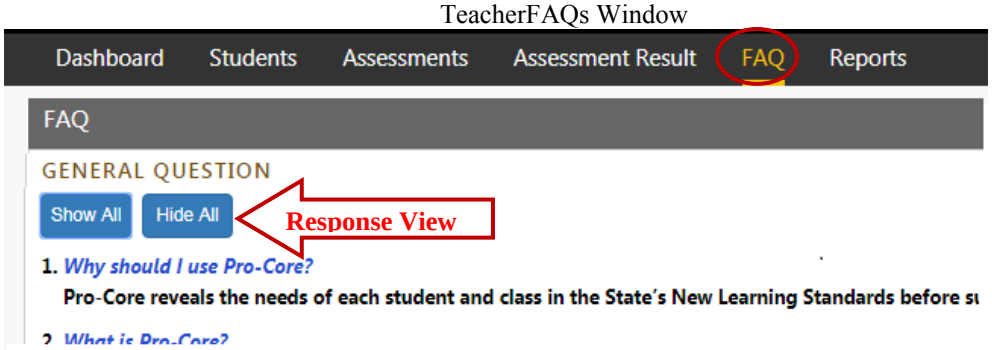
Teachers may create customized Short Cycle Web Assessments (SCWAs) for their classes. You may select questions from the Pro-Core Form A and SCWA database. These questions are directly aligned to the state's most resent Learning Standards in Reading/ELA, Mathematics, Science, and Social Studies. TPAs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

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

Teacher FAQs (Frequently Asked Questions)

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

TeacherFAQs Window

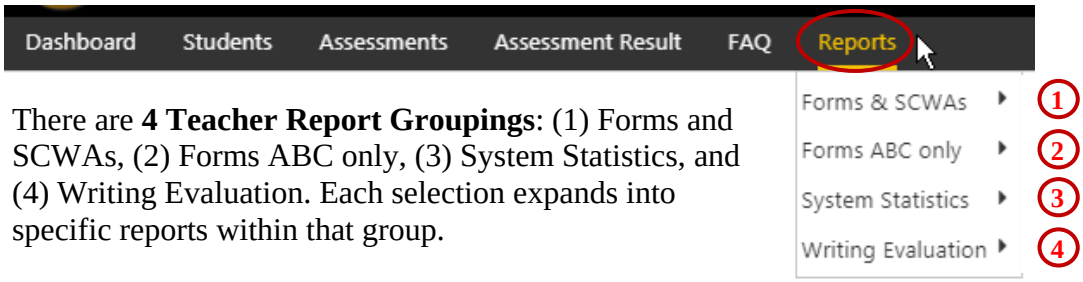


➢ ***The next Section K deals with Teacher Reports.***

[This section of the Manual has been fully revised]

Pro-Core Teacher Reports

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



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

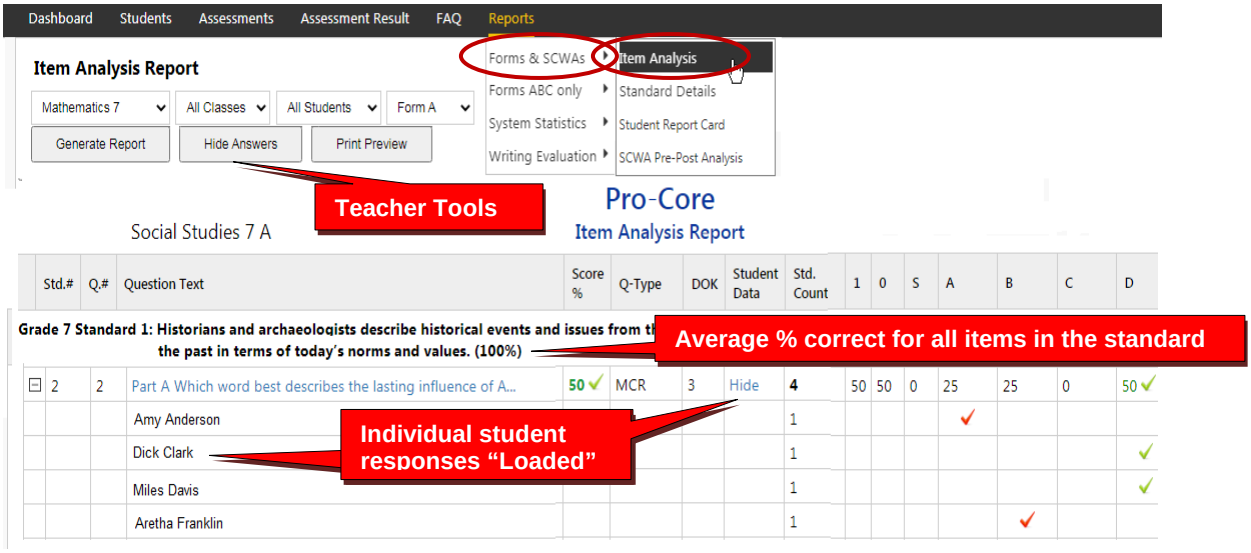
1 1.0 Forms & SCWAs

1.1 Item Analysis Report

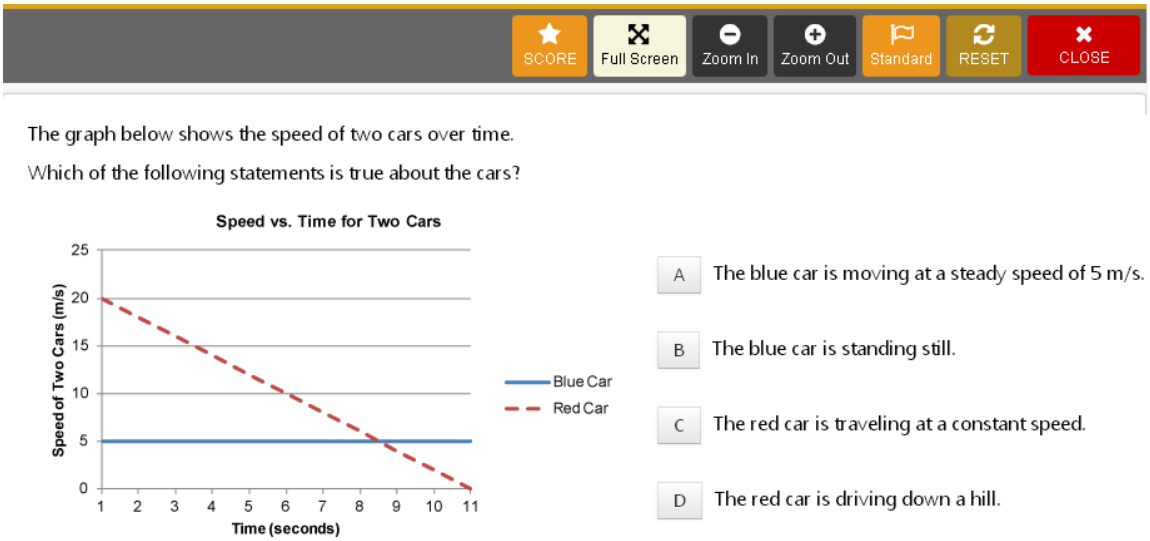
The Item Analysis report can be used after a test as a **classroom learning tool** to generate class discussions about a standard, a question, and the actual student responses.

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

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

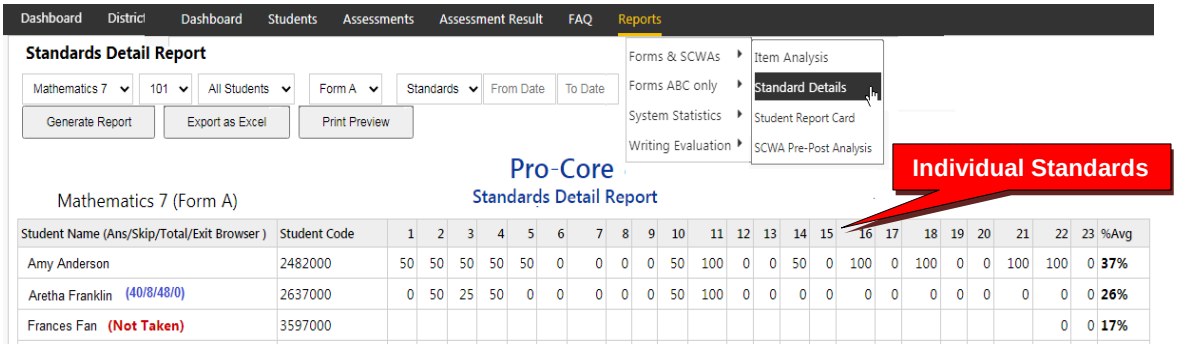


Selecting **the test question**, shows the entire item which can be expanded to full screen for classroom presentation and discussion

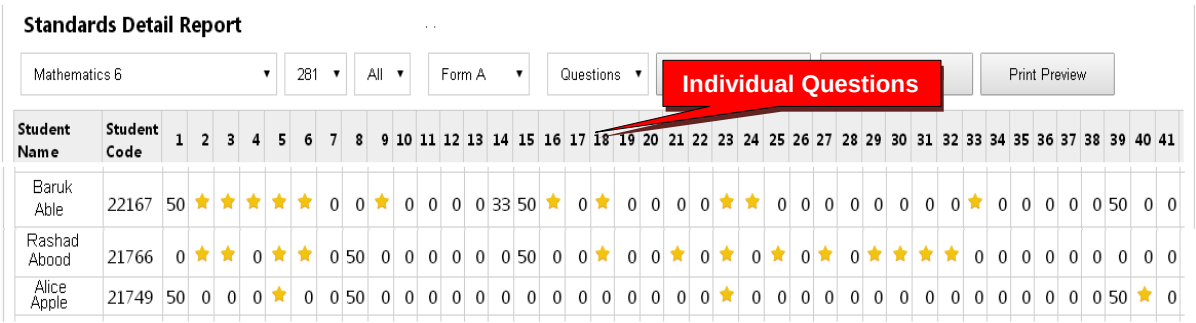


1.2 Standards Detail Report

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



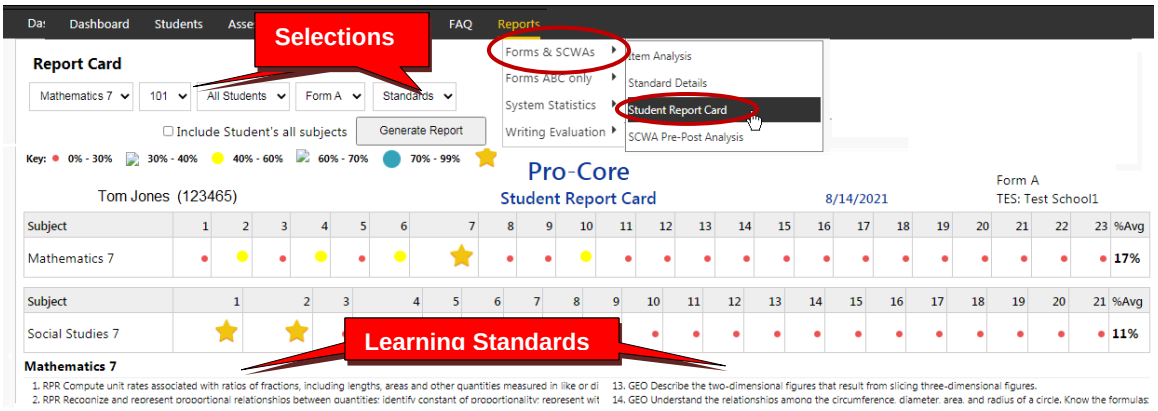
You may also generate the average percent scores of students answering each <u>question</u> correctly in each test for each subject and teacher class.



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

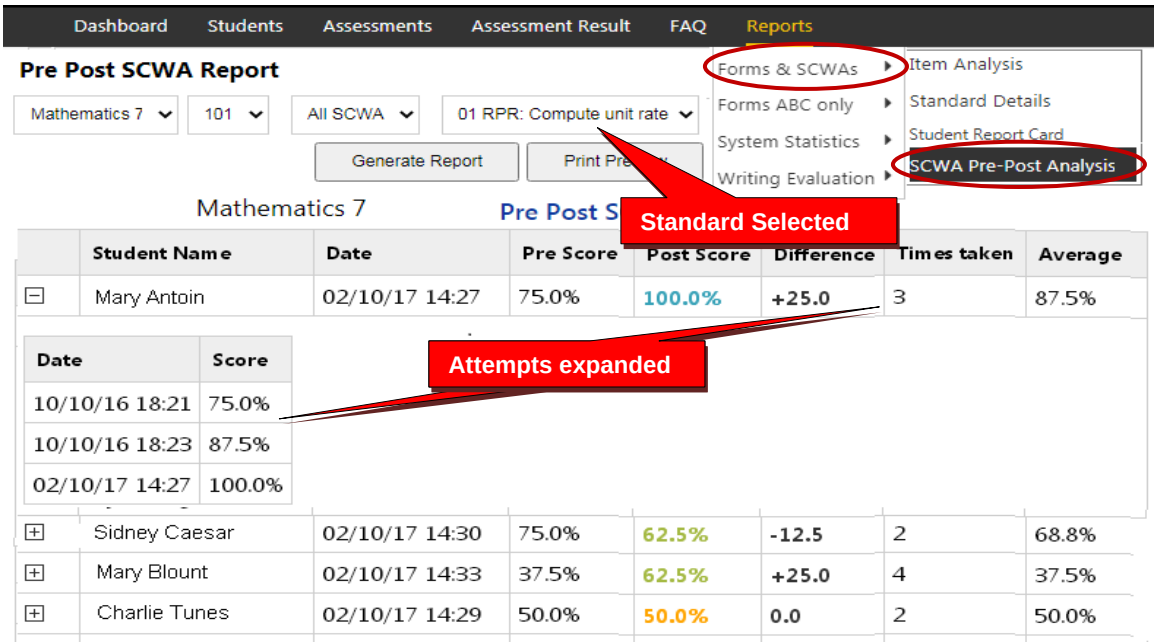
1.3 Student Report Card

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



1.4 SCWA Pre-Post Analysis Report

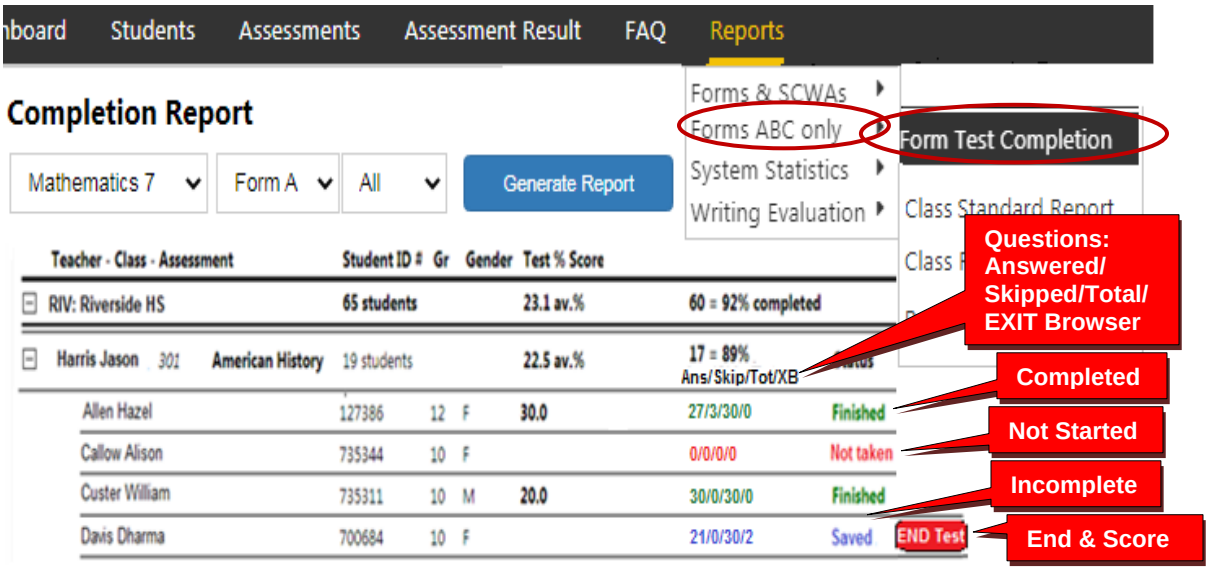
The Pre-Post Analysis provides a summary of each student's progress using the **Short Cycle Web Assessments (SCWA)**. Pre-post scores for each state standard are shown including each attempt in each state standard. The difference is the evidence of learning.



② 2.0 Forms ABC only

2.1 Form Test Completion Report

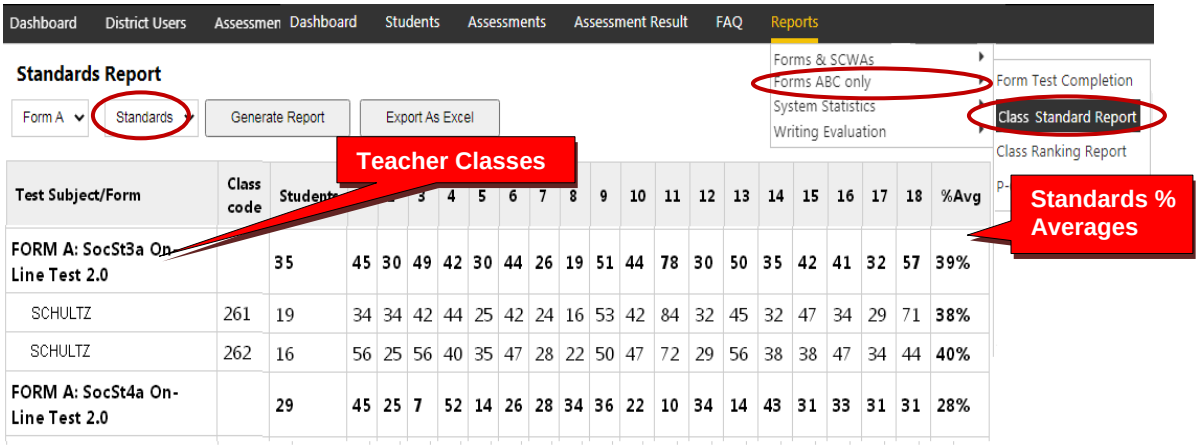
The Test Completion report allows you to view whether all students have completed the Form A, B, or C assessment prior to your district administrator disabling the test at the end of the testing window.



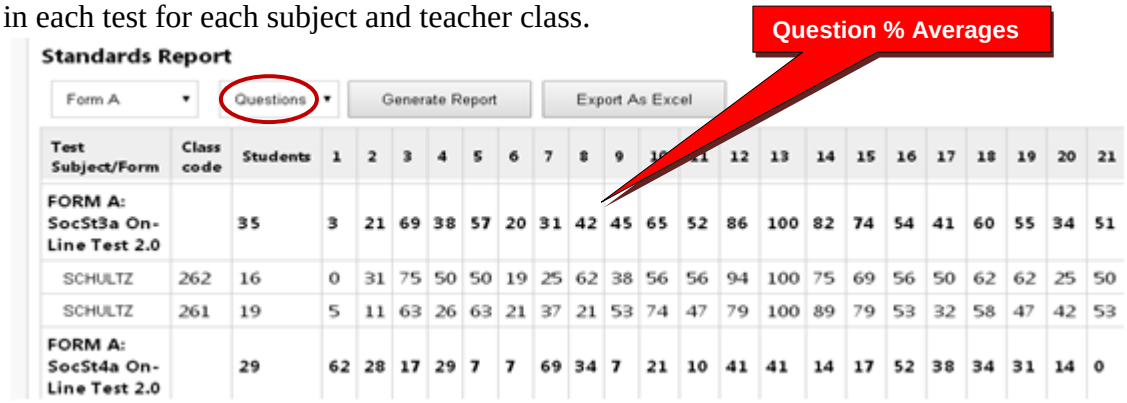
New! You may Finish and Score a student's *completed* assessment that the student has accidentally Saved instead of Ended by clicking the **END Test** *button*.

2.2 Class Standards Report

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



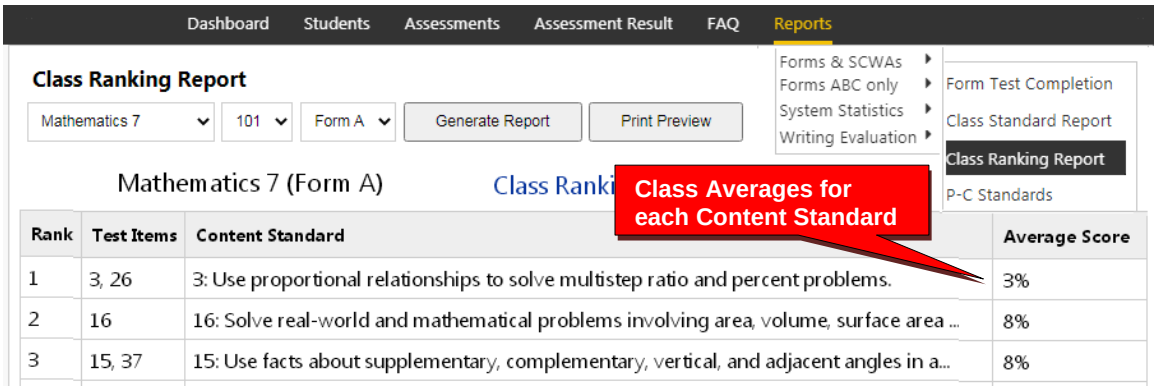
You may also generate the average percent of student answering each question correctly in each test for each subject and teacher class.



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

2.3 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.

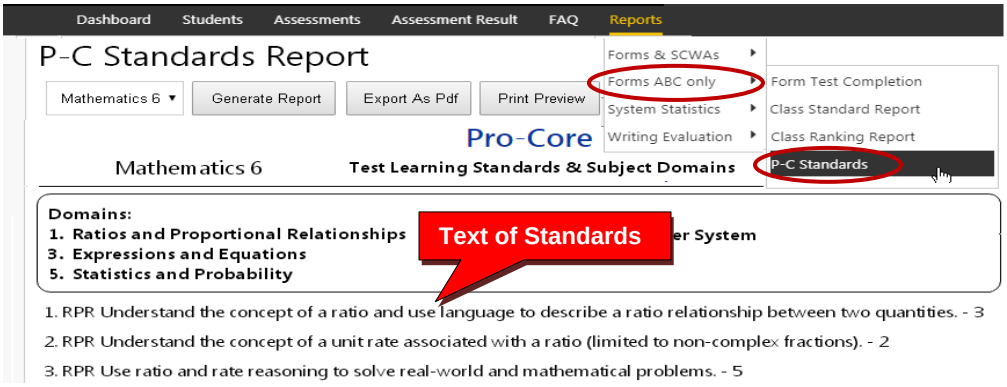


Rank	Test Items	Content Standard	Average Score
1	3, 26	3: Use proportional relationships to solve multistep ratio and percent problems.	3%
2	16	16: Solve real-world and mathematical problems involving area, volume, surface area ...	8%
3	15, 37	15: Use facts about supplementary, complementary, vertical,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

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

2.4 P-C Standards Report

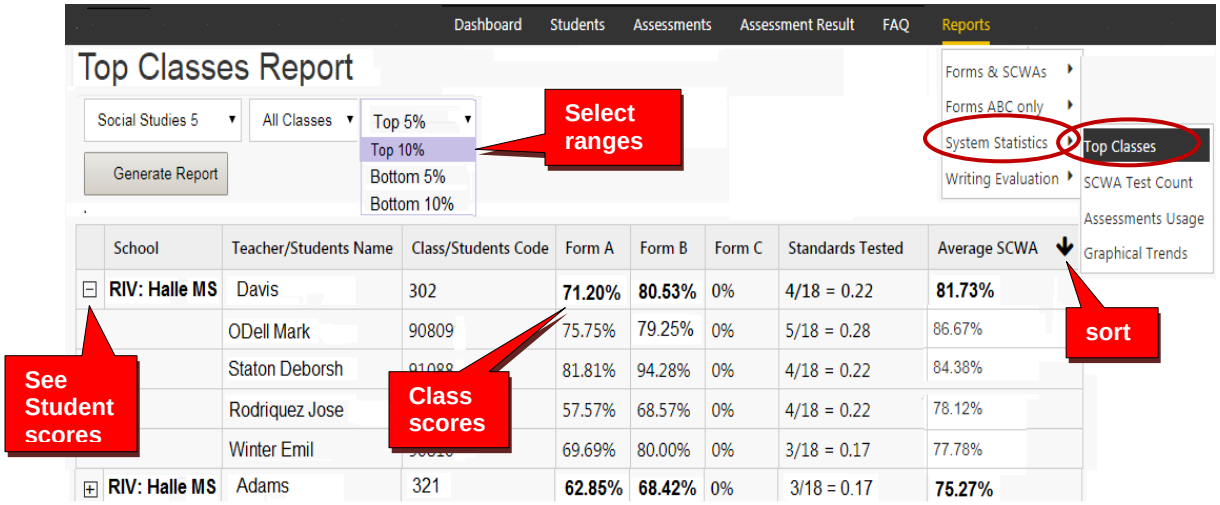
The Pro-Core Standards Report shows the state Test Learning **Domains** and **Standards** used in the Pro-Core subject assessments in each teacher's classes.



③ 3.0 System Statistics

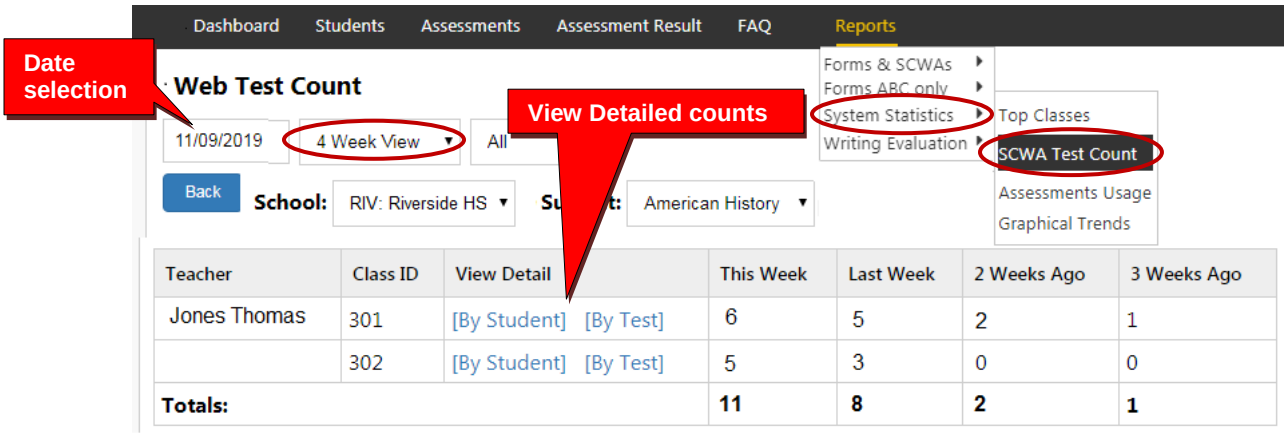
3.1 Top Classes Report

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



3.2 SCWA Test Count

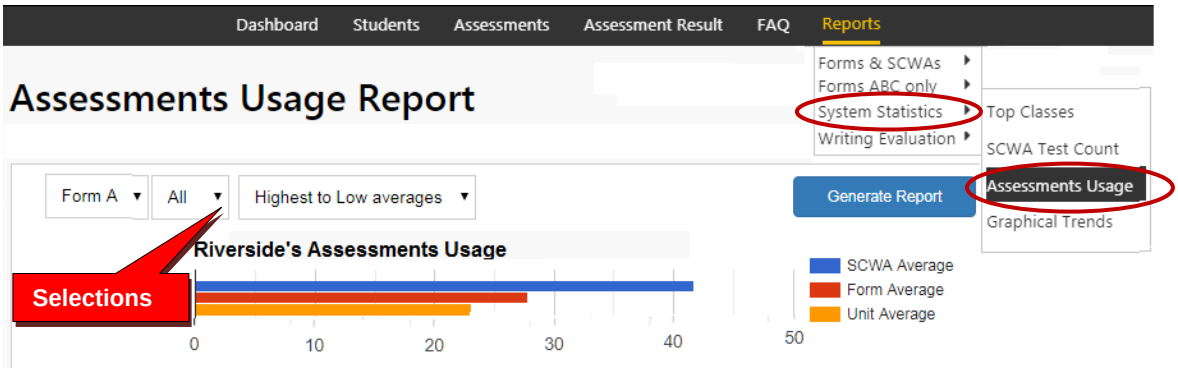
The Web Test Count Report shows you how many Short Cycle Web Assessment each class or student has accessed over 2, 3, 4, 5 weeks or Year-to-date.



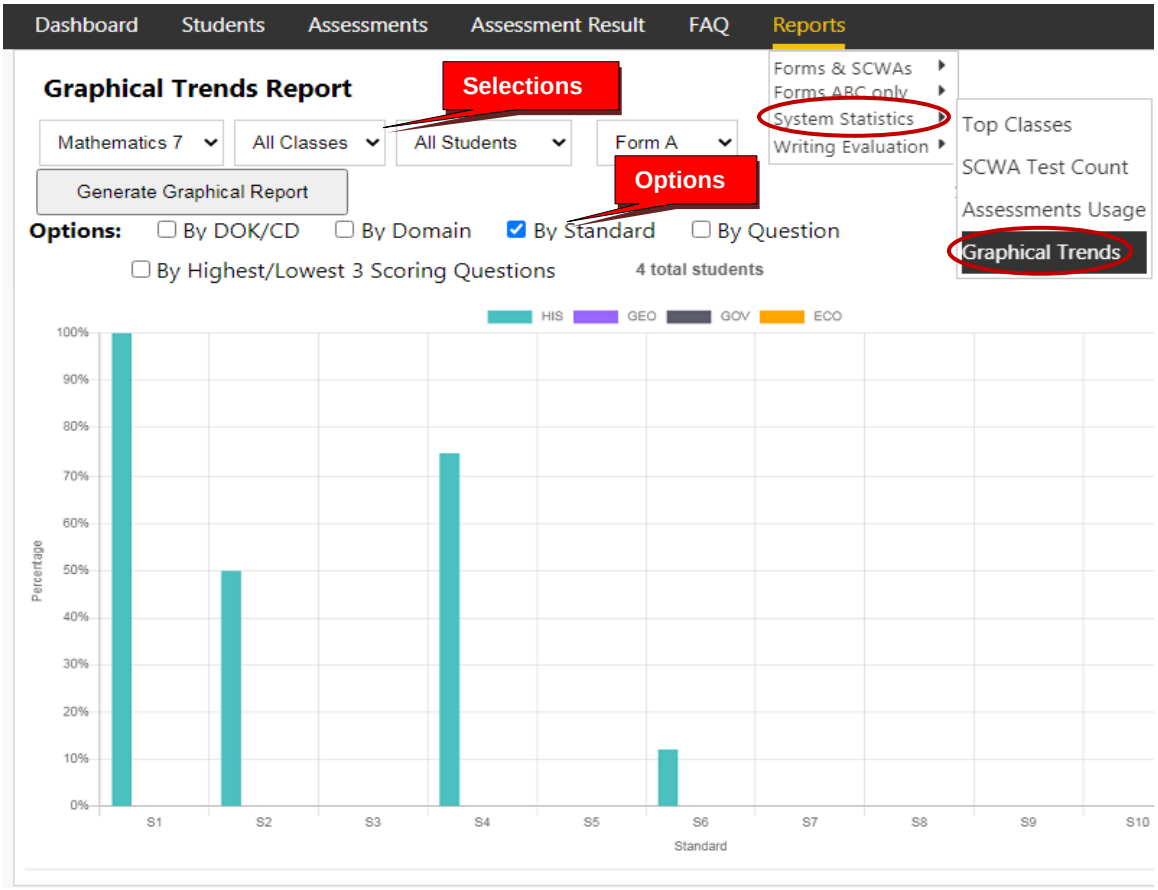
You may “drill down” to see individual students and tests being accessed within each subject class.

3.3 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.



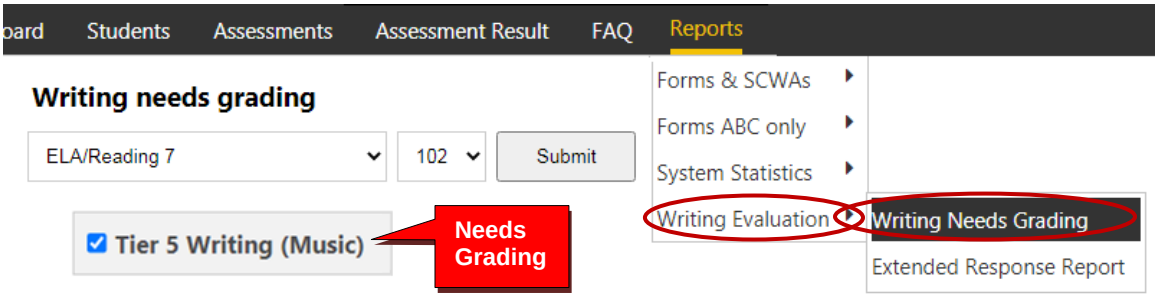
3.4 Graphical Trends *(This report is still under construction)*



④ Writing Evaluation *(These reports are still under construction)*

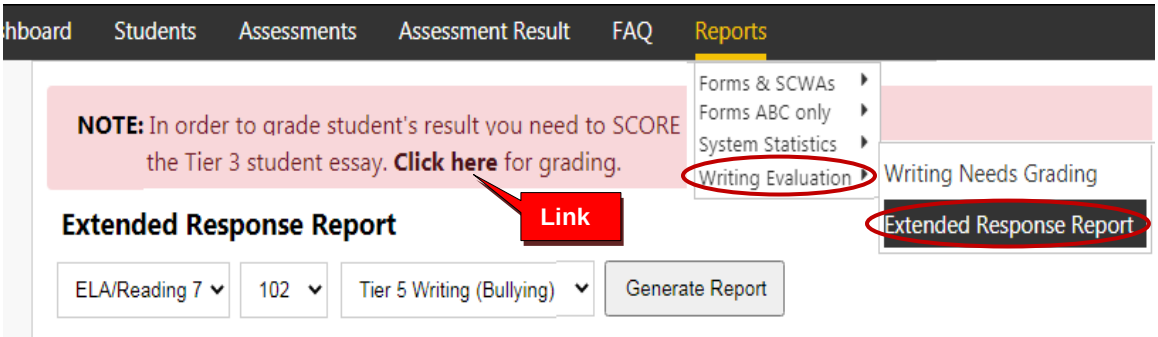
4.1 Writing

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



4.2 Extended Response Report

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



New! Teacher Personalized Assessment (TPA) Reports

***See* Section M** in the *Pro-Core User Manual* for Teacher Personalized Assessment (TPAs) Reports.

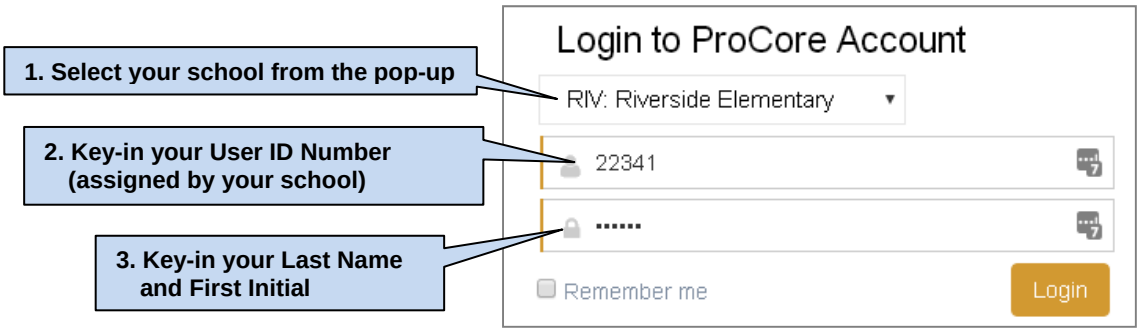
Additional Information about the Pro-Core Short Cycle Web Assessments (SCWA) and reports is available from the Pro-Core online Support page:

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

Student Log-in and Pro-Core Online Assessments

STUDENT LOG-IN

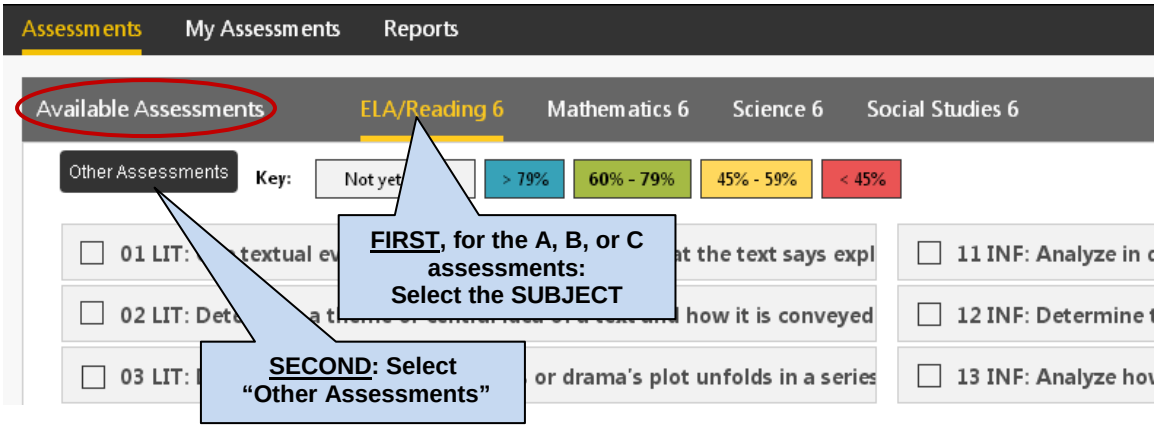
Your teacher has a list of student log-in Usernames and passwords. Your password can be changed by the teacher, but your Log-in User ID will always remain the same.



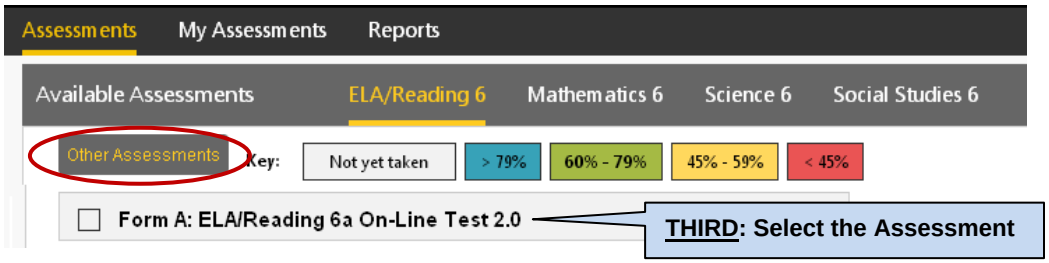
Finding and Selecting the Form A, B, C Assessments

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**."

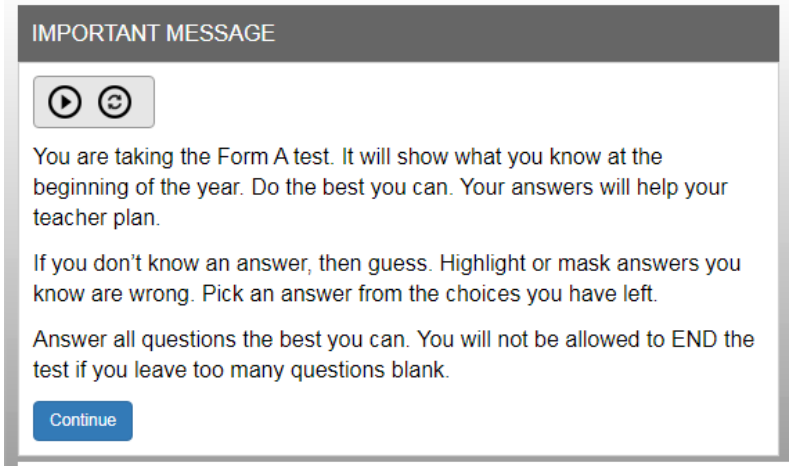


(3) Finally, select the *available* Form assessment under "**Other Assessments**."



THE PRO-CORE FORM A, B, C ASSESSMENTS

Carefully read the information on the "Welcome" screen:

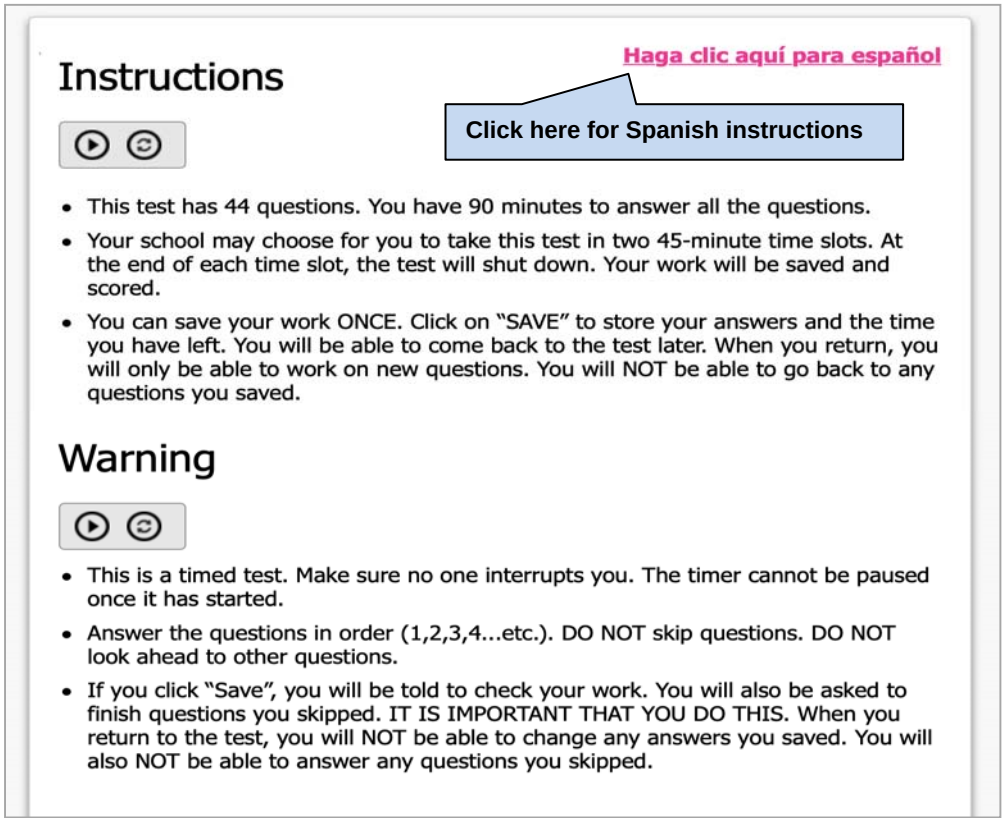


Form A Message

Update **Warning Messages**

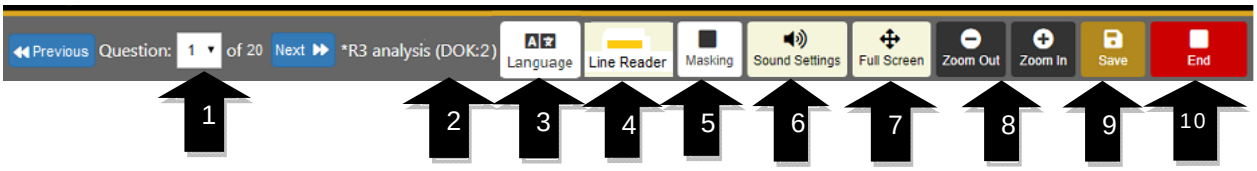
- When you begin the test, a warning message will show the number of questions and the time you have before the test is Ended. The test cannot be *paused*.
- All Form assessments are **90 minutes** *unless* your teacher has extended the testing time. Each test may be scheduled over one or two days. You 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 given extended time, you are allowed ONE ADDITIONAL *Save*
- If you attempt to Save a test more than one time in a session, you will be locked out. A **message** will show: "This assessment is locked because you saved the assessment more than once. Please contact your class teacher." The teacher may *unlock* a student using their Assessments Security Settings layout.
- If you intend to *Save* your assessment, you MUST answer the questions in sequence (1,2,3,4...etc). You MUST NOT skip questions or look ahead to any remaining questions. If you Save and return to the test later, s/he will NOT be allowed to change the answers to questions you have already answered nor to answer any questions you have seen and skipped.
- A time remaining pop-up message will show at 10, 5, and 3 minutes left.
- Tests *Saved* before the end of the 90 minute test limit are listed as "Incomplete" in the Test Completion Report. You should "**End**" a test when all the questions have been answered.
- You may NOT exit from the browser window during the testing time. If you try to Exit, a warning message will appear: "You are not allowed to Exit this program during your testing time." If you e**X**its your **B**rowser, the number of exits will appear in the teacher's **Test Completion Report** under XB.

The Form Test online instructions screen is shown below:



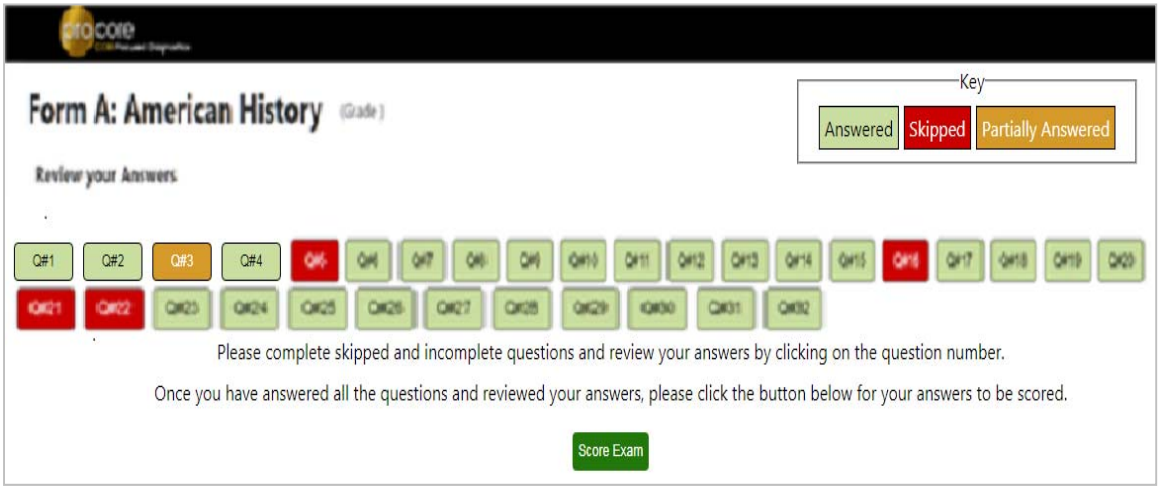
Form A/B/C instructions

The Student Assessment Screen: Navigation Bar Functions



1. The **Down Arrow** allows any question to be selected.
2. **DOK** (Depth of Knowledge) refers to the complexity of the question (1-4)
3. **Language** allows selection of Spanish language selection (if available for the test)
4. **Line Reader** allows the computer to read aloud each line of the test item.
5. **Line Reader** allows the computer to read aloud each line of the test item.
6. **Masking** allows the student to block out any portion of the test item.
5. **Sound Setting**s allows the student to adjust the computer "speaking" sound.
7. **Full Screen** provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.
8. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.
9. **Save** allows the student to bookmark the question and Exit's the test. When the student returns, the test will be blinking, so the student must finish the test before choosing anything else. The student is allowed to use Save only <u>one time</u>.
10. Clicking the **End** button shows a summary of questions answered, skipped or partially answered.

End-of-Test **review** screen is shown below:

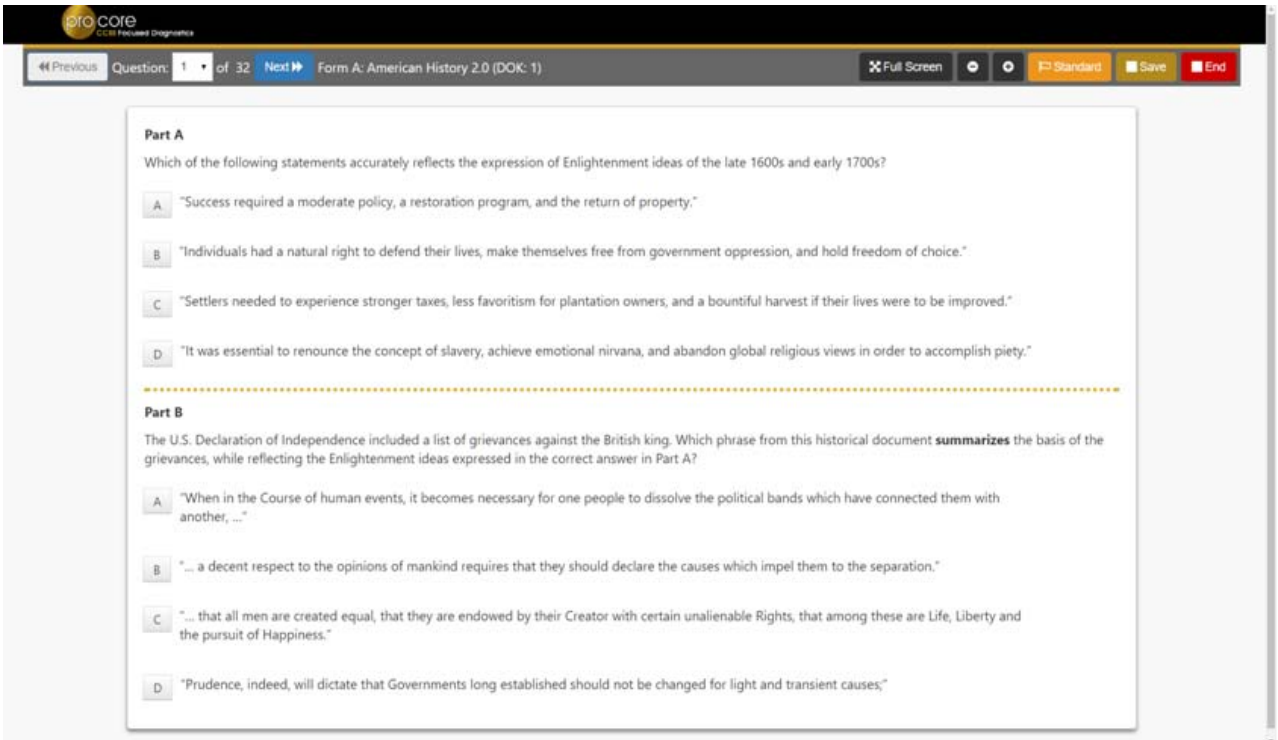


Click on the Question # to go back and answer skipped or partially answered items.

You should review your answers before clicking the "**Score Exam**" button.

Sample Two-Part Test Question

The question below is a 2-point "evidence-based" question in which you must get <u>both</u> parts correct in order to receive the 2 points.

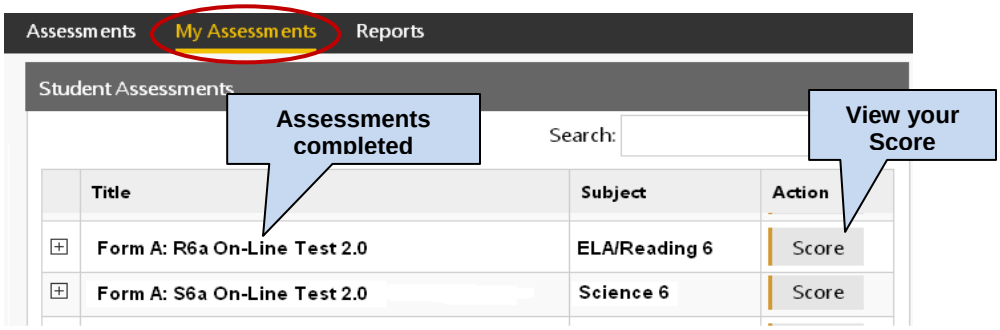


AFTER THE ASSESSMENT

1. Be sure you have correctly logged-out of the system.
2. Your test results and diagnostic reports for your teacher will be available at the end of the school testing period.

Student Assessments completed

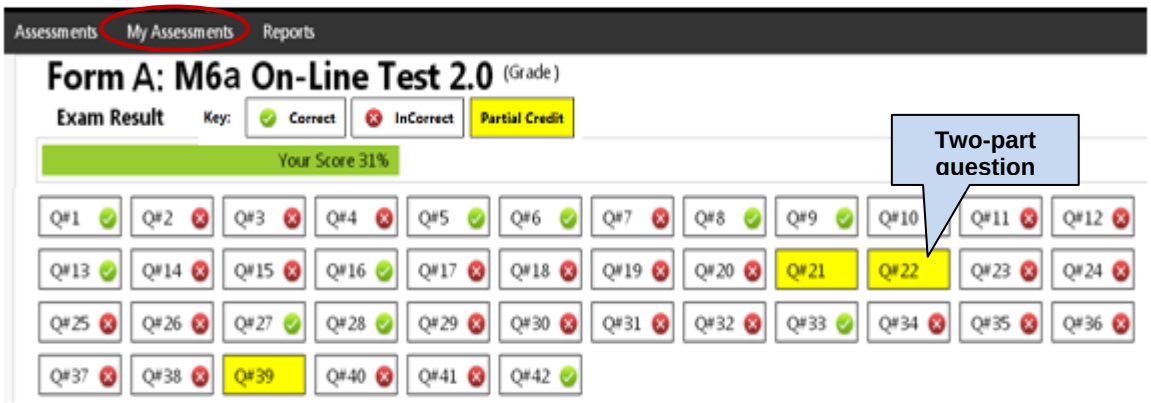
"**My Assessments**" shows the assessments you have completed. The Form A, B or C assessments can only be taken once, so they will be removed from "Available Assessments" and moved to "My Assessments."



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

View Your Assessment Score

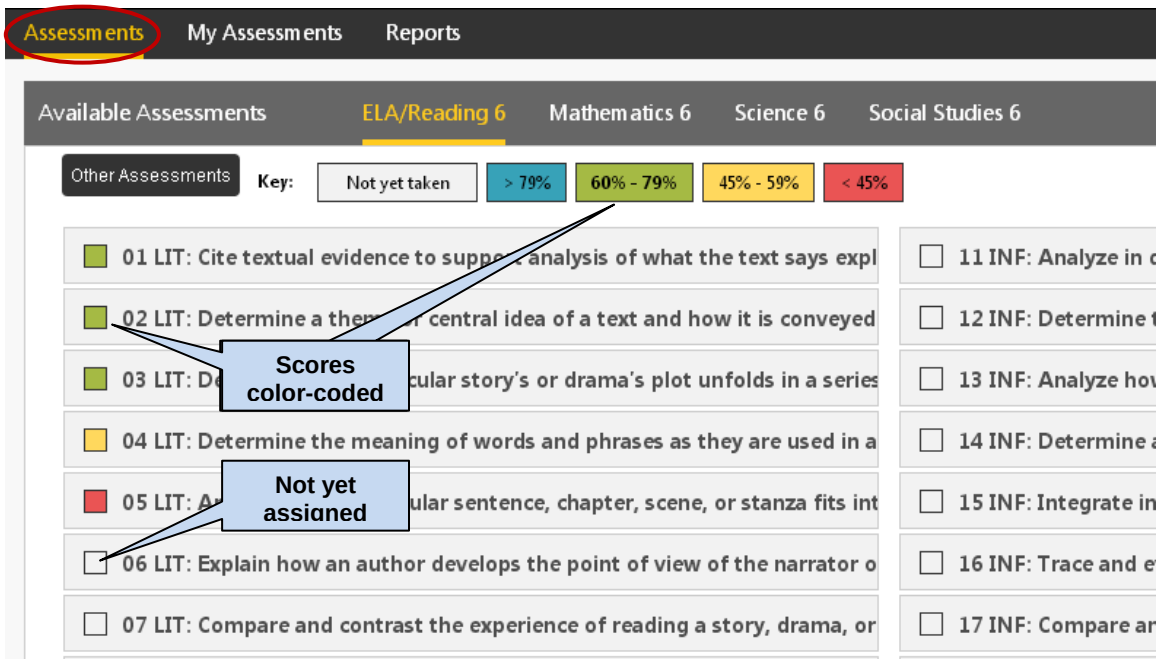
Selecting "Score" in My Assessments will show you your response scores.



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

Short Cycle Web Assessments (SCWA)

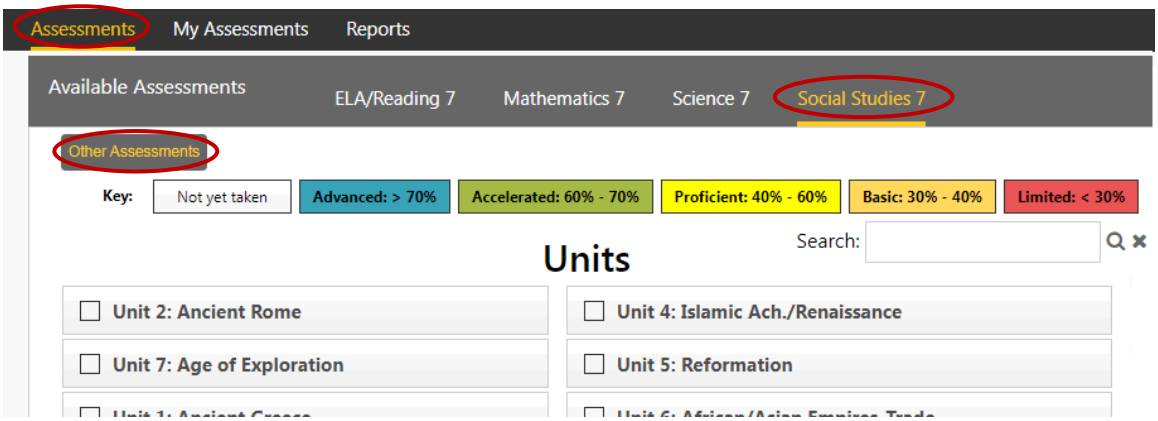
If you return to the Assessments screen, you will see your SCWA learning standards in each subject listed in the "**Available Assessments**" menu bar.



The learning standards will become color-coded based on your scores as you complete each standard assigned by your teacher,

Unit Tests (Social Studies)

Unit Tests focus on Social Studies learning standards. From your Menu bar, select "**Assessments**," "**Social Studies,"** and "**Other Assessments**."



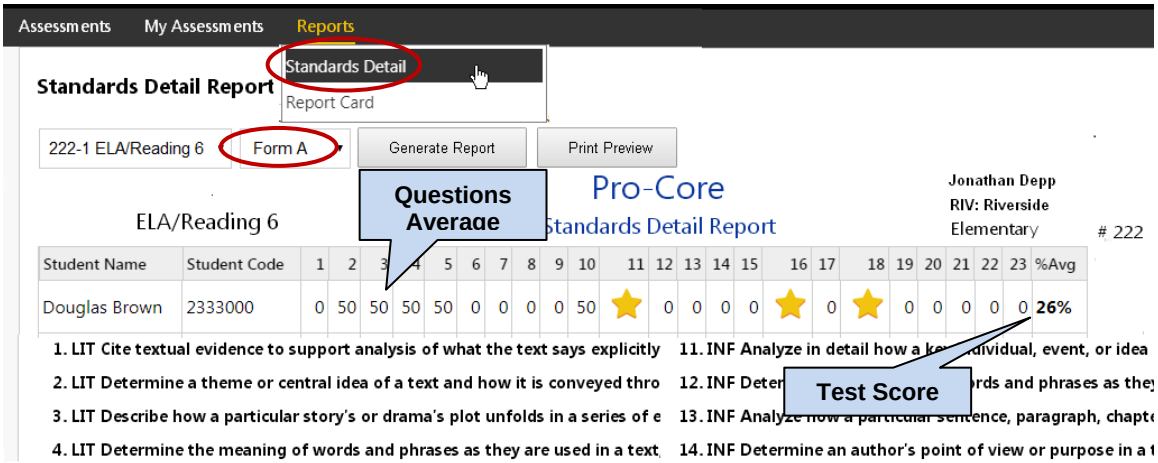
Unit Tests for Social Studies have the same questions as the SCWA. The questions are simply grouped into larger tests that reflect a theme.

THE STANDARDS DETAIL REPORT

If you select "**Reports**," you have the option to generate your scores on your subject (1) Form A, B, or C Assessments, or (2) your Short Cycle Web Assessments (SCWA).

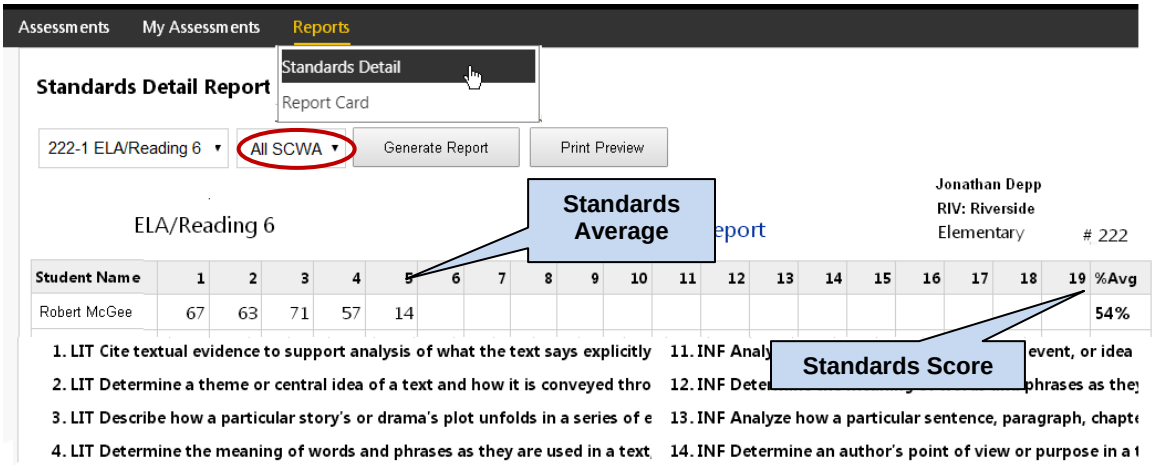
(1) Sample Form A assessment results

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.



(2) Sample SCWA results

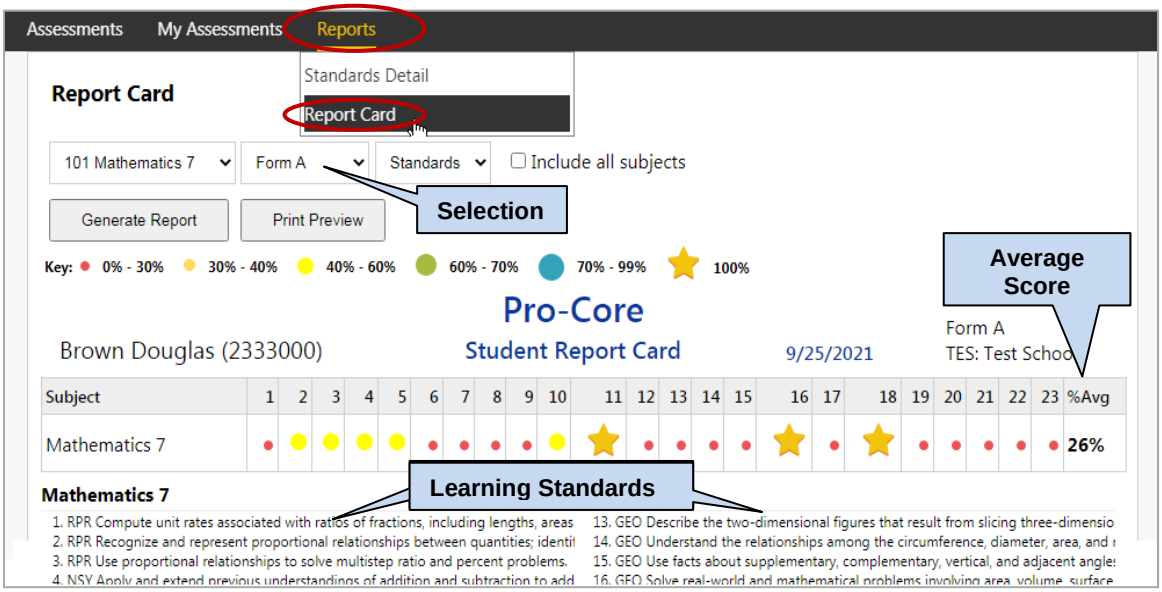
A "**SCWA**" (Short Cycle Web Assessment) report shows your average score for each standards assessment assigned by your teacher as well as your average score for all your short cycle web assessments.



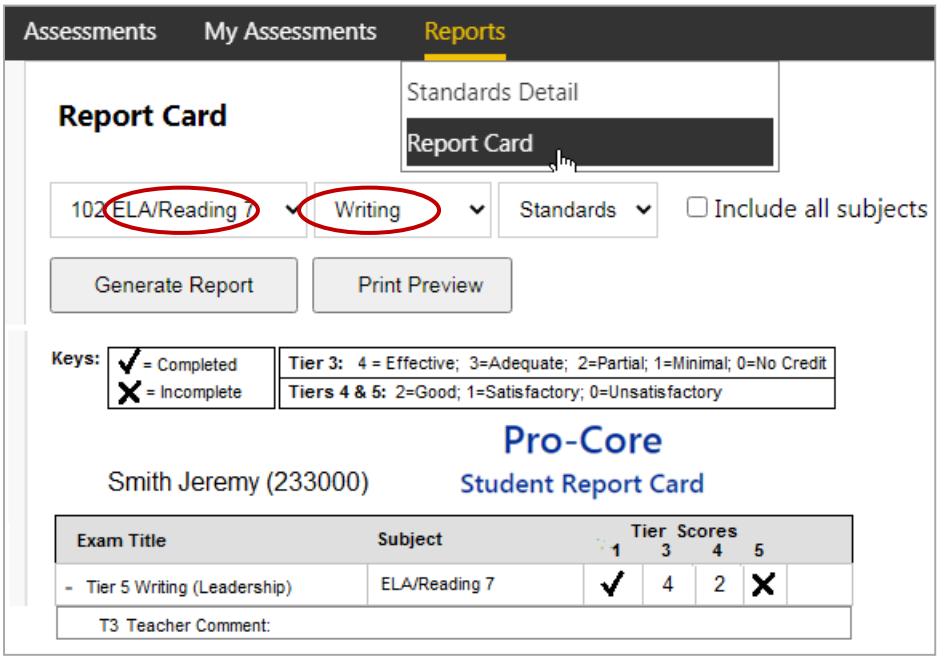
There may also be **other** assessments assigned by your teacher that appear in the drop-down selection box.

New! Report Card

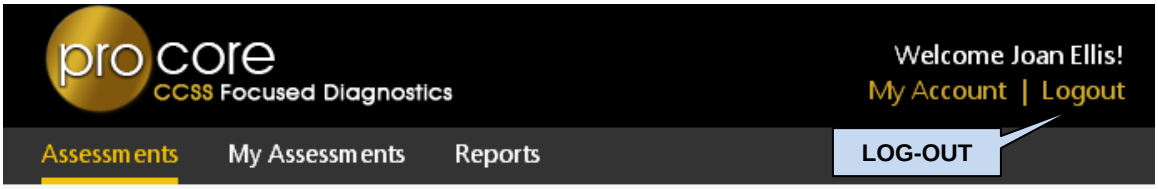
The Report Card shows your achievement or progress in each subject at the time the report is generated. Form A B, C test results or Short Cycle Web Assessment (SCWA) results can be selected along with a list of the learning standards.



If you are in an **ELA/Reading** class and have taken the Five Tier Writing (5TW) Assessment, select your class and **Writing** from the drop-down menu to see the results.



LOGGING OUT



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

Revised Pro-Core Teacher Personalized Assessments and Reports

Teacher Personalized Assessments (TPAs)

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

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

Customized **Student Assessments** may be administered to students and computer-scored in the same manner as regular SCWAs. (*See pages J-11 f.)*

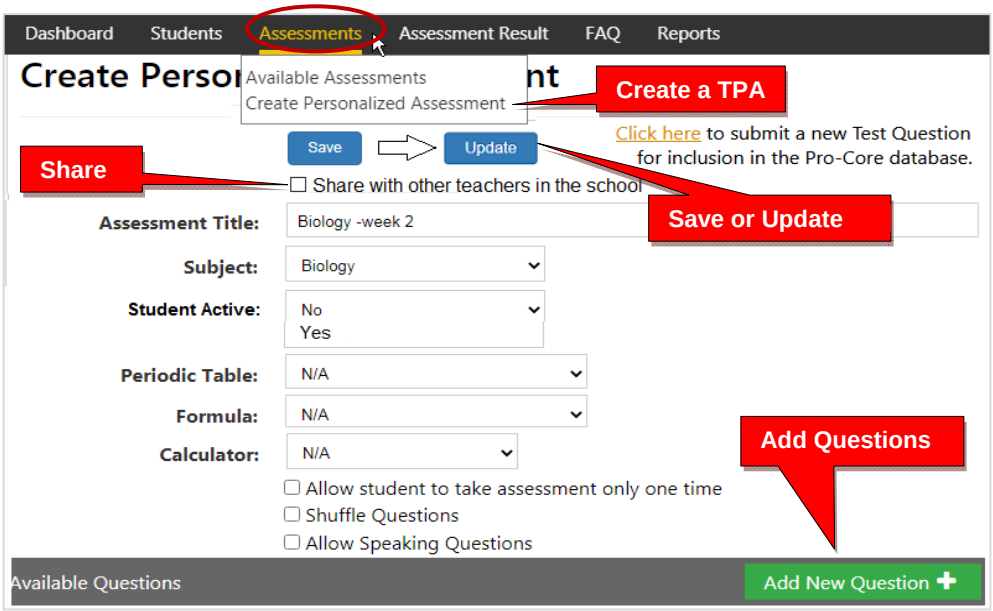
Creating TPAs for Student Assessment

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

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

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

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

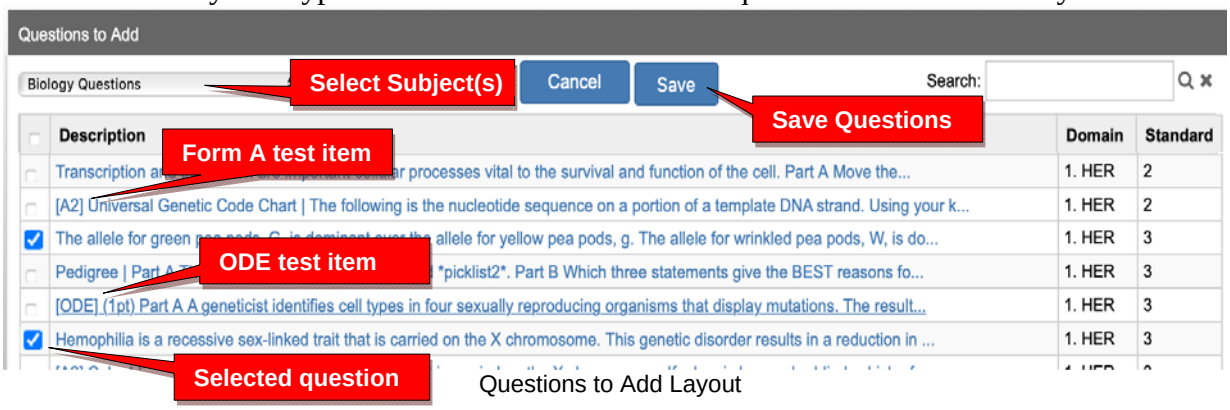


TPA Creation Layout

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

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

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

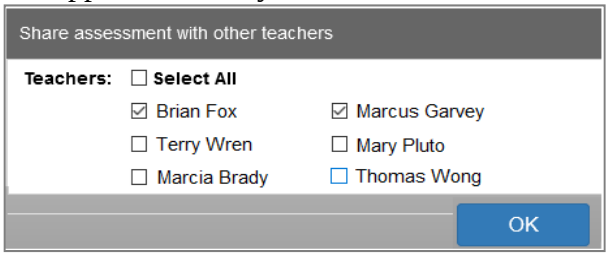


Questions to Add Layout

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

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 (*see the previous page)*. A list of teachers in your school will appear. You may select one or more teachers to share your TPA.



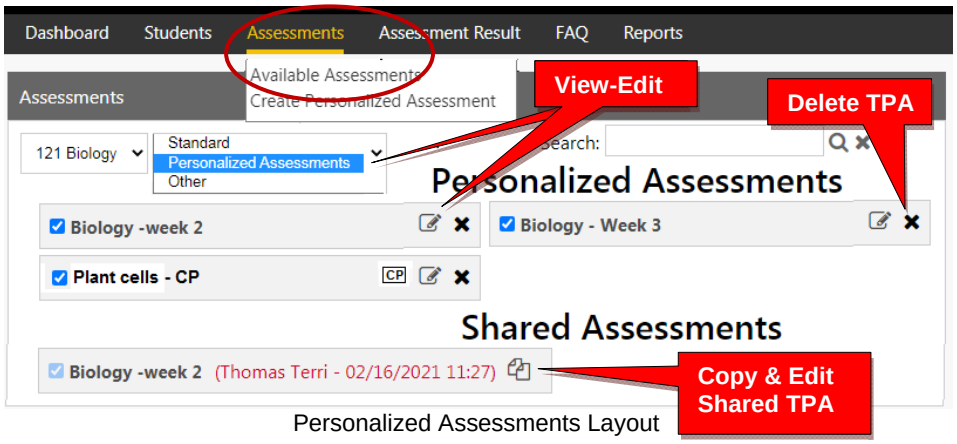
Teacher Share List

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

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

Editing TPAs

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

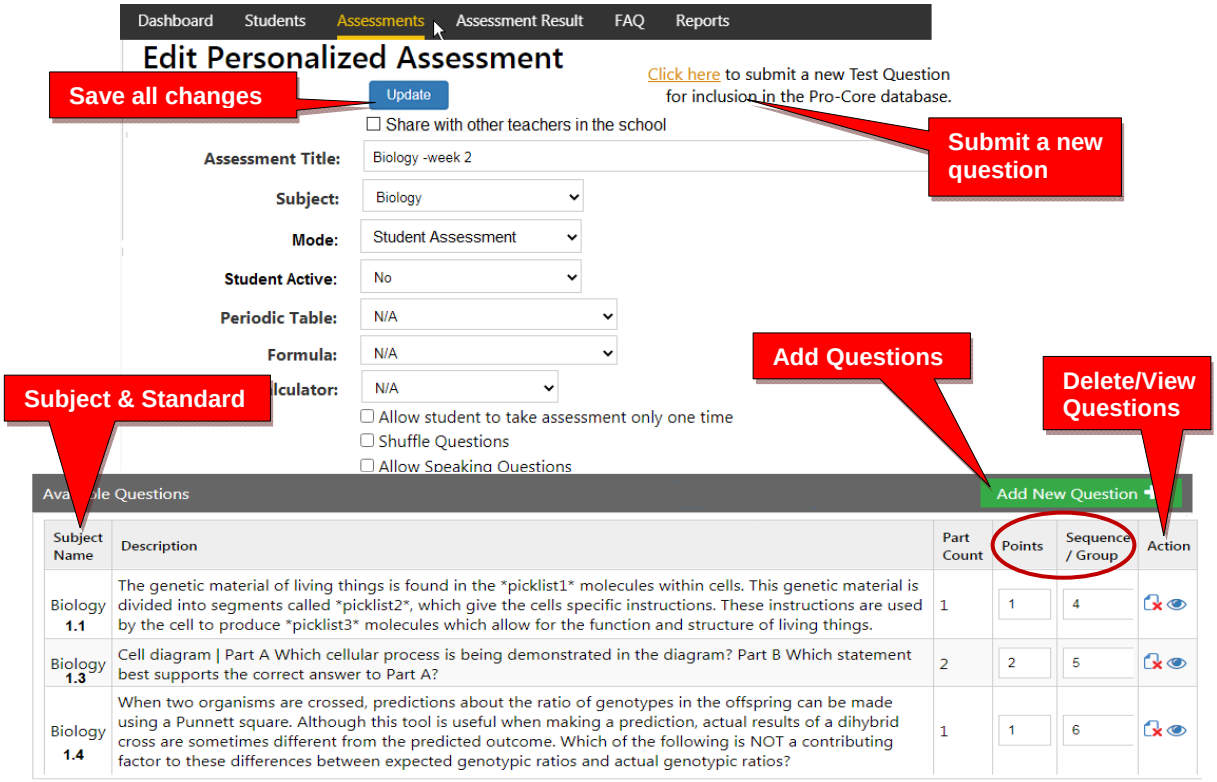


Personalized Assessments Layout

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

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

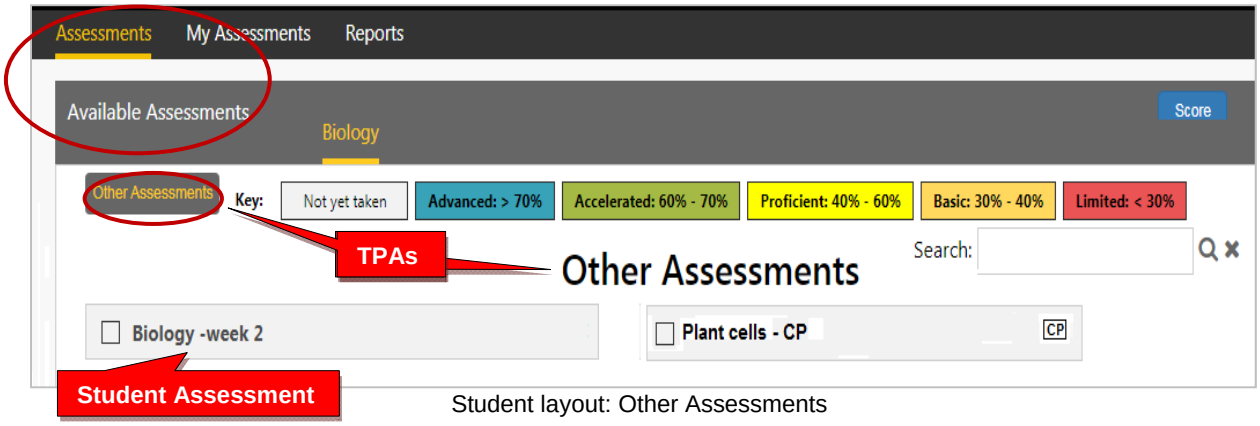
NOTE: You may also adjust the **points** or the **sequence** of questions in the edit layout .



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

Students: Using TPAs

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

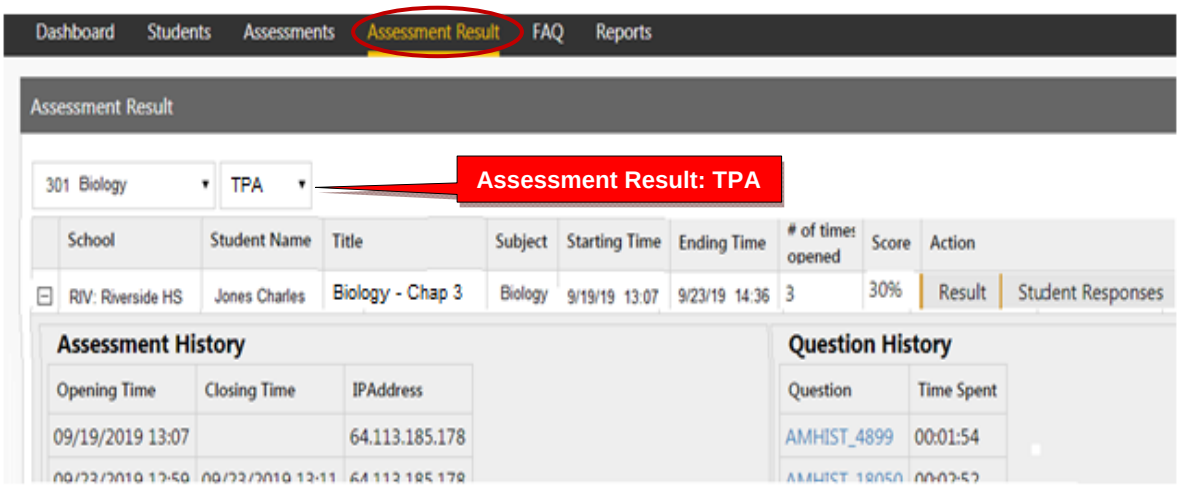


Student layout: Other Assessments

Teachers: TPA Reports

1. TPA Assessment Result

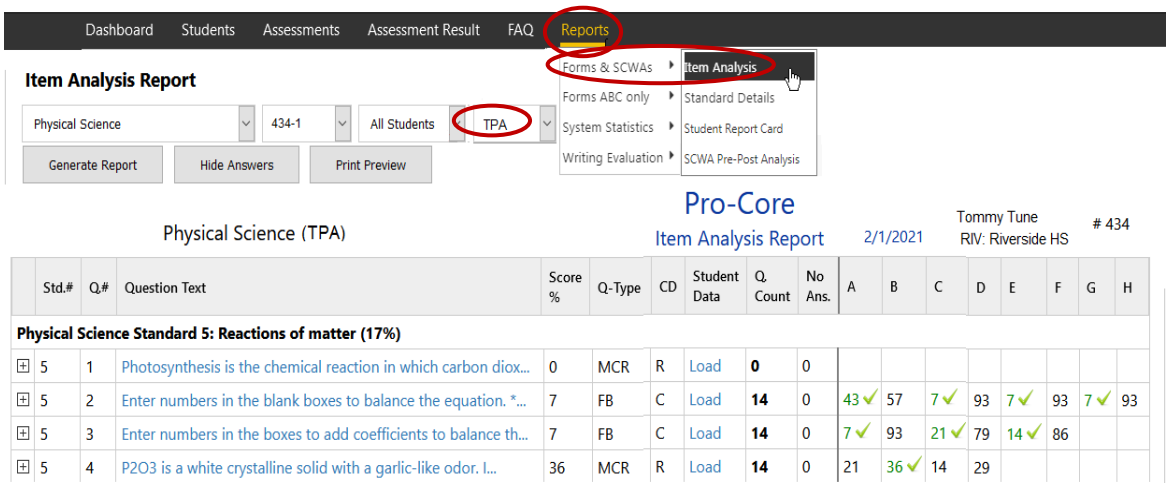
In the teacher menu, click **Assessment Result**, and then **TPA** from the drop down box. Further Information about Assessment Results is found in the online ***Pro-Core User Manual***, page **J-10.**



TPA Assessment Result

2. TPA Item Analysis

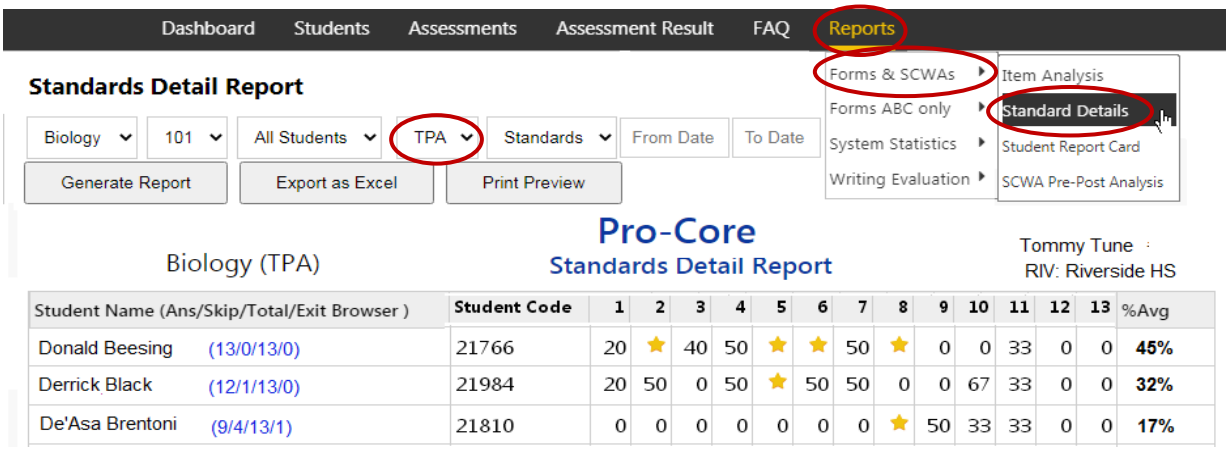
In the teacher menu, click **Reports,** select **Forms & SCWAs > Item Analysis,** and then **TPA** from the drop down boxes. Further Information about the Item Analysis report is found in the online ***Pro-Core User Manual***, pages **K-1 and K-2.**



TPA Item Analysis Report

3. TPA Standards Detail

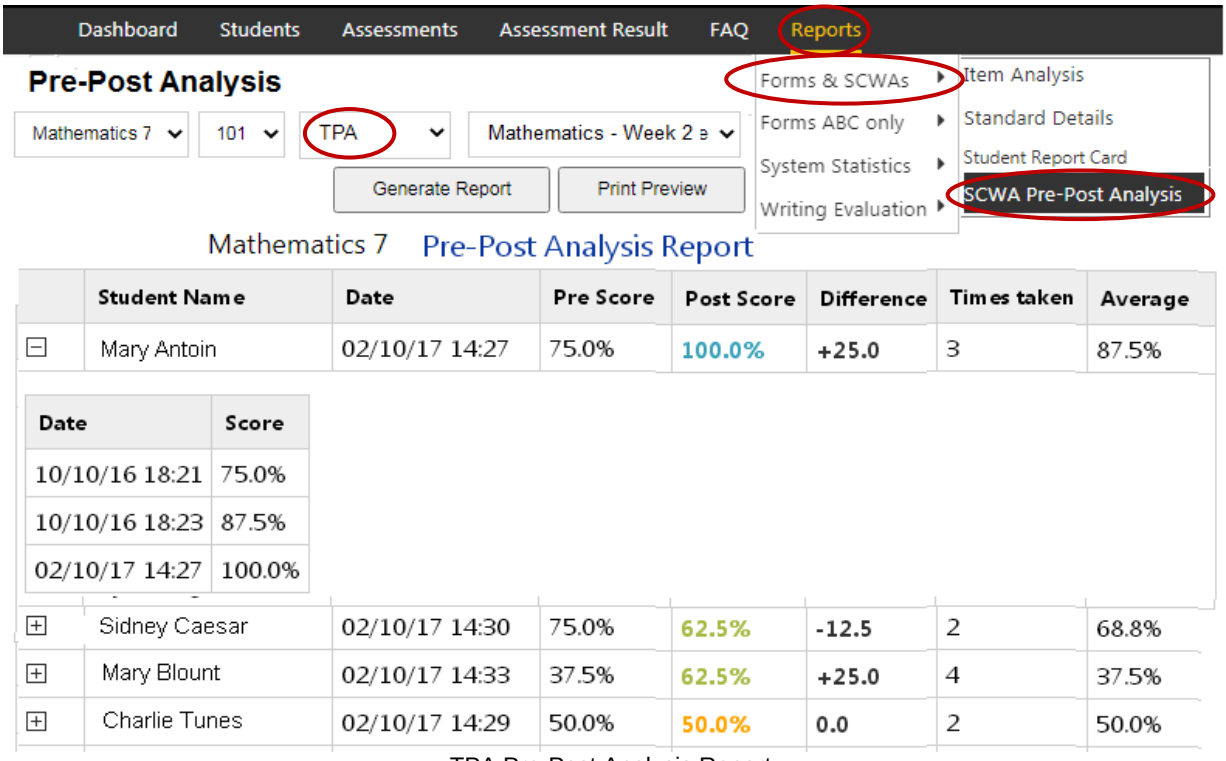
In the teacher menu, click **Reports**, select **Standards Detail,** and then **TPA** from the drop down boxes. Further information about the Standards Detail report is found in the online ***Pro-Core User Manual***, pages **K-2 and K-3.**



TPA Standards Detail Report

4. TPA Pre-Post Analysis

In the teacher menu, click **Reports**, select **Pre-Post Analysis,** and then **TPA** from the drop down boxes. Further information about the Pre-Post Analysis report is found in the online ***Pro-Core User Manual***, page **K-3.**



TPA Pre-Post Analysis Report

5. Other TPA Reports

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

Administrator Procedures

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

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

See **Section E, page 11** (District administrators) or **Section G, page 12** (School Administrators) in the *Pro-Core User Manual.*

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*

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*** **https://pro-core.us/manuals.html**

Instructions for the Test Administrator

*__IMPORTANT__: Pro-Core Security Guidelines require that the school's Test Coordinator/ Contact Person or Administrator is responsible for monitoring the pre- and post-tests. No previewing of the pre- or post-tests is allowed. No printed or "alternate media" copies of the pre- and post assessment must be made to maintain assessment security.

Procedures for security and administering the Pro-Core Form A, B, C assessments are essentially the same as those presented in "Ohio's State Tests Administration Manual." The state policy for the use of calculators, online tools, and reference sheets are the same. District test coordinators, school building test coordinators, and test administrators should review the information in their individual sections in this Manual, as well as this section, prior to testing.

Update Pro-core Features for Local and Remote Security

Pro-Core has a added a variety of features to enhance local and remote system and assessment security. These new features are controlled by district managers (**Section D**), 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.

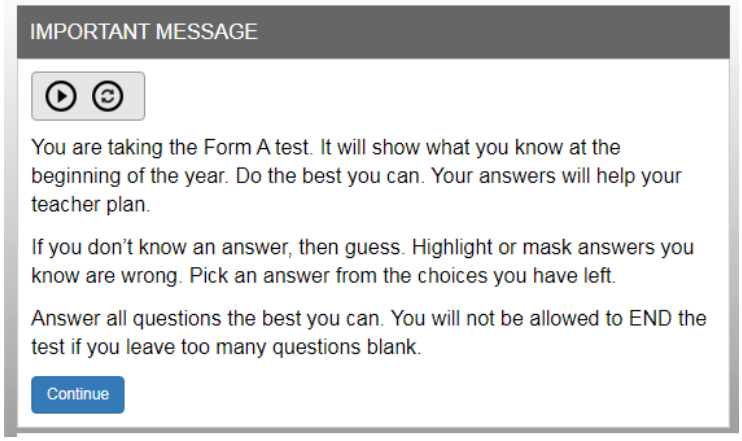
BEFORE THE ASSESSMENTS

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 separate test may be administered over a 4-5 day **testing window**. For example: Math on Monday, Science on Tuesday, Social Studies on Wednesday, Reading on Thursday, and make-ups on Friday. 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.



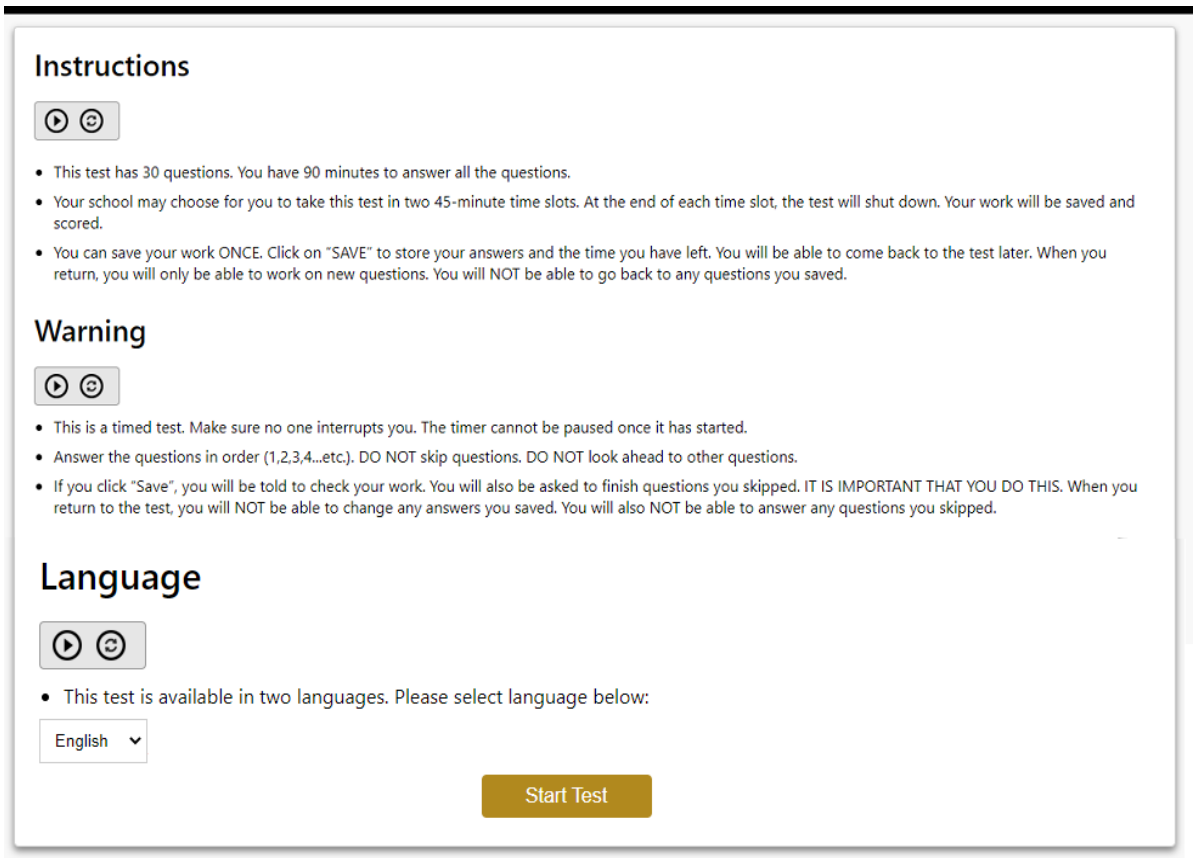
Form A Message

Update **Student Warning Messages**

- When the student begins the test, a message will display the number of questions and the time allotted (**90 minutes**) before the test is Saved and Ended. The test cannot be *paused*. Students have the option to **Hide** the **Timer**.
- Students are allowed ONE "**Save**" to *bookmark* and return to an assessment. Tests scheduled over two days are allowed only one Save the first day.

- Students given extended time are allowed ONE ADDITIONAL *Save*
- If the student attempts to Save a test more than one time in a session, s/he will be locked out. A **message** will display: "This assessment is locked because you saved the assessment more than once. Please contact your class teacher." The teacher may *unlock* a student using the Assessments Security Settings layout. (*see page **J-6***)
- If students intend to *Save* their assessment, they MUST answer the questions in sequence (1,2,3,4...etc). They MUST NOT skip questions or look ahead to any remaining questions. If the student Saves and returns to the test later, s/he will NOT be allowed to change the answers to questions s/he has already answered nor to answer any questions s/he has seen and skipped.
- A time remaining pop-up message is displayed at 10, 5, and 3 minutes left.
- Tests *Saved* by the student before the end of the 90 minute test limit are listed as "Incomplete" in the Test Completion Report. The student 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."

A *sample* of the Form Test online instructions are shown below:



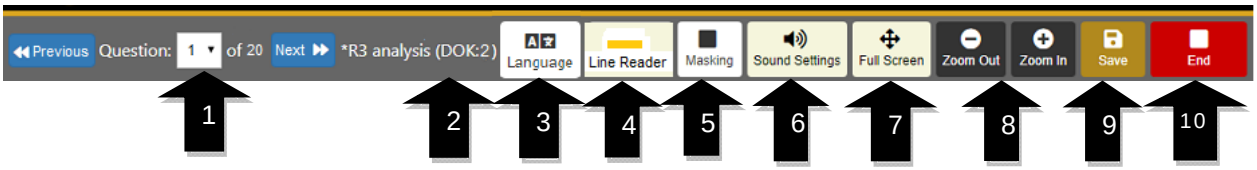
Form A/B/C instructions

2. **Relaxed assessment**:
   We recommend the first assessment be relaxed. It is helpful to slowly move the students toward a more structured atmosphere as you approach the end-of-course achievements test. We recommend the Form A assessment be relaxed. It is helpful to slowly move the students toward a more structured atmosphere as you approach the end-of-course achievements test.

3. **Length of test**:
   Pro-Core assessments are normally timed for 90 minutes. Students who are allotted extra time in IEPs or 504 Plans may require more time than 90 minutes. Test timing may be extended by the teacher for all or individual students. Pro-Core recommends having a school-wide plan for dealing with the extra time these students may need to reduce the amount of class time that is required for testing. (*see* **Section J**)

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 or end and submit their responses before logging-off the system. To enhance security for *remote* testing, administrators and teachers may set time restrictions for accessing and completing the assessments at home. (*see* **Section J**)

The Student Assessment Screen: Navigation Bar Functions



1. The **Down Arrow** allows any question to be selected.

2. DOK (Depth of Knowledge) refers to the complexity of the question (1-4)

3. Language allows selection of Spanish language selection (if available for the test)

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

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

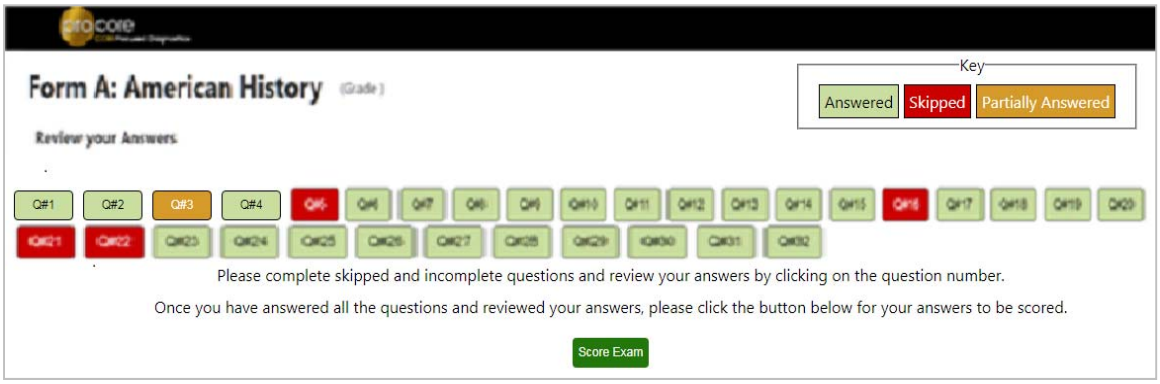
6. Sound Settings allows the student to adjust the computer "speaking" sound.

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

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

9. **Save** allows the student to bookmark the question and Exit's the test. When the student returns, the test will be blinking, so the student must finish the test before choosing anything else. The student is allowed to use Save only <u>one time</u>.

10. Clicking the **End** button shows a summary of questions answered or skipped. (*see below*)



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 submitted their responses and logged-out of the system, and any scrap paper or notes have been disposed of.
2. Test results and special reports will be available at the end of the school testing window.

Assessment results and reports for administrators, teachers, and students are contained in separate sections of the *Pro-Core Online Manual*.

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 **https://pro-core.us/manuals.html**

New! Five-Tier Writing (5TW) Assessments and Reports

Purpose

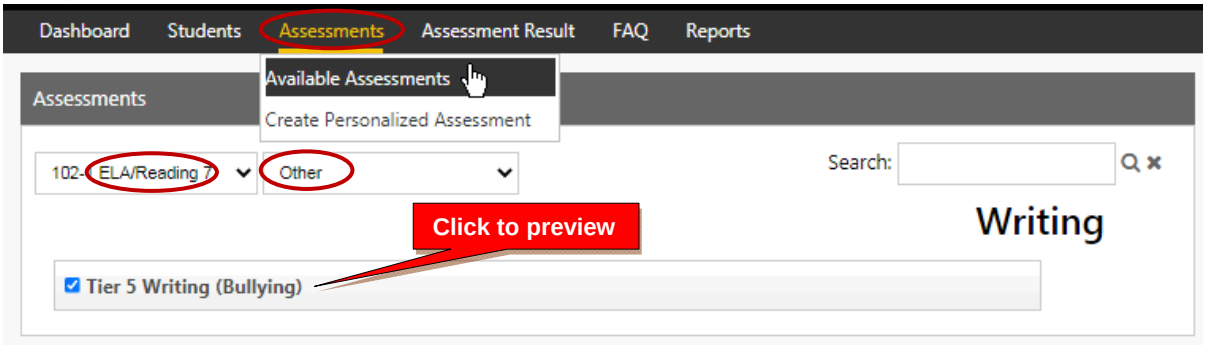
- Students demonstrate **both** their **writing** and **reading** skills through a written response.
- The difficulty (**Depth of Knowledge**) increases as the students think about a given theme as they progress through the assessment.
- Students **learn and improve their skills** as they take this assessment.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

Teacher Preview of the 5TW Assessment

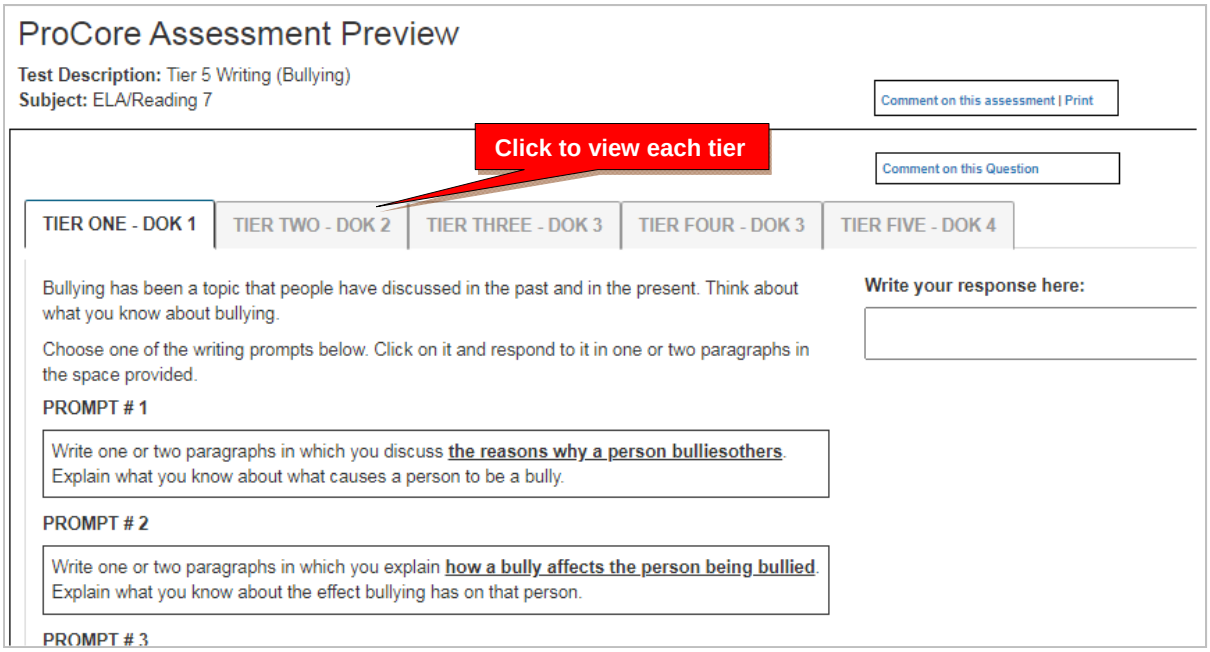
The teacher logs-in as usual (*see **Section J** of the **Pro-Core User Manual**)*

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

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



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

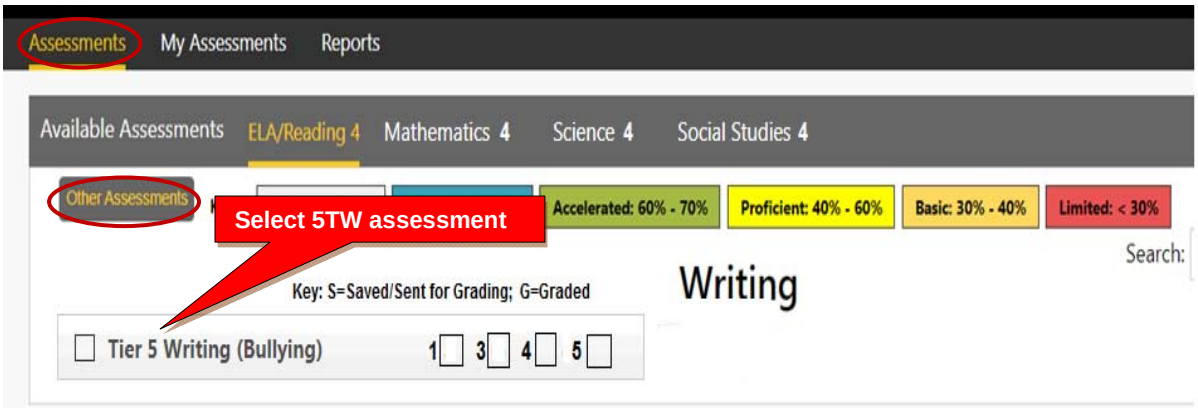


Students Locate and Select the 5TW Assessment

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

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

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



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

TIER 1

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

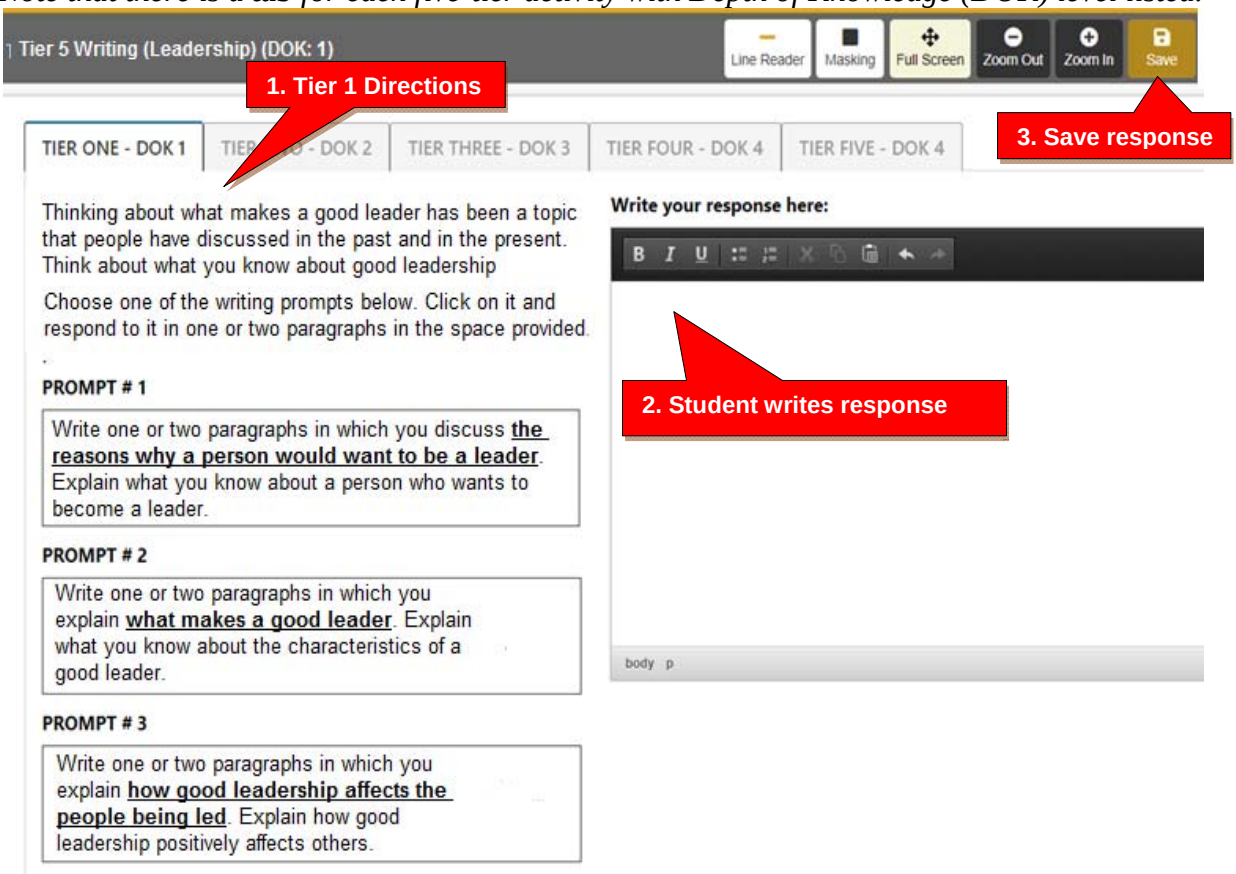
- Instruct the students to read all three writing prompts and to respond to the one for which they believe they have the most knowledge or experience.

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

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

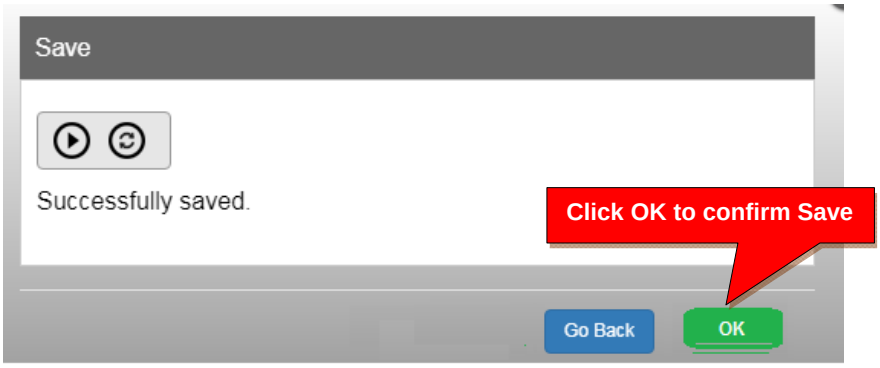
Below is a sample of what the students see in Tier 1.

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

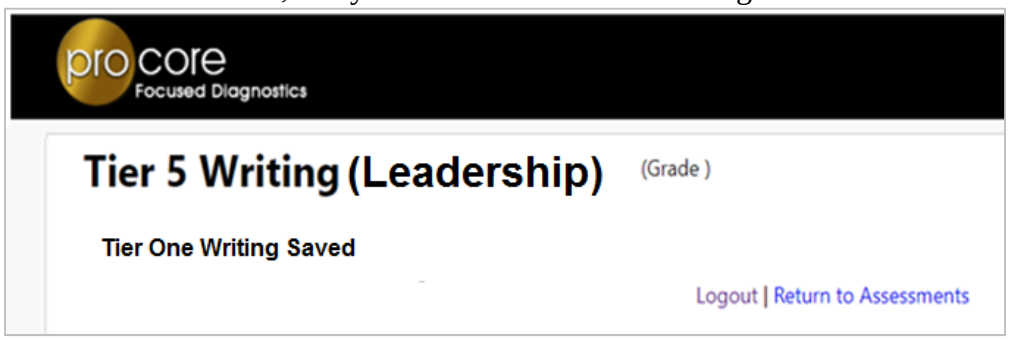


When students have completed their responses in the right window, they should click "**Save**."

A message will show:



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



TIER 2

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

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

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

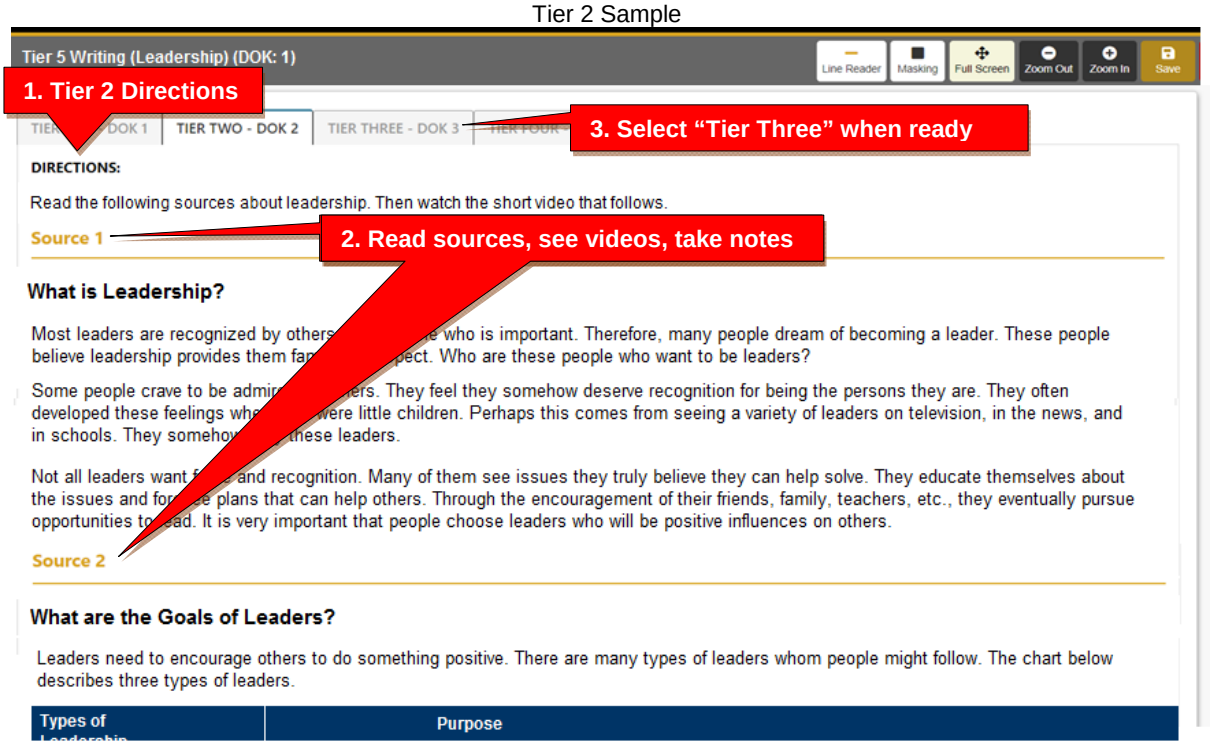
Directions
The Tier 2 activity can be administered in two different ways:

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

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

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

Tier 2 Sample



TIER 3

Purpose

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

Directions

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

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

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

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

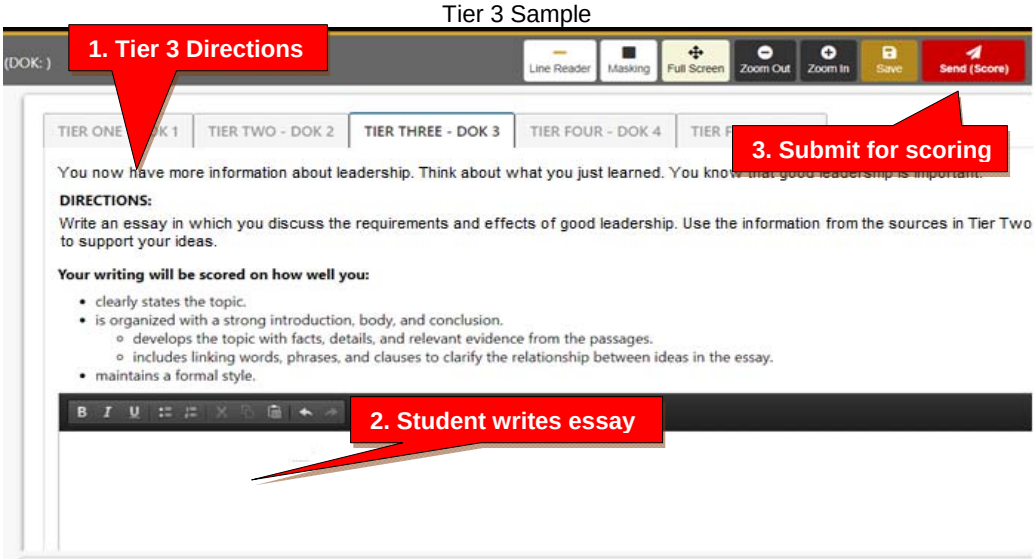
It is recommended that you read aloud the criteria of a well-written informational response, which is below the prompt to remind them of how it will be scored.

Your writing will be scored on how well you:

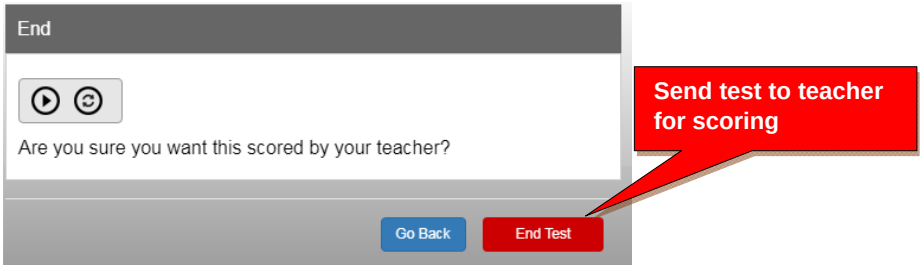
- Clearly state the topic,
- Organize your essay with a clear beginning, middle, and conclusion,
- Develop the topic with facts, details, and relevant evidence from the passages,
- Include linking words, phrases, and clauses to clarify relationships between ideas in the essay, and
- Maintain a formal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

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

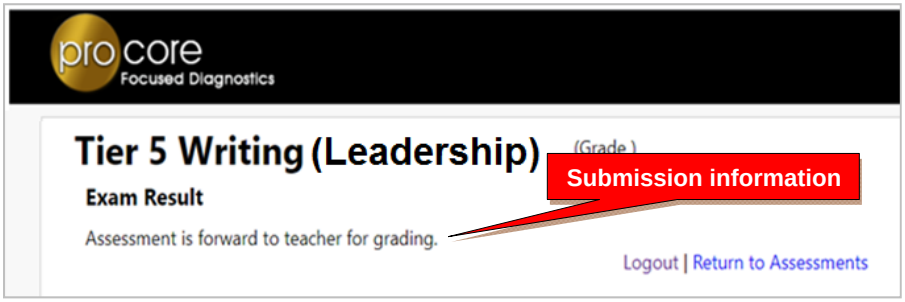
Tier 3 Sample



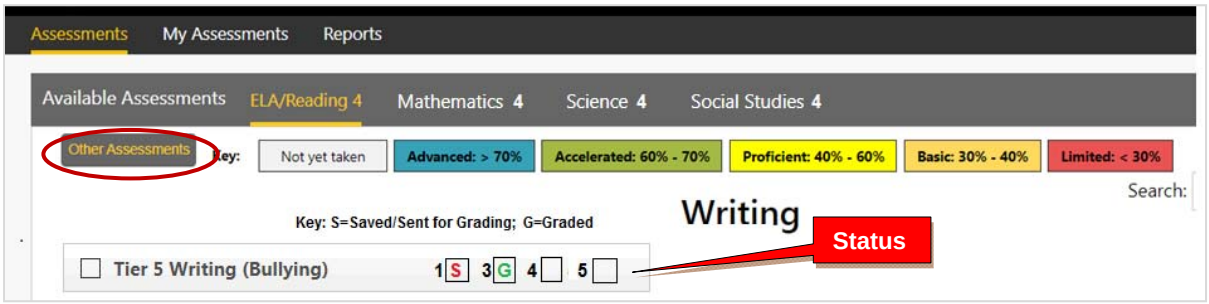
When students have completed their essay, they should click "**Send (Score)**."
A message will show:



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



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



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

The Teacher Locates the Tier Three Writing for Grading

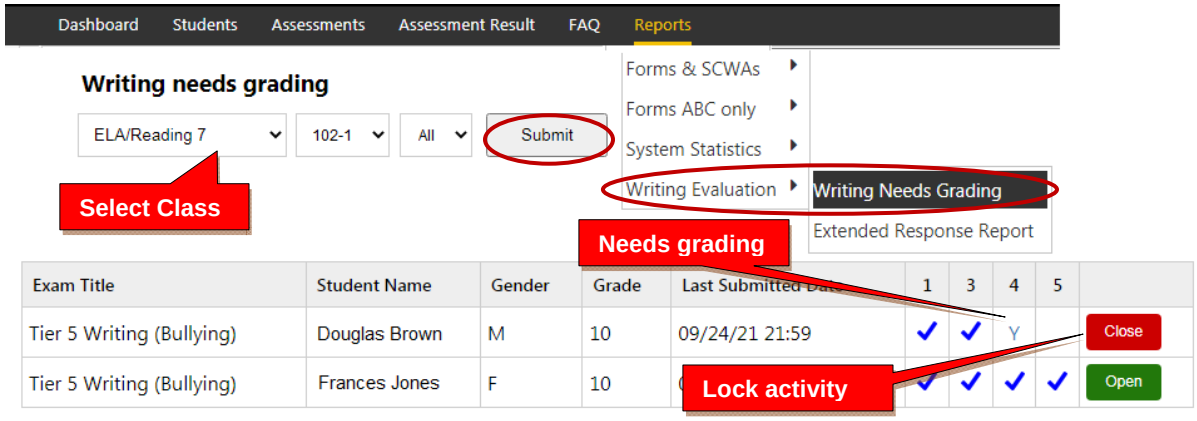
The teacher logs-in as usual (*see **Section J** of the **Pro-Core User Manual**)*

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

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

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

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



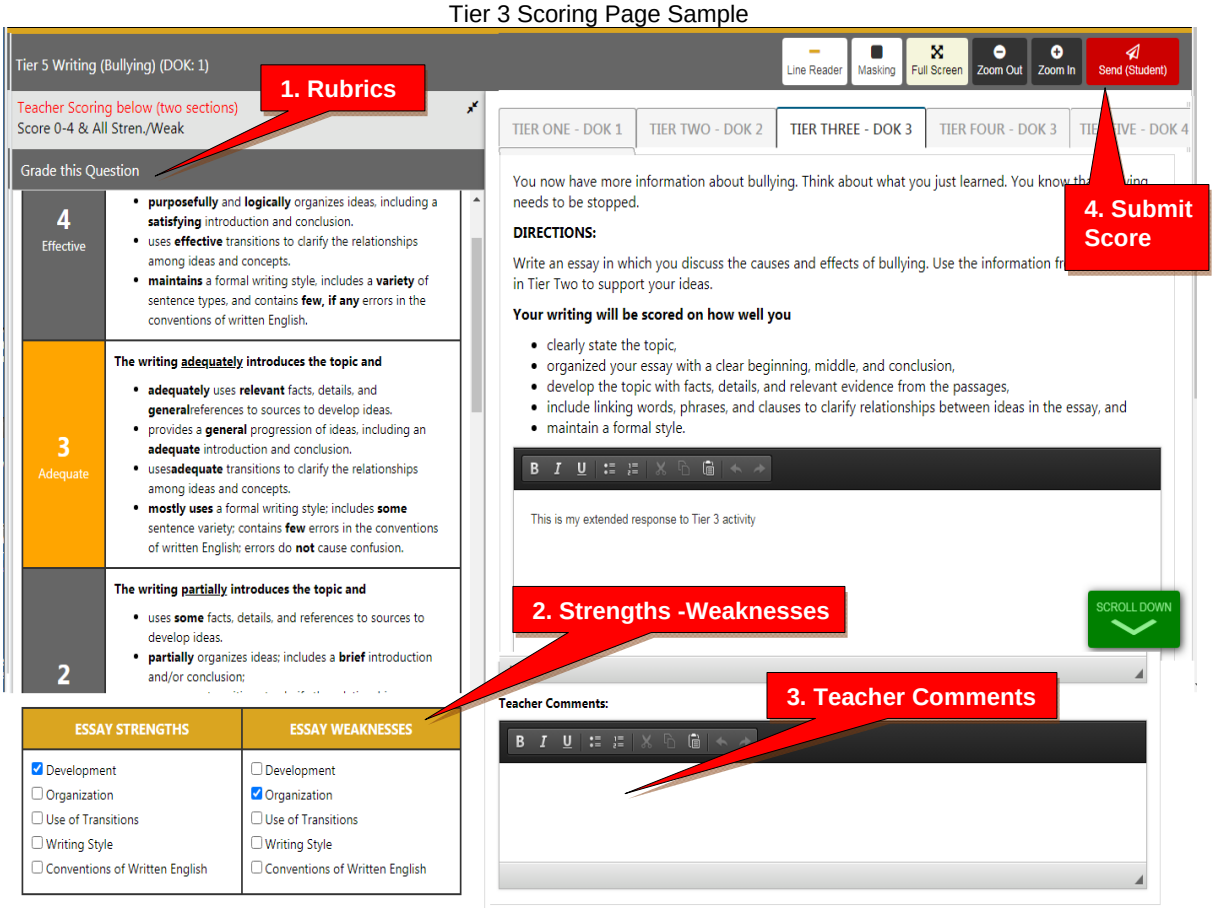
*The first response you see will be the student's response to "**Tier 1**." Tier 1 will not be scored.* You may *lock* the student activity at any time by clicking the **Close** *button*. The button will change to **Open** if you wish to re-open the activity.

Grading the Tier 3 Essay

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

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

Tier 3 Scoring Page Sample

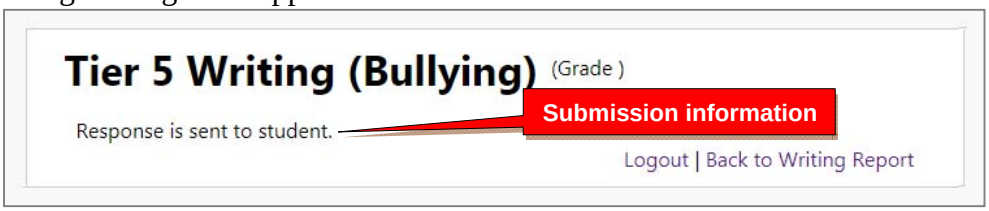


1. Once you have determined the score of the response, click on that Score on the rubric.

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

2. Select the essay Strengths and Weaknesses.
3. You may add Teacher Comments if you wish.
4. Click the "**Send (Student)**" button to save and submit the student's score.

The following message will appear:



The Scoring Page Rubrics (*see above*)

Below are the available rubrics categories and scores for Tier Three. Written responses should be scored holistically. A score of 0-4 is given based on the criteria within the rubric.

4 Effective	**The writing clearly introduces the topic and** • **fully** develops **relevant** facts,**concrete** details, and **precise**references to sources. • **purposefully** and **logically** organizes ideas, including a **satisfying** introduction and conclusion. • uses **effective** transitions to clarify the relationships among ideas and concepts. • **maintains** a formal writing style, includes a **variety** of sentence types, and contains **few, if any** errors in the conventions of written English.
3 Adequate	**The writing adequately introduces the topic and** • **adequately** uses **relevant** facts, details, and **general**references to sources to develop ideas. • provides a **general** progression of ideas, including an **adequate** introduction and conclusion. • uses**adequate** transitions to clarify the relationships among ideas and concepts. • **mostly uses** a formal writing style; includes **some** sentence variety; contains **few** errors in the conventions of written English; errors do **not** cause confusion.
2 Partial	**The writing partially introduces the topic and** • uses **some** facts, details, and references to sources to develop ideas. • **partially** organizes ideas; includes a **brief** introduction and/or conclusion; • uses **some** transitions to clarify the relationships among ideas and concepts. • **partially** uses aformal writing style; includes**few** sentence types; contains **many** errors in the conventions of written English; errors **may** cause confusion.
1 Minimal	**The writing minimally introduces the topic and** • uses **few** facts, details, and references to sources to develop ideas. • **minimally** organizes ideas; includes a **limited** introduction **or** conclusion. • **may lack** transitions to clarify the relationships among ideas and concepts. • uses an **inconsistent** writing style; lacks consistent control at the sentence level; **may** contains **several** errors in the conventions of written English; errors **may** cause confusion.

0 No Credit	**The writing fails tointroduce the topic and** • **fails to** use facts, details, and references to sources to develop ideas. • **fails to** organize ideas and **lacks** an introduction and conclusion. • **fails to** use transitions to clarify the relationships among ideas and concepts. • **fails to use** a formal writing style; **lacks** control at the sentence level; contains **many serious** errors in the conventions of written English; most errors cause confusion.

These options are listed at the bottom of the rubric.

OFF TOPIC	Fails to address topic at all	**Mostly Copied**	Most of the essay is copied from the passages	**Blank**	No response is given

When reading a response, an overall **strength or weakness** of the response may be obvious. When this happens, the teacher can check of the appropriate box which is located at the end of the rubric. Check off as many boxes that are appropriate. (***see below***)

ESSAY STRENGTHS	ESSAY WEAKNESSES
☐ Development	☐ Development
☐ Organization	☐ Organization
☐ Use of Transitions	☐ Use of Transitions
☐ Writing Style	☐ Writing Style
☐ Conventions of Written English	☐ Conventions of Written English

At the end of the Five-Tier assessment, the number of boxes checked will be on the teachers Writing Report. This information is valuable in that it can be used to enhance instruction.

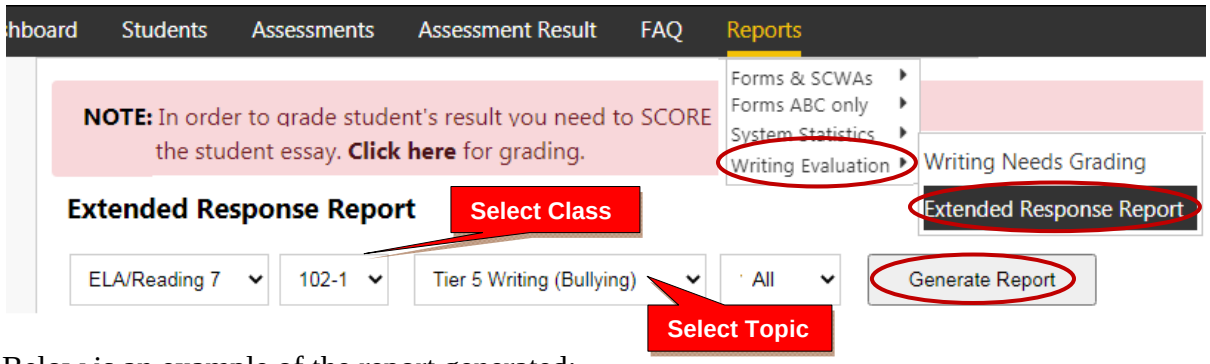
The Teacher's Extended Writing Report

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

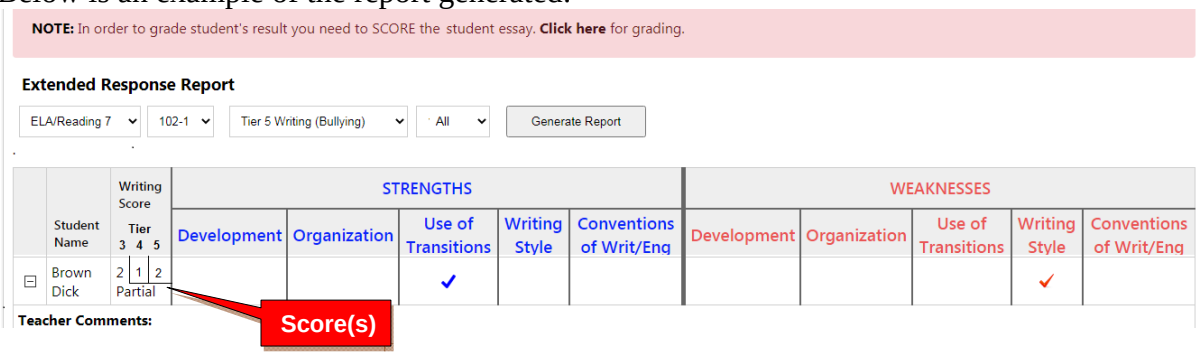
From the teacher's menu bar **Reports** tab, select …

1. **Writing Evaluation**
2. **Extended Response Report**
3. the ELA Reading class
4. the 5TW topic, and
5. Click "**Generate Report**."

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



Below is an example of the report generated:



Teacher class totals are shown at the bottom of the class report.

TIER 4

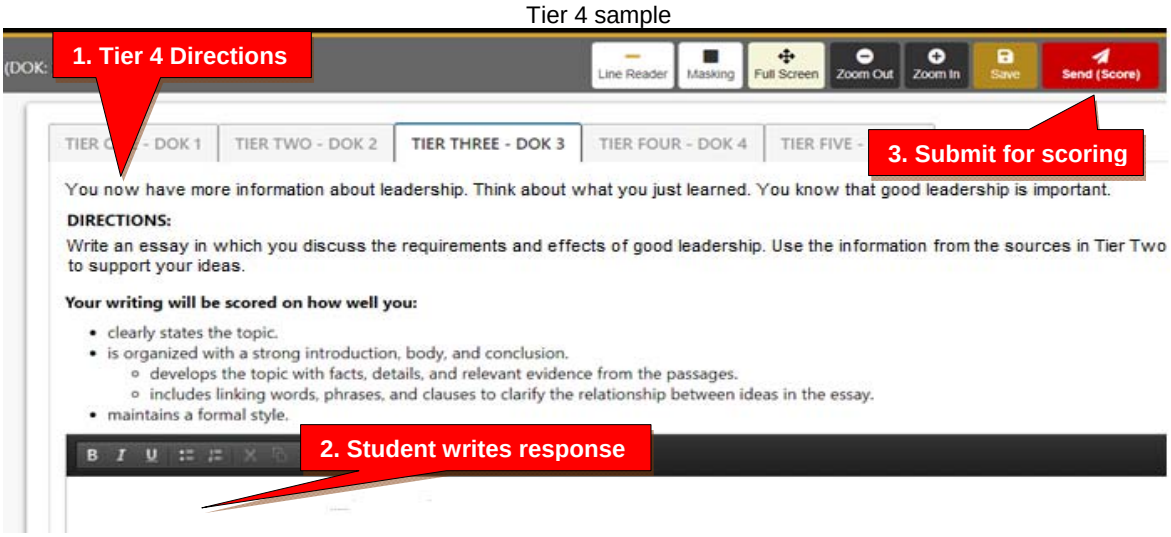
Purpose

The purpose of the Tier 4 activity is for students to draw conclusions and analyze what they learned about the topic. To be successful, they must synthesize the information into a plausible conclusion (analysis, draw conclusions-DOK 3) about what they have learned about the topic.

Directions

Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Three prompt). They should be given approximately ten minutes to respond to this prompt.

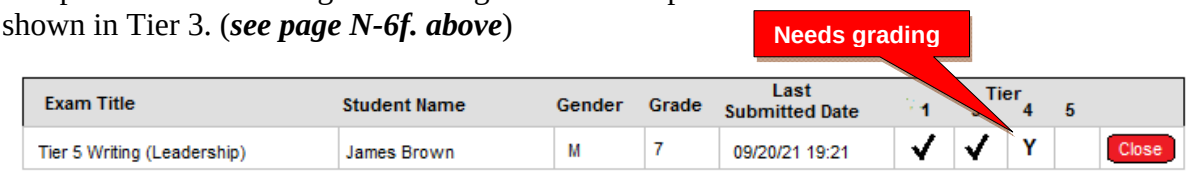
Tier 4 sample



When students have completed their response, they should click "**Send (Score)**." As in Tier 3, a message will show that the writing has been sent to the teacher. (***see page N-5f. above***)

Locating and Grading the Tier 4 Responses

The procedure for finding and scoring the Tier 4 response is the same for the teacher as shown in Tier 3. (***see page N-6f. above***)



If the student has submitted a response, a "**Y**" will show under Tier 4. Clicking on the **Y** will take you to the student's response under the Tier Four tab.

The scoring guide/rubric will appear to the left of the student's response. Click on the response's score on the rubric as you did in Tier 3. (***see page N-7f. above***)

Below are the available rubrics categories and scores for Tier 4. Written responses should be scored holistically. A score of 0-2 is given based on the criteria within the rubric.

Tier 4 Scoring Guide

SCORE POINT 2
Accurately responds to the prompt.
Effectively supports ideas with **relevant** examples/details.

SCORE POINT 1
Provides minimal statements related to the prompt.
Fails to support ideas with relevant examples/details.

SCORE POINT 0
Fails to provide, or partially provides statements related to the prompt.
Fails to support ideas with relevant examples/details.

TIER 5

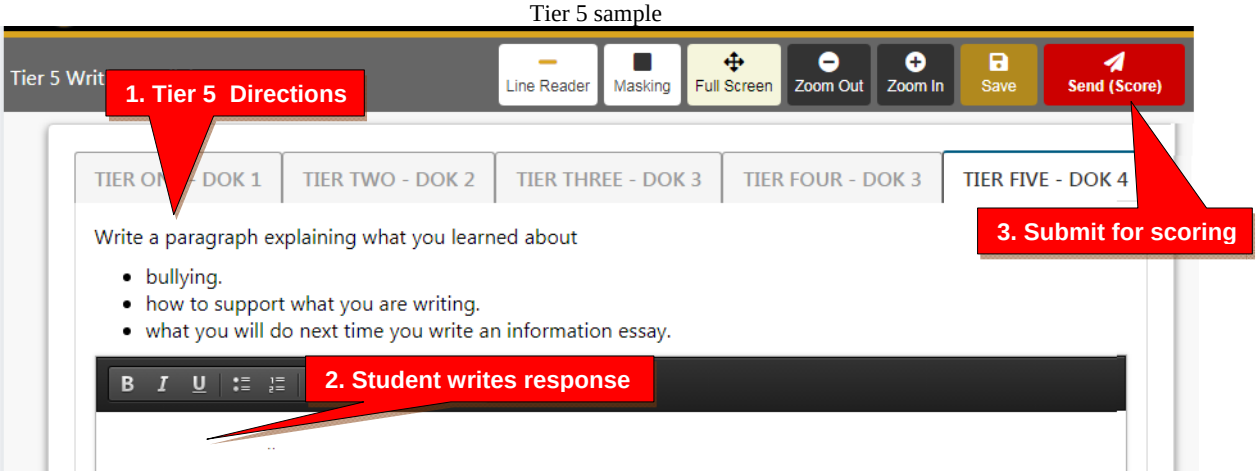
Purpose

The purpose of the Tier 5 activity is for students synthesize what they learned into a paragraph about how the writing process used in the Five Tier activities can be used the next time they write an informational or argumentative essay. *To be successful, they must evaluate the value of the steps taken to help them produce a writing response* (evaluate-DOK 4).

Directions

Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Four prompt. They should be given approximately 10-15 minutes to respond to this prompt.

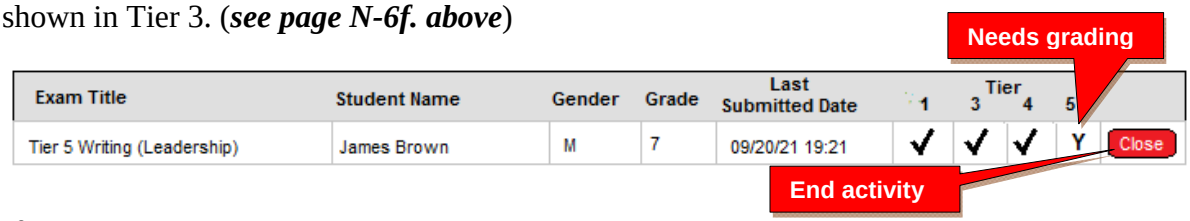
Tier 5 sample



When students have completed their response, they should click "**Send (Score)**." As in Tier 3, a message will show that the writing has been sent to the teacher. (***see page N-5f. above***)

Locating and Grading the Tier 5 Responses

The procedure for finding and scoring the Tier 5 response is the same for the teacher as shown in Tier 3. (***see page N-6f. above***)



If the student has submitted a response, a "**Y**" will show under Tier 5. Clicking on the **Y** will take you to the student's response under the Tier Five tab.

The scoring guide/rubric will appear to the left of the student's response. Click on the response's score on the rubric as you did in Tier 3. (***see page N-7f. above***)

Below are the available rubrics categories and scores for Tier 5. Written responses should be scored holistically. A score of 0-2 is given based on the criteria within the rubric.

Tier 5 Scoring Guide

SCORE POINT 2

Accurately responds to the prompt.
Effectively supports ideas with **relevant** examples/details.

SCORE POINT 1

Provides minimal statements related to the prompt.
Fails to support ideas with relevant examples/details.

<u>SCORE POINT</u> 0
Fails to provide, or partially provides statements related to the prompt.
Fails to support ideas with relevant examples/details.

Ending the 5TW Assessment Activity

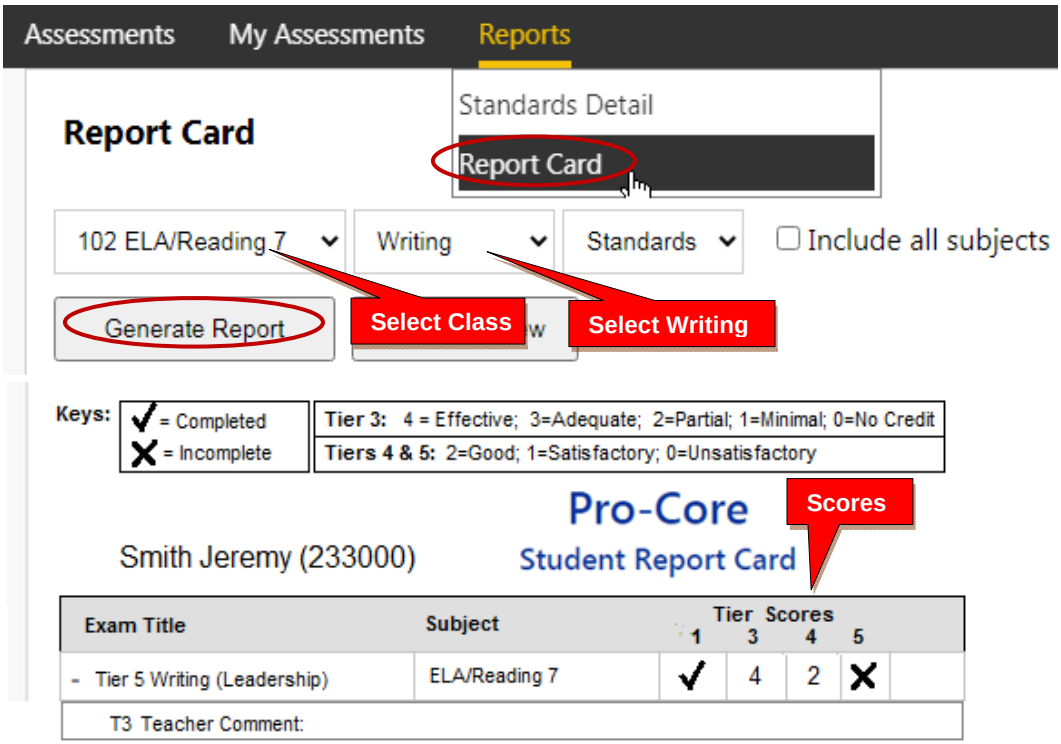
You may *end* the 5TW student activity at any time by clicking the **Close** *button*. This will prevent students from changing their final response after it has been scored. The button will change to **Open** if you wish to re-open the activity.

The Student's Report Card

<u>Students</u> log-in as usual (*see* ***Section L*** *of the* ***Pro-Core User Manual****)*

From the students' menu bar **Reports** tab, they select …

1. **Report Card**
2. their ELA/Reading class
3. **Writing**
4. Click "**Generate Report**."



The student report card shows the status and/or scores in each tier.

Suggested Extended DOK 4 Activities

Students are put into group, and each group is given a task that relates to the theme of the Five-Tier activity. The groups are asked to perform any one of the following tasks:

- Create a poster that includes one word and a sentence that expresses the main idea of the theme. They MUST do further research about the theme, and they should add two or three sentences at the bottom of the poster that relates to the **new** information they found. The poster should include at least ONE visual. The purpose of the poster would be to educate others about the theme.

- Conduct a survey about the theme that includes four or five questions. Survey approximately 25 students who are not in the class. They can record or video tape it, or they can hand a paper copy to the students and ask them to respond in writing. Then, have the group create a chart or graph that shows the responses. Then, they should report their findings and their conclusions to the class.

- Create a talk show in which they 1) research the theme for new information, 2) stage a make-believe talk show in which there is a host and two or three guests, 3) interview the guests about the theme, 4) draw conclusions about what they heard during their interviews. The talk show could be performed in front of the class.

- Make a video that includes students as they respond to the theme. The group must do further research to discover **new** information about the theme. This information should be addressed in the video. The group should assume the audience would be other students. Its goal would be to educate others about the theme.

- Locate three or four new pieces of information about the theme from further research. Have each person present one of the new findings to the rest of the class. Each presenter must create a visual (a chart, poster, etc.) to support their ideas.

Future Five-Tiered Writing Assessments

In the future, Pro-Core will provide more five-tiered writing assessments in English-language arts, social studies, and other disciplines. The assessments will vary according to theme and/or content.

In English-language arts, there will be two types of five-tiered writing assessments. One will ask students to write informational pieces, and the other one will ask students to write argumentative pieces.

In social studies, the passages will focus on various content areas covered during instruction.

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

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 Confirmation Form** and a school **Data File *template*** for student and teacher class school enrollments.

Pro-Core Enrollment Confirmation Form (Appendix 2-2)

The Pro-Core Enrollment Confirmation Form is a Microsoft Word *template*. Type or select your responses in the document, save with your school name, and return to us by email. This document is *required* for schools administering the Pro-Core "Form A" diagnostic pre-test. *See* Section B of this *Manual*.

- **Download a file copy here: https://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-Y**. Case-sensitive matching is not required. The order of the columns is required. Data is required in most of the fields. If they are left blank, the enrollment file may be rejected. *See* Section C of this *Manual*.

- **Download a file copy here: https://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 paper Response Sheet for testing, and then have students enter their responses online.

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

Pro-Core Enrollment Form – (for Direct Online Enrollment)

Pro-Core TWM Educational Support and Data Processing Services

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

Directions: Complete this **Enrollment Confirmation Form** by typing in the shaded boxes. Save this file with your school or district name, and attach it to an email as instructed below. Please fill-in all the information that applies. Go to https://pro-core.us/manuals.html, and download the ***Pro-Core User Manual*** 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 enabled 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:
New: Select the **Sp** checkbox to request a Form A and C **Spanish** version. (Form B not available)***

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

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

Notes/Comments:

IMPORTANT:
******There is a one-time charge of $100 for each Spanish test checkbox you select.***

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 https://pro-core.us/manuals.html, and download the *Pro-Core Guidebook*, Section C. Completing Your Online Enrollment Data File

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

Pro-Core Data File – with sample student, teacher, and class information

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Column A for	Columns B - H are the "minimum" fields REQUIRED in your school Data File							Column I is a required information			Columns L - N are optional			Column O Subject-Grade information is REQUIRED						
2	"batch" edits	for Pro-Core online enrollment information							fields for online testing.							Column P - U Demographic-Subgrouping Codes are optional					
3	Action	District Name	School Name	Student Last Name	Student First Name	Student ID	Student Gender	Student Grade	Main Teacher Last Name	Main Teacher First Name	Period	Co-Teacher Last Name	Co-Teacher First Name	Co-Teacher Period	Test Subject&Grade	Subgroup1: Ethnicity	Subgroup2: LEP	Subgroup3: Migrant	Subgroup4: Gifted&Talented	Subgroup5: 504 Plan	Subgroup6: IEP
4		Your District	Your School	Baken	Aaron	181671	M	8	Smith	B	2				M8	2	N	N	N	Y	Y
5		Your District	Your School	Canter	Adam	182015	M	8	Smith	B	2				M8	1	N	N	N	N	N
6		Your District	Your School	Martino	Jesse	190544	M	8	Smith	B	2				M8						
7		Your District	Your School	Caballo	Yvonne	188601	F	8	Smith	B	2				M8	3	Y	Y	N	N	N
8		Your District	Your School	Spaulding	Sam	187899	M	8	Smith	B	2	Cotton	F	3	M8	1	N	N	Y	N	N
9		Your District	Your School	Spaulding	Sam	187899	M	8	Bowman		1	Cotton	F	4	R8	1	N	N	N	Y	N
10		Your District	Your School	Weber	William	190254	M	8	Bowman		1				R8	2	N	N	Y	N	N
11		Your District	Your School	Burge	Allen	181465	M	8	Bowman		1				R8	2	N	N	N	N	N
12		Your District	Your School	Harris	Amanda	183778	F	7	Smith	P					C7	4	N	N	N	Y	N
13		Your District	Your School	Sharpen	Alice	179116	F	7	Smith	P					C7	3	N	N	N	N	N
14		Your District	Your School	Silvers	Anastasia	189292	F	7	Smith	P					C7	5	Y	Y	Y	N	Y
15		Your District	Your School	Heisley	Ashley	190681	F	7	Smith	P					C7		N				N

16

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

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

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

20 Column K (and N): Class Period --Needed for enrollment to identify different classes if the teacher has more than one class in the same subject.

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

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

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

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

25

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

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

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

29

30

31

32

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

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

This Student Response Sheet may be photocopied for transfer of responses online.

Pro-Core STUDENT RESPONSE SHEET

PRINT STUDENT NAME: _____ DISTRICT: _____

SCHOOL: _____ TEACHER LAST NAME: _____ Date: _____

PRINT YOUR STUDENT ID NUMBER IN THE ROW OF BOXES; THEN MARK EACH MATCHING CIRCLE IN THE COLUMN BELOW EACH BOX.

NOTE: A unique Student ID Number MUST be accurately filled-in, and must match the student's record in the data file sent to PRO-Ohio by the school in order to display the correct name of the student, teacher, and class section in the PRO-Ohio School reports.

STUDENT ID NUMBER

* Use a No. 2 pencil for easy erasure of errors.
* Make dark, heavy marks that fill the circles completely.
* COMPLETELY erase unwanted marks.
* Make no stray marks on this answer sheet.

Answer Selection: Correct = ● Incorrect = ☒ ✓ θ

TEST SUBJECT (Mark the Subject tested using this form):

Mathematics ☐ Science ☐ Social Studies ☐ Reading ☐

DO NOT USE in an OMR scanner. Duplicate this form as needed. Use it to record or transfer responses to the Pro-Core online system.

TEST FORM (Mark a Number AND a Letter):

1	2	3	4	5	6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

A	B	C	D	E	F	G	H
☐	☐	☐	☐	☐	☐	☐	☐

STUDENT ANSWERS

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

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Computers in Education, Inc.
Form# Pro-Core 10.0

APPENDIX 3
Pro-Core Question Types and Samples

Pro-Core has a variety of question types that mirror what students will see on Ohio's state assessments. Technology enhanced questions provide ways to assess higher cognitive levels than traditional multiple choice questions. These questions also give your students practice before they see similar items on the state exams. Following the list below are examples of the **types of questions** included on Pro-Core tests. **Depth of Knowledge** (DOK) and **Cognitive Demands** (CD) Codes are shown on pages 7-10.

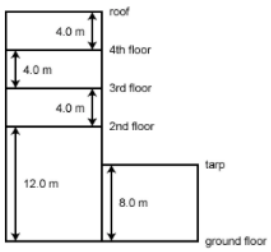
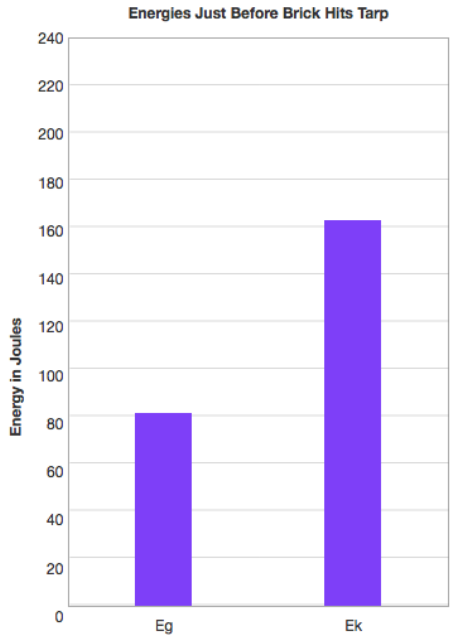
Question Types: Codes and Descriptions

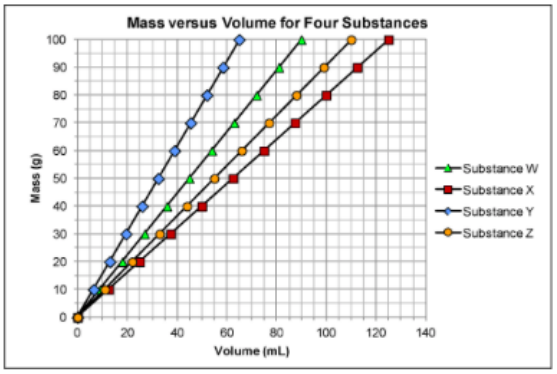
	Code	Type	Description
1	CHT	Bar Graph	Select only one column for each row of a table.
2	CMCC	Table Select (Checklist)	Select more than one column or no columns for each row of a table.
3	CMCR	Table Select (Radio)	Select only one column for each row of a table.
4	DDA	Drag and Drop – Answers	Move objects to correct locations.
5	FB	Fill in the Blank	Enter numbers or text. Can have multiple correct answers to account for possible misspellings and rounding differences.
6	MCC	Multiple Choice – Checkbox	Select more than one correct response. Can have up to 10 responses.
7	MCR	Multiple Choice – Radio	Select only one response.
8	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
9	SO	Select Object	Select hot spot(s) on screen. Can be pictures, areas of graphics or charts, letters, statements or words.
10	EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.
11	DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.

Notes about multi-part questions:

- If the answer for Part B depends on getting the correct answer for Part A, according to the advice of our psychometricians, scoring must be one point total for getting **both** parts correct.
- Otherwise, each part can be worth 1 point.

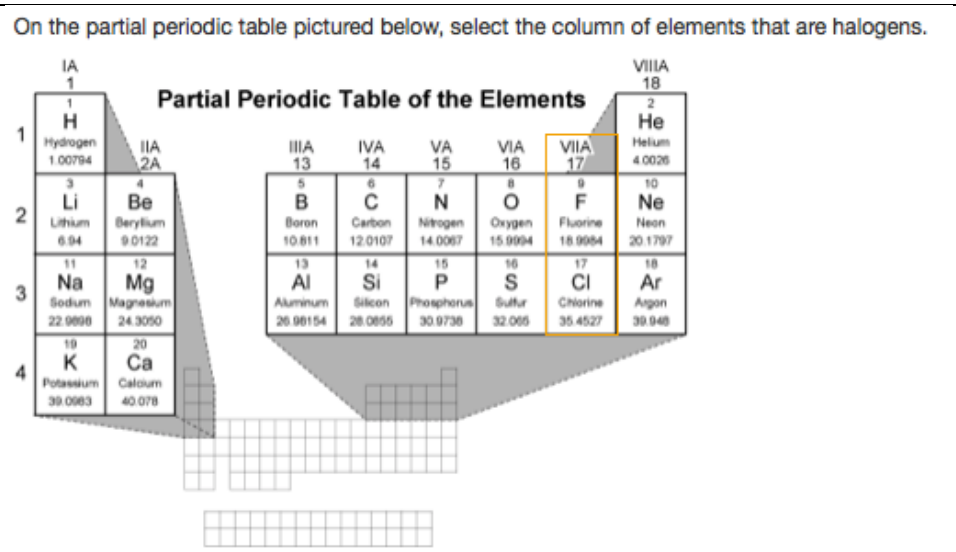
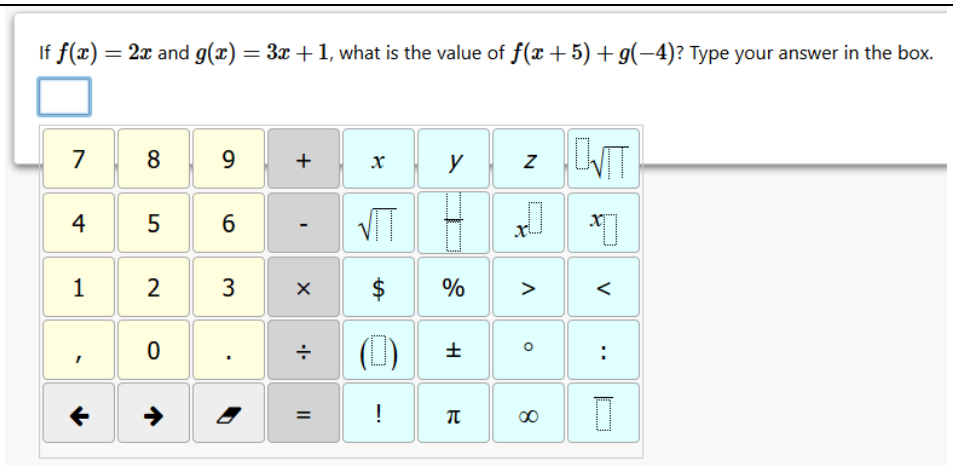
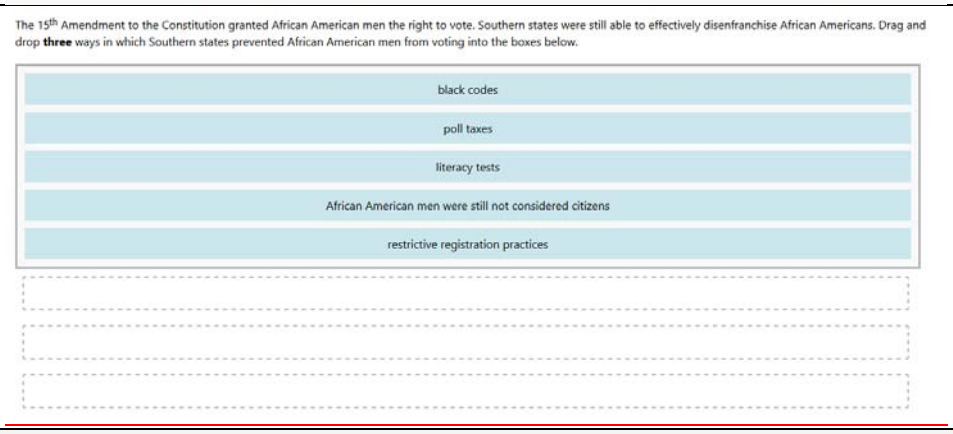
Pro-Core Types and Samples of Computer-Enhanced Questions

Code	Question Type	Description	Example
CHT	Bar Graph	Select values on a bar graph.	Use the scenario below to answer the question. Question Options: ☐ Exclude from assessment Comment on this Question  A construction worker accidentally drops a 1.0 kg brick from rest off the roof of the hotel that is 4.0 meters above the 4th floor. Fortunately a strong tarp is placed 8 meters from the ground to protect people and cars from such accidents. **Consider the brick just before it hits the tarp** Determine the gravitational potential energy of the brick, **Eg**, relative to the ground just before it hits the tarp 8 meters above the ground. Use 10 m/s^2 and assume there is no air resistance. Determine the kinetic energy of the brick, **Ek**, just before it hits the tarp 8 meters above the ground. Use 10 m/s^2 and assume there is no air resistance. Click on the graph above each label to show the calculated values for **Eg** and **Ek**. 
CMCC	Table Select (Checklist)	Select more than one column or no columns for each row of a table.	Below are observations that were made by different groups in your class that were given different types of compounds. Use the table to indicate the type(s) of bonding possible for each observation. You will be selecting all columns if the observation does not allow you to determine which type of bonding is involved. [☐] = unchecked, [☑] = checked [☐] Ionic Bonding [☐] Metallic Bonding [☐] Covalent Bonding The volume of the substance is 6.7 mL [☑] [☑] [☑] The substance has a low melting point [☐] [☑] [☑] The solid conducts electricity [☐] [☑] [☐]

Code	Question Type	Description	Example
CMCR	Table Select (Radio)	Select only one column for each row of a table.	There are 90 naturally-occurring elements, with almost 4000 isotopes. Of these isotopes, about 250 are stable with more than 3000 unstable or radioactive. Radioactive isotopes have many uses, including medical treatments and geologic dating. Consider two neutral isotopes of the same element. For each characteristic, select a box to indicate whether the property is the same or different for the two neutral isotopes. [ ] Same [ ] Different Mass number: Same ○ Different ● Atomic number: Same ● Different ○ Number of protons: Same ● Different ○ Number of neutrons: Same ○ Different ● Number of electrons: Same ● Different ○ Number of valence electrons: Same ● Different ○ Chemical properties: Same ● Different ○
DDA	Drag and Drop - Answers	Move objects to correct locations.	Substance W · Substance X · Substance Y · Substance Z Use the graph of mass vs. volume below to answer the question.  Move the labels to place the Substances in order of increasing density. Substance X → Substance Z → Substance W → Substance Y Least Dense … Most Dense

Code	Question Type	Description	Example
FB	Fill in the Blank	Enter numbers or text. Can have multiple correct answers to account for possible misspellings and rounding differences.	 Iron (III) chloride exists as brownish-black crystals. It decomposes to form elemental iron and chlorine. Enter coefficients in the boxes below to balance the equation showing the decomposition of iron (III) chloride. [2] $FeCl_3 \rightarrow$ [2] $Fe +$ [3] Cl_2
MCC	Multiple Choice – Checkbox	Select more than one correct response. Can have up to 10 responses.	Barium (Ba) is chemically combined with oxygen (O) to form a new compound. Select **all** statements that describe the resulting compound. **A** ☐ It has a formula of Ba_2O_2. **B** ☐ It has a formula of BaO_2. **C** ☐ It has a formula of Ba_2O. **D** ☑ It has a formula of BaO. **E** ☐ It is named barium oxygen. **F** ☑ It is named barium oxide. **G** ☐ It is named barium dioxide. **H** ☐ It is named dibarium oxide. **I** ☐ It is named barium (I) oxide. **J** ☐ It is named barium (II) oxide.

Code	Question Type	Description	Example
MCR	Multiple Choice – Radio)	Select only one response.	Four different elements are examined and categorized as either a metal, nonmetal or metalloid. Which element is most likely a metalloid? A an element that is dull, not ductile, and has a low melting point B an element that is shiny, brittle, and conducts electricity C an element that is dull, not ductile, and does not conduct electricity D an element that is shiny, malleable, and has a high melting point
PL	Pick List	Select words, numbers or phrases in drop-down menus. Six menus are possible for a question. X number of choices are possible for each selection.	A solution is a homogeneous mixture where a solute is dissolved in a solvent.

Code	Question Type	Description	Example
SO	Select object	Select hot spot(s) on screen. Can be pictures, areas of graphics or charts, letters, statements or words.	
EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.	
DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.	

- Information and samples of **reports** for district administrators, teachers, and students are available in various sections of the **Pro-Core User Manual.**

Ohio's Cognitive Demands for Science

As with all other frameworks and cognitive demand systems, Ohio's revised system has overlap between the categories. Recalling Accurate Science is a part of the other three cognitive demands included in Ohio's framework because science knowledge is required for students to demonstrate scientific literacy.

These definitional paragraphs are used to describe the cognitive demand and are the prerequisite conditions that must be met before secondary conditions are considered.

Cognitive Demand	Description
Designing Technological/ Engineering Solutions Using Science Concepts (T)	Requires students to solve science-based engineering or technological problems through application of scientific inquiry. Within given scientific constraints, propose or critique solutions, analyze and interpret technological and engineering problems, use science principles to anticipate effects of technological or engineering design, find solutions using science and engineering or technology, consider consequences and alternatives and/or integrate and synthesize scientific information.
Demonstrating Science Knowledge (D)	Requires students to use scientific inquiry and develop the ability to think and act in ways associated with inquiry, including asking questions, planning and conducting investigations, using appropriate tools and techniques to gather and organize data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments. (Slightly altered from National Science Education Standards) **Note:** Procedural knowledge (knowing how) is included in Recalling/Identifying Accurate Science.
Interpreting and Communicating Science Concepts (C)	Requires students to use subject-specific conceptual knowledge to interpret and explain events, phenomena, concepts and experiences using grade-appropriate scientific terminology, technological knowledge and mathematical knowledge. Communicate with clarity, focus and organization using rich, investigative scenarios, real-world data and valid scientific information.
Recalling Accurate Science (R)	Requires students to provide accurate statements about scientifically valid facts, concepts and relationships. Recall only requires students to provide a rote response, declarative knowledge or perform routine mathematical task. This cognitive demand refers to students' knowledge of science fact, information, concepts, tools, procedures and basic principles.

Ohio Department of Education, March 2011

***Math Descriptors* – Applying Depth of Knowledge Levels for Mathematics**

(Webb, 2002) & NAEP 2002 Mathematics Levels of Complexity (M. Petit, Center for Assessment 2003, K. Hess, Center for Assessment, updated 2006)

Level 1 **Recall**	**Level 2** **Skills/Concepts**	**Level 3** **Strategic Thinking**	**Level 4** **Extended Thinking**
a. Recall, observe, or recognize a fact, definition, term, or property b. Apply/compute a well-known algorithm (e.g., sum, quotient) c. Apply a formula d. Determine the area or perimeter of rectangles or triangles given a drawing and labels e. Identify a plane or three dimensional figure f. Measure g. Perform a specified or routine procedure (e.g., apply rules for rounding) h. Evaluate an expression i. Solve a one-step word problem j. Retrieve information from a table or graph k. Recall, identify, or make conversions between and among representations or numbers (fractions, decimals, and percents), or within and between customary and metric measures l. Locate numbers on a number line, or points on a coordinate grid m. Solve linear equations n. Represent math relationships in words, pictures, or symbols o. Read, write, and compare decimals in scientific notation	a. Classify plane and three dimensional figures b. Interpret information from a simple graph c. Use models to represent mathematical concepts d. **Solve a routine problem** requiring multiple steps/decision points, or the application of multiple concepts e. Compare and/or contrast figures or statements f. Construct 2-dimensional patterns for 3-dimensional models, such as cylinders and cones g. Provide justifications for steps in a solution process h. Extend a pattern i. Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps j. Translate between tables, graphs, words and symbolic notation k. Make direct translations between problem situations and symbolic notation l. Select a procedure according to criteria and perform it m. Specify and explain relationships between facts, terms, properties, or operations n. Compare, classify, organize, estimate, or order data	a) Interpret information from a complex graph b) Explain thinking when more than one response is possible c) Make and/or justify conjectures d) Use evidence to develop logical arguments for a concept e) Use concepts to solve non-routine problems f) Perform procedure with multiple steps and multiple decision points g) Generalize a pattern h) Describe, compare, and contrast solution methods i) Formulate a mathematical model for a complex situation j) Provide mathematical justifications k) Solve a multiple- step problem and provide support with a mathematical explanation that justifies the answer l) Solve 2-step linear equations/inequalities in one variable over the rational numbers, interpret solution(s) in the original context, and verify reasonableness of results m) Translate between a problem situation and symbolic notation that is not a direct translation n) Formulate an original problem, given a situation o) Analyze the similarities and differences between procedures p) Draw conclusion from observations or data, citing evidence	a) Relate mathematical concepts to other content areas b) Relate mathematical concepts to real-world applications in new situations c) Apply a mathematical model to illuminate a problem, situation d) Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results e) Design a mathematical model to inform and solve a practical or abstract situation f) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations g) Apply one approach among many to solve problems h) Apply understanding in a novel way, providing an argument/justification for the application ***NOTE**: Level 4 involves such things as complex restructuring of data or establishing and evaluating criteria to solve problems.*

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Depth of Knowledge - Social Studies

Each test item 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, causes 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 or 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 evaluation 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, National 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.

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* https://pro-core.us/manuals.html *This document presents those features targeted to individual audiences.*

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.

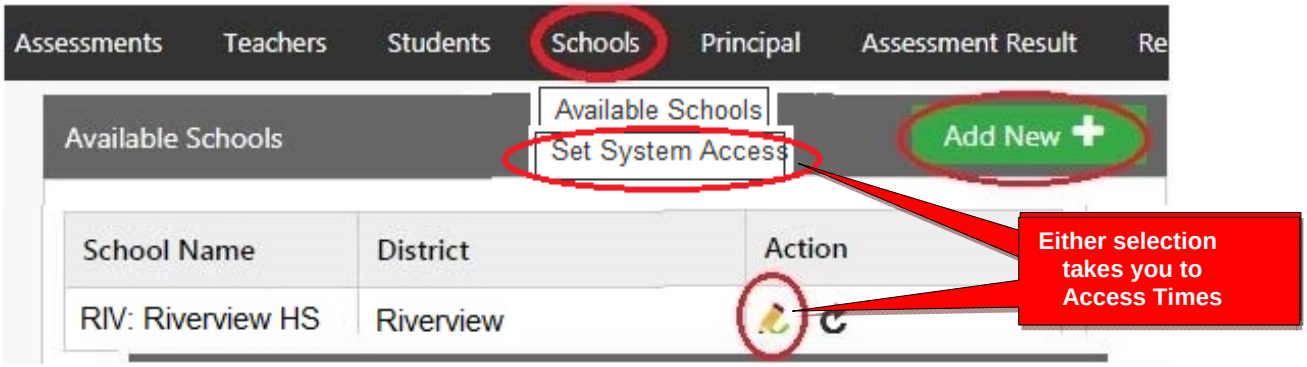
A. Setting Student System Access Times

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.

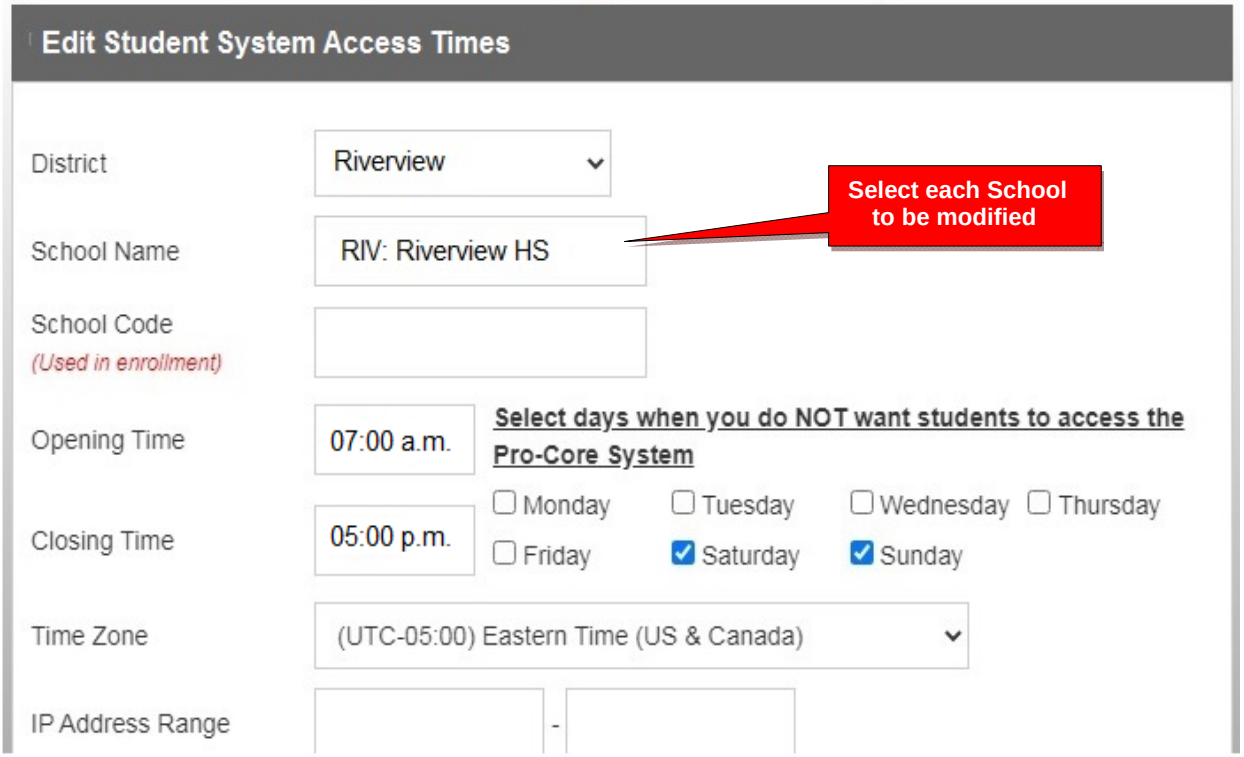
You may modify these times to better fit each school's actual opening and closing times when you want to allow students to have access—or not--to the Pro-Core *system* at school or from home. Administrators and teachers may access the system at any time.

Selecting "**Schools**" in the District Menu allows you to add new schools or to view and edit Available School information or to view and reset Student System Access Times.

Available Schools layout



Set System Access layout



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

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

B. Setting Form Assessment Times

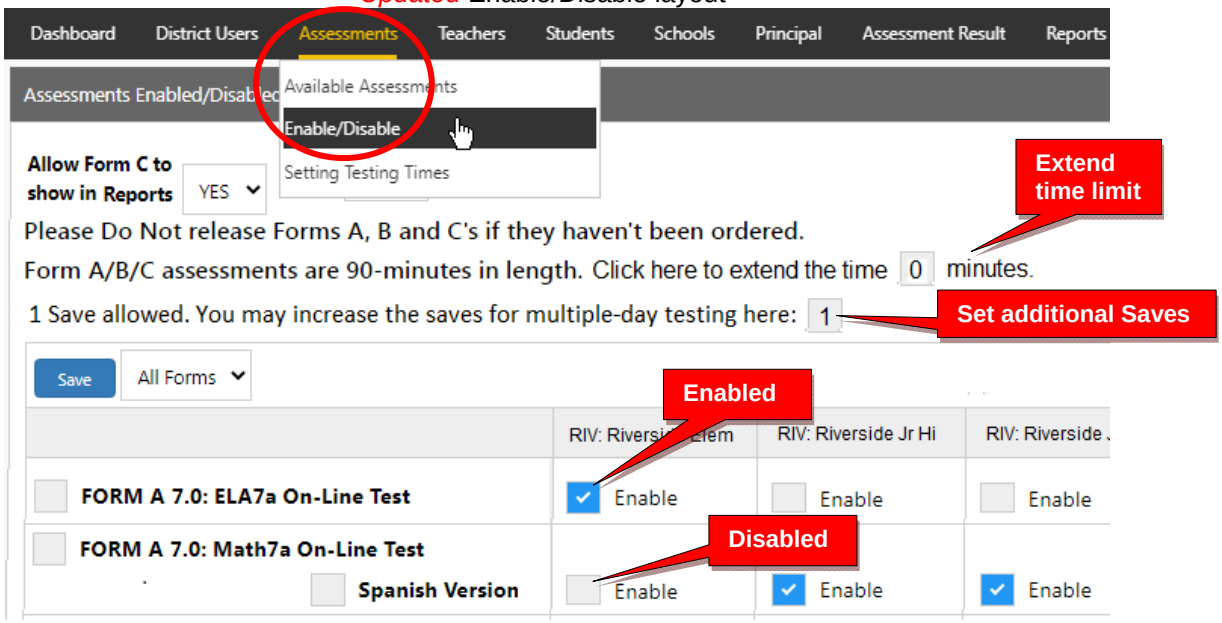
Pro-Core Form A/B/C school testing times *must* be set *after* the District Manager has *enabled* the Pro-Core Form A, B, or C assessments. *See* pages **D-7*f*** for information to "Enable/Disable Form Assessments.

Update All Form A/B/C assessments are **90 minutes** long. Administrators have the option to extend the time limit and add "Saves" for multiple-day testing. Teachers have the option to extend the time limit. Assessments may be scheduled over two days in the Setting Times layout. (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."

APPENDIX 4 – Security Features

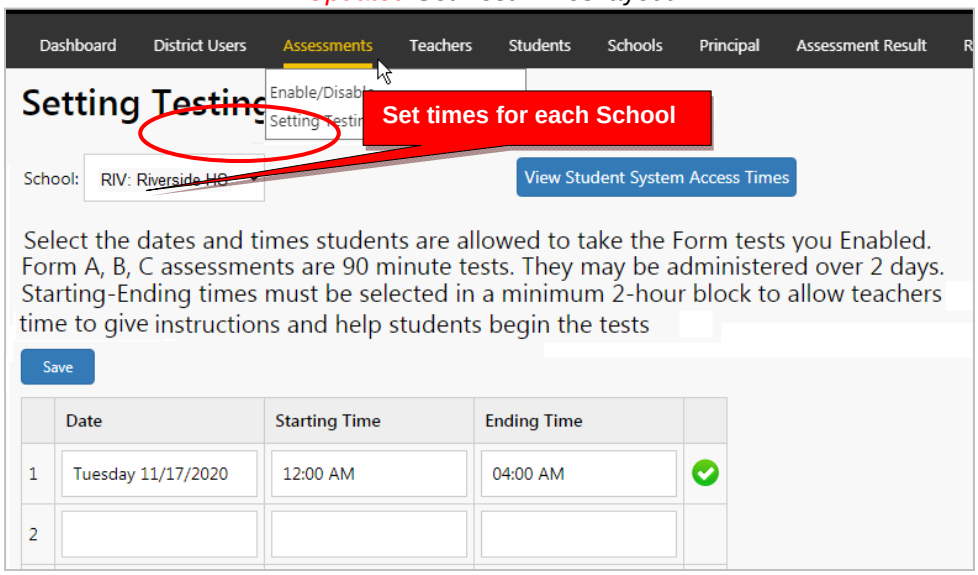
Updated Enable/Disable layout



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

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

Updated Set Test Times layout



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

- If no date or times are entered, all enabled assessments will be available *anytime* during the Student System Access Times.
- If test days or times selected are *outside* the Student System Access Times, a **warning message** will appear.
- You may view and adjust the times set for student access by clicking the "View Student System Access Times" *button*. (*see also* 1.A. *above*).

APPENDIX 4 – Security Features

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."

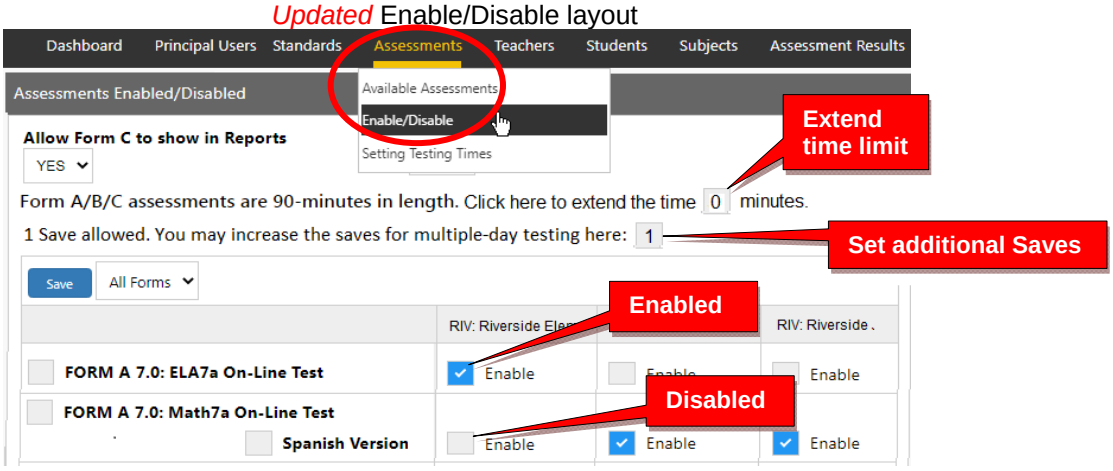
B. Setting Form Assessment Times

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-5*f*** 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 extend the time limit and add "Saves" for multiple-day testing. 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

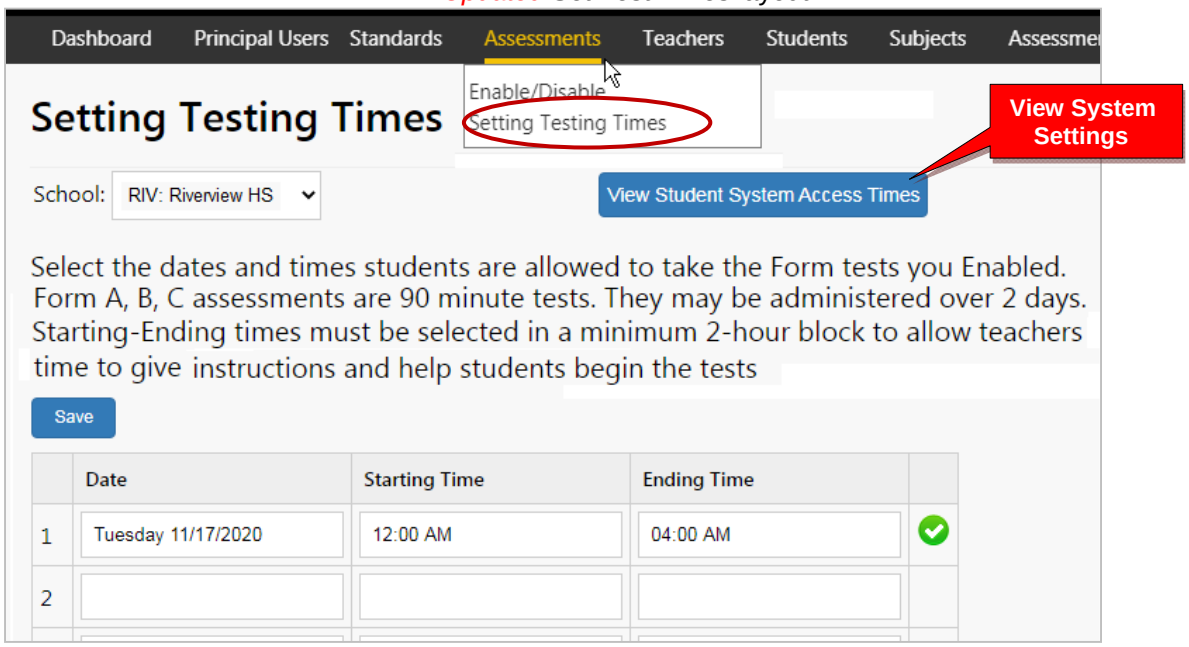


APPENDIX 4 – Security Features

After enabling your Form assessments, click "Save." Select "**Setting Testing Times**" in the School Assessments Menu, or you will automatically be taken 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



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*. (*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.

3. Teacher Level Controls

Section J of the *Pro-Core User Manual* contains Teacher Form A/B/C test procedures. Pro-Core System Access and Assessment Times are initially set-up by the District Administrator These *controls* can be modified by a school Administrator or Principal to more closely reflect each school's scheduling.

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

A. Student System Access Times

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

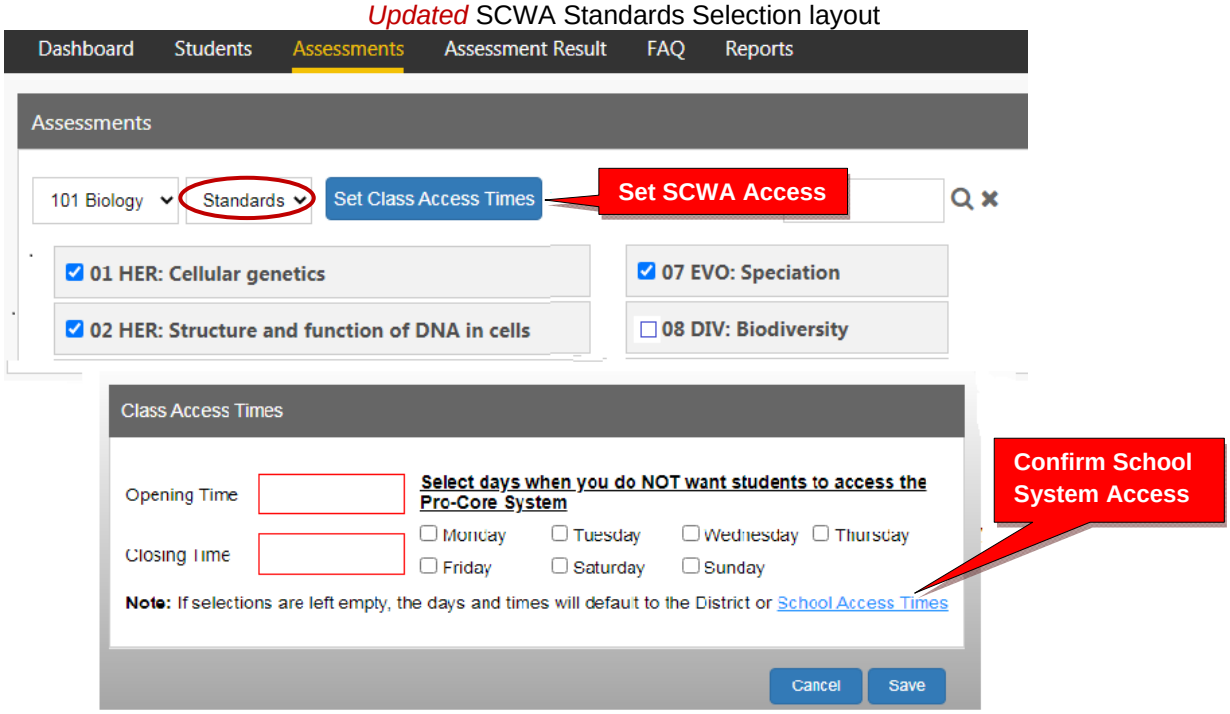
School administrators and teachers have access to the Pro-Core system at any time. But for enhanced security, students should only be allowed to have system access—or not--to the Pro-Core *system* during controlled times at school or from home.

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

Update You may modify your students' system access times to Short Cycle Web Assessment (SCWA) class subjects to improve security in remote learning situations.

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

Updated SCWA Standards Selection layout



CAUTION: Modifying the Short Cycle Assessment times will NOT change the Form A/B/C Assessment Times. Setting Form A/B/C Assessment Times is explained below.

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

B. Setting Form Assessment Times

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

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-5*f*** in this *User Manual*.

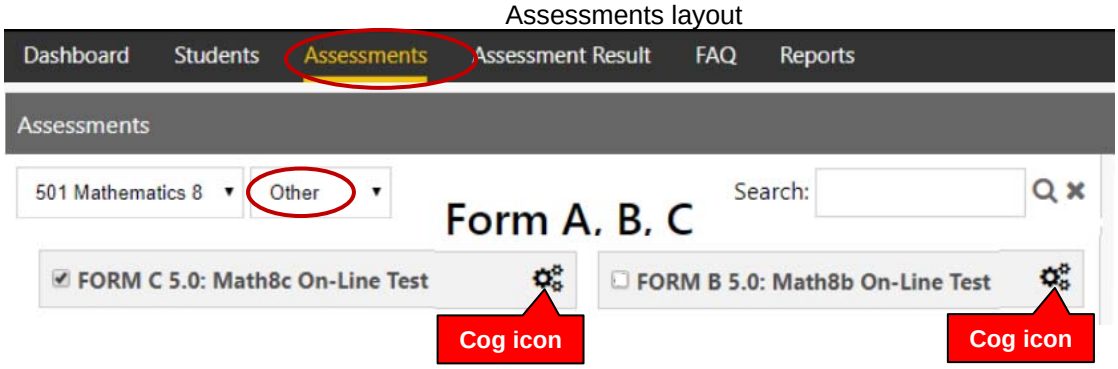
Teachers are able to further enhance security by *locking in* specific subjects and student testing times within the school's system access and testing schedule for each of the teacher's classes, in school with the teacher, or at home with a guardian monitoring. Check with your school administrator for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

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

If an assessment is administered over two days, only one assessment "Save" is allowed on the first day. Additional testing time and Saves may be allowed by the district or school administrator for multiple-day testing. Teachers may extend student or class time which adds Saves. (*see below*)

In the Teacher Menu bar, select "Assessments," the class subject, and "Other." Select the Test Form you want to secure, and click on the "**cog" icon** to schedule an assessment, lock/unlock students, or extend individual student or class Form testing time.

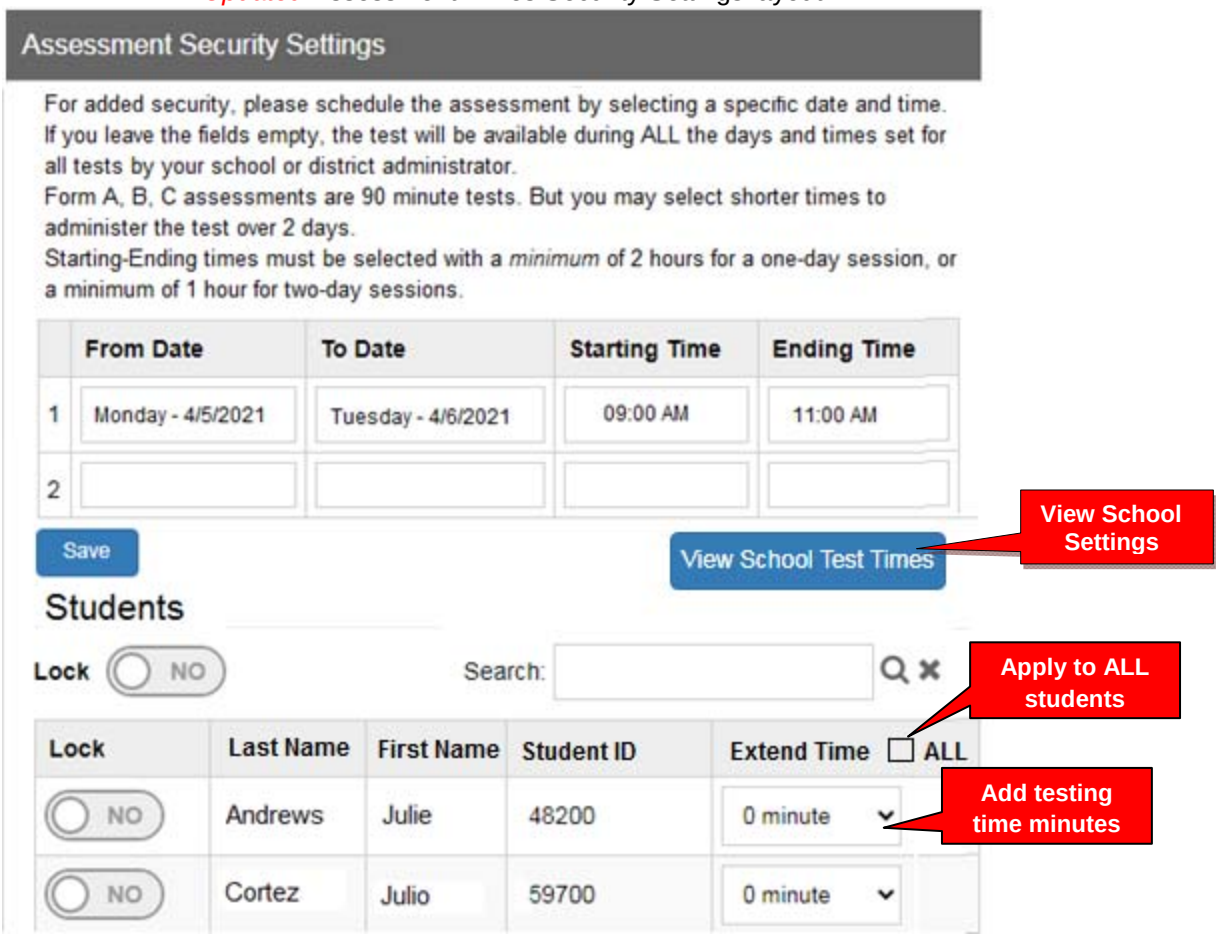
Assessments layout



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

APPENDIX 4 – Security Features

Updated Assessment Times Security Settings layout



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

CAUTION: If the student has previously "Saved" the test, the save-rule will apply: The student will be allowed ONE ADDITIONAL Save for each 15-minute block, but will NOT be able to change previous responses nor view skipped questions previous to the Save. A maximum number of 3 Saves is allowed for any student.

4. 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.

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.*

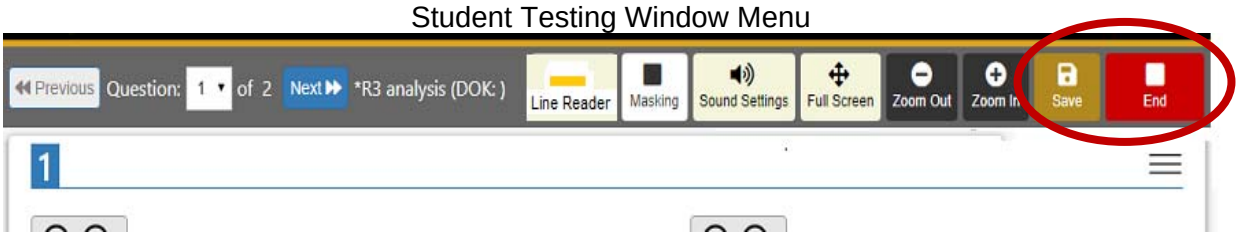
C. Assessment Procedures

Students may begin a Form A/B/C assessment that has been *enabled* and testing times set as described in 4.B *above*. If a student attempts to select a Form Test before or after the times selected, a message will appear: "Your Pro-Core Form assessment is not available at this time."

The *default* testing **time limit** for all Form assessments is **90 minutes**, so the test will automatically "**End"** at 90 minutes after the student has begun taking the test itself *unless* an administrator or teacher has removed or extended the testing time. The student can "**Save"** and return *one-time* before the 90 minutes is up.

Update If the test is scheduled over two days, the student is allowed one "Save" on the first day. When the student returns, the student will continue where s/he left off, and the test will auto-end after the 90-minute total time allowed.

Student Testing Window Menu



<u>Student Warnings</u>:

- When the student begins the test, a warning message will display the number of questions and the time allotted (90 minutes) before the test is Saved and Ended. The test cannot be *paused*.
- Students are allowed ONE "Save" to *bookmark* and return during an assessment. Tests scheduled over two days are allowed only one Save the first day.
- Students given extended time are allowed ONE ADDITIONAL Save.
- If the student attempts to Save a test more than one time in a session, s/he will be locked out. A message will display: "This assessment is locked because you saved the assessment more than once. Please contact your class teacher." The teacher may *unlock* a student using the Assessments Security Settings layout. (*see 3.B. above*)
- If a student intends to Save an assessment, s/he MUST answer the questions in sequence (1,2,3,4...etc). They MUST NOT skip questions or look ahead to any remaining questions. If the student Saves and returns to the test later, s/he will NOT be allowed to change the answers to questions s/he has already answered nor to answer any questions s/he has seen and skipped.
- A time remaining pop-up message is displayed at 10, 5, and 3 minutes left.
- Tests *Saved* by the student before the end of the 90 minute test limit are listed as "Incomplete" in the Test Completion Report. The student should "**End**" a test when all the questions have been answered.
- Students may NOT exit from the browser window during the testing time. If a student tries to Exit, a warning message will appear: "You are not allowed to Exit this program during your testing time." If a student e**X**its their **B**rowser, the number of exits will appear in the **Test Completion Report** under XB.

APPENDIX 5

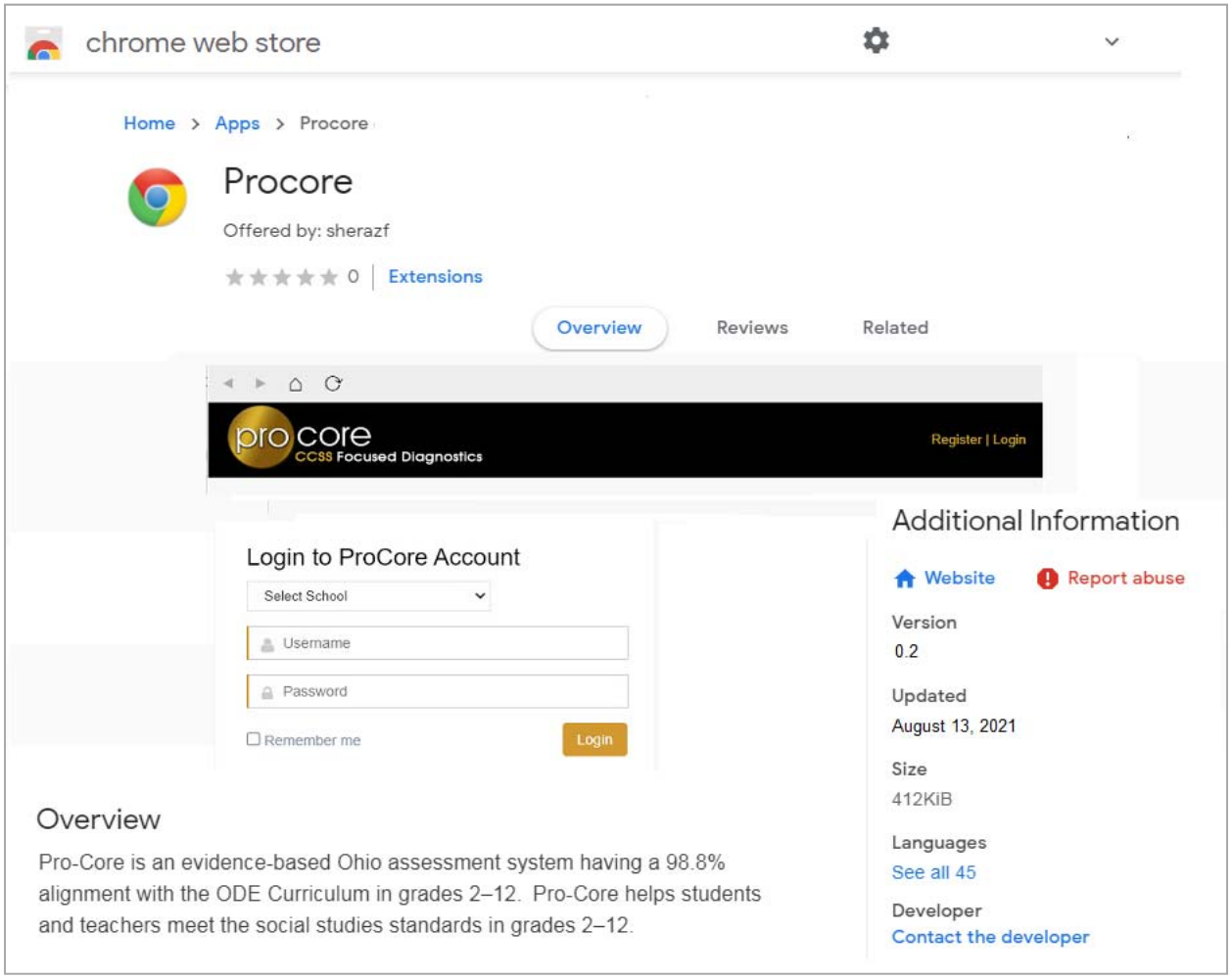
Using Pro-Core with External Programs: Chromebooks Kiosk and Clever Single Sign-On

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.

Update Download the **Pro-Core app** for Chromebooks directly from the Chrome Web Store at: **https://chrome.google.com/webstore/detail/procore/pimdfeehahcgjojokailpnhgdaajoiam?hl=en&authuser=0**



Chromebooks requirements and set-up information and support are found on the Chromebooks web site Support page: **https://support.google.com/chrome/a/answer/3273084?hl=en**

To close the kiosk app and return to the regular sign-in screen, press **Ctrl + Alt + s**.

APPENDIX 5

Using Clever Single Sign-On with Pro-Core

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

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

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

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

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

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

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

---	D	E	F	G	H	---	Y	Z	AA
------	Student Last Name	Student First Name	Student ID	Student Gender	Student Grade	-------	Subgroup 0: Military	Custom Student USER NAME	Custom Student PASSWORD

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

Connecting Clever Directly to Pro-Core via URL

Install the **Pro-core app** from the Chrome Web Store found at the following URL:
https://chrome.google.com/webstore/detail/procore/pimdfeehahcgjojokailpnhgdaajoiam?hl=en&authuser=0

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.

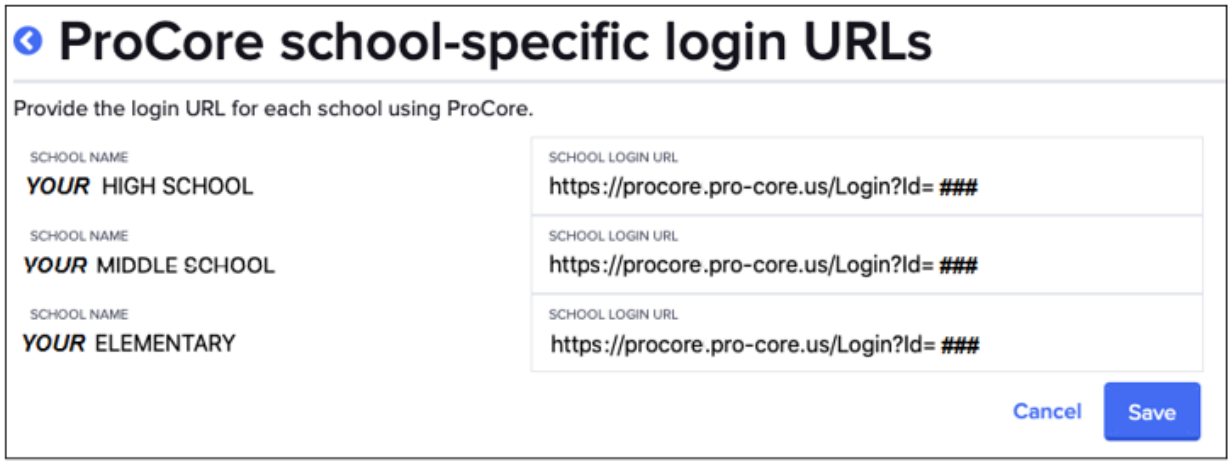
A. When setting up Pro-Core in Clever, you need to request that the Pro-Core site be added.

School specific data

FIELD	PROVIDED
School Login URL	3

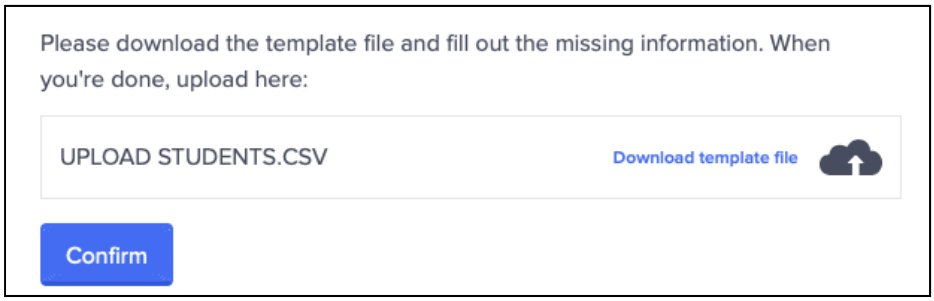
Modify data

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



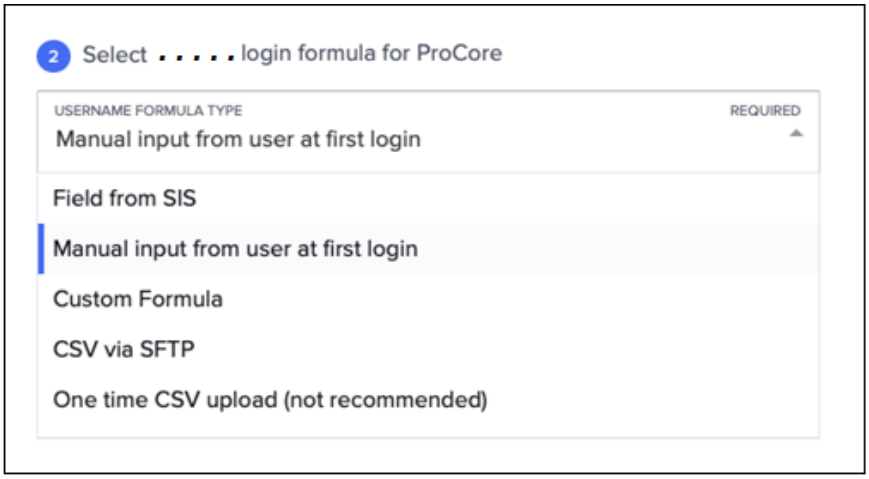
NOTE: The Special URL School Id=###s for each school are provided each year by Pro-Core. The *current* log-in page for Pro-Core is: https://procore.pro-core.us/Login

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



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

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



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