

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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Appendices:

1. Pro-Core Test Administration Instructions
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3. Pro-Core Question Codes, Types, and Samples
4. Pro-Core Security Features
- Updated** 5. Pro-Core with Chromebooks Kiosk and Clever Sign-In

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 continually 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): <input type="text"/>	End Form A Test Date (mm/dd/yy): <input type="text"/>
Begin Form B test date (mm/dd/yy): <input type="text"/>	End Form B Test Date (mm/dd/yy): <input type="text"/>
Begin Form C test date (mm/dd/yy): <input type="text"/>	End Form C Test Date (mm/dd/yy): <input type="text"/>

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!

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)

Click in the shaded boxes

<input type="checkbox"/> Form A		<input type="checkbox"/> Form B		<input type="checkbox"/> Form C		<input type="checkbox"/> Other: _____	
MATHEMATICS		SCIENCE		SOCIAL STUDIES		ELA/READING	
<input type="checkbox"/> 2 <input type="checkbox"/> Sp	<input type="checkbox"/> 2 <input type="checkbox"/> Sp	<input type="checkbox"/> 2 <input type="checkbox"/> Sp	<input type="checkbox"/> 2 <input type="checkbox"/> Sp	<input type="checkbox"/> 2 <input type="checkbox"/> Sp	<input type="checkbox"/> 2 <input type="checkbox"/> Sp	<input type="checkbox"/> Integrated	<input type="checkbox"/> Integrated
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<input type="checkbox"/> 4 <input type="checkbox"/> Sp	<input type="checkbox"/> 4 <input type="checkbox"/> Sp	<input type="checkbox"/> 4 <input type="checkbox"/> Sp	<input type="checkbox"/> 4 <input type="checkbox"/> Sp	<input type="checkbox"/> 4 <input type="checkbox"/> Sp	<input type="checkbox"/> 4 <input type="checkbox"/> Sp	<input type="checkbox"/> Integrated	<input type="checkbox"/> Integrated
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<input type="checkbox"/> Algebra I <input type="checkbox"/> Sp	<input type="checkbox"/> Phys Sci <input type="checkbox"/> Sp	<input type="checkbox"/> Am History <input type="checkbox"/> Sp	<input type="checkbox"/> 9	<input type="checkbox"/> Algebra I <input type="checkbox"/> Sp	<input type="checkbox"/> Phys Sci <input type="checkbox"/> Sp	<input type="checkbox"/> Am History <input type="checkbox"/> Sp	<input type="checkbox"/> 9
<input type="checkbox"/> Algebra II <input type="checkbox"/> Sp	<input type="checkbox"/> Biology <input type="checkbox"/> Sp	<input type="checkbox"/> Government <input type="checkbox"/> Sp	<input type="checkbox"/> 10	<input type="checkbox"/> Algebra II <input type="checkbox"/> Sp	<input type="checkbox"/> Biology <input type="checkbox"/> Sp	<input type="checkbox"/> Government <input type="checkbox"/> Sp	<input type="checkbox"/> 10
<input type="checkbox"/> Geometry <input type="checkbox"/> Sp	<input type="checkbox"/> Chemistry <input type="checkbox"/> Sp	<input type="checkbox"/> Mod Wrld Hist <input type="checkbox"/> Sp	<input type="checkbox"/> 11	<input type="checkbox"/> Geometry <input type="checkbox"/> Sp	<input type="checkbox"/> Chemistry <input type="checkbox"/> Sp	<input type="checkbox"/> Mod Wrld Hist <input type="checkbox"/> Sp	<input type="checkbox"/> 11
			<input type="checkbox"/> 12				<input type="checkbox"/> 12

NOTES:

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

²Spanish 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

- Update**
- Column I—*main* class subject teacher’s last name **required**.
 - Column J—*main* class subject teacher’s first name.
 - 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 two ways to organize your data depending on whether...

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

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

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

	D	E	F	G	H	I	J	K	O
	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher Last Name only	Teacher First Initial (for duplicate names)	Class Period -if applicable (#1-9 only)	Test Form Subject & Grade only
Same students in same Teacher class group	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
Teacher #1	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
Teacher #2	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
Same students in same Teacher class group	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
Teacher #3	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

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 **non-self-contained classes**

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

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

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 **HNYYN** etc.

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; <i>blank</i> if missing/unknown M = Male; <i>blank</i> 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); <i>blank</i> if not indicated
504 Plan [P-C Subgroup field 3]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
Gifted [P-C Subgroup field 4]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
English Learner (<i>replaces</i> LEP) [P-C Subgroup field 5]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
Migrant [P-C Subgroup field 6]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
Homeless [P-C Subgroup field 7]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
Foster Care [P-C Subgroup field 8]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
Justice Involved Youth [P-C Subgroup field 9]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated
Military [P-C Subgroup field 10]	Y = Yes (1) N = No (0); <i>blank</i> if not indicated

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

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

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

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

Sample1 – Matching Student IDs (horizontal layout)

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

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

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

Sample 2 – Matching Student IDs (vertical layout)

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

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

Sample 3 – Anonymous Student Test Results

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

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

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

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

District Administrator Set-ups and Enrollment Procedures

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

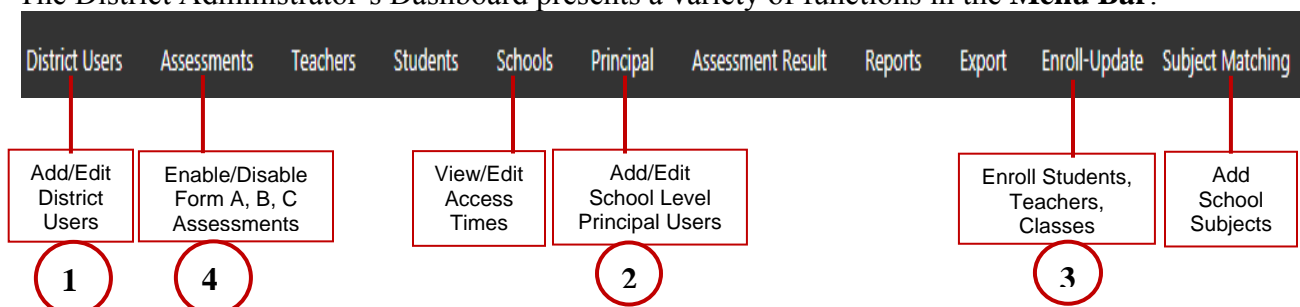
NOTE: District Administrators will log-in at a *special district administrator-only url* emailed by Ben Hemingway to the “**District** Managing Administrator” and/or “Tech Person.” The School Administrator/ Principal log-in and functions are presented in Section G.

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

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


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

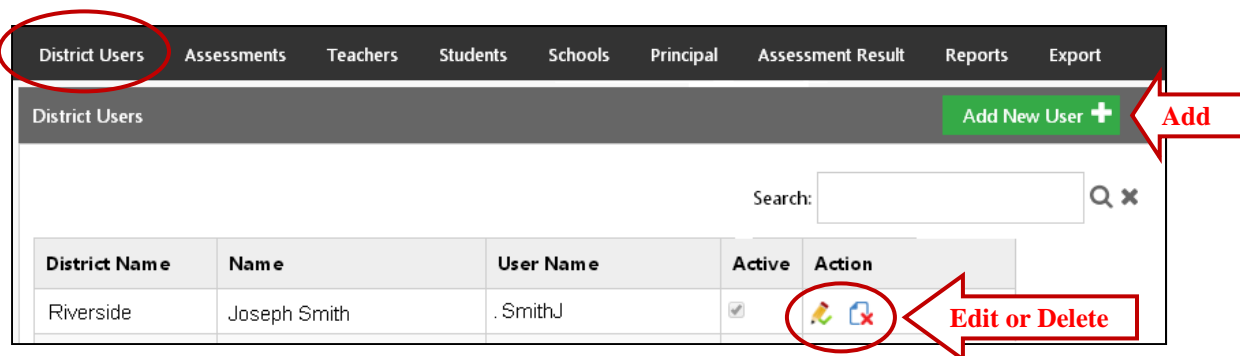




District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Control Panel Menu Bar. **One District Level User**, the “Managing Administrator,” and district **School Names** will initially be set up by Ben Hemingway. Teacher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

Step 1. Add/Edit District Level Users

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

You will see the Managing Administrator’s name set-up by the Pro-Core office. You may edit 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.*



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

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



Add New District User

First Name

Last Name

User Name

Password

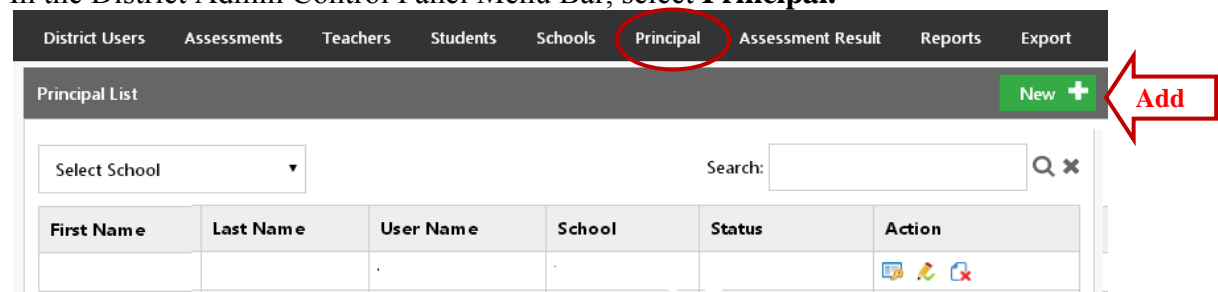
☒ Active



Cancel Save

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

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

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



First Name	Last Name	User Name	School	Status	Action
					 

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

Add Principal

District: Riverside

School: RIV: Riverside Elementary

First Name:

Last Name:

User name:

Password:

☐ Active

Save

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**.

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

Enrollment

School: RIV: Riverside Elementary

File: Choose File

Upload Preview/Print Teacher List Count

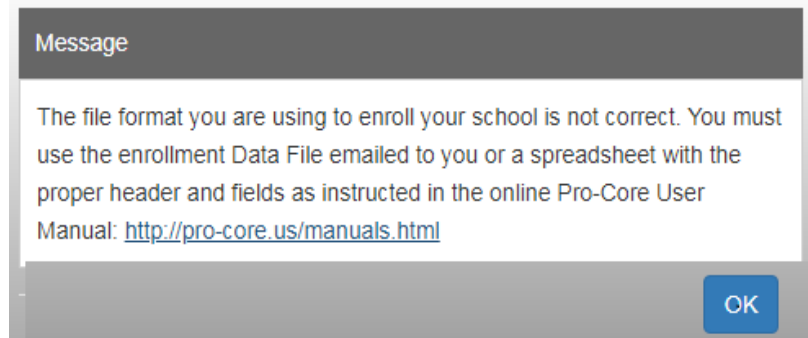
- Select a **School**.
- Click “**Choose File**” to browse your computer, and choose your prepared Pro-Core Data File spreadsheet.
- Then click “**Upload**” to upload your student, teacher, and class enrollments spreadsheet file. *Be patient. Your initial enrollment may take 2-5 minutes to complete.*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

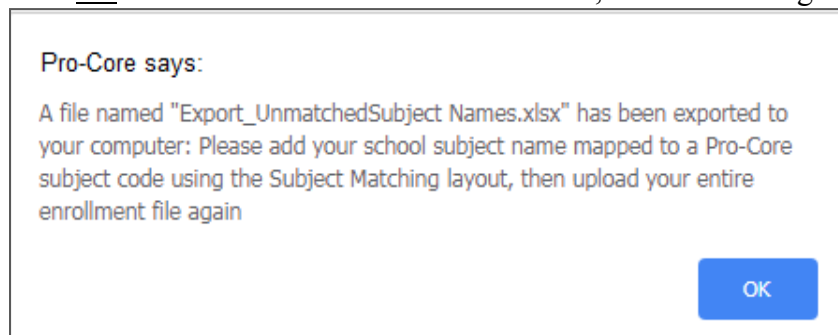


A **Pro-Core Data File template.xls** (spreadsheet) form was emailed to your district or school when your “contact person” registered with Pro-Core. You may use that spreadsheet to collect the required student and teacher enrollment data for each school. **If you use your own spreadsheet, a header row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

Export_UnmatchSubject Names.xlsx

	A	B
1	Subject Name	
2	Reading	
3		

Unmatched Subject Name

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**.

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

School Subject Matching with PC Subject Add New +

RIV: Riverside Elementary Your school Search:

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

Acceptable Subject Matched Names

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


Add New

School RIV: Riverside Elementary

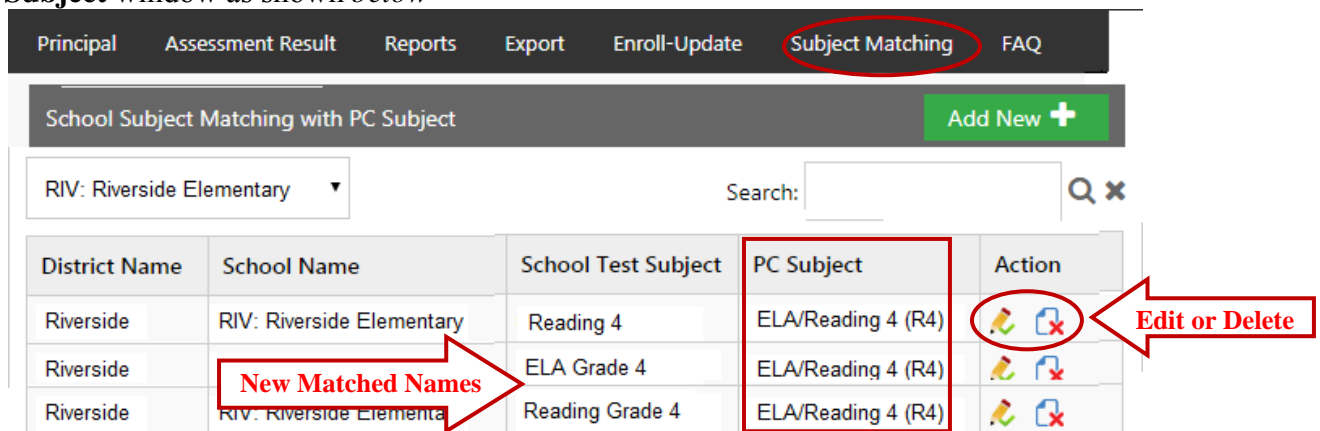
School Test Subject Reading Grade 4 Type New Name







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

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

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

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

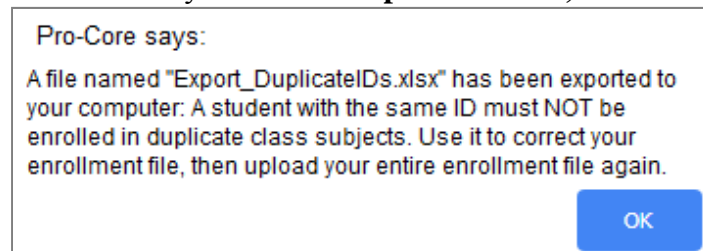


District Name	School Name	School Test Subject	PC Subject	Action
Riverside	RIV: Riverside Elementary	Reading 4	ELA/Reading 4 (R4)	 
Riverside	RIV: Riverside Elementary	ELA Grade 4	ELA/Reading 4 (R4)	 
Riverside	RIV: Riverside Elementary	Reading Grade 4	ELA/Reading 4 (R4)	 

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

Duplicate ID Records Error

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



Pro-Core says:

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

OK

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

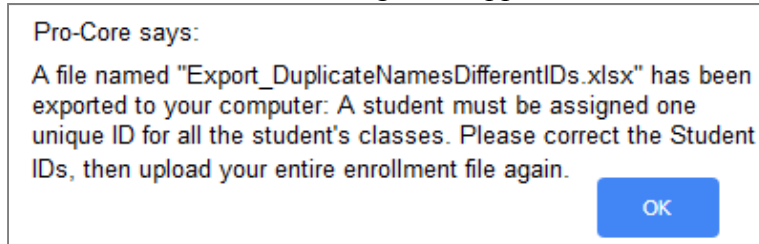
Export_DuplicateIDs.xlsx

	C	D	E	F	G	H	I	J	K	L	M	N
	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
1	Grant	Ronald	100333	Same Student ID		Simpson	Margaret	Different Teachers				Government
2	Grant	Ronald	100333			Taylor	Robert					Government

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

Duplicate Name Records Error

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



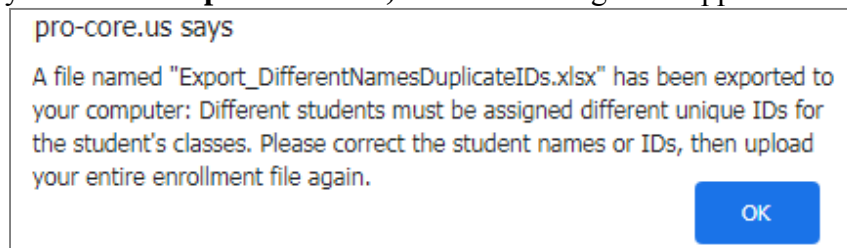
Find the “**Export_DuplicateNamesDifferentIDs.xlsx**” file *downloaded* to your computer and open it. It will list the duplicate student name records. In the example below, student Ronald Grant is shown as having two different Student IDs. **One record *must* be changed**, so that the student has **one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

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

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

Export_DifferentNamesDuplicateIDs.xlsx

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

Different Student Names

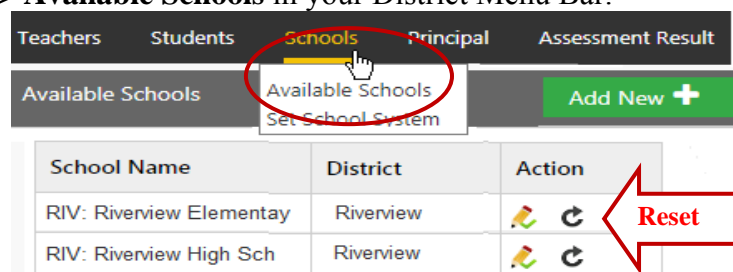
Same Student ID

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--

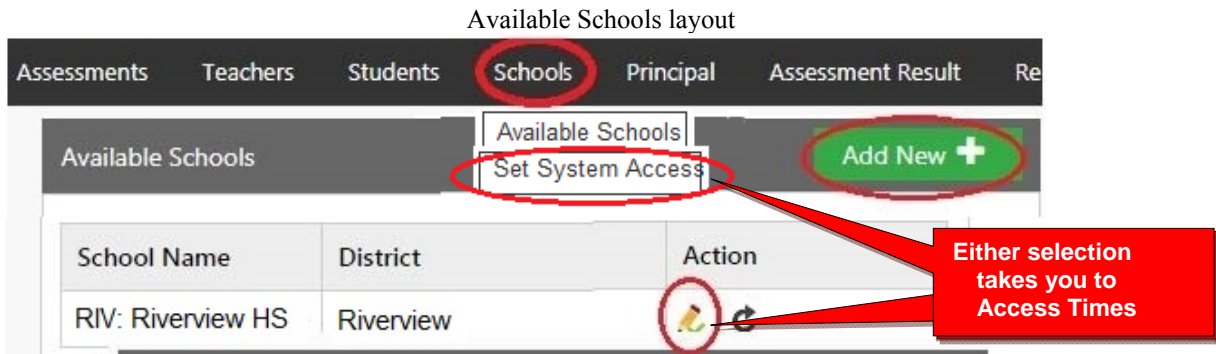
- Contact Ben Hemingway@pro-core.us and request a school enrollment “***reset***.”
- *Correct the problem(s) in your enrollment file.*
- Ben will email you when your school has been cleared/emptied.
- Go back to **Step 3a on page D-3** to upload your corrected data file.

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.



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

Assessments Enabled/Disabled Available Assessments

Enable/Disable

Setting Testing Times

Allow Form C to show in Reports YES

Default is "Yes"

Extend time limit 0 minutes

1 Save allowed. You may increase the saves for multiple-day testing here: 1

Set additional Saves

Save All Forms

	RIV: Riverside	RIV: Riverside Jr Hi	RIV: Riverside
<input type="checkbox"/> FORM A 7.0: ELA7a On-Line Test	<input checked="" type="checkbox"/> Enable	<input type="checkbox"/> Enable	<input type="checkbox"/> Enable
<input type="checkbox"/> FORM A 7.0: Math7a On-Line Test	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable
<input type="checkbox"/> FORM A 7.0: Sci7a On-Line Test	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable
<input type="checkbox"/> Spanish Version	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable

Enabled

Disabled

Disabled Spanish Test

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

Setting Testing Times

School: RIV: Riverview HS

Save

	Date	Starting Time	Ending Time
1			
2			

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.

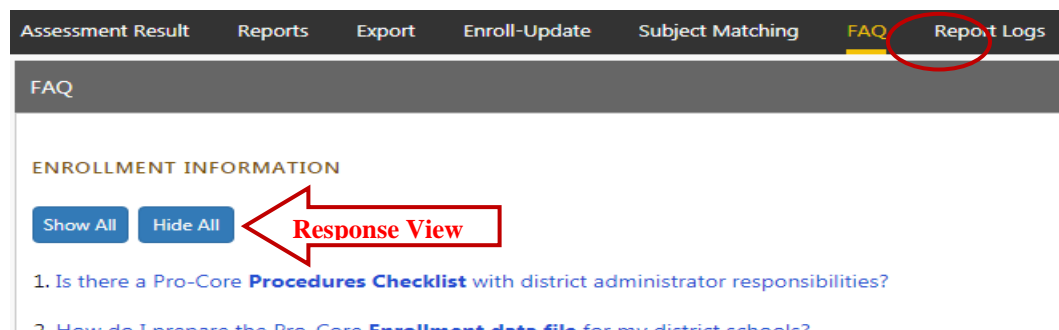
- If no date or times are entered, all enabled assessments will be available anytime during the Student System Access Times.
- If test days or times selected are outside the Student System Access Times, a warning message will appear.
- You may view and adjust the times set for student access by clicking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

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

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 through the administrator level menu bar by editing, adding, deleting, or moving *individual* records (one-by-one) *manually* as instructed in each topic below. **Part 2**, (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.

The screenshot shows the 'Teachers List' interface. At the top is a menu bar with 'District Users', 'Assessments', 'Teachers' (circled in red), 'Students', 'Schools', and 'Principal'. A red callout 'Add a Teacher' points to a 'New +' button. Below the menu bar is a 'Teachers List' header with a 'See Teacher Classes' dropdown. The main table has columns: First Name, Last Name, School, and Action. Three teachers are listed: Jonathan Depp, Archibald Leach, and Tina Turner, all from Riverside Elementary. Red callouts point to the 'Log-in as Teacher' icon, 'Delete a Teacher' icon, and 'Edit Teacher Info' icon in the Action column.

	First Name	Last Name	School	Action
+	Jonathan	Depp	Riverside Elementary	Log-in as Teacher, Edit Teacher Info, Delete a Teacher
+	Archibald	Leach	Riverside Elementary	Log-in as Teacher, Edit Teacher Info, Delete a Teacher
+	Tina	Turner	Riverside Elementary	Log-in as Teacher, Edit Teacher Info, Delete a Teacher

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.

The 'Add Teacher' form shows fields for District (Riverside), School (RIV: Riverside Elementary), First Name, Last Name, Teacher Username, and Password. A red callout 'Select a School' points to the School dropdown. Another callout 'See CAUTION below' points to the Password field. A red callout 'SAVE changes' points to the 'Save' button at the bottom.

Add Teacher

District: Riverside

School: RIV: Riverside Elementary

First Name:

Last Name:

Teacher Username:

Password:

Save

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.

The screenshot shows the 'Edit Teacher' interface. At the top, a navigation bar includes 'District Users', 'Assessments', 'Teachers' (circled in red), 'Students', 'Schools', 'Principal', 'Assessment Result', and 'Reports'. The form fields are as follows:

- District: Riverside
- School: Riverside Elementary (dropdown)
- First Name: Jonathan
- Last Name: Depp
- Teacher Username: DeppJonathan (labeled 'Default log-in' and 'Should be changed')
- Password: 987 (labeled 'Should be changed')

Below the form is a table titled 'Available Class' with a 'New +' button. The table has columns: Subject, Period, Class Code, and Action.


Subject	Period	Class Code	Action
ELA/Reading 4	2	101	[Icons: delete, add, move, view, add student]
Mathematics 4	3	102	[Icons: delete, add, move, view, add student]

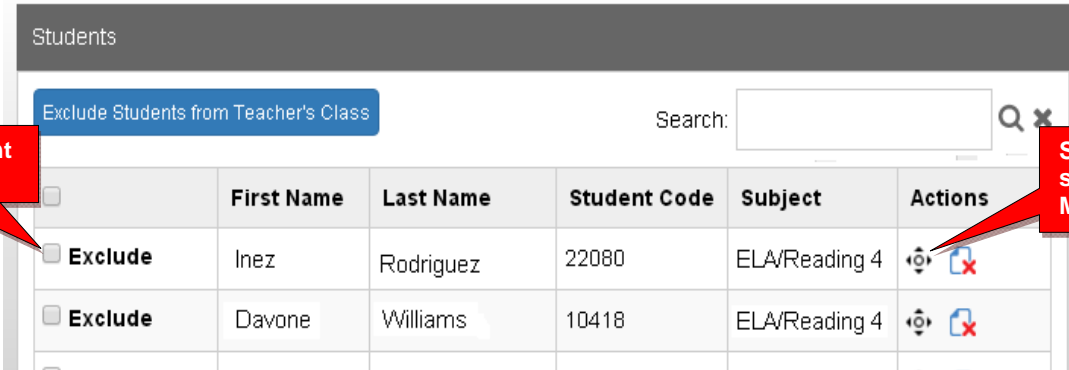
Callout boxes provide additional instructions:

- 'Subject-Class Pop-up' points to the 'Subject' column.
- 'Be sure to SAVE changes' points to the 'Save' button at the bottom.
- 'Add a Subject-Class' points to the 'New +' button.
- 'Delete a Subject & class*' points to the delete icon in the Action column.
- 'View, Move, or Add Students' points to the view, move, and add student icons.
- 'Add Co-Teacher' points to the add student icon.

***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.



Students

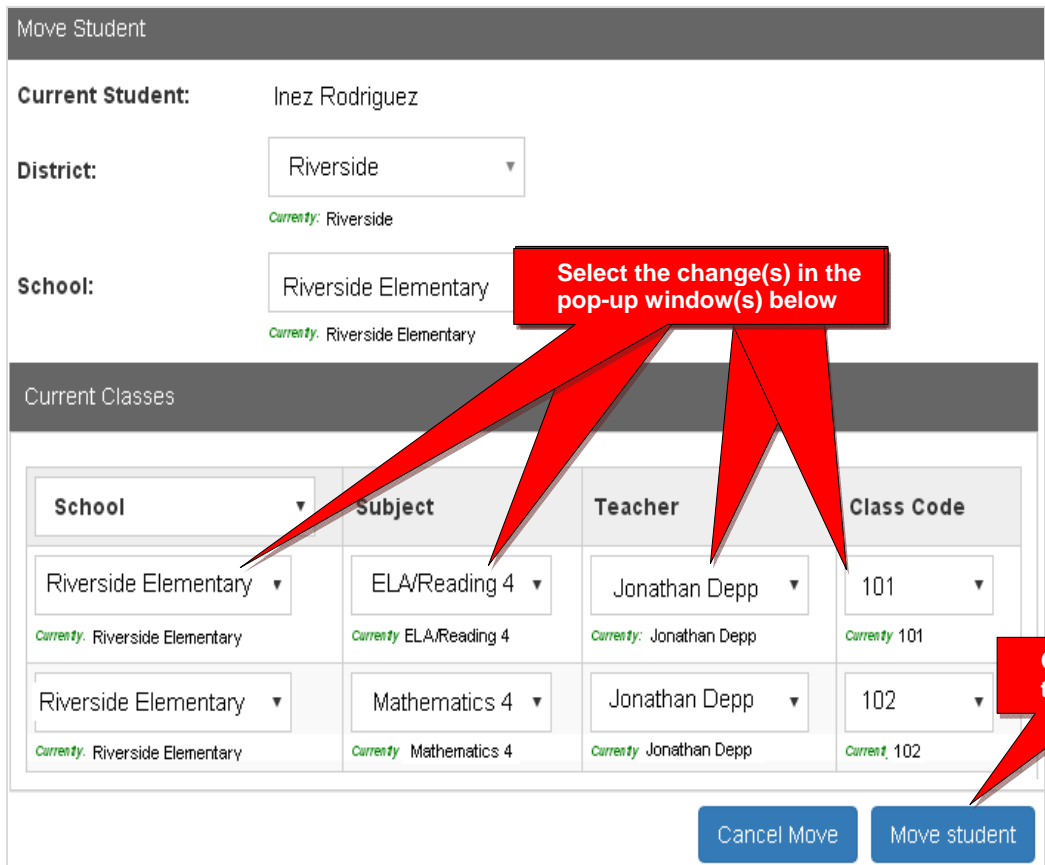
Exclude Students from Teacher's Class Search:

	First Name	Last Name	Student Code	Subject	Actions
<input type="checkbox"/> Exclude	Inez	Rodriguez	22080	ELA/Reading 4	 
<input type="checkbox"/> Exclude	Davone	Williams	10418	ELA/Reading 4	 
<input type="checkbox"/> Exclude	James	Hall	24887	ELA/Reading 3	 

Select a student to exclude

Select the student's Move icon

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



Move Student

Current Student: Inez Rodriguez

District: Currently: Riverside

School: Currently: Riverside Elementary


Current Classes

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

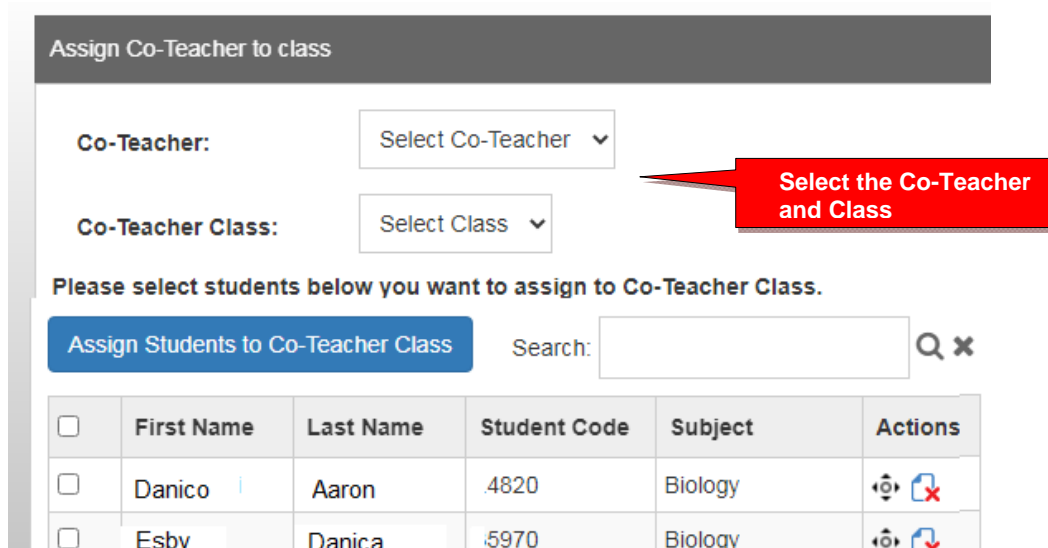
Select the change(s) in the pop-up window(s) below

Click to apply the change(s)





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*.

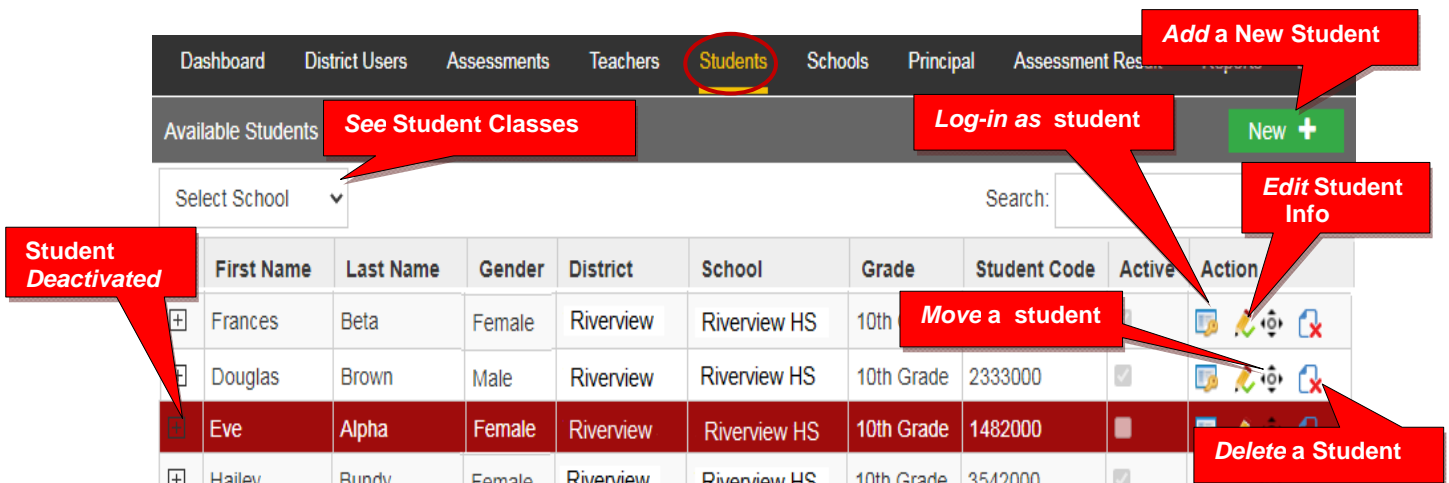


The screenshot shows a window titled "Assign Co-Teacher to class". It contains two dropdown menus: "Co-Teacher:" with the text "Select Co-Teacher" and "Co-Teacher Class:" with the text "Select Class". A red callout bubble points to these menus with the text "Select the Co-Teacher and Class". Below the dropdowns is a section titled "Please select students below you want to assign to Co-Teacher Class." It includes a blue button labeled "Assign Students to Co-Teacher Class" and a search bar with the text "Search:". Below the search bar is a table with columns: First Name, Last Name, Student Code, Subject, and Actions. The table contains two rows of student data.

















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

View/Edit/Add Students and Student Classes

Selecting “**Students**” in the menu bar allows you to view, add, edit, delete, and move students and students’ assigned subject. 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.



The screenshot shows the "Students" management interface. The top menu bar includes "Dashboard", "District Users", "Assessments", "Teachers", "Students" (highlighted with a yellow circle), "Schools", "Principal", and "Assessment Res...". Below the menu bar is a section titled "Available Students" with a "See Student Classes" button and a "Log-in as student" button. A "New +" button is also present. Below this is a "Select School" dropdown and a "Search:" bar. The main area is a table with columns: First Name, Last Name, Gender, District, School, Grade, Student Code, Active, and Action. The table contains four rows of student data. Red callout bubbles point to various features: "Add a New Student" points to the "New +" button; "See Student Classes" points to the "See Student Classes" button; "Log-in as student" points to the "Log-in as student" button; "Edit Student Info" points to the "Action" column; "Move a student" points to the "Action" column; "Delete a Student" points to the "Action" column; and "Student Deactivated" points to the "Active" column.

	First Name	Last Name	Gender	District	School	Grade	Student Code	Active	Action
	Frances	Beta	Female	Riverview	Riverview HS	10th		<input type="checkbox"/>	  
	Douglas	Brown	Male	Riverview	Riverview HS	10th Grade	2333000	<input checked="" type="checkbox"/>	  
	Eve	Alpha	Female	Riverview	Riverview HS	10th Grade	1482000	<input type="checkbox"/>	  
	Hailey	Rundv	Female	Riverview	Riverview HS	10th Grade	3542000	<input type="checkbox"/>	  

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

Adding a New Student

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

The 'Add Student' form includes the following fields: District (Riverside), School (dropdown), First Name, Last Name, Student Code, Gender (dropdown), Grade (4th Grade dropdown), Username, and Password. At the bottom, there is an 'Active' checkbox and a 'Save' button. Red arrows point to the School dropdown with the text 'Select a School', to the Student Code field with the text 'See CAUTION below', and to the Save button with the text 'Save changes'.

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

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

Edit Student Info/Add Subject Classes

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

The 'Edit Student' form shows a student record for Inez Rodriguez. The 'Students' tab in the top navigation bar is circled in red. The form fields are: District (Riverview), School (Riverview Elementary dropdown), First Name (Inez), Last Name (Rodriguez), Student Code (22080), Gender (Female dropdown), Grade (4th Grade dropdown), Username (22080), and Password (Rodriguezl). At the bottom, there is an 'Active' checkbox and a 'Save' button. Red arrows point to the Student Code field with the text 'Student ID cannot be changed', to the Active checkbox with the text 'Deactivate Activate', and to the Save button with the text 'Save changes'.

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

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

The screenshot shows a table titled 'Available Subjects' with columns: School, Subject, Main Teacher, Co-T Class Code, Co-Teacher, Co-T Class Code, ETH, LEP, Dis, IEP, Gift, and Action. There are three rows of data. Annotations include: 'Add a Co-Teacher' pointing to the 'Main Teacher' column, 'Add a Subject-Class' pointing to the 'New +' button, 'Delete a student from a Subject-Class' pointing to the trash icon in the 'Action' column, and a 'Save' button circled in red.

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

Assessment Results (View/Reset)

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

The screenshot shows the 'Assessment Results' table with columns: School, Student Name, Title, Subject, Starting Time, Ending Time, Time Start to Finish, Total Time on, # of times, Score, Status, and Action. Annotations include: 'View scores & responses' pointing to the 'Result' button, 'Review skipped questions ONLY' pointing to the 'Reset Skip Questions' button, 'Review ALL questions' pointing to the 'Reset All Questions' button, 'Clear & Re-take the test' pointing to the 'Reset Assessment' button, and 'Low score “flag”' pointing to the flag icon in the 'Status' column.

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

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

The screenshot shows the 'Form A: M6a On-Line Test 2.0' exam result. It includes a 'Key' section with 'Correct' (green check), 'Incorrect' (red X), and 'Partial Credit' (yellow check). The 'Your Score' is 1%, marked as 'Very low'. Below is a grid of question status indicators. Annotations include: 'incorrect' pointing to a red X, 'correct' pointing to a green check, and 'Part Credit' pointing to a yellow check.

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

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
	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_Subjects_Grade
1		Riverside District	Riverside HS	Bailey	Larry	695530	M	10	Brown	Darnell	1	Andrews	Albert		1 ENGLISH 10

Action field A

Header Row #1

Actions words

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

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

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

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

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

Batch Editing Samples Using Action Words

Below is a sample of an initial enrollment file.

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

Enroll

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

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

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

Enroll
or
Add

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

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

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

Delete
student
from
classes

Delete
student
From
ALL
classes

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

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

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

Move Student to new classes

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

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

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

	A	D	E	F	I	J	K	O	P	Q	R	S	T
	Action	Student_Last_Name	Student_First_Name	Student_ID	Main_Teacher_Last_Name	Main_Teacher_First_Name	Period	Test_Subject&Grade	Subgroup1: 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

Update info

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

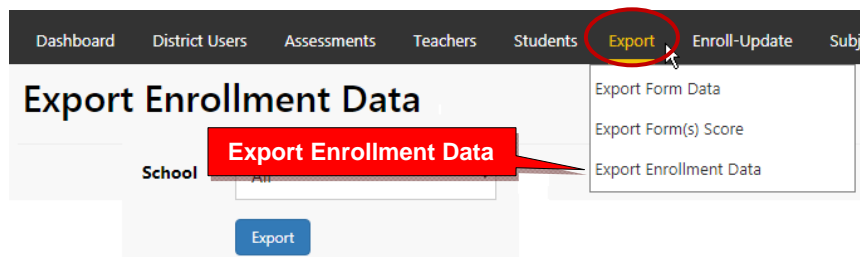
The Action word field *may* be left empty in most cases *except* for “delete” and “delete_student.” But we recommend using the action words, so that you may keep track of any changes you make in the Pro-Core system. If any discrepancies are found, you can more easily trace the source if you have a record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

What May Not be Done with Action Words

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

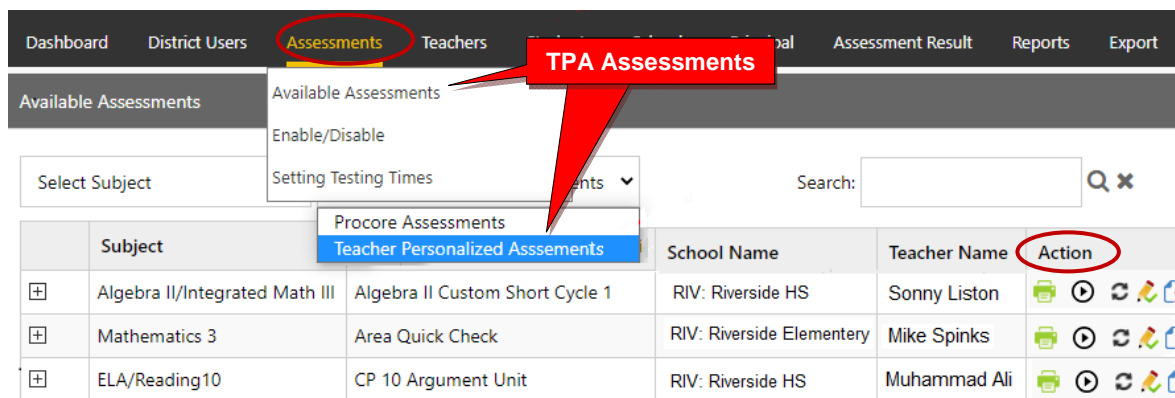
See **Section F, page 15 and 16**, in this Manual for further information about the other **export** files listed above.

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 recent 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.

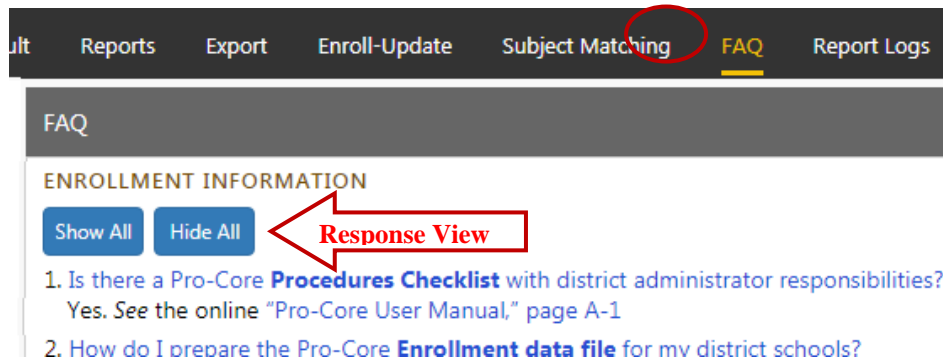


Administrator List of School TPAs

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)

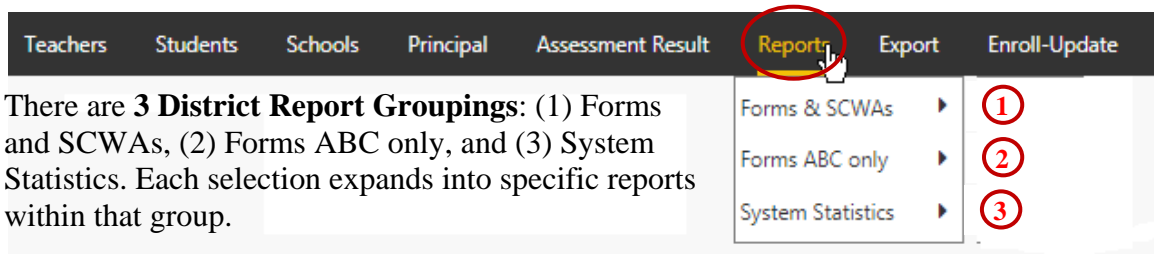
Selecting “FAQ” will display some commonly asked questions and answers which will help you understand and use the Pro-Core system more effectively. New FAQs appear from time-to-time, so be sure to check this selection often. You may also submit your own questions to hemingway@pro-core.us.



➤ *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.

Item Analysis Report

TES: Test School1 | All Teachers | All Subjects | All Classes | All Students | Form A

Generate Report | Hide Answers | Print Preview | Zoom Out | Zoom In

Pro-Core

Social Studies 7 A

Std.#	Q.#	Question Text	Score %	Q-Type	DOK	Student Data	Std. Count	1	0	S	A	B	C	D
Grade 7 Standard 1: Historians and archaeologists describe historical events and issues in the past in terms of today's norms and values. (100%)														
2	2	Part A Which word best describes the lasting influence of A...	50 ✓	MCR	3	Hide	4	50	50	0	25	25	0	50 ✓
		Amy Anderson					1				✓			
		Dick Clark					1							✓
		Miles Davis					1							✓
		Aretha Franklin					1				✓			

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

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

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.

Standard Detail Report

Mathematics 7 (Form A) Pro-Core Standards Detail Report 8/14/2021

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 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.

Report Card Report

Tom Jones (123465) Pro-Core Student Report Card 8/14/2021 Form A TES: Test School1

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

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%
Social Studies 7	★	★	★	★	★	★	★	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	11%

Mathematics 7

1. RPR Compute unit rates associated with ratios of fractions, including lengths, areas and other quantities measured in like or different units.
2. RPR Recognize and represent proportional relationships between quantities: identify constant of proportionality; represent with a table, graph, or equation.
13. GEO Describe the two-dimensional figures that result from slicing three-dimensional figures.
14. GEO Understand the relationships among the circumference, diameter, area, and radius of a circle. Know the formulas for the area and circumference of a circle.

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.

Pre Post Analysis Report

Riverside Elem | Hershey | Mathematics 4 | 121 | 01 OPT: Use and evaluate numerical

Generate Report | Print Preview | Zoom Out | Zoom In | All SCWA

Mathematics 4 Pre-Post Analysis Report

Student Name	Date	Pre Score	Post Score	Difference	Times taken	Average								
Mary Antoin	02/10/17 14:27	75.0%	100.0%	+25.0	3	87.5%								
Attempts expanded <table border="1"> <thead> <tr> <th>Date</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>10/10/16 18:21</td> <td>75.0%</td> </tr> <tr> <td>10/10/16 18:23</td> <td>87.5%</td> </tr> <tr> <td>02/10/17 14:27</td> <td>100.0%</td> </tr> </tbody> </table>							Date	Score	10/10/16 18:21	75.0%	10/10/16 18:23	87.5%	02/10/17 14:27	100.0%
Date	Score													
10/10/16 18:21	75.0%													
10/10/16 18:23	87.5%													
02/10/17 14:27	100.0%													
Sidney Caesar	02/10/17 14:30	75.0%	62.5%	-12.5	2	68.8%								
Mary Blount	02/10/17 14:33	37.5%	62.5%	+25.0	4	37.5%								
Charlie Tunes	02/10/17 14:29	50.0%	50.0%	0.0	2	50.0%								

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.

Completion Report

All Schools | Mathematics 7 | Form A | All

Generate Report

Teacher - Class - Assessment

Teacher - Class - Assessment	Student ID #	Gr	Gender	Test % Score	NCE	Status
RIV: Riverside HS	65 students			23.1 av. %	44.4 av. NCE	60 = 92% completed
Harris Jason 301 American History	19 students			22.5 av. %	42 av. NCE	17 = 89% Ans/Skip/Tot/XB
Allen Hazel	127386	12	F	6.0	1	22/8/30/0 Finished
Callow Alison	735344	10	F			0/0/0/0 Not taken
Custer William	735311	10	M	20.0	32	30/0/30/0 Finished
Davis Dharma	700684	10	F			21/0/30/2 Saved END Test

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.

Teacher Classes

Standards % Averages

District Standards Report

Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	8	9	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.

Question % Averages

District Standards Report

RV: Riverside High Sch Form A Questions Generate Report Export As Excel

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

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.

Domain % Averages

District Domain Report

TES: Test School1 Mathematics 7 Generate Report Export As Excel

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%

2.4 District Summary & Comparison Report

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

District Summary & Comparison

Generate Report Export Summary Compare to Other Districts

School Name	Form	M2	M3	M4	M5	M6	M7	M8	Alg1	Alg2	Geo	IMA1	IMA2	IMA3
Riverside Schools	Form A	46.3	17.1	18.5	21.5	18.9	18.0	18.4	18.5	14.4	19.7			
	Form C	67.3	50.9	51.6	53.3	46.2	36.1	40.5	39.3		47.7			
	Diff (A-C)	21.0	33.8	33.2	31.8	27.3	18.2	22.1	20.8		28.0			
Difference by Subject									23.6					
Riv: Riverside Elem	Form A	46.0	17.7	20.7	22.2	22.1								
	Form C	67.3	50.9	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
Your School	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.

District Users Assessments Teachers **Tools** Principal Assessment Result **Reports** Export

Subgroups Report

RIV: Riverton HS All Subjects Form A to C Generate Report Show Detail

Forms & SCWAs
Forms ABC only
System Statistics

Form Test Completion
District Standards Report
District Domain Report
District Summary & Comparison
District Subgroups Report
Class Ranking Report
Class Growth Report
Teacher Effectiveness

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 Subgroups Subject-Class Detail Report where you can “drill down” to individual 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.

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

Subgroups Subject-Class Report

RIV: Riverside Elementary By Subject Form A to C Generate Report Print Preview Export Reset

Expand Classes

Select Data

Clear Filters

Subject Teacher - Class	FILTERS											Pre-Test %		Post-Test %		Pre-Post % NCEs	
	Gen	Eth	IEP	504	Gift	EL	Mig	Hom	Fos	Jus	Mil	Cnt	Score = NCE	Cnt	Score = NCE	Difference	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

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.

Class Ranking Report

TES: Test School1 | All Teachers | Mathematics 7

Generate Report | Export | Print Preview | Zoom Out | Zoom In

Mathematics 7 (Form A) | Class Ranking Report

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

Forms & SCWAs

- Forms ABC only
- System Statistics
- Form Test Completion
- District Standards Report
- District Domain Report
- District Summary & Comparison
- District Subgroups Report
- Class Ranking Report**
- Class Growth Report
- Teacher Effectiveness

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.

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

Class Growth Report

TES: Test School1 By Teacher All Teachers Form A to C Teacher Summary Combined subjects Forms & SCWAs Forms ABC only System Statistics

Generate Report Generate CG with SCWA Print Preview Export

Form Test Completion District Standards Report District Domain Report District Summary & Comparison District Subgroups Report Class Banking Report **Class Growth Report** Teacher Effectiveness

School-Teacher-Class SGS Scores

Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1 RIV: Riverside Elem	169 students								
+ 0 CLARK	(combined)		3 Expected Growth	62 students	37.8 av. %	60.6 av. %	22.8 av. %	+ 4	38 of 62
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students	36.8 av. %	57.2 av. %	20.4 av. %	+ 2	10 of 16
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	34.5 av. %	57.2 av. %	22.7 av. %	+ 2	9 of 16
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	10 of 15
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15
+ 3 DOBBS	(combined)		5 Exceptional Growth	64 students	36.2 av. %	68.4 av. %	32.2 av. %	+ 31	60 of 64
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16

NCE pre-post Difference

Subjects combined

Met Growth Target score

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 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.

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

Class Growth Report

TES: Test School1 By Teacher All Teachers Form A to C Teacher Summary Same subjects

Generate Report Generate CG with SCWA Print Preview Export

Met Growth Target score

Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1 RIV: Riverside Elem	169 students								
+ 0 CLARK		ELA/Reading 3	3 Expected Growth	31 students	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15
+ 0 CLARK		Social Studies 3	3 Expected Growth	31 students	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	20 of 31
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students	36.8 av. %	57.2 av. %	20.4 av. %	+ 2	10 of 16
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	10 of 15
+ 3 DOBBS		Mathematics 4	5 Exceptional Growth	32 students	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16
+ 2 DOBBS		Science 4	5 Exceptional Growth	32 students	30.8 av. %	63.7 av. %	32.9 av. %	+ 18	28 of 32
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16

Grouped by Same Subjects

NCE pre-post Difference

Met Growth Target score

2.7c Class Growth – Student Detail

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

Class Growth Report

TES: Test School1

By Teacher

All Teachers

Form A to C

Student Detail

Generate Report

Generate CG with SCWA

Print Preview

Export

	Teacher - Class - Assessment - SGS	Student Name	Student ID #	Growth Rating Gr Gender	Spec Code	Pre-Test % Score = NCE	Post-Test % Score = NCE	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1	RV: Riverside Elementary		169 students							
- 1	CAIN 101	Mathematics 6	19 students	2 Less than Expected		16.2 av. %	64.4 av. %	18.2 av. %	- 16	NCEs av diff
- 1		Brown Michael	10699	2 M		52.0 68	69.2 50	17.2	- 18	No
+ 0		Collins, Carrie	10733	2 F		44.0 57	80.8 65	36.8	+ 9	Yes
- 0		Dodd Arnold	10821	2 M		36.0 46				No
- 1		Cortez Miguel	10746	2 M		64.0 85			- 24	No
- 1		Depok, Angel	10973	2 F		52.0 68	57.7 34	5.7	- 34	No
- 0		Fernandez Carmela	10932	2 F		56.0 73	80.8 65	24.8	- 8	No

Individual Students

Met growth target score

2.7d Class Growth – Subject Summary

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

Class Growth Report

TES: Test School1

By Subject

Form A to C

Generate Report

Generate CG with SCWA

Print Preview

Export

Subject - SGS	Teacher	Total	Class Growth 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	3 Expected Growth	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31
+ 0 LEVY 122		16 students	3 Expected Growth	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0 LEVY 124		15 students	3 Expected Growth	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15
- 1 Mathematics 2		35 students	2 Less than Expected	46.0 av. %	67.3 av. %	21.3 av. %	- 12	6 of 35
- 1 JONES 101		19 students	2 Less than Expected	46.2 av. %	64.4 av. %	18.2 av. %	- 16	2 of 19
- 0 DOE 241		16 students	2 Less than Expected	45.9 av. %	70.9 av. %	25.0 av. %	- 8	4 of 16
+ 3 Mathematics 4		32 students	5 Exceptional Growth	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32
+ 3 SMITH 141		16 students	5 Exceptional Growth	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
+ 3 PERK 143		16 students	5 Exceptional Growth	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16

2.7e Release Class Growth to Teachers

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

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

Release Class Growth to Teachers

Save

	RIV: Riverside Elementary	RIV: Riverside Middle	RIV: Riverside High School
3rd Grade	Release CG A B C	Released	Release CG A B C
4th Grade	Release CG A B C	Not Released	Release CG A B C

Reports

- Forms & SCWAs
 - Form Test Completion
 - District Standards Report
 - District Domain Report
 - District Summary & Comparison
 - District Subgroups Report
 - Class Ranking Report
 - Class Growth Report
 - Teacher Effectiveness
- Forms ABC only
- System Statistics

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.

2.8c 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.

Student Growth-Teacher Effectiveness Report

TES: Test School1 ▾ By Teacher ▾ All Teachers ▾ Form A to C ▾ **Student Detail ▾**

Generate Report Generate CG with SCWA Print Preview Export

Teacher - Class - Assessment - SGS	Student Name	Student ID #	Gr	Gender	Spec Code	Pre-Test % Score = NCE	Post-Test % Score = NCE	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1	RIV: Riverside Elementary	169 students								
- 1	CAIN 101 Mathematics 6	19 students	2	Approaching Average	46.2 av. %	64.4 av. %	18.2 av. %	- 16	NCEs av diff	
- 1	Brown Michael	10699	2	M	52.0 68	69.2 50	17.2	- 18	No	
+ 0	Collins, Carrie	10699	2	F	44.0 57	69.2 50	25.2	+ 8	Yes	
- 0	Dodd Arnold	10822	2	M	36.0 46	69.2 50	33.2	+ 4	No	
- 1	Cortez Miguel	10746	2	M	64.0 85	76.9 60	12.9	- 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	

2.8d 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.

Student Growth-Teacher Effectiveness Report

TES: Test School1 ▾ **By Subject ▾** Form A to C ▾

Generate Report Generate CG with SCWA Print Preview Export

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

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**

	RIV: Riverside Elementary	RIV: Riverside Middle	RIV: Riverside High School
3rd Grade	Release TE <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> Released	Release TE <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> Not Released	Release TE <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
4th Grade	Release TE <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/>	Release TE <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	Release TE <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>

③ 3.0 System Statistics

3.1 Top Classes Report

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

School	Teacher/Students Name	Class/Students Code	Form A	Form B	Form C	Standards Tested	Average SCWA
RIV: Halle MS	Davis	302	71.20%	80.53%	0%	4/18 = 0.22	81.73%
	ODell Mark	90809	75.75%	79.25%	0%	5/18 = 0.28	86.67%
	Staton Deborah	91088	81.81%	94.28%	0%	4/18 = 0.22	84.38%
	Rodriquez Jose	91043	57.57%	68.57%	0%	4/18 = 0.22	78.12%
	Winter Emil	90810	69.69%	80.00%	0%	3/18 = 0.17	77.78%
RIV: Halle MS	Adams	321	62.85%	68.42%	0%	3/18 = 0.17	75.27%

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.

Web Test Count For All Schools

04/03/2017 **5 Week View** All

System Statistics

- Forms & SCWAs
- Forms ABC only
- System Statistics**
 - Top Classes
 - SCWA Test Count**
 - Item Analysis Usage
 - Subject Usage
 - Assessments Usage

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

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

School: RIV: Riverside Elem

View school Detailed counts

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

3.3 Item Analysis Usage Report

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

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

Questions reviewed

Expanded to show questions reviewed

Student responses reviewed

Item Analysis Usage

System Statistics

- Forms & SCWAs
- Forms ABC only
- System Statistics**
 - Top Classes
 - SCWA Test Count**
 - Item Analysis Usage**
 - Subject Usage
 - Assessments Usage

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

Question

In the Four-Power Treaty of 1921, the United States, France,...

Which of the following would be a reason for the United Stat...

In the Four-Power Treaty of 1921, the United States, France,...

Which of the following would be a reason for the United Stat...

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.

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

Subject Usage Report

RIV: Riverside HS Biology **Generate Report** **Print**

Forms & SCWAs
Forms ABC only
System Statistics

Goal: 7/25 75%

Top Classes
SCWA Test Count
Item Analysis Usage
Subject Usage
Assessments Usage

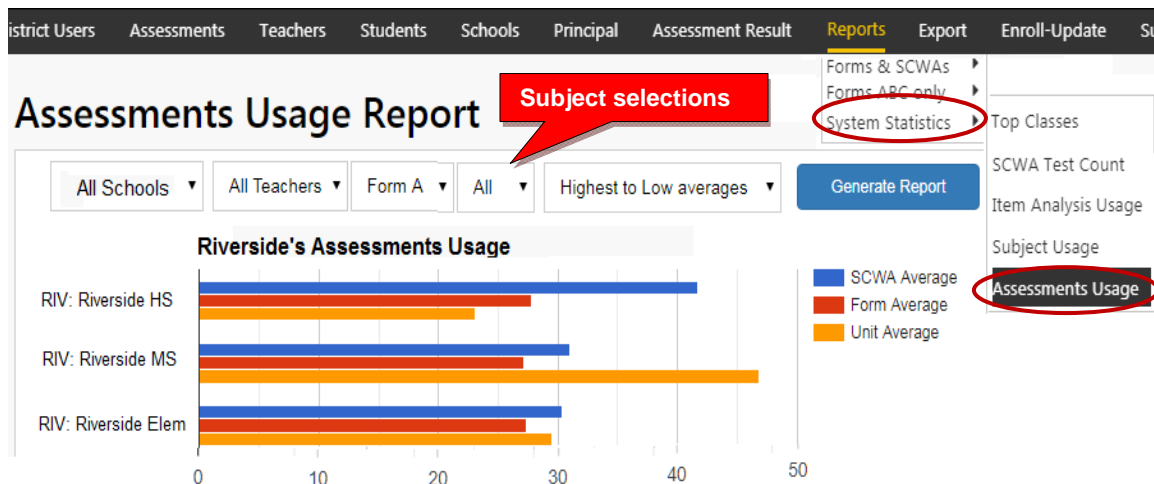
Learning Standards usage

Subject	District	School	Teacher(s)	Classess	TtlClassEnr	Std	Max	Frm A	Frm B	Frm C	SCWA	SCWA %Avg
Biology	Riverside	RIV: Riverside HS	Smith	101 102 103	82	25	2050	30%	0%	0%	14%	30%
				101	12	25	300	27%	0%	0%	8%	0%
				102	12	25	300	24%	0%	0%	20%	28%
				103	10	25	250	28%	0%	0%	4%	0%

Average Score

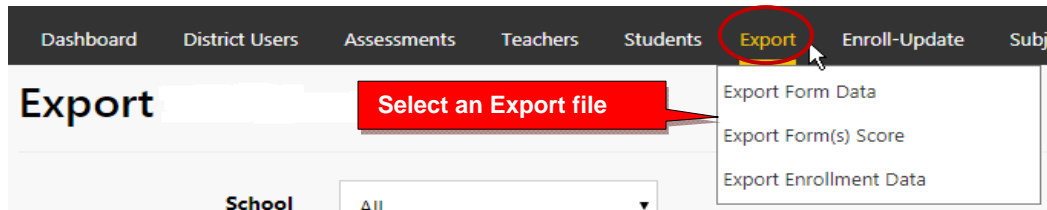
3.5 Assessment Usage Report

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.

A screenshot of the 'Export Form Data' form. The form is titled 'Export Form Data' and has a navigation bar at the top with links for Dashboard, District Users, Assessments, Teachers, and Export. The form contains five dropdown menus: 'School' (set to 'All'), 'Form' (set to 'All'), 'Test' (set to 'All'), 'Teacher' (set to 'All'), and 'Class' (set to 'All'). Below the dropdowns is a blue 'Export' button.

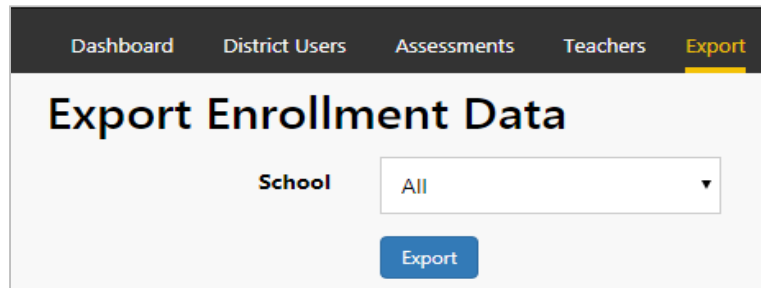
2) Export Form(s) Score

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

A screenshot of the 'Export Form(s) Score' form. The form is titled 'Export Form(s) Score' and has a navigation bar at the top with links for Dashboard, District Users, Assessments, Teachers, and Export. The form contains two dropdown menus: 'School' (set to 'All') and 'Subjects' (set to 'All'). Below the dropdowns is a blue 'Export' button.

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.

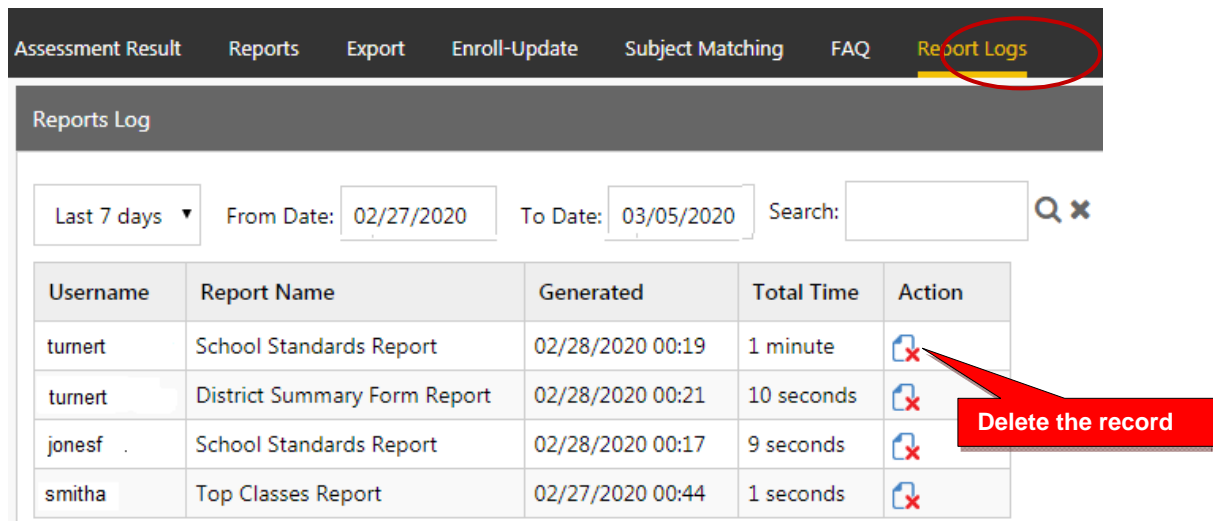






CAUTION: It is highly recommended that you use the most current Export Enrollment Data file if school administrators have been making changes themselves since your original enrollments. This will avoid school-level changes being reverted to the original enrollments.

See **Section E, pages 8f** 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.



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

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

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

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*

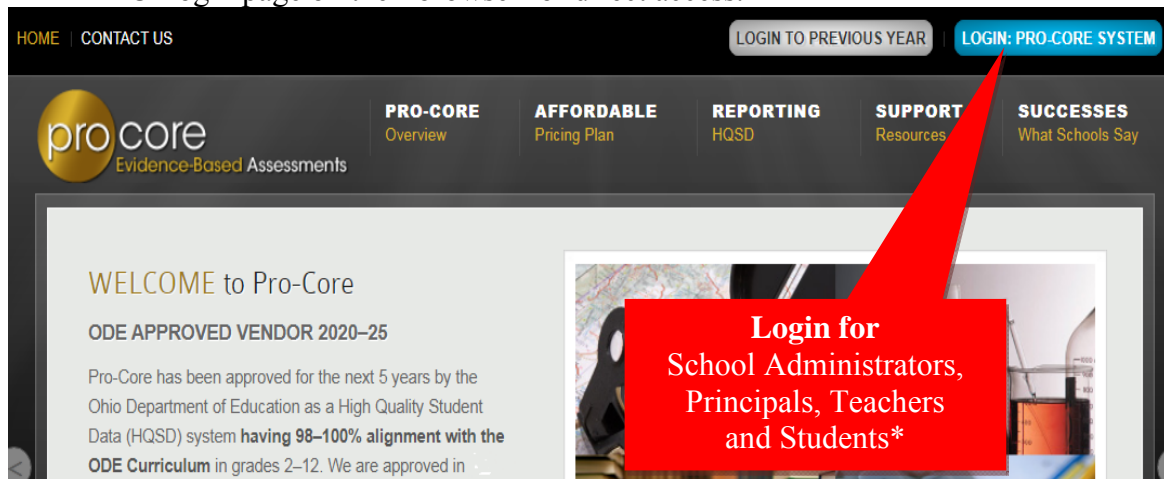
IMPORTANT: *Pro-Core Security Guidelines require that the school's Test Coordinator, Principal, or Managing Administrator is responsible for monitoring the pre- and post-tests Forms A, B, and C. No previewing of the pre- or post-tests is allowed. No printed or "alternate media" copies of the pre- and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

Login to ProCore Account

1. Select your school

RIV: Riverside Elementary ▼

2. Key-in your Username

Username

3. Key-in your password

Password

☐ Remember me

Login

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

The Principal/School Administrator Control Panel

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

Principal Users	Standards	Assessments	Teachers	Students	Subjects	Assessment Results	Reports	FAQ
View/Add/Edit School-Level Admin Users	View Learning Standard	Enable/Disable & Set Times for Form A, B, C Assessments	View/Add /Edit Teachers & Move Students	View/Add/ Edit/Move Students	View Subjects Enrolled	Reset Form ABC Assessments	Run Reports	View FAQs

School-Level 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**.

First Name	Last Name	User Name	School	Status	Action
Clark	Kent	kentc	RIV: Riverside Elem	Active	  

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

Add Principal

School
RIV: Riverside Elem

First Name

Last Name

User name

Password

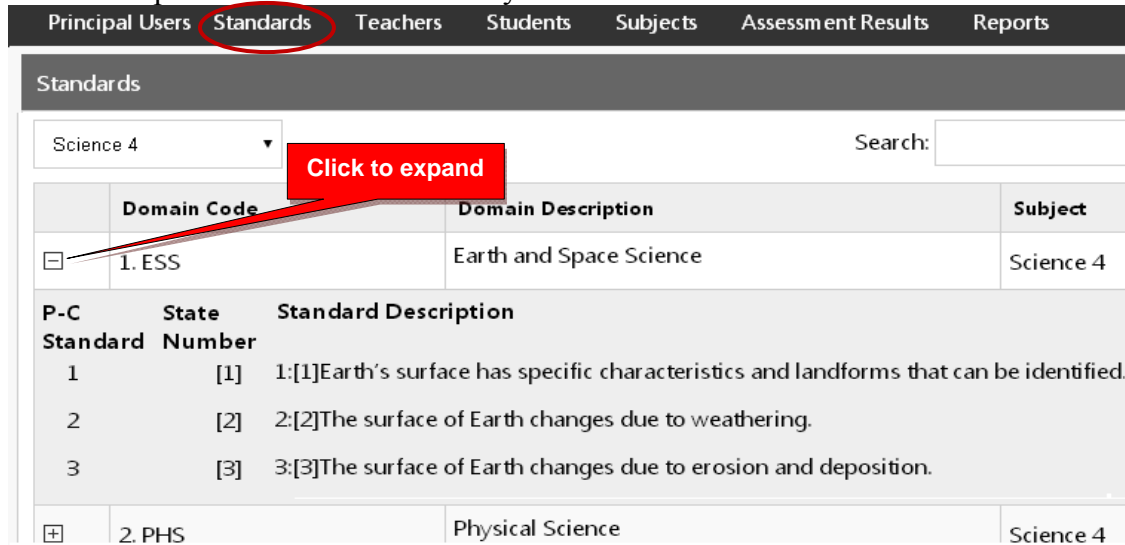
☒ Active

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.



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

Assessments

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

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

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

Default

Assessments Enabled/Disabled

Allow Form C to show in Reports

YES

Form A/B/C assessments are 90-minutes in length. [Click here](#) to remove the time limit:

1 Save allowed. You may increase the saves for multiple-day testing here:

Save **All Forms**

	RIV: Riverside P...	RIV: Riverside Jr Hi	RIV: Riverside .
<input type="checkbox"/> FORM A 7.0: ELA7a On-Line Test	<input checked="" type="checkbox"/> Enable	<input type="checkbox"/> Enable	<input type="checkbox"/> Enable
<input type="checkbox"/> FORM A 7.0: Math7a On-Line Test	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable
<input type="checkbox"/> Spanish Version	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable

Enabled

Disabled

Disabled Spanish Test

Remove time limit

Set additional Saves

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 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 Testing Times layout

Setting Testing Times

School:

View Student System Access Times

View System Settings

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

Save

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

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

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

CAUTION: Setting strict assessment times will make the Form A/B/C assessments more secure.

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

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

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

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.

The screenshot shows the 'Teachers List' interface. At the top is a dark menu bar with 'Principal Users', 'Standards', 'Teachers' (circled in red), 'Students', 'Subjects', and 'Assessment Results'. To the right of the menu bar is a red button labeled 'Add a Teacher'. Below the menu bar is a 'Teachers List' header with a green 'New +' button. A red callout 'See Teacher Classes' points to a minus icon in the first column. The table has columns: First Name, Last Name, Teacher Code, School, and Action. The first row shows Jonathan Depp (Teacher Code 100, School RIV: Riverside Elem). A red callout 'Edit Teacher Info' points to a pencil icon in the Action column. Below this row is a sub-table for 'Subject', 'Period', and 'Class Code'. It lists 'ELA/Reading 5' (Period 5, Class Code 102) and 'Social Studies 5' (Period 5, Class Code 101). A red callout 'Log-in as Teacher' points to a person icon in the Action column. A red callout 'Delete a Teacher' points to a red 'X' icon in the Action column. The second row shows Archibald Leach (Teacher Code 120, School RIV: Riverside Elem). The third row shows Tina Turner (Teacher Code 140, School RIV: Riverside Elem). Plus icons are in the first column for the second and third rows.

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

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.

The 'Add Teacher' form includes fields for District (Riverside), School (RIV: Riverside Elementary), First Name, Last Name, Teacher Username, and Password. A blue 'Save' button is at the bottom. Red callout boxes point to the 'Save' button with the text 'SAVE changes' and to the Password field with the text 'See CAUTION below'.

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

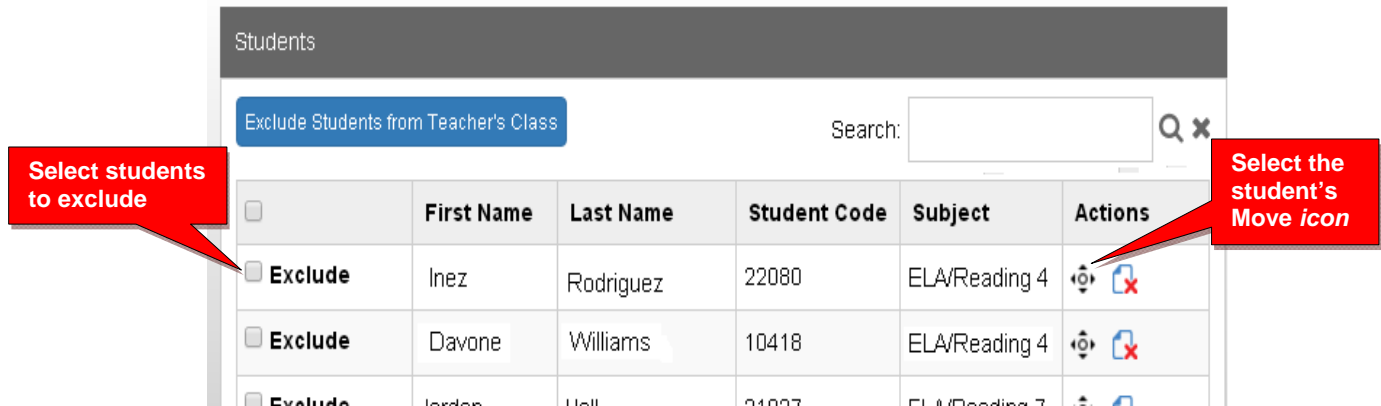
Selecting the “**Edit Teacher**” icon allows you to view, edit, add or remove teacher log-in information or subject classes, and view, move or add students, and add co-teachers.

The 'Edit Teacher' form shows fields for School (Riverside Elementary), First Name (Jonathan), Last Name (Depp), Teacher Username (DeppJonathan), and Password (987). Below these is a table for 'Available Class' with columns: Subject, Period, Class Code, and Action. The first row shows 'ELA/Reading 4', '2', '101', and an action icon. A 'Save' button is at the bottom. Red callout boxes provide instructions: 'Default log-in' points to the Password field; 'Should be changed' points to the Teacher Username field; 'Add a Subject-Class' points to a '+' button; 'Delete a Subject-class*' points to a '-' button; 'View, Move, or Add Students' points to the action icon; 'Add Co-Teacher' points to a person icon; 'Subject-Class Pop-up' points to the Subject dropdown; and 'Be sure to SAVE changes' points to the 'Save' button.





Subject	Period	Class Code	Action
ELA/Reading 4	2	101	[Action Icon]

View and Move a Student to a Different Teacher Class

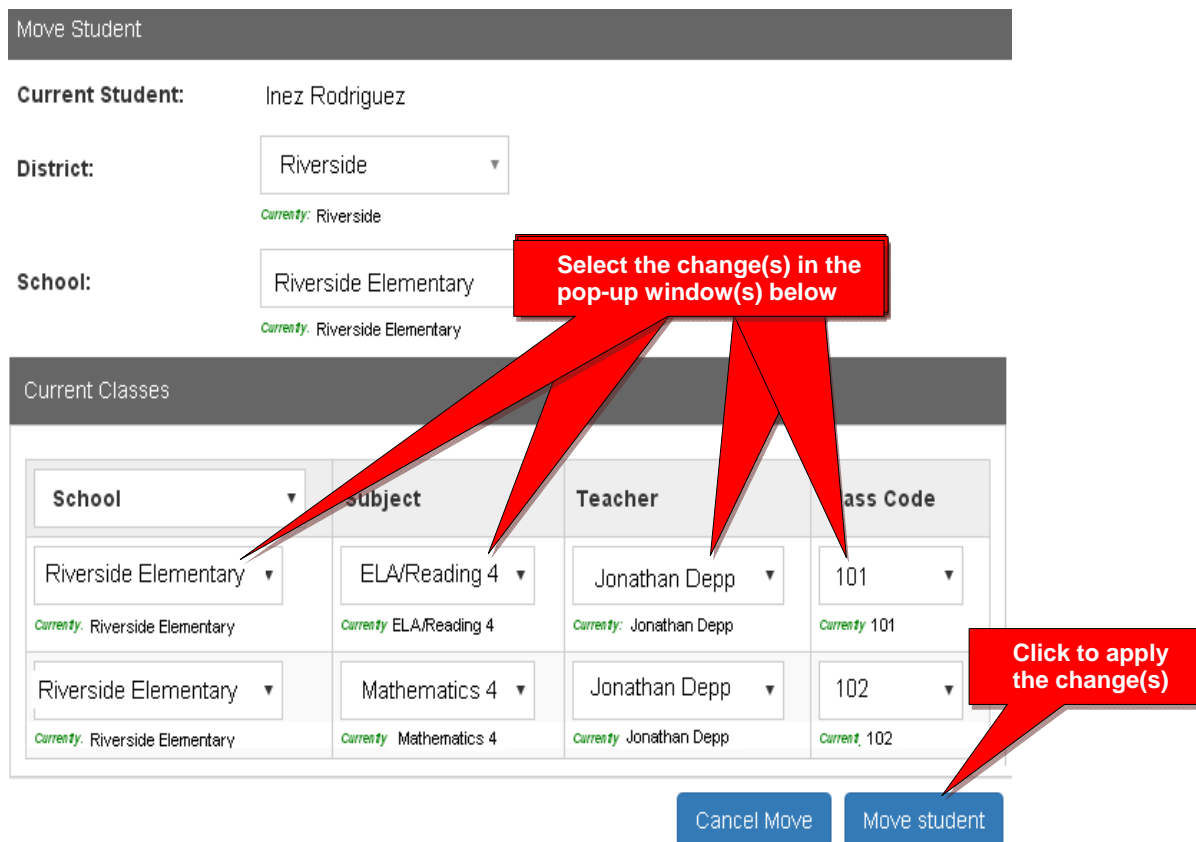
Selecting the **View Students** icon  takes you to a student list where you can view, move, or remove students to different teacher classes or exclude students from certain reports.



The screenshot shows the 'Students' interface. At the top, there is a button 'Exclude Students from Teacher's Class' and a search bar. Below is a table with columns: First Name, Last Name, Student Code, Subject, and Actions. Two students are listed: Inez Rodriguez (Student Code 22080, Subject ELA/Reading 4) and Davone Williams (Student Code 10418, Subject ELA/Reading 4). Red callouts point to the 'Exclude' checkbox in the first row and the 'Move' icon in the Actions column of the first row.

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

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



The screenshot shows the 'Move Student' pop-up window. It displays the current student as 'Inez Rodriguez'. Below, there are dropdown menus for 'District' (Riverside) and 'School' (Riverside Elementary). A red callout points to these dropdowns. Below the dropdowns is a table titled 'Current Classes' with columns: School, Subject, Teacher, and Class Code. Two classes are listed: ELA/Reading 4 and Mathematics 4, both at Riverside Elementary and taught by Jonathan Depp. Red callouts point to the dropdowns in this table. At the bottom, there are two buttons: 'Cancel Move' and 'Move student'. A red callout points to the 'Move student' button.


Current Student: Inez Rodriguez

District: Currently: Riverside

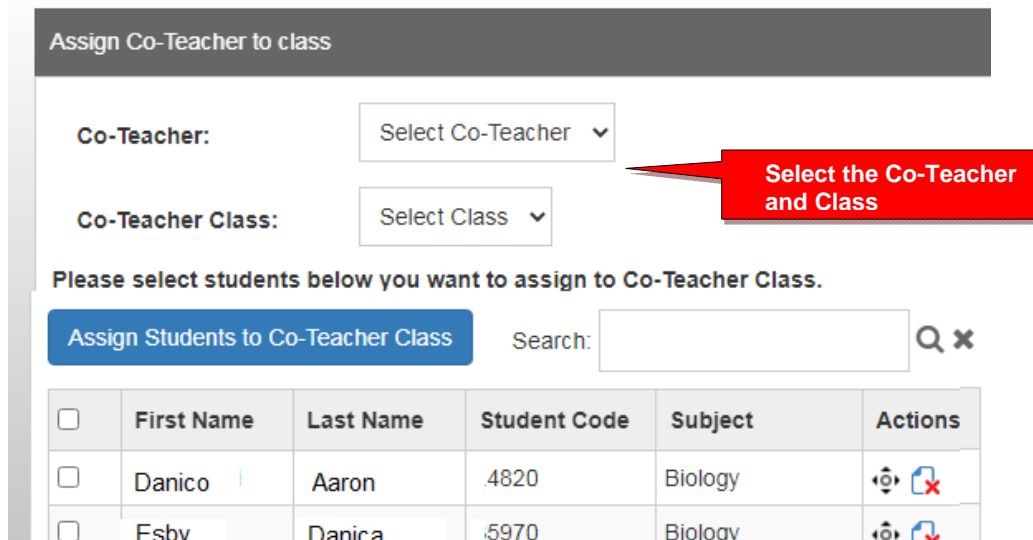
School: Currently: Riverside Elementary

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





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

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

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

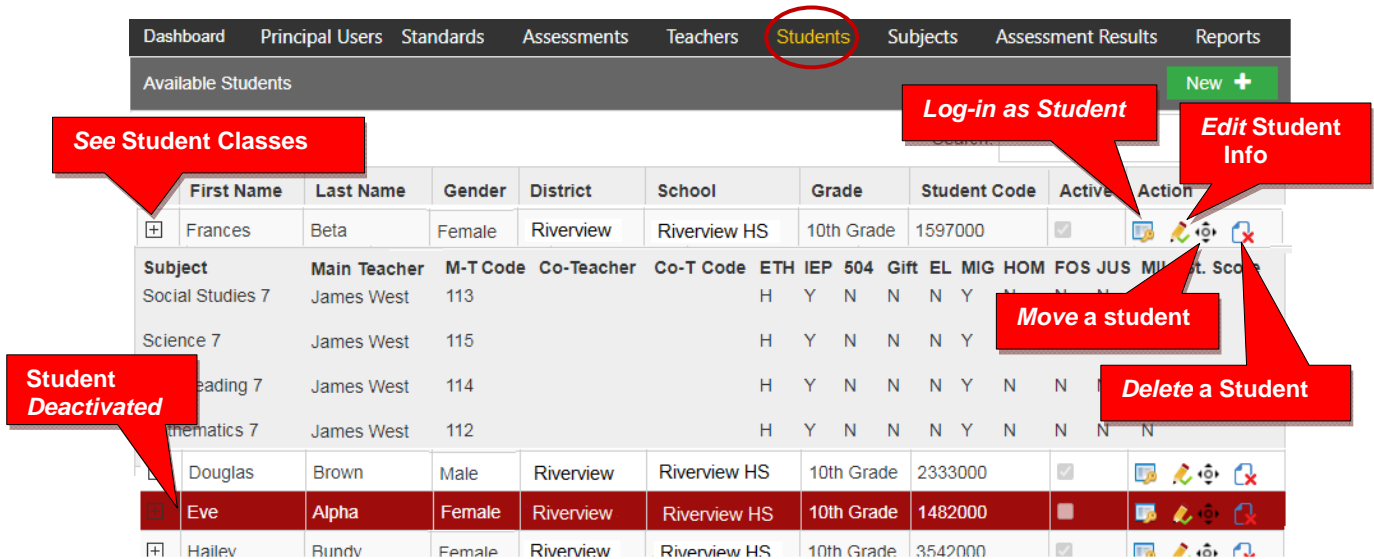


The "Assign Co-Teacher to class" window features two dropdown menus: "Co-Teacher" (currently showing "Select Co-Teacher") and "Co-Teacher Class" (currently showing "Select Class"). A red callout bubble points to these menus with the text "Select the Co-Teacher and Class". Below the dropdowns, a message reads "Please select students below you want to assign to Co-Teacher Class." There is a blue button labeled "Assign Students to Co-Teacher Class" and a search bar with a magnifying glass icon and a close 'x' button. A table of students is displayed below the search bar.





















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

View/Edit/Add Students and Student Classes

Selecting “**Students**” in the menu bar allows you to view, add, edit, delete, and move students and students’ assigned subject. 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.



The "Students" menu is highlighted in the top navigation bar. Below it, the "Available Students" section shows a table of students. A red callout bubble points to the "New +" button with the text "Log-in as Student". Another red callout bubble points to the "Edit Student Info" icon in the "Action" column with the text "Edit Student Info". A third red callout bubble points to the "Move" icon in the "Action" column with the text "Move a student". A fourth red callout bubble points to the "Delete" icon in the "Action" column with the text "Delete a Student". A fifth red callout bubble points to the "Deactivated" icon in the "Action" column with the text "Student Deactivated". A sixth red callout bubble points to the "See Student Classes" icon in the "Action" column with the text "See Student Classes".

First Name	Last Name	Gender	District	School	Grade	Student Code	Active	Action
Frances	Beta	Female	Riverview	Riverview HS	10th Grade	1597000	<input checked="" type="checkbox"/>	    
Subject								
Social Studies 7	James West	113						
Science 7	James West	115						
Reading 7	James West	114						
Mathematics 7	James West	112						
Douglas	Brown	Male	Riverview	Riverview HS	10th Grade	2333000	<input checked="" type="checkbox"/>	    
Eve	Alpha	Female	Riverview	Riverview HS	10th Grade	1482000	<input checked="" type="checkbox"/>	    
Hailey	Rundv	Female	Riverview	Riverview HS	10th Grade	3542000	<input checked="" type="checkbox"/>	    

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

Adding a New Student

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

The 'Add Student' form includes the following fields and annotations:

- District:** Riverview
- School:** Riverview HS (Annotated with a red arrow pointing to it and the text "Your School")
- First Name:** Text input field
- Last Name:** Text input field
- Student Code:** Text input field (Annotated with a red arrow pointing to it and the text "See CAUTION below")
- Gender:** Dropdown menu
- Grade:** 4th Grade (dropdown menu)
- Username:** Text input field
- Password:** Text input field
- Active:** ☒ (Annotated with a red arrow pointing to it and the text "Save changes")
- Save:** Blue button

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.

The 'Edit Student' form includes the following fields and annotations:

- School:** Riverview Elementary (dropdown menu)
- First Name:** Inez
- Last Name:** Rodriguez
- Student Code:** 22080 (Annotated with a red arrow pointing to it and the text "Student ID cannot be changed")
- Gender:** Female (dropdown menu)
- Grade:** 4th Grade (dropdown menu)
- Username:** 22080
- Password:** Rodriguezl
- Active:** ☒ (Annotated with a red arrow pointing to it and the text "Deactivate Activate")
- Save:** Blue button (Annotated with a red arrow pointing to it and the text "Save changes")

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

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

Add a Subject-Class

Add a Co-Teacher

Delete a student from a Subject-Class

Save

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

Subjects

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

Subjects

Column sorted A-Z

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

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

Assessment Results (View/Reset)

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

Assessment results

View scores & responses


Review ALL questions

Review skipped questions ONLY

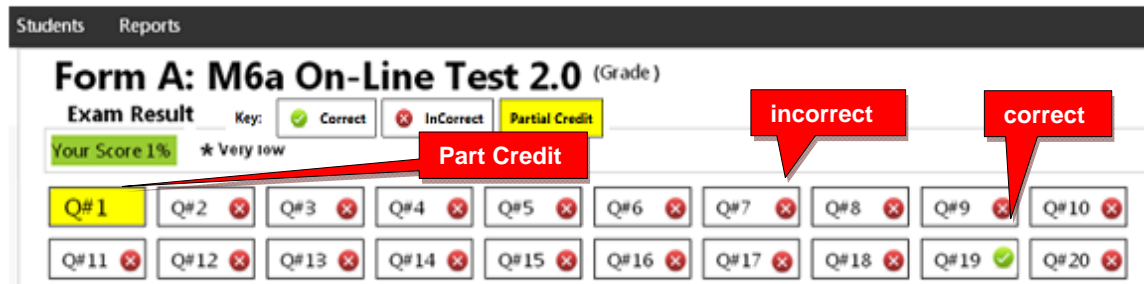
Clear & Re-take the test

Low score "flag"

School	Student Name	Title	Subject	Starting Time	Ending Time	Time Start to Finish	Total Time on Questions	# of times opened	Skipped Quest	Score	Score Status	Action
RIV: Riverside School	Jetson Adam	02 MAT: Atoms	Physical Science	11/16/20 09:35	10:26	62:05	51:10:00	1	6	10%	Flag	Result Student Response Reset All Questions Reset Skip Questions Reset Assessment

If an Assessment “freezes” or there is another problem with a student’s assessment, selecting a **Reset** button option will allow you to reset the assessment, and the student to re-take 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.

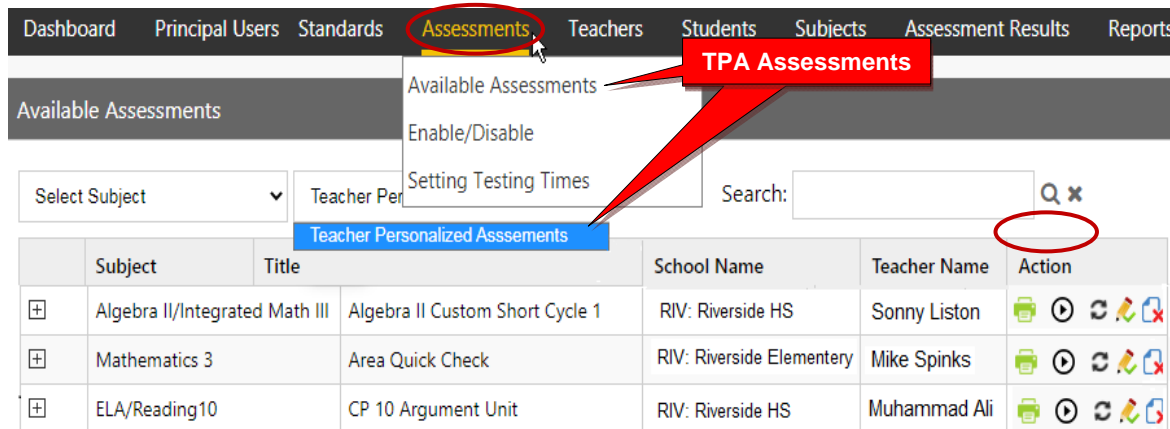


NEW! Teacher Personalized Assessments (TPAs)

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 recent 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.



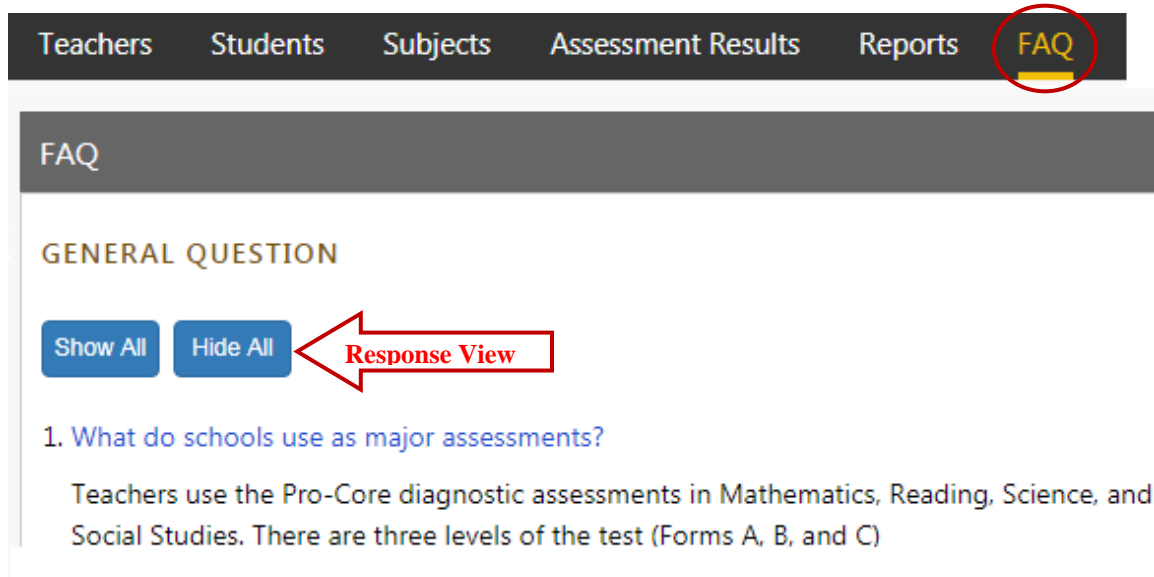
	Subject	Title	School Name	Teacher Name	Action
	Algebra II/Integrated Math III	Algebra II Custom Short Cycle 1	RIV: Riverside HS	Sonny Liston	
	Mathematics 3	Area Quick Check	RIV: Riverside Elementary	Mike Spinks	
	ELA/Reading10	CP 10 Argument Unit	RIV: Riverside HS	Muhammad Ali	

Administrator List of School TPAs

NOTE: Administrators may **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



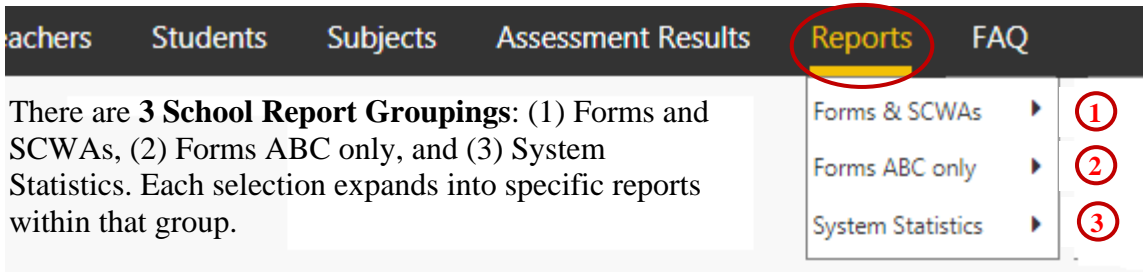
There is a FAQ selection addressed specifically to district managers and teachers in their respective menus.

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.



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.

Item Analysis Report

Generate Report | Hide Answers | Print Preview | Zoom Out | Zoom In

Social Studies 7 A

Std.#	Q.#	Question Text	Score %	Q-Type	DOK	Student Data	Std. Count	1	0	S	A	B	C	D
Grade 7 Standard 1: Historians and archaeologists describe historical events and issues from the past in terms of today's norms and values. (100%)														
2	2	Part A Which word best describes the lasting influence of A...	50 ✓	MCR	3	Hide	4	50	50	0	25	25	0	50 ✓
		Amy Anderson					1				✓			
		Dick Clark					1							✓
		Miles Davis					1							✓
		Aretha Franklin					1					✓		

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

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

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.

Standard Detail Report

All Teachers | All Subjects | All Classes | All Students | Form A

Generate Report | Export | Export By Subject | Print Preview | Zoom Out | Zoom In

Mathematics 7 (Form A)

Pro-Core Standards Detail Report 8/14/2021

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.

Report Card Report

All Teachers | All Subjects | All Classes | All Students | Form A | Standards

Generate Report | Print Preview | Zoom Out | Zoom In

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

Tom Jones (123465)

Pro-Core Student Report Card 8/14/2021 Form A TES: Test School1

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%
Social Studies 7	★	★	●	★	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	11%

Mathematics 7

1. RPR Compute unit rates associated with ratios of fractions, including lengths, areas and other quantities measured in like or different units.
2. RPR Recognize and represent proportional relationships between quantities: identify constant of proportionality; represent proportional relationships by equations.
3. RPR Understand the relationship between the circumference and area of a circle. Compute the area of a circle given a radius or diameter, and vice versa.
4. RPR Understand the relationship between the circumference and area of a circle. Compute the area of a circle given a radius or diameter, and vice versa.

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.

Pre Post Analysis Report

Hershey Mathematics 4 121 01 OPT: Use and evaluate numerical

Generate Report Print Preview Zoom Out Zoom In All SCWAs

Mathematics 4 Pre-Post Analysis Report

Student Name	Date	Pre Score	Post Score	Difference	Times Taken	Average								
Mary Antoin	02/10/17 14:27	75.0%	100.0%	+25.0	3	87.5%								
<table border="1"> <thead> <tr> <th>Date</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>10/10/16 18:21</td> <td>75.0%</td> </tr> <tr> <td>10/10/16 18:23</td> <td>87.5%</td> </tr> <tr> <td>02/10/17 14:27</td> <td>100.0%</td> </tr> </tbody> </table>							Date	Score	10/10/16 18:21	75.0%	10/10/16 18:23	87.5%	02/10/17 14:27	100.0%
Date	Score													
10/10/16 18:21	75.0%													
10/10/16 18:23	87.5%													
02/10/17 14:27	100.0%													
Sidney Caesar	02/10/17 14:30	75.0%	62.5%	-12.5	2	68.8%								
Mary Blount	02/10/17 14:33	37.5%	62.5%	+25.0	4	37.5%								
Charlie Tunes	02/10/17 14:29	50.0%	50.0%	0.0	2	50.0%								

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.

Completion Report

Mathematics 7 Form A All Generate Report

Form Test Completion

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

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

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.

School Standards Report

Form A **Standards** Generate Report

Teacher Classes

Standards % Averages

Forms & SCWAs
Forms ABC only
System Statistics

School Test Completion
School Standards Report
School Domain Report
School Subgroups Report
Class Ranking Report
Class Growth Report
Teacher Effectiveness

Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	8	9	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.

School Standards Report

Form A **Questions** Generate Report Export As Excel

Question % Averages

Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
FORM A: SocSt3a On-Line Test 2.0		35	3	21	69	38	57	20	31	42	45	65	52	86	100	82	74	54	41	60	55	34	51
SCHULTZ	262	16	0	31	75	50	50	19	25	62	38	56	56	94	100	75	69	56	50	62	62	25	50
SCHULTZ	261	19	5	11	63	26	63	21	37	21	53	74	47	79	100	89	79	53	32	58	47	42	53
FORM A: SocSt4a On-Line Test 2.0		29	62	28	17	29	7	7	69	34	7	21	10	41	41	14	17	52	38	34	31	14	0

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.

School Domain Report

Mathematics 7 Generate Report Export As Excel

Domain % Averages

Forms & SCWAs
Forms ABC only
System Statistics

Form Test Completion
School Domain Report
School Standards Report
School Subgroups Report
Class Ranking Report
Class Growth Report
Teacher Effectiveness

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.

Principal Users Standards Teachers Students Subjects Assessment Results Reports FAQ									
Subgroups Report									
All Subjects	Form A to C	Generate Report	Show Detail						
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 individual classes and student data.

Dashboard

Principal Users

Standards

Assessments

Teachers

Students

Subjects

Assessment Results

Reports

FAQ

Subgroups Subject-Class Report

By Subject

Form A to C

Generate Report

Print Preview

Export

Reset

Select Data

Expand Classes

Clear Filters

Subject

Teacher - Class

Gen

Eth

IEP

504

Gift

EL

Mig

Hom

Fos

Jus

Mil

Pre-Test % Cnt

Post-Test % Cnt

Pre-Post % Difference

NCEs Differ

FILTERS

Pre-Test % Score = NCE

Post-Test % Score = NCE

RIV: Riverside Elementary

ELA/Reading 5

LEVY 122

Collins, Carrie

Dodd Arnold

Cortez Miguel

Depok, Angel

Fernandez Carmel

169

154

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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.

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

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

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.**

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

Class Growth Report

By Teacher ▾ All Teachers ▾ Form A to C ▾ **Teacher Summary** ▾ Combined subjects ▾

Generate Report Generate CG with SCWA Print Preview Export

Forms & SCWAs ▾
Forms ABC only ▾
System Statistics ▾
Form Test Completion
School Standards Report
School Domain Report
School Subgroups Report
Class Ranking Report
Class Growth Report
Teacher Effectiveness

School-Teacher-Class SGS Scores

Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1 RIV: Riverside Elem				169 students					
+ 0 CLARK	(combined)		3 Expected Growth	62 students	37.8 av. %	60.6 av. %	22.8 av. %	+ 4	38 of 62
+ 0 CLARK 121	Social Studies 3	3 Expected Growth	16 students	22.2 av. %	36.8 av. %	14.6 av. %	+ 2	10 of 16	
+ 0 CLARK 122	ELA/Reading 3	3 Expected Growth	16 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
+ 0 CLARK 123	Social Studies 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
+ 0 CLARK 124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
+ 3 DOBBS	(combined)		5 Exceptional Growth	64 students	68.4 av. %	42.2 av. %	+ 31	60 of 64	
+ 3 DOBBS 141	Mathematics 4	5 Exceptional Growth	16 students	71.6 av. %	52.1 av. %	+ 47	16 of 16		
+ 1 DOBBS 142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	
+ 3 DOBBS 143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	
+ 2 DOBBS 144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	

NCE pre-post Difference

Subjects combined

Met Growth Target score

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.**

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

Class Growth Report

By Teacher ▾ All Teachers ▾ Form A to C ▾ **Teacher Summary** ▾ **Same subjects** ▾

Generate Report Generate CG with SCWA Print Preview Export

Met Growth Target score

Teacher	Class #	Subject - Grade	Class Growth Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1 RIV: Riverside Elem				169 students					
+ 0 CLARK	ELA/Reading 3	3 Expected Growth	31 students	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31	
+ 0 CLARK 122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	
+ 0 CLARK 124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	
+ 0 CLARK	Social Studies 3	3 Expected Growth	31 students	44.5 av. %	62.1 av. %	17.6 av. %	+ 4	20 of 31	
+ 0 CLARK 121	Social Studies 3	3 Expected Growth	16 students	46.8 av. %	62.1 av. %	15.3 av. %	+ 2	10 of 16	
+ 0 CLARK 123	Social Studies 3	3 Expected Growth	15 students	42.0 av. %	62.1 av. %	20.1 av. %	+ 7	10 of 15	
+ 3 DOBBS	Mathematics 4	5 Exceptional Growth	32 students	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32	
+ 3 DOBBS 141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	
+ 3 DOBBS 143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	
+ 2 DOBBS	Science 4	5 Exceptional Growth	32 students	30.8 av. %	63.7 av. %	32.9 av. %	+ 18	28 of 32	
+ 1 DOBBS 142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	
+ 2 DOBBS 144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	

Grouped by Same Subjects

NCE pre-post Difference

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.

Principal Users Standards Assessments Teachers Students Subjects Assessment Results Reports FAQ										
Class Growth Report										
By Teacher		All Teachers	Form A to C	Student Detail						
Generate Report		Generate CG with SCWA		Print Preview	Export					
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	M		16.2 av. %	64.4 av. %	18.2 av. %	- 16	NCEs av diff
- 1	Brown Michael	10699	2	M		52.0 68	69.2 50	17.2	- 18	No
+ 0	Collins, Carrie	1073				44.0 57	80.8 65	36.8	+ 9	Yes
- 0	Dodd Arnold	1082				36.0 46				No
- 1	Cortez Miguel	1074				64.0 85			24	No
- 1	Depok, Angel	10973	2	F		52.0 68	57.7 34	5.7	- 34	No
- 0	Fernandez Carmela	10932	2	F		56.0 73	80.8 65	24.8	- 8	No

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.

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

Class Growth Report

By Teacher All Teachers Form A to C By Subject

Generate Report Generate CG with SCWA Print Preview Export

	Subject - SGS	Teacher	Total	Class Growth 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	3 Expected Growth	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31
+ 0	LEVY	122	16 students	3 Expected Growth	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0	LEVY	124	15 students	3 Expected Growth	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15
- 1	Mathematics 2		35 students	2 Less than Expected	46.0 av. %	67.3 av. %	21.3 av. %	- 12	6 of 35
- 1	JONES	101	19 students	2 Less than Expected	46.2 av. %	64.4 av. %	18.2 av. %	- 16	2 of 19
- 0	DOE	241	16 students	3 Expected Growth	45.9 av. %	70.9 av. %	25.0 av. %	- 8	4 of 16
+ 3	Mathematics 4		32 students	5 Exceptional Growth	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32
+ 3	SMITH	141	16 students	5 Exceptional Growth	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
+ 3	PERK	143	16 students	5 Exceptional Growth	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16

Sorted by Subjects

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**

The screenshot shows the 'Release Class Growth to Teachers' form. The table below represents the data shown in the form:

	RIV: Riverside Elementary	RIV: Riverside Middle	RIV: Riverside High School
3rd Grade	<input checked="" type="checkbox"/> Release CG	<input checked="" type="checkbox"/> Release CG	<input type="checkbox"/> Release CG
4th Grade	<input checked="" type="checkbox"/> Release CG	<input type="checkbox"/> Release CG	<input type="checkbox"/> Release CG
5th Grade	<input type="checkbox"/> Release CG	<input type="checkbox"/> Release CG	<input type="checkbox"/> Release CG

The 'Forms & SCWAs' dropdown menu is open, showing options: 'Forms ABC only', 'System Statistics', and 'Release CG to Teachers'. The 'Release CG to Teachers' option is circled in red.

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.**

Teacher	Class #	Subject - Grade	Effectiveness Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1 RIV: Riverside Elem 169 students									
+ 0 CLARK		(combined)	3 Average Effectiveness	62 students	37.8 av. %	60.6 av. %	22.8 av. %	+ 4	38 of 62
+ 0 CLARK	121	Social Studies 3	3 Average Effectiveness	16 students	46.8 av. %	63.6 av. %	16.8 av. %	+ 2	10 of 16
+ 0 CLARK	122	ELA/Reading 3	3 Average Effectiveness	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0 CLARK	123	Social Studies 3	3 Average Effectiveness	15 students	42.0 av. %	57.2 av. %	15.2 av. %	+ 7	10 of 15
+ 0 CLARK	124	ELA/Reading 3	3 Average Effectiveness	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	10 of 15
+ 3 DOBBS		(combined)	5 Most Effective	32 students	26.2 av. %	71.6 av. %	45.4 av. %	+ 31	18 of 32
+ 3 DOBBS	141	Mathematics 4	5 Most Effective	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
+ 1 DOBBS	142	Science 4	4 Above Average	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16

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.**

Teacher	Class #	Subject - Grade	Effectiveness Rating	Total	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Differ	Met Growth Target?
+ 1 RIV: Riverside Elem 169 students									
+ 0 CLARK		ELA/Reading 3	3 Average Effectiveness	31 students	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31
+ 0 CLARK	122	ELA/Reading 3	3 Average Effectiveness	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0 CLARK	124	ELA/Reading 3	3 Average Effectiveness	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15
+ 0 CLARK		Social Studies 3	3 Average Effectiveness	31 students	44.5 av. %	62.7 av. %	18.2 av. %	+ 4	20 of 31
+ 0 CLARK	121	Social Studies 3	3 Average Effectiveness	16 students	46.8 av. %	63.6 av. %	16.8 av. %	+ 2	10 of 16
+ 0 CLARK	123	Social Studies 3	3 Average Effectiveness	15 students	42.0 av. %	57.2 av. %	15.2 av. %	+ 7	10 of 15
+ 3 DOBBS		Mathematics 4	5 Most Effective	32 students	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32
+ 3 DOBBS	141	Mathematics 4	5 Most Effective	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16
+ 3 DOBBS	143	Mathematics 4	5 Most Effective	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16

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.

Dashboard Principal Users Standards Assessments Teachers Students Subjects Assessment Results Reports FAQ										
Student Growth-Teacher Effectiveness Report										
By Teacher		All Teachers	Form A to C	Student Detail						
Generate Report		Generate CG with SCWA		Print Preview	Export					
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		10692	2	M		36.0 46	64.4 50	28.4	- 14	No
- 1 Cortez Miguel		10744	2	M		64.0 85	77.2 65	13.2	- 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.

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

Student Growth-Teacher Effectiveness Report

TES: Test School1

By Subject

Form A to C

Generate Report

Generate CG with SCWA

Print Preview

Export

	Subject - SGS	Teacher	Total	Effectiveness Rating	Pre-Test % Score	Post-Test % Score	Pre-Post % Difference	NCEs Diff	Met Growth Target?
1	RIV: Riverside Elementary		169 students						
+ 0	ELA/Reading 3		31 students	Average Effectiveness	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31
+ 0	LEVY 122		16 students	Average Effectiveness	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16
+ 0	LEVY 124		15 students	Average Effectiveness	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15
- 1	Mathematics 2		35 students	Approaching Average	46.0 av. %	67.3 av. %	21.3 av. %	- 12	6 of 35
- 1	JONES 101		19 students	Approaching Average	46.2 av. %	64.4 av. %	18.2 av. %	- 16	2 of 19
- 0	DOE 241		16 students	Approaching Average	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**

Release Class Growth to Teachers

Save

Forms & SCWAs
Forms ABC only
System Statistics
Release TE to Teacher

Form Test Completion
School Standards Report
School Domain Report
School Subgroups Report
Class Ranking Report
Class Growth Report
Teacher Effectiveness

RIV: Riverside Elementary RIV: Riverside Middle RIV: Riverside High School

3rd Grade Release TE Release TE Release TE

4th Grade Release TE Release TE Release TE

Release TE Release TE Release TE

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

Top Classes Report

All Teachers Select Subject All Classes Top 5% Top 10% Bottom 5% Bottom 10%

Generate Report

Class scores

Form A Form B Form C Standards Tested Average SCWA

See Student scores

sort

School	Teacher/Students Name	Class/Students Code	Form A	Form B	Form C	Standards Tested	Average SCWA
RIV: Halle MS	Davis	302	71.20%	80.53%	0%	4/18 = 0.22	81.73%
	ODell Mark	90809	75.75%	79.25%	0%	5/18 = 0.28	86.67%
	Staton Deborah	91088	81.81%	94.28%	0%	4/18 = 0.22	84.38%
	Rodriguez Jose	91043	57.57%	68.57%	0%	4/18 = 0.22	78.12%
	Winter Emil	90810	69.69%	80.00%	0%	3/18 = 0.17	77.78%
RIV: Halle MS	Adams	321	62.85%	68.42%	0%	3/18 = 0.17	75.27%

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.

Web Test Count For All Schools

04/03/2017 **5 Week View** All

System Statistics

SCWA Test Count

District Name	School Name	This Week	Last Week	2 Weeks Ago	3 Weeks Ago	4 Weeks Ago
Riverside	RIV: Riverside Elem	790	1129	1402	377	136

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

School: RIV: Riverside Elem **View school Detailed counts**

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

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.

Subject Usage Report

Biology **Generate Report** **Print**

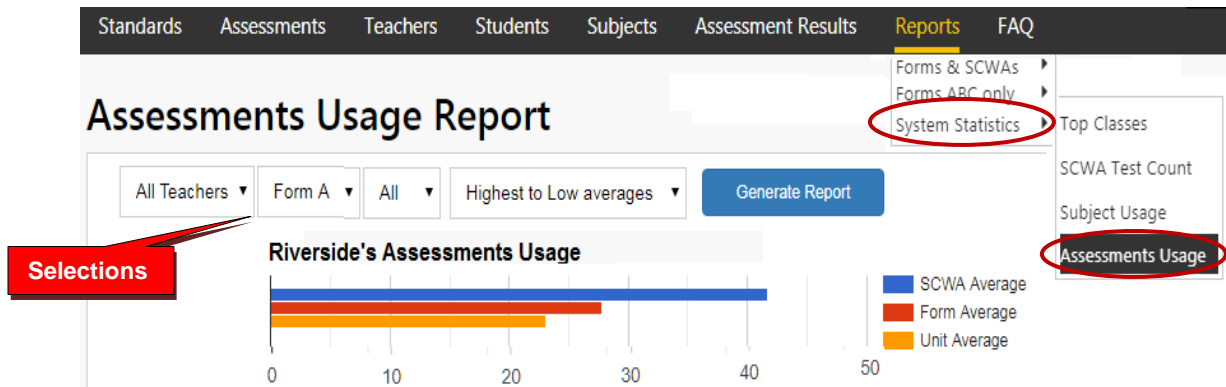
Learning Standards usage

Subject Usage

Subject	District	School	Teacher(s)	Classess	TtlClassEnr	Stds	Max.	Frm A	Frm B	Frm C	SCWA	SCWA %Avg
Biology	Riverside	RIV: Riverside HS	Smith	101 102 103	82	25	2050	30%	0%	0%	14%	30%
				101	12	25	300	27%	0%	0%	8%	0%
				102	12	25	300	24%	0%	0%	20%	28%
				103	10	25	250	28%	0%	0%	4%	0%

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

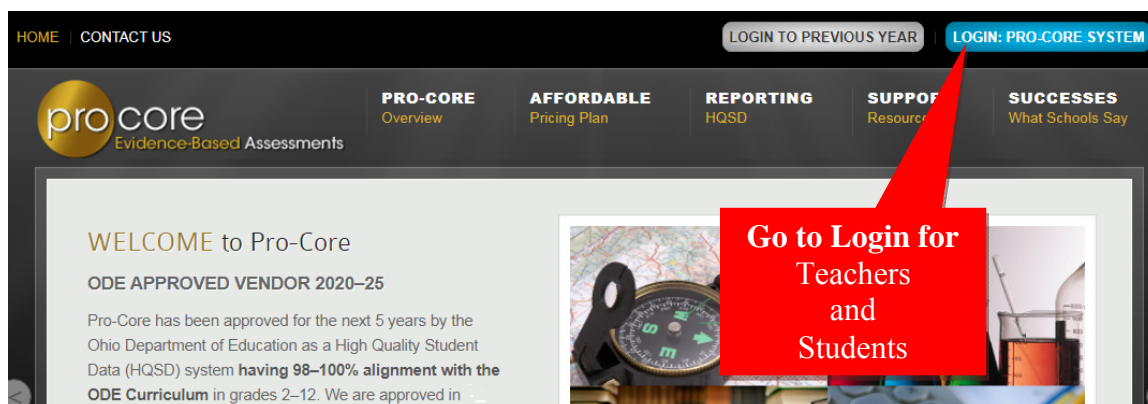
***IMPORTANT:** Pro-Core Security Guidelines require that the school's Test Coordinator, Principal, or Managing Administrator is responsible for monitoring the pre- and post-tests. No previewing of the pre- or post-tests Forms A, B, and C is allowed. No printed or "alternate media" copies of the pre-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

Login to ProCore Account

1. Select your school

RIV: Riverside Elementary ▼

2. Key-in your Username

Username

3. Key-in your password

Password

☐ Remember me

Login

NOTE: Your teacher *default* password *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.

The screenshot shows the ProCore teacher dashboard. At the top, the ProCore logo is on the left, and a welcome message "Welcome Abe Harris!" is on the right. Below the logo, the text "CCSS Focused Diagnosis" is visible. A red callout box points to the "My Account | Logout" link, with the text "Click to change your log-in password or username". The main navigation bar includes "Dashboard", "Students" (circled in red), "Assessments", "Assessment Result", "FAQ", and "Reports". Below the navigation bar, the "Students" section is active, showing a "Select Class" dropdown menu. The dropdown menu lists "301 American History", "302 American History", and "303 American History". A red callout box points to the dropdown menu with the text "Select each class and print login info to help students login".

Select "**My Account**" to view your information or to change your log-in password 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.

The screenshot shows the 'Students' tab in a software interface. At the top, there are navigation tabs: 'Dashboard', 'Students' (highlighted with a red circle), 'Assessments', and 'Assessment Re...'. Below the tabs, there's a header for 'Students' and a dropdown menu showing '301 American History'. To the right of the dropdown are two toggle switches: 'Speak' (set to 'NO') and 'Timer' (set to 'YES'). Further right is a search bar with a magnifying glass icon and a close 'X' icon. Below these elements is a table with the following columns: 'First Name', 'Last Name', 'Student Code', 'Speak', and 'Show Timer'. The table contains two rows of student data: Hannah Landry (Student Code: 27386) and Angel Cotton. Annotations with red callouts point to specific features: 'Class code and subject' points to the dropdown menu; 'To print: right-click in any white area and select "print"' points to the top right area; and 'Select a Name to edit' points to the 'Landry' last name in the first row.

Dashboard **Students** Assessments Assessment Re...

Students

301 American History ▼ Speak ☐ NO Timer ☒ YES Search: Q x

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

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.

The screenshot shows the 'Edit Student' form. It has a title bar 'Edit Student' with a close 'X' button. The form contains three input fields: 'First Name' with the value 'Torri', 'Last Name' with the value 'Bleggo', and 'Password' with masked characters '.....'. To the right of the input fields is a red 'Save Changes' button. Below the input fields are two blue buttons: 'Cancel' and 'Update'.

Edit Student

First Name:

Last Name:

Password:

Save Changes

Cancel Update

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

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

STUDENT LOG-IN

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.

The screenshot shows a login form titled "Login to ProCore Account". It contains three input fields: a school selection dropdown, a Pro-Core ID Number field, and a password field. A "Remember me" checkbox and a "Login" button are at the bottom. Three callout boxes provide instructions:

1. Select school from the pop-up (points to the school dropdown menu showing "RIV: Riverside Elementary")
2. Key-in the Pro-Core ID Number (assigned by the school) (points to the ID number field showing "22341")
3. Key-in Student's Last Name and First Initial (points to the password field showing ".....")

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-11f**)

B. Setting Form Assessment Times

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

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

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

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

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

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



Form Assessments layout

Dashboard Students **Assessments** Assessment Result FAQ Reports

Assessments

501 Mathematics 8 Other Search: []

Form A, B, C

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

Cog icon **Cog icon**

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

Updated Assessment Security Settings layout

Assessment Security Settings

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

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

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

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

View School Settings

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

Students

Lock ☐ NO Search: Q X

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

Apply to ALL students

Add testing time minutes

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

CAUTION: If the student has previously “Saved” the test, 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**.”

Assessments My Assessments Reports

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

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

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

SECOND: Select “Other Assessments”

01 LIT: Write textual evidence to support the text says expl
02 LIT: Determine a theme or central idea of a text and analyze how it is conveyed
03 LIT: Analyze how a story’s or drama’s plot unfolds in a series
11 INF: Analyze in c
12 INF: Determine t
13 INF: Analyze how

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

Assessments My Assessments Reports

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

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

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

THIRD: Select the Assessment

WARNING:

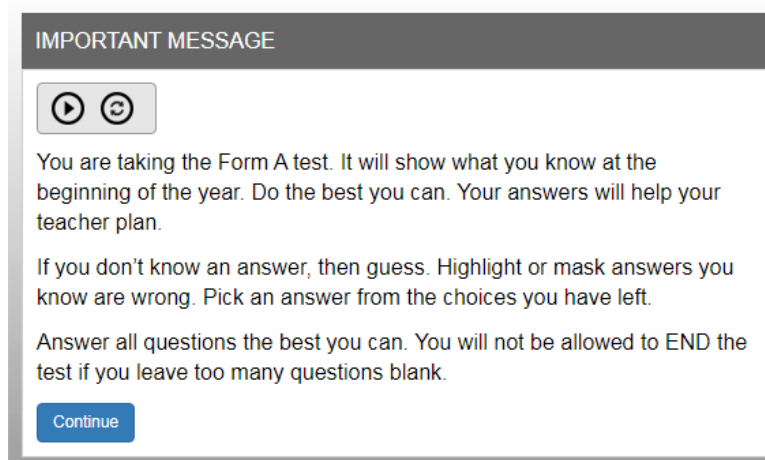
- The Form A, B, or C assessments must be **enabled** by your Pro-Core District or School Manager in order to appear in your students' **Other Assessments** layout.
- The long assessment tests may be administered over a 4-5 day **testing window**. (E.g. Math on Monday, Science on Tuesday, Social Studies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

The Form Test online instructions screen is shown below:

Instructions

Haga clic aquí para español

Click here for Spanish instructions

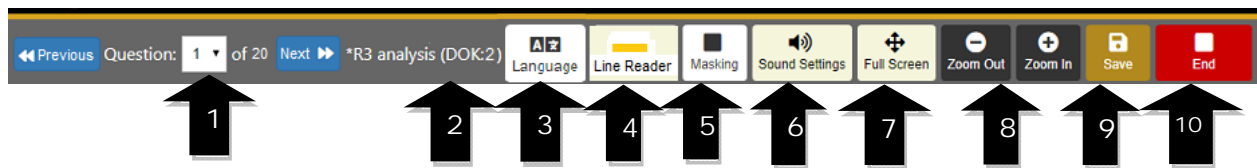
- This test has 44 questions. You have 90 minutes to answer all the questions.
- Your school may choose for you to take this test in two 45-minute time slots. At the end of each time slot, the test will shut down. Your work will be saved and scored.
- You can save your work **ONCE**. Click on “**SAVE**” to store your answers and the time you have left. You will be able to come back to the test later. When you return, you will only be able to work on new questions. You will **NOT** be able to go back to any questions you saved.

Warning

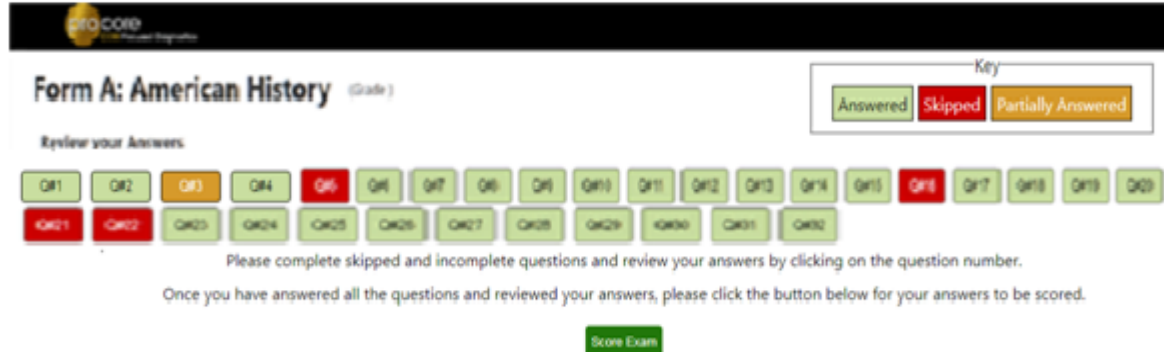
- This is a timed test. Make sure no one interrupts you. The timer cannot be paused once it has started.
- Answer the questions in order (1,2,3,4...etc.). **DO NOT** skip questions. **DO NOT** look ahead to other questions.
- If you click “**Save**”, you will be told to check your work. You will also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

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



Students may click on the **Question #** 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 screenshot shows the ProCore student interface. At the top, the 'procore' logo is on the left, and 'Welcome Thomas' with 'My Account' and 'Logout' links is on the right. Below the header, there are two tabs: 'Assessments' and 'My Assessments', with 'My Assessments' being the active tab. The main section is titled 'Student Assessments'. It contains a table with columns: Title, Subject, and Action. There is a search bar on the right. A blue callout bubble points to the table with the text 'Assessments completed'. Another blue callout bubble points to the 'Score' link in the Action column with the text 'Show results'. The table lists two assessments: 'Form A: American History 2.0' and 'Form A: Biology 2.0'. At the bottom, there is a pagination bar showing 'Page 1 of 1 | View 25 records | Found total 2 records'.

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

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

Student Assessment Results

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

The screenshot shows the ProCore student interface for the assessment 'Form A: American History 2.0 (Grade)'. It displays the 'Exam Result' section with a key: 'Correct' (green checkmark), 'Incorrect' (red X), and 'Partial Credit' (yellow square). Below this, a green bar indicates 'Your Score 46%'. The main area shows a grid of 32 questions (Q#1 to Q#32). Each question is represented by a small box with a green checkmark, a red X, or a yellow square. Questions Q#4, Q#25, and Q#31 are highlighted with yellow squares, indicating partial credit. Questions Q#5, Q#6, Q#7, Q#8, Q#9, Q#12, Q#13, Q#14, Q#15, Q#16, Q#17, Q#18, Q#19, Q#20, Q#21, Q#22, Q#23, Q#24, Q#26, Q#27, Q#28, Q#29, Q#30, and Q#32 are marked with red X's, indicating they were incorrect. Questions Q#1, Q#2, Q#3, Q#10, Q#11, Q#12, Q#13, Q#14, Q#15, Q#16, Q#17, Q#18, Q#19, Q#20, Q#21, Q#22, Q#23, Q#24, Q#26, Q#27, Q#28, Q#29, Q#30, and Q#32 are marked with green checkmarks, indicating they were correct.

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.

Dashboard Students Assessments **Assessment Result** FAQ Reports

Assessment Result

Select class 301 Biology Form A

Expand

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

Test Results

Assessment History

Opening Time	Closing Time	IPAddress
09/19/2019 13:07		64.113.185.178
09/23/2019 13:59	09/23/2019 13:11	64.113.185.178

Question History

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

Assessment Results

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

Dashboard Students Assessments **Assessment Result** FAQ Reports

Assessment Result

301 Biology Form A

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

Test Responses

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

Your Score 30%

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

Show Question

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

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

12

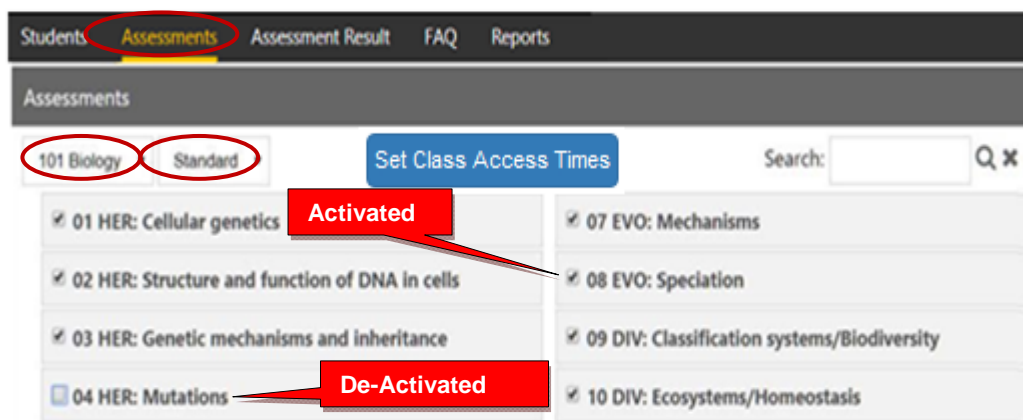
During the 1930s, which group of people advocated noninvolvement in European and Asian conflicts and non-entanglement in international politics?

☐ A isolationists
 ☒ B capitalists
 ☐ C imperialists
 ☐ D socialists

Using Short Cycle Web Assessments (SCWA)

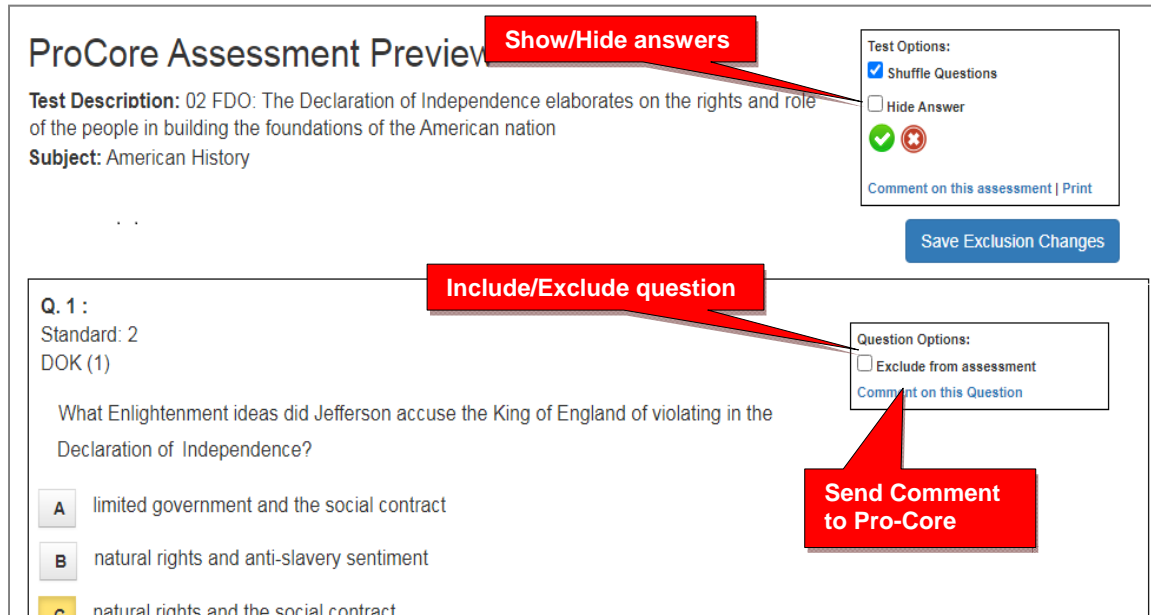
Short Cycle Web Assessments (SCWA) provide teachers with activities focused on each subject area learning standard tested on the Form A, B, and C assessments. In the Teacher Menu bar, select “**Assessments**,” the **Class Subject**, and “**Standard**.”

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



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

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



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

Update To **modify** your student’s 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-5f**.

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*)

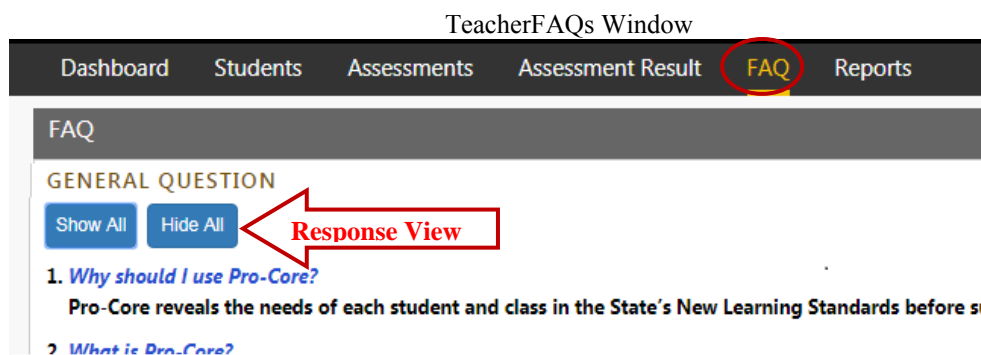
***New!* Teacher Personalized Assessments (TPAs)**

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 recent 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.



➤ ***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.

Item Analysis Report

Mathematics 7 | All Classes | All Students | Form A

Generate Report | Hide Answers | Print Preview

Forms & SCWAs | **Item Analysis** | Forms ABC only | System Statistics | Writing Evaluation

Standard Details | Student Report Card | SCWA Pre-Post Analysis

Teacher Tools

Pro-Core

Item Analysis Report

Social Studies 7 A

Std.#	Q.#	Question Text	Score %	Q-Type	DOK	Student Data	Std. Count	1	0	S	A	B	C	D
Grade 7 Standard 1: Historians and archaeologists describe historical events and issues from the past in terms of today's norms and values. (100%)														
2	2	Part A Which word best describes the lasting influence of A...	50 ✓	MCR	3	Hide	4	50	50	0	25	25	0	50 ✓
		Amy Anderson					1				✓			
		Dick Clark					1							✓
		Miles Davis					1							✓
		Aretha Franklin					1				✓			

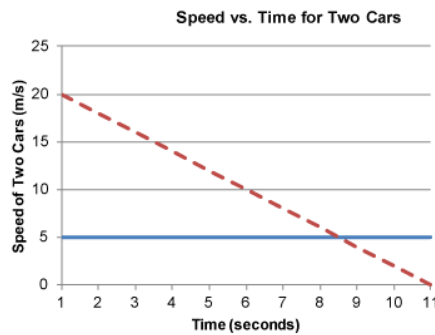
Average % correct for all items in the standard

Individual student responses "Loaded"

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

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

The graph below shows the speed of two cars over time.
Which of the following statements is true about the cars?



- ☐ A The blue car is moving at a steady speed of 5 m/s.
- ☐ B The blue car is standing still.
- ☐ C The red car is traveling at a constant speed.
- ☐ D The red car is driving down a hill.

1.2 Standards Detail Report

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

Dashboard
District
Dashboard
Students
Assessments
Assessment Result
FAQ
Reports

Standards Detail Report

Mathematics 7 101 All Students Form A Standards From Date To Date

Generate Report Export as Excel Print Preview

Forms & SCWAs ▶ Item Analysis

Forms ABC only ▶ **Standard Details**

System Statistics ▶ Student Report Card

Writing Evaluation ▶ SCWA Pre-Post Analysis

Pro-Core Standards Detail Report

Mathematics 7 (Form A)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	%Avg
Student Name (Ans/Skip/Total/Exit Browser)	Student Code																								
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%
Aretha Franklin (40/8/48/0)	2637000	0	50	25	50	0	0	0	0	0	50	100	0	0	0	0	0	0	0	0	0	0	0	0	26%
Frances Fan (Not Taken)	3597000																						0	0	17%

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

Standards Detail Report

Mathematics 6 281 All Form A Questions

Print Preview

Individual Questions

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

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

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.

Report Card

Mathematics 7 | 101 | All Students | Form A | Standards

Key: 0% - 30% (Red), 30% - 40% (Yellow), 40% - 60% (Green), 60% - 70% (Blue), 70% - 99% (Star)

Tom Jones (123465) | Pro-Core Student Report Card | 8/14/2021 | Form A TES: Test School1

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%
Social Studies 7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	11%

Mathematics 7

1. RPR Compute unit rates associated with ratios of fractions, including lengths, areas and other quantities measured in like or unlike units.
 2. RPR Recognize and represent proportional relationships between quantities: identify constant of proportionality; represent with equations.
 3. GEO Describe the two-dimensional figures that result from slicing three-dimensional figures.
 4. GEO Understand the relationships among the circumference, diameter, area, and radius of a circle. Know the formulas for the area and circumference of a circle.

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.

Pre Post SCWA Report

Mathematics 7 | 101 | All SCWA | 01 RPR: Compute unit rate

Generate Report | Print Pre-Post

Mathematics 7 | Pre Post SCWA

	Student Name	Date	Pre Score	Post Score	Difference	Times taken	Average
[-]	Mary Antoin	02/10/17 14:27	75.0%	100.0%	+25.0	3	87.5%
[+]	Sidney Caesar	02/10/17 14:30	75.0%	62.5%	-12.5	2	68.8%
[+]	Mary Blount	02/10/17 14:33	37.5%	62.5%	+25.0	4	37.5%
[+]	Charlie Tunes	02/10/17 14:29	50.0%	50.0%	0.0	2	50.0%

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.

Completion Report

Mathematics 7 Form A All Generate Report

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

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

2.2 Class Standards Report

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

Standards Report

Form A Standards Generate Report Export As Excel

Test Subject/Form	Class code	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	%Avg
FORM A: SocSt3a On-Line Test 2.0		35	45	30	49	42	30	44	26	19	51	44	78	30	50	35	42	41	32	57	39%
SCHULTZ	261	19	34	34	42	44	25	42	24	16	53	42	84	32	45	32	47	34	29	71	38%
SCHULTZ	262	16	56	25	56	40	35	47	28	22	50	47	72	29	56	38	38	47	34	44	40%
FORM A: SocSt4a On-Line Test 2.0		29	45	25	7	52	14	26	28	34	36	22	10	34	14	43	31	33	31	31	28%

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

Standards Report

Form A Questions Generate Report Export As Excel

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

Question % Averages

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.

Dashboard Students Assessments Assessment Result FAQ Reports

Class Ranking Report

Mathematics 7 101 Form A Generate Report Print Preview

Mathematics 7 (Form A) Class Ranking

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%

Class Averages for each Content Standard

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.

Dashboard Students Assessments Assessment Result FAQ Reports

P-C Standards Report

Mathematics 6 Generate Report Export As Pdf Print Preview

Pro-Core Test Learning Standards & Subject Domains

Forms & SCWAs Forms ABC only System Statistics Writing Evaluation Form Test Completion Class Standard Report Class Ranking Report P-C Standards

Domains:

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

Text of Standards

- 1. RPR Understand the concept of a ratio and use language to describe a ratio relationship between two quantities. - 3
- 2. RPR Understand the concept of a unit rate associated with a ratio (limited to non-complex fractions). - 2
- 3. RPR Use ratio and rate reasoning to solve real-world and mathematical problems. - 5

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.

The screenshot shows the 'Top Classes Report' interface. At the top, there are navigation tabs: Dashboard, Students, Assessments, Assessment Result, FAQ, and Reports. The 'Reports' tab is active. Below the navigation, there are filters for 'Social Studies 5', 'All Classes', and a dropdown for 'Top 5%', 'Top 10%', 'Bottom 5%', and 'Bottom 10%'. A red callout 'Select ranges' points to the 'Top 10%' dropdown. To the right, there is a 'Generate Report' button. Further right, there is a dropdown menu with options: Forms & SCWAs, Forms ABC only, System Statistics, Writing Evaluation, SCWA Test Count, Assessments Usage, and Graphical Trends. A red callout 'sort' points to the 'Average SCWA' column header in the table. The table has columns: School, Teacher/Students Name, Class/Students Code, Form A, Form B, Form C, Standards Tested, and Average SCWA. The data shows two schools: RIV: Halle MS and RIV: Halle MS. The first school has four classes, and the second school has one class. A red callout 'See Student scores' points to the 'Teacher/Students Name' column. A red callout 'Class scores' points to the 'Class/Students Code' column.

School	Teacher/Students Name	Class/Students Code	Form A	Form B	Form C	Standards Tested	Average SCWA
RIV: Halle MS	Davis	302	71.20%	80.53%	0%	4/18 = 0.22	81.73%
	ODell Mark	90809	75.75%	79.25%	0%	5/18 = 0.28	86.67%
	Staton Deborah	91088	81.81%	94.28%	0%	4/18 = 0.22	84.38%
	Rodriguez Jose	90809	57.57%	68.57%	0%	4/18 = 0.22	78.12%
RIV: Halle MS	Winter Emil	90809	69.69%	80.00%	0%	3/18 = 0.17	77.78%
	Adams	321	62.85%	68.42%	0%	3/18 = 0.17	75.27%

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.

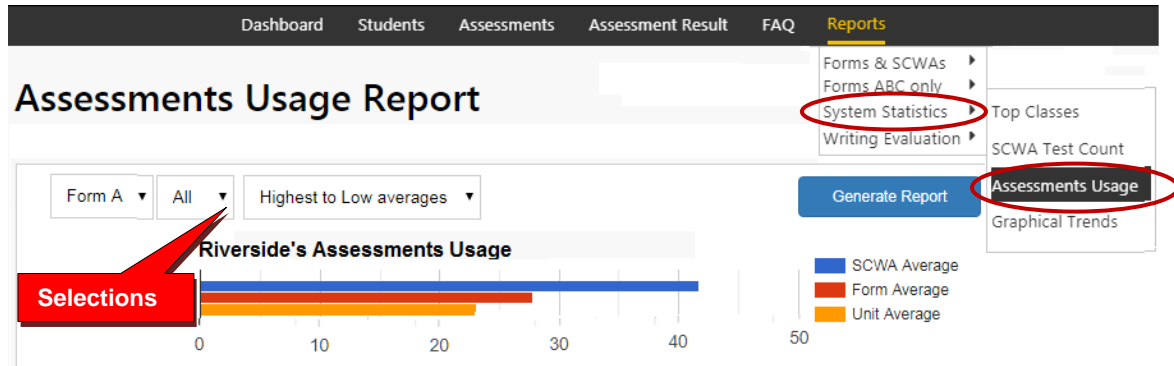
The screenshot shows the 'Web Test Count' interface. At the top, there are navigation tabs: Dashboard, Students, Assessments, Assessment Result, FAQ, and Reports. The 'Reports' tab is active. Below the navigation, there are filters for '11/09/2019', '4 Week View', and 'All'. A red callout 'Date selection' points to the '11/09/2019' dropdown. To the right, there is a 'Back' button. Further right, there is a dropdown menu with options: Forms & SCWAs, Forms ABC only, System Statistics, Writing Evaluation, Top Classes, SCWA Test Count, Assessments Usage, and Graphical Trends. A red callout 'View Detailed counts' points to the 'SCWA Test Count' option. The table has columns: Teacher, Class ID, View Detail, This Week, Last Week, 2 Weeks Ago, and 3 Weeks Ago. The data shows two teachers: Jones Thomas and Jones Thomas. The first teacher has two classes, and the second teacher has one class. A red callout 'View Detailed counts' points to the 'View Detail' column.

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

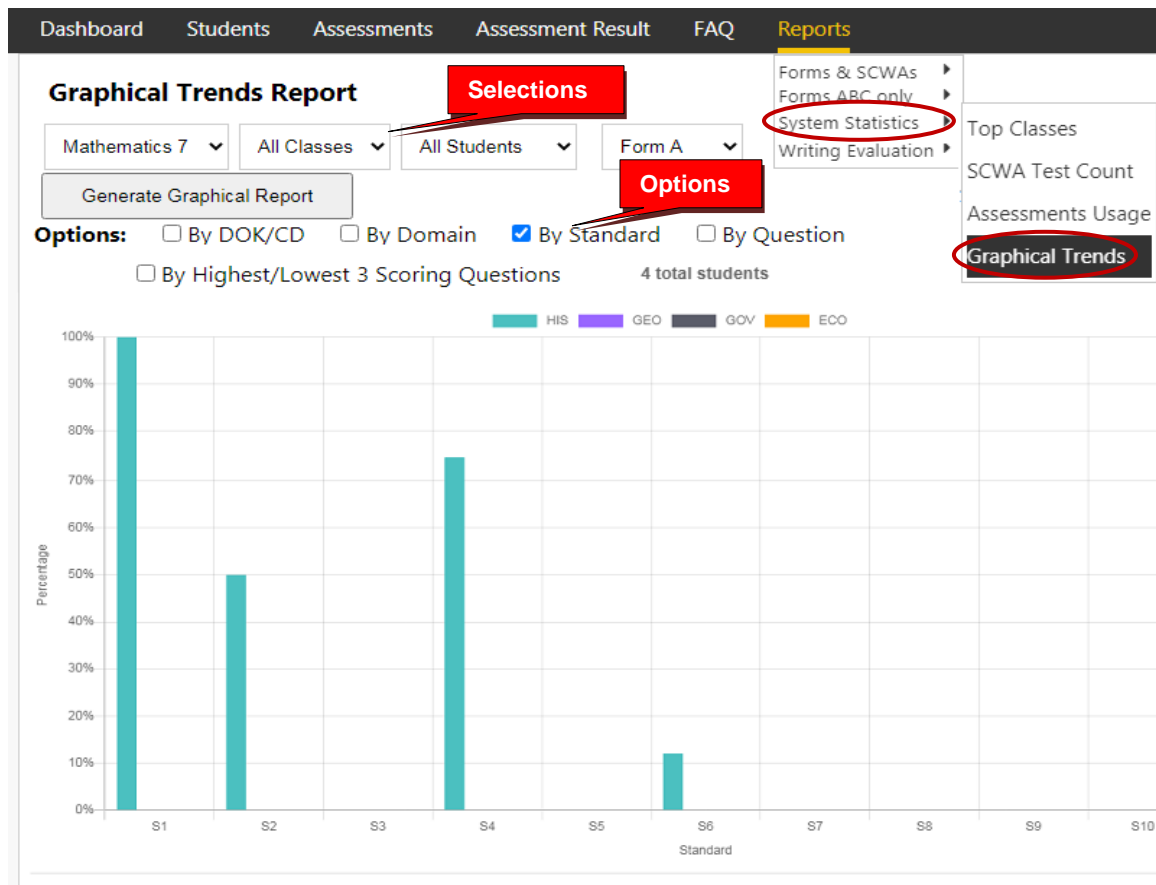
You may “drill down” to see individual students and tests being accessed within each subject class.

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.



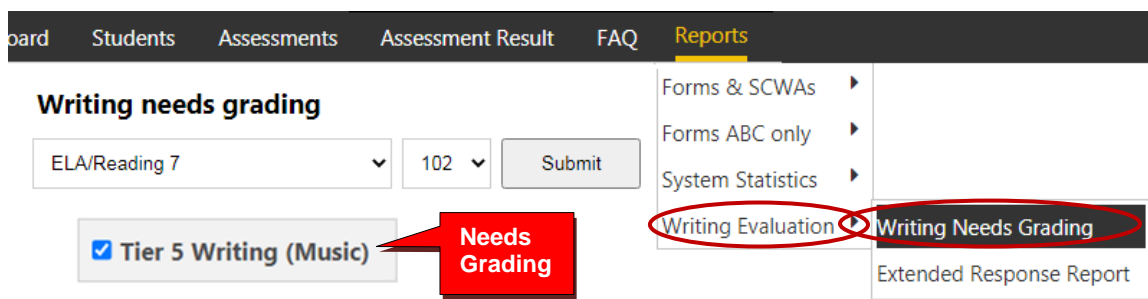
3.4 Graphical Trends *(This report is still under construction)*



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

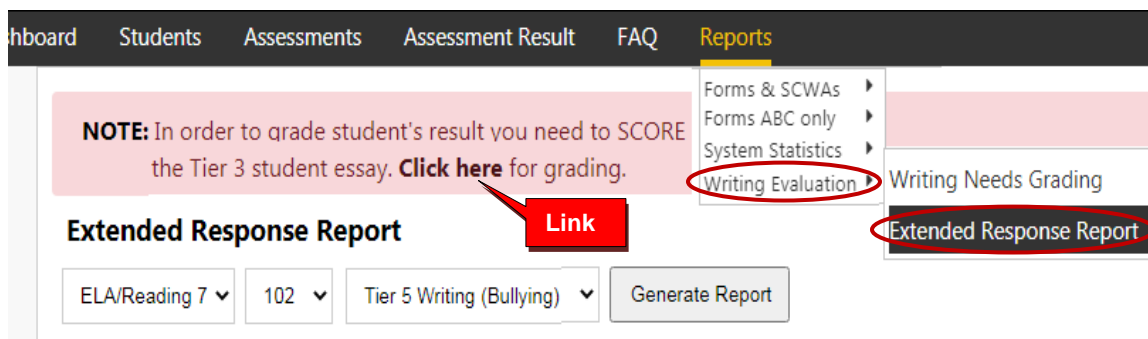
4.1 Writing

The Writing report shows student writing that needs grading in the selected 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.

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

1. Select your school from the pop-up
2. Key-in your User ID Number (assigned by your school)
3. Key-in your Last Name and First Initial

Finding and Selecting the Form A, B, C Assessments

After logging-in the first time, you will see the Short Cycle Web Assessments (SCWA) screen, and the subjects into which you have been enrolled. Notify your teacher if all your subjects do not appear in the “Available Assessments” menu bar.

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

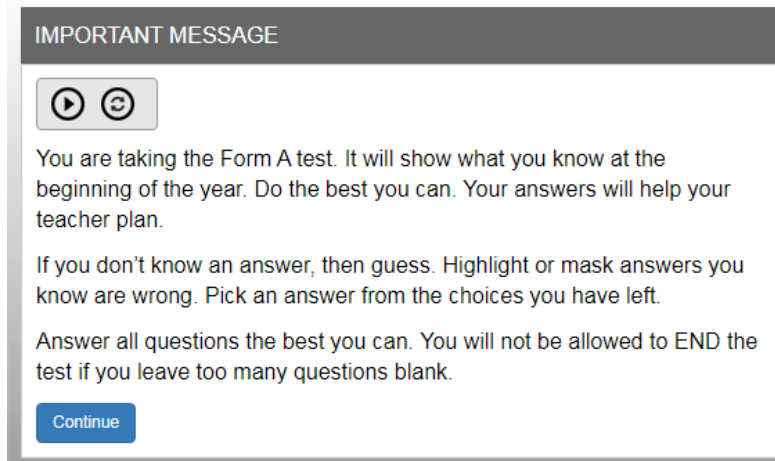
The screenshot shows the 'Available Assessments' page. The 'Available Assessments' menu bar is circled in red. Below it, the 'Other Assessments' button is circled in red. A blue callout box with the text 'FIRST, for the A, B, or C assessments: Select the SUBJECT' points to the 'Other Assessments' button.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

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

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

THE PRO-CORE FORM A, B, C ASSESSMENTS

Carefully read the information on the “Welcome” screen:



Form A Message

Update Warning Messages

- When you begin the test, a warning message will 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 **eXits** your **Browser**, the number of exits will appear in the teacher’s **Test Completion Report** under XB.

The Form Test online instructions screen is shown below:

Instructions

Haga clic aquí para español

Click here for Spanish instructions

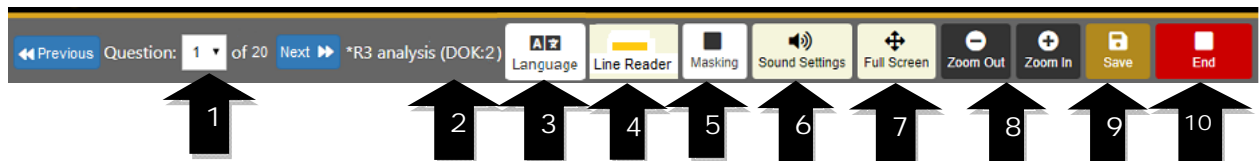
- This test has 44 questions. You have 90 minutes to answer all the questions.
- Your school may choose for you to take this test in two 45-minute time slots. At the end of each time slot, the test will shut down. Your work will be saved and scored.
- You can save your work ONCE. Click on "SAVE" to store your answers and the time you have left. You will be able to come back to the test later. When you return, you will only be able to work on new questions. You will NOT be able to go back to any questions you saved.

Warning

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

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

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

Pro-CORE
CCB Paced Diagnostic

Form A: American History (Grade 7)

Review your Answers

Key

Answered Skipped Partially Answered

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

Please complete skipped and incomplete questions and review your answers by clicking on the question number.
Once you have answered all the questions and reviewed your answers, please click the button below for your answers to be scored.

Score Exam

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

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

Sample Two-Part Test Question

The question below is a 2-point “evidence-based” question in which you must get both parts correct in order to receive the 2 points.

Pro-CORE
CCB Paced Diagnostic

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

Part A

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

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

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

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

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

Part B

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

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

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

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

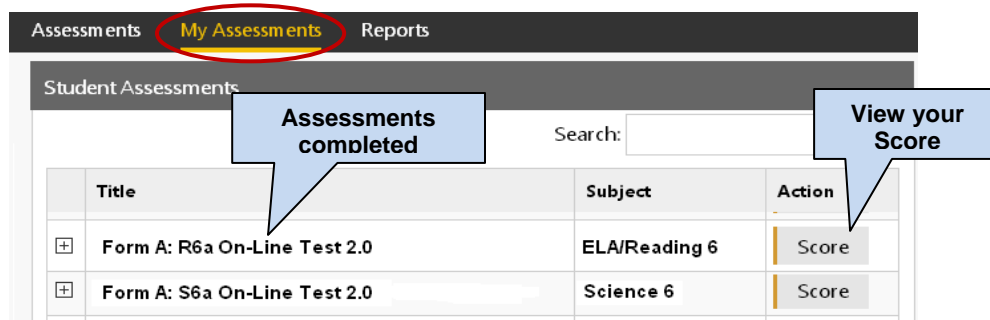
D "Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes;"

AFTER THE ASSESSMENT

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

Student Assessments completed

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



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

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

View Your Assessment Score

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

Assessments **My Assessments** Reports

Form A: M6a On-Line Test 2.0 (Grade)

Exam Result

Key:

Correct

Incorrect

Partial Credit

Your Score 31%

Q#1

Q#2

Q#3

Q#4

Q#5

Q#6

Q#7

Q#8

Q#9

Q#10

Q#11

Q#12

Q#13

Q#14

Q#15

Q#16

Q#17

Q#18

Q#19

Q#20

Q#21

Q#22

Q#23

Q#24

Q#25

Q#26

Q#27

Q#28

Q#29

Q#30

Q#31

Q#32

Q#33

Q#34

Q#35

Q#36

Q#37

Q#38

Q#39

Q#40

Q#41

Q#42

Two-part question

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

Short Cycle Web Assessments (SCWA)

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

Assessments My Assessments Reports

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

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

01 LIT: Cite textual evidence to support analysis of what the text says explicitly and implicitly
02 LIT: Determine a theme or central idea of a text and how it is conveyed
03 LIT: Determine the meaning of words and phrases as they are used in a text
04 LIT: Determine the meaning of words and phrases as they are used in a text
05 LIT: Analyze how an author develops the point of view of the narrator or speaker
06 LIT: Explain how an author develops the point of view of the narrator or speaker
07 LIT: Compare and contrast the experience of reading a story, drama, or poem
11 INF: Analyze in context
12 INF: Determine the meaning of words and phrases as they are used in a text
13 INF: Analyze how an author develops the point of view of the narrator or speaker
14 INF: Determine the meaning of words and phrases as they are used in a text
15 INF: Integrate information from multiple media formats
16 INF: Trace and evaluate the argument and specific claims in a text
17 INF: Compare and contrast the experience of reading a story, drama, or poem

Scores color-coded

Not yet assigned

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.”

Assessments My Assessments Reports

Available Assessments ELA/Reading 7 Mathematics 7 Science 7 Social Studies 7

Other Assessments Key: Not yet taken Advanced: > 70% Accelerated: 60% - 70% Proficient: 40% - 60% Basic: 30% - 40% Limited: < 30%

Units Search: [Search Bar]

Unit 2: Ancient Rome
Unit 4: Islamic Ach./Renaissance
Unit 7: Age of Exploration
Unit 5: Reformation
Unit 6: Africa/Asian Empires Trade

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.

The screenshot shows the 'Standards Detail Report' interface. At the top, there are tabs for 'Assessments', 'My Assessments', and 'Reports'. The 'Reports' tab is selected, and a dropdown menu shows 'Standards Detail' and 'Report Card'. Below this, there's a section for '222-1 ELA/Reading 6' with a dropdown for 'Form A' circled in red. There are buttons for 'Generate Report' and 'Print Preview'. The main content area shows 'ELA/Reading 6' and 'Pro-Core Standards Detail Report'. On the right, it says 'Jonathan Depp', 'RIV: Riverside Elementary', and '# 222'. Below this is a table with columns for 'Student Name', 'Student Code', and 23 numbered columns for standards, plus a '%Avg' column. The first row shows 'Douglas Brown' with student code '2333000'. The scores for standards 1 through 23 are: 0, 50, 50, 50, 50, 0, 0, 0, 0, 50, 100 (marked with a star), 0, 0, 0, 0, 100 (marked with a star), 0, 100 (marked with a star), 0, 0, 0, 0, 0, 0, 0. The '%Avg' is 26%. Below the table, there are two columns of standard descriptions. A blue callout box labeled 'Questions Average' points to the table. Another blue callout box labeled 'Test Score' points to the '%Avg' column.

Student Name	Student Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	%Avg
Douglas Brown	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%

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

(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.

The screenshot shows the 'Standards Detail Report' interface for 'All SCWA'. The 'Reports' tab is selected, and the dropdown menu shows 'Standards Detail' and 'Report Card'. Below this, there's a section for '222-1 ELA/Reading 6' with a dropdown for 'All SCWA' circled in red. There are buttons for 'Generate Report' and 'Print Preview'. The main content area shows 'ELA/Reading 6' and 'Standards Average report'. On the right, it says 'Jonathan Depp', 'RIV: Riverside Elementary', and '# 222'. Below this is a table with columns for 'Student Name', '1', '2', '3', '4', '5', '6', '7', '8', '9', '10', '11', '12', '13', '14', '15', '16', '17', '18', '19', and '%Avg'. The first row shows 'Robert McGee' with scores: 67, 63, 71, 57, 14, and then empty cells for standards 6 through 19. The '%Avg' is 54%. Below the table, there are two columns of standard descriptions. A blue callout box labeled 'Standards Average' points to the table. Another blue callout box labeled 'Standards Score' points to the '%Avg' column.

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

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

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

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.

Report Card

Standards Detail
Report Card

101 Mathematics 7 Form A Standards ☐ Include all subjects

Generate Report Print Preview

Key: ● 0% - 30% ● 30% - 40% ● 40% - 60% ● 60% - 70% ● 70% - 99% ★ 100%

Pro-Core

Brown Douglas (2333000) Student Report Card 9/25/2021

Form A
TES: Test School

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	●	●	●	●	●	●	●	●	●	●	★	●	●	●	●	★	●	★	●	●	●	●	●	●	26%

Mathematics 7

Learning Standards

1. RPR Compute unit rates associated with ratios of fractions, including lengths, areas
2. RPR Recognize and represent proportional relationships between quantities; identify
3. RPR Use proportional relationships to solve multistep ratio and percent problems.
4. NSV Apply and extend previous understandings of addition and subtraction to add
13. GEO Describe the two-dimensional figures that result from slicing three-dimensio
14. GEO Understand the relationships among the circumference, diameter, area, and i
15. GEO Use facts about supplementary, complementary, vertical, and adjacent angle;
16. GEO Solve real-world and mathematical problems involving area, volume, surface

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.

Report Card

Standards Detail
Report Card

102 ELA/Reading 7 Writing Standards ☐ Include all subjects

Generate Report Print Preview

Keys: ✓ = Completed ✗ = Incomplete

Tier 3: 4 = Effective; 3=Adequate; 2=Partial; 1=Minimal; 0=No Credit
Tiers 4 & 5: 2=Good; 1=Satisfactory; 0=Unsatisfactory

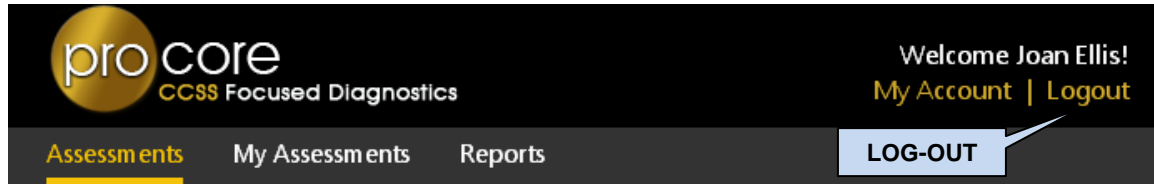
Pro-Core

Smith Jeremy (233000) Student Report Card

Exam Title	Subject	Tier Scores
		1 3 4 5
- Tier 5 Writing (Leadership)	ELA/Reading 7	✓ 4 2 ✗

T3 Teacher Comment:

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.

The screenshot shows the 'Create Personalized Assessment' form. At the top, the 'Assessments' menu item is circled in red. A red callout box labeled 'Create a TPA' points to the 'Create Personalized Assessment' link. Another red callout box labeled 'Share' points to the 'Share' button. A red callout box labeled 'Save or Update' points to the 'Update' button. A red callout box labeled 'Add Questions' points to the 'Add New Question +' button. The form fields include: 'Assessment Title' (Biology -week 2), 'Subject' (Biology), 'Student Active' (No), 'Periodic Table' (N/A), 'Formula' (N/A), and 'Calculator' (N/A). There are also checkboxes for 'Allow student to take assessment only one time', 'Shuffle Questions', and 'Allow Speaking Questions'. A red callout box labeled 'Click here to submit a new Test Question for inclusion in the Pro-Core database.' points to a link in the top right corner.

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.

The screenshot shows the 'Questions to Add' interface. At the top, there's a dropdown menu for 'Biology Questions' with a red callout 'Select Subject(s)'. To the right are 'Cancel' and 'Save' buttons, with a red callout 'Save Questions' pointing to the 'Save' button. A search box is also present. Below is a table of questions with columns for 'Description', 'Domain', and 'Standard'. Several rows are visible, including one labeled '[A2] Universal Genetic Code Chart' and another labeled '[ODE] (1pt) Part A A geneticist identifies cell types...'. Red callouts point to specific rows: 'Form A test item' points to the '[A2]' row, 'ODE test item' points to the '[ODE]' row, and 'Selected question' points to a row with a checked checkbox in the left margin.

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.

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

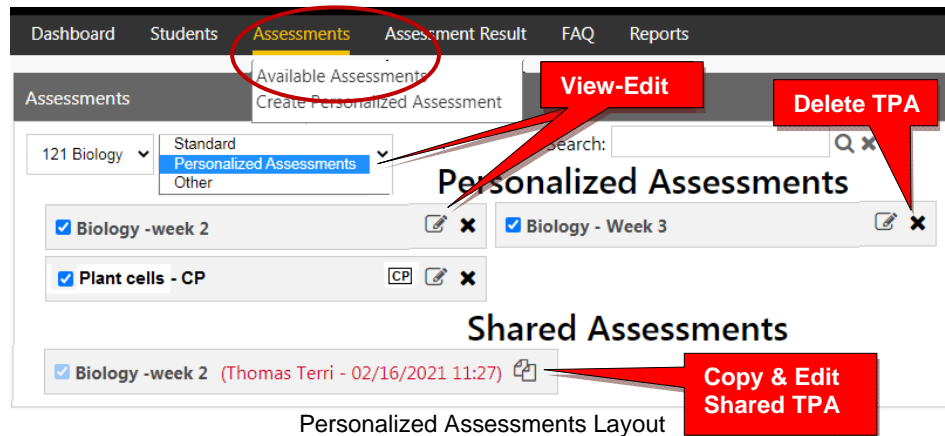
Teacher Share List


Shared teachers may use your original TPA or copy and edit their own version. It is recommended you include specific identifying information in your **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.









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 .

The screenshot shows the 'Edit Personalized Assessment' form. The 'Assessment Title' is 'Biology -week 2'. The 'Subject' is 'Biology'. The 'Mode' is 'Student Assessment'. The 'Student Active' is 'No'. The 'Periodic Table' is 'N/A'. The 'Formula' is 'N/A'. The 'Calculator' is 'N/A'. The 'Update' button is highlighted with a red callout 'Save all changes'. The 'Click here' link is highlighted with a red callout 'Submit a new question'. The 'Add New Question' button is highlighted with a red callout 'Add Questions'. The 'Action' column in the 'Available Questions' table is highlighted with a red callout 'Delete/View Questions'. The 'Subject' and 'Standard' fields are highlighted with a red callout 'Subject & Standard'.

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

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.

Available Assessments

Other Assessments

Key: Not yet taken Advanced: > 70% Accelerated: 60% - 70% Proficient: 40% - 60% Basic: 30% - 40% Limited: < 30%

TPAs

Other Assessments

Search:

☐ Biology -week 2 ☐ Plant cells - CP

Student Assessment

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.

Dashboard Students Assessments **Assessment Result** FAQ Reports

Assessment Result

301 Biology TPA

Assessment Result: TPA

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

Assessment History

Opening Time	Closing Time	IPAddress
09/19/2019 13:07		64.113.185.178
09/22/2019 13:50	09/22/2019 13:11	64.113.185.178

Question History

Question	Time Spent
AMHIST_4899	00:01:54
AMHIST_18050	00:02:57

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**.

Item Analysis Report

Physical Science (TPA)

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

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

TPA Item Analysis Report

3. TPA Standards Detail

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

Standards Detail Report

Biology (TPA)

Pro-Core Standards Detail Report Tommy Tune RIV: Riverside HS

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

TPA Standards Detail Report

4. TPA Pre-Post Analysis

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

Dashboard Students Assessments Assessment Result FAQ **Reports**

Pre-Post Analysis

Mathematics 7 101 **TPA** Mathematics - Week 2

Generate Report Print Preview

Forms & SCWAs Forms ABC only System Statistics Writing Evaluation Item Analysis Standard Details Student Report Card **SCWA Pre-Post Analysis**

Mathematics 7 Pre-Post Analysis Report

	Student Name	Date	Pre Score	Post Score	Difference	Times taken	Average								
<input type="checkbox"/>	Mary Antoin	02/10/17 14:27	75.0%	100.0%	+25.0	3	87.5%								
<table border="1"> <thead> <tr> <th>Date</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>10/10/16 18:21</td> <td>75.0%</td> </tr> <tr> <td>10/10/16 18:23</td> <td>87.5%</td> </tr> <tr> <td>02/10/17 14:27</td> <td>100.0%</td> </tr> </tbody> </table>								Date	Score	10/10/16 18:21	75.0%	10/10/16 18:23	87.5%	02/10/17 14:27	100.0%
Date	Score														
10/10/16 18:21	75.0%														
10/10/16 18:23	87.5%														
02/10/17 14:27	100.0%														
<input type="checkbox"/>	Sidney Caesar	02/10/17 14:30	75.0%	62.5%	-12.5	2	68.8%								
<input type="checkbox"/>	Mary Blount	02/10/17 14:33	37.5%	62.5%	+25.0	4	37.5%								
<input type="checkbox"/>	Charlie Tunes	02/10/17 14:29	50.0%	50.0%	0.0	2	50.0%								

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 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.

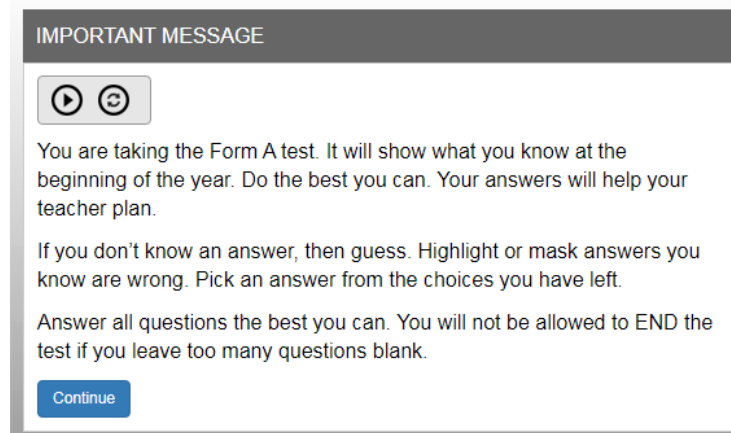
BEFORE THE ASSESSMENTS

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:

Instructions



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

Warning

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

Language

- This test is available in two languages. Please select language below:

English

Start Test

Form A/B/C instructions

2. **Relaxed assessment:**

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

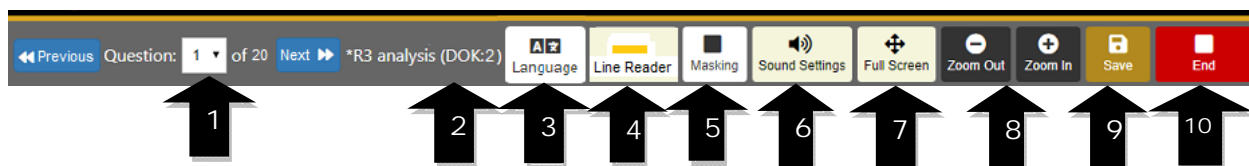
3. **Length of test:**

Pro-Core assessments are normally timed for 90 minutes. 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**)

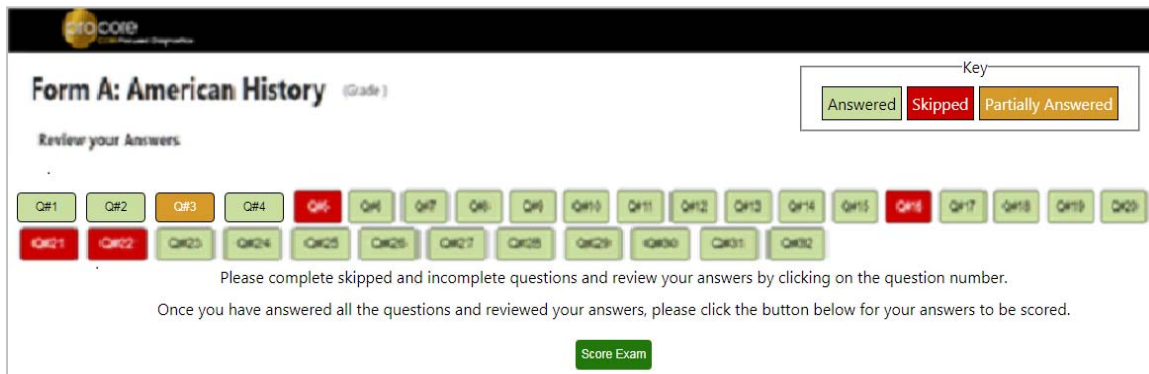
4. **Test Monitoring:**

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



Form A: American History (Grade 7)

Review your Answers:

Key: Answered (green), Skipped (red), Partially Answered (orange)

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

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

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

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

Score Exam

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

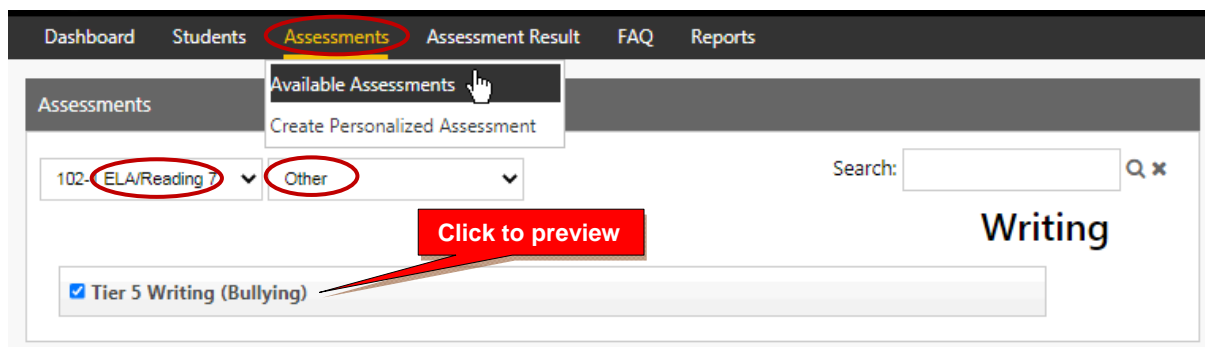
- Students demonstrate **both** their **writing** and **reading** skills through a written response.
- The difficulty (**Depth of Knowledge**) increases as the students think about a given theme as they progress through the assessment.
- Students **learn and improve their skills** as they take this assessment.
- 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.

ProCore Assessment Preview

Test Description: Tier 5 Writing (Bullying)
Subject: ELA/Reading 7

[Comment on this assessment | Print](#)

[Click to view each tier](#)

[Comment on this Question](#)

TIER ONE - DOK 1 | TIER TWO - DOK 2 | TIER THREE - DOK 3 | TIER FOUR - DOK 3 | TIER FIVE - DOK 4

Bullying has been a topic that people have discussed in the past and in the present. Think about what you know about bullying.

Choose one of the writing prompts below. Click on it and respond to it in one or two paragraphs in the space provided.

PROMPT # 1

Write one or two paragraphs in which you discuss the reasons why a person bullies others. Explain what you know about what causes a person to be a bully.

PROMPT # 2

Write one or two paragraphs in which you explain how a bully affects the person being bullied. Explain what you know about the effect bullying has on that person.

PROMPT # 3

Write your response here:

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

Assessments | My Assessments | Reports

Available Assessments: ELA/Reading 4 | Mathematics 4 | Science 4 | Social Studies 4

Other Assessments | Accelerated: 60% - 70% | Proficient: 40% - 60% | Basic: 30% - 40% | Limited: < 30%

Select 5TW assessment

Key: S=Saved/Sent for Grading; G=Graded

Writing

☐ Tier 5 Writing (Bullying) 1 ☐ 3 ☐ 4 ☐ 5

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.

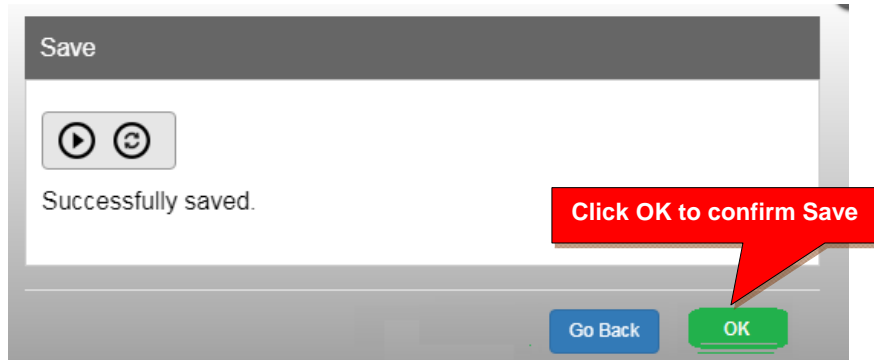
Below is a sample of what the students see in Tier 1.

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

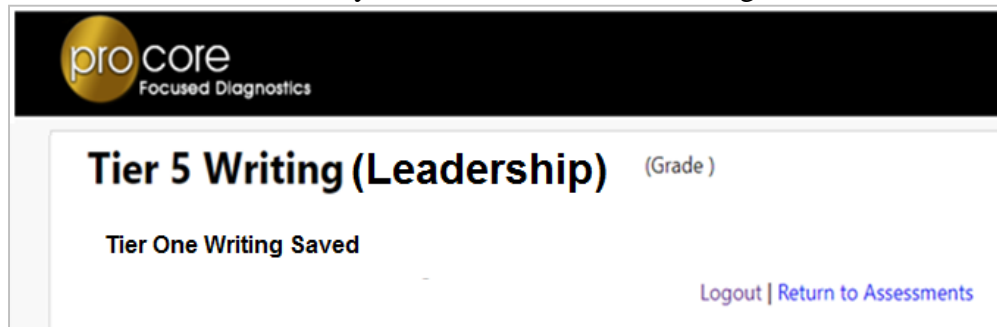
The screenshot shows the 'Tier 5 Writing (Leadership) (DOK: 1)' interface. At the top, there are navigation buttons: Line Reader, Masking, Full Screen, Zoom Out, Zoom In, and Save. Below these are tabs for TIER ONE - DOK 1, TIER TWO - DOK 2, TIER THREE - DOK 3, TIER FOUR - DOK 4, and TIER FIVE - DOK 4. The 'TIER ONE - DOK 1' tab is selected. A red arrow points to this tab with the label '1. Tier 1 Directions'. The content area for Tier 1 contains the following text: 'Thinking about what makes a good leader has been a topic that people have discussed in the past and in the present. Think about what you know about good leadership. Choose one of the writing prompts below. Click on it and respond to it in one or two paragraphs in the space provided.' Below this are three prompts: 'PROMPT # 1: Write one or two paragraphs in which you discuss the reasons why a person would want to be a leader. Explain what you know about a person who wants to become a leader.', 'PROMPT # 2: Write one or two paragraphs in which you explain what makes a good leader. Explain what you know about the characteristics of a good leader.', and 'PROMPT # 3: Write one or two paragraphs in which you explain how good leadership affects the people being led. Explain how good leadership positively affects others.' To the right of the prompts is a large text area for the response. A red arrow points to this area with the label '2. Student writes response'. Above the text area is a toolbar with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Link, Unlink, and Undo. A red arrow points to the 'Save' button at the top right with the label '3. Save response'.

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

1. Tier 2 Directions

3. Select "Tier Three" when ready

2. Read sources, see videos, take notes

Tier 5 Writing (Leadership) (DOK: 1)

Line Reader Masking Full Screen Zoom Out Zoom In Save

TIER ONE - DOK 1 TIER TWO - DOK 2 TIER THREE - DOK 3 TIER FOUR - DOK 4

DIRECTIONS:

Read the following sources about leadership. Then watch the short video that follows.

Source 1

What is Leadership?

Most leaders are recognized by others. They are people who are important. Therefore, many people dream of becoming a leader. These people believe leadership provides them with respect. Who are these people who want to be leaders?

Some people crave to be admired by others. They feel they somehow deserve recognition for being the persons they are. They often developed these feelings when they were little children. Perhaps this comes from seeing a variety of leaders on television, in the news, and in schools. They somehow become these leaders.

Not all leaders want fame and recognition. Many of them see issues they truly believe they can help solve. They educate themselves about the issues and form plans that can help others. Through the encouragement of their friends, family, teachers, etc., they eventually pursue opportunities to lead. It is very important that people choose leaders who will be positive influences on others.

Source 2

What are the Goals of Leaders?

Leaders need to encourage others to do something positive. There are many types of leaders whom people might follow. The chart below describes three types of leaders.

Types of Leadership	Purpose
---------------------	---------

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

1. Tier 3 Directions

3. Submit for scoring

2. Student writes essay

DIRECTIONS:
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.

Your writing will be scored on how well you:

- clearly states the topic.
- is organized with a strong introduction, body, and conclusion.
 - develops the topic with facts, details, and relevant evidence from the passages.
 - includes linking words, phrases, and clauses to clarify the relationship between ideas in the essay.
- maintains a formal style.

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

End

Are you sure you want this scored by your teacher?

Send test to teacher for scoring

Go Back End Test

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

pro core
Focused Diagnostics

Tier 5 Writing (Leadership) (Grade)

Exam Result

Assessment is forward to teacher for grading.

Submission information

Logout | Return to Assessments

In the student's **Other Assessments** window, the 5TW assessment will show the status of the assessments **Saved** or **Sent** to the teacher and/or scored (**Graded**) by the teacher.

Available Assessments: ELA/Reading 4, Mathematics 4, Science 4, Social Studies 4

Other Assessments Key: Not yet taken, Advanced: > 70%, Accelerated: 60% - 70%, Proficient: 40% - 60%, Basic: 30% - 40%, Limited: < 30%

Key: S=Saved/Sent for Grading; G=Graded

Writing Status

Tier	1	2	3	4	5
Tier 5 Writing (Bullying)	S		G		

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.

Dashboard Students Assessments Assessment Result FAQ Reports

Writing needs grading

ELA/Reading 7 102-1 All Submit

Select Class

Writing Evaluation Writing Needs Grading

Needs grading

Exam Title	Student Name	Gender	Grade	Last Submitted Date	1	3	4	5	
Tier 5 Writing (Bullying)	Douglas Brown	M	10	09/24/21 21:59	✓	✓	Y		Close
Tier 5 Writing (Bullying)	Frances Jones	F	10		✓	✓	✓	✓	Open

Lock activity

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

The screenshot shows the Tier 3 Scoring Page interface. On the left, a rubric for 'Tier 5 Writing (Bullying) (DOK: 1)' is displayed, with scores 4 (Effective), 3 (Adequate), and 2. A red callout '1. Rubrics' points to the rubric section. The main area shows the 'TIER THREE - DOK 3' tab selected, displaying directions and a student's response. A red callout '2. Strengths -Weaknesses' points to the 'ESSAY STRENGTHS' and 'ESSAY WEAKNESSES' checkboxes. A red callout '3. Teacher Comments' points to the 'Teacher Comments' text area. A red callout '4. Submit Score' points to the 'Send (Student)' button in the top right corner. A green 'SCROLL DOWN' button is also visible.

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 screenshot shows a confirmation message box titled 'Tier 5 Writing (Bullying) (Grade)'. It states 'Response is sent to student.' and includes a red callout 'Submission information' pointing to the text. At the bottom, there are links for 'Logout | Back to Writing Report'.

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.

<p>4 Effective</p>	<p>The writing clearly introduces the topic and</p> <ul style="list-style-type: none"> • 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.
<p>3 Adequate</p>	<p>The writing adequately introduces the topic and</p> <ul style="list-style-type: none"> • 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.
<p>2 Partial</p>	<p>The writing partially introduces the topic and</p> <ul style="list-style-type: none"> • 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 a formal writing style; includes few sentence types; contains many errors in the conventions of written English; errors may cause confusion.
<p>1 Minimal</p>	<p>The writing minimally introduces the topic and</p> <ul style="list-style-type: none"> • 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.

<p>0 No Credit</p>	<p>The writing fails to introduce the topic and</p> <ul style="list-style-type: none"> • 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 off 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
<input type="checkbox"/> Development <input type="checkbox"/> Organization <input type="checkbox"/> Use of Transitions <input type="checkbox"/> Writing Style <input type="checkbox"/> Conventions of Written English	<input type="checkbox"/> Development <input type="checkbox"/> Organization <input type="checkbox"/> Use of Transitions <input type="checkbox"/> Writing Style <input type="checkbox"/> 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:

NOTE: In order to grade student's result you need to SCORE the student essay. [Click here](#) for grading.

Extended Response Report

ELA/Reading 7 | 102-1 | Tier 5 Writing (Bullying) | All | Generate Report

Student Name	Writing Score	STRENGTHS					WEAKNESSES				
		Development	Organization	Use of Transitions	Writing Style	Conventions of Writ/Enq	Development	Organization	Use of Transitions	Writing Style	Conventions of Writ/Enq
Brown Dick	2 1 2			✓						✓	

Teacher Comments: **Score(s)**

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

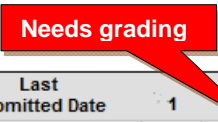
Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Three prompt). They should be given approximately ten minutes to respond to this prompt.

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*)



Exam Title	Student Name	Gender	Grade	Last Submitted Date	1	2	3	4	5	
Tier 5 Writing (Leadership)	James Brown	M	7	09/20/21 19:21	✓	✓		Y		Close

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

Tier 5 Writing

Line Reader Masking Full Screen Zoom Out Zoom In Save Send (Score)

TIER ONE - DOK 1 TIER TWO - DOK 2 TIER THREE - DOK 3 TIER FOUR - DOK 3 TIER FIVE - DOK 4

Write a paragraph explaining what you learned about

- bullying.
- how to support what you are writing.
- what you will do next time you write an information essay.

B I U [bulleted list icon] [numbered list icon]

2. Student writes response

3. Submit for scoring

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*)

Exam Title	Student Name	Gender	Grade	Last Submitted Date	1	3	Tier 4	5	
Tier 5 Writing (Leadership)	James Brown	M	7	09/20/21 19:21	✓	✓	✓	Y	Close

Needs grading

End activity

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.

SCORE POINT 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

Students 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."**

Assessments My Assessments **Reports**

Report Card

Standards Detail
Report Card

102 ELA/Reading 7 Writing Standards ☐ Include all subjects

Generate Report Select Class Select Writing

Keys: ✓ = Completed
X = Incomplete

Tier 3: 4 = Effective; 3=Adequate; 2=Partial; 1=Minimal; 0=No Credit
Tiers 4 & 5: 2=Good; 1=Satisfactory; 0=Unsatisfactory

Pro-Core Student Report Card Scores

Smith Jeremy (233000)

Exam Title	Subject	Tier Scores			
		1	3	4	5
- Tier 5 Writing (Leadership)	ELA/Reading 7	✓	4	2	X
T3 Teacher Comment:					

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](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](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

☐ 2 ☐ Sp

☐ 3 ☐ Sp

☐ 4 ☐ Sp

☐ 5 ☐ Sp

☐ 6 ☐ Sp

☐ 7 ☐ Sp

☐ 8 ☐ Sp

☐ Algebra I ☐ Sp

☐ Algebra II ☐ Sp

☐ Geometry ☐ Sp

SCIENCE

☐ 2 ☐ Sp

☐ 3 ☐ Sp

☐ 4 ☐ Sp

☐ 5 ☐ Sp

☐ 6 ☐ Sp

☐ 7 ☐ Sp

☐ 8 ☐ Sp

☐ Phys Sci ☐ Sp

☐ Biology ☐ Sp

☐ Chemistry ☐ Sp

SOCIAL STUDIES

☐ 2 ☐ Sp

☐ 3 ☐ Sp

☐ 4 ☐ Sp

☐ 5 ☐ Sp

☐ 6 ☐ Sp

☐ 7 ☐ Sp

☐ 8 ☐ Sp

☐ Am History ☐ Sp

☐ Government ☐ Sp

☐ Mod Wrld Hist ☐ Sp

ELA/READING

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

Other HS Math

☐ Integrated

Math I ☐ Sp

☐ Integrated

Math II ☐ Sp

☐ Integrated

Math III ☐ Sp

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 "batch" edits								Column I is a required information field for online testing.			Columns L - N are optional			Column O Subject-Grade information is REQUIRED						
2	Columns B - H are the "minimum" fields REQUIRED in your school Data File for Pro-Core online enrollment information														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	Baker	Aaron	181671	M	8	Smith	B	2				M8	2	N	N	N	Y	Y
5		Your District	Your School	Canter	Adam	182015	M	8	Smith	B	2				M8	1	N	N	N	N	N
6		Your District	Your School	Martino	Jesse	190544	M	8	Smith	B	2				M8						
7		Your District	Your School	Caballo	Yvonne	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

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. STUDENT ID NUMBER <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px; position: relative;"> <!-- Student ID Number Grid --> </div> <div style="border: 1px solid black; padding: 5px; width: 300px;"> <p>* Use a No. 2 pencil for easy erasure of errors.</p> <p>* Make dark, heavy marks that fill the circles completely.</p> <p>* COMPLETELY erase unwanted marks.</p> <p>* Make no stray marks on this answer sheet.</p> <hr/> <p>Answer Selection: Correct = ● Incorrect = ✕ ⅋ ⊖</p> </div> </div>																																	
TEST SUBJECT (Mark the Subject tested using this form): <div style="display: flex; justify-content: space-between;"> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Reading <input type="checkbox"/> </div>																																	
TEST FORM (Mark a Number AND a Letter): <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td></td><td></td><td></td><td></td> </tr> </table>										1	2	3	4	5	6	7	8	9	10	11	12	A	B	C	D	E	F	G	H				
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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.	<div><div>Use the scenario below to answer the question.</div><div><div>Question Options:</div><div><div><input type="checkbox"/> Exclude from assessment</div><div>Comment on this Question</div></div></div></div> <div><div><div><div><div>roof</div><div>4.0 m</div><div>4th floor</div><div>4.0 m</div><div>3rd floor</div><div>4.0 m</div><div>2nd floor</div><div>12.0 m</div><div>8.0 m</div><div>tarp</div><div>ground floor</div></div></div></div><div><div>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.</div><div>Consider the brick just before it hits the tarp</div><div>Determine the gravitational potential energy of the brick, E_g, relative to the ground just before it hits the tarp 8 meters above the ground. Use 10 m/s² and assume there is no air resistance.</div><div>Determine the kinetic energy of the brick, E_k, just before it hits the tarp 8 meters above the ground. Use 10 m/s² and assume there is no air resistance.</div><div>Click on the graph above each label to show the calculated values for E_g and E_k.</div></div><div><div>Energies Just Before Brick Hits Tarp</div><div><div><div>240</div><div>220</div><div>200</div><div>180</div><div>160</div><div>140</div><div>120</div><div>100</div><div>80</div><div>60</div><div>40</div><div>20</div><div>0</div></div><div><div>Energy in Joules</div><div>Eg</div><div>Ek</div></div></div></div></div>																
CMCC	Table Select (Checklist)	Select more than one column or no columns for each row of a table.	<div><div>Below are observations that were made by different groups in your class that were given different types of compounds. Use the table to indicate the type(s) of bonding possible for each observation. You will be selecting all columns if the observation does not allow you to determine which type of bonding is involved.</div><div><table><tr><th></th><th>Ionic Bonding</th><th>Metallic Bonding</th><th>Covalent Bonding</th></tr><tr><td>The volume of the substance is 6.7 mL</td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>The substance has a low melting point</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>The solid conducts electricity</td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table></div></div>		Ionic Bonding	Metallic Bonding	Covalent Bonding	The volume of the substance is 6.7 mL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The substance has a low melting point	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The solid conducts electricity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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The solid conducts electricity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																

Code	Question Type	Description	Example																																								
CMCR	Table Select (Radio)	Select only one column for each row of a table.	<p>There are 90 naturally-occurring elements, with almost 4000 isotopes. Of these isotopes, about 250 are stable with more than 3000 unstable or radioactive. Radioactive isotopes have many uses, including medical treatments and geologic dating.</p> <p>Consider two neutral isotopes of the same element. For each characteristic, select a box to indicate whether the property is the same or different for the two neutral isotopes.</p> <table><thead><tr><th></th><th>Same</th><th>Different</th></tr></thead><tbody><tr><td>Mass number</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>Atomic number</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Number of protons</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Number of neutrons</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>Number of electrons</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Number of valence electrons</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Chemical properties</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr></tbody></table>		Same	Different	Mass number	<input type="radio"/>	<input checked="" type="radio"/>	Atomic number	<input checked="" type="radio"/>	<input type="radio"/>	Number of protons	<input checked="" type="radio"/>	<input type="radio"/>	Number of neutrons	<input type="radio"/>	<input checked="" type="radio"/>	Number of electrons	<input checked="" type="radio"/>	<input type="radio"/>	Number of valence electrons	<input checked="" type="radio"/>	<input type="radio"/>	Chemical properties	<input checked="" type="radio"/>	<input type="radio"/>																
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Number of valence electrons	<input checked="" type="radio"/>	<input type="radio"/>																																									
Chemical properties	<input checked="" type="radio"/>	<input type="radio"/>																																									
DDA	Drag and Drop - Answers	Move objects to correct locations.	<div><div>Substance W</div><div>Substance X</div><div>Substance Y</div><div>Substance Z</div></div> <p>Use the graph of mass vs. volume below to answer the question.</p> <div><p>Mass versus Volume for Four Substances</p><table border="1"><caption>Data points estimated from the graph</caption><thead><tr><th>Volume (mL)</th><th>Substance W (g)</th><th>Substance X (g)</th><th>Substance Z (g)</th><th>Substance Y (g)</th></tr></thead><tbody><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>20</td><td>10</td><td>8</td><td>6</td><td>4</td></tr><tr><td>40</td><td>20</td><td>16</td><td>12</td><td>8</td></tr><tr><td>60</td><td>30</td><td>24</td><td>18</td><td>12</td></tr><tr><td>80</td><td>40</td><td>32</td><td>24</td><td>16</td></tr><tr><td>100</td><td>50</td><td>40</td><td>30</td><td>20</td></tr><tr><td>120</td><td>60</td><td>48</td><td>36</td><td>24</td></tr></tbody></table></div> <p>Move the labels to place the Substances in order of increasing density.</p> <div><div>Substance X</div> → <div>Substance Z</div> → <div>Substance W</div> → <div>Substance Y</div></div> <div>Least DenseMost Dense</div>	Volume (mL)	Substance W (g)	Substance X (g)	Substance Z (g)	Substance Y (g)	0	0	0	0	0	20	10	8	6	4	40	20	16	12	8	60	30	24	18	12	80	40	32	24	16	100	50	40	30	20	120	60	48	36	24
Volume (mL)	Substance W (g)	Substance X (g)	Substance Z (g)	Substance Y (g)																																							
0	0	0	0	0																																							
20	10	8	6	4																																							
40	20	16	12	8																																							
60	30	24	18	12																																							
80	40	32	24	16																																							
100	50	40	30	20																																							
120	60	48	36	24																																							

Code	Question Type	Description	Example
FB	Fill in the Blank	Enter numbers or text. Can have multiple correct answers to account for possible misspellings and rounding differences.	 <p>Iron (III) chloride exists as brownish-black crystals. It decomposes to form elemental iron and chlorine. Enter coefficients in the boxes below to balance the equation showing the decomposition of iron (III) chloride.</p> $\boxed{2} \text{FeCl}_3 \rightarrow \boxed{2} \text{Fe} + \boxed{3} \text{Cl}_2$
MCC	Multiple Choice – Checkbox	Select more than one correct response. Can have up to 10 responses.	<p>Barium (Ba) is chemically combined with oxygen (O) to form a new compound. Select all statements that describe the resulting compound.</p> <p>A <input type="checkbox"/> It has a formula of Ba₂O₂.</p> <p>B <input type="checkbox"/> It has a formula of BaO₂.</p> <p>C <input type="checkbox"/> It has a formula of Ba₂O.</p> <p>D <input checked="" type="checkbox"/> It has a formula of BaO.</p> <p>E <input type="checkbox"/> It is named barium oxygen.</p> <p>F <input checked="" type="checkbox"/> It is named barium oxide.</p> <p>G <input type="checkbox"/> It is named barium dioxide.</p> <p>H <input type="checkbox"/> It is named dibarium oxide.</p> <p>I <input type="checkbox"/> It is named barium (I) oxide.</p> <p>J <input type="checkbox"/> It is named barium (II) oxide.</p>

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

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.	<p>On the partial periodic table pictured below, select the column of elements that are halogens.</p> <div><p>Partial Periodic Table of the Elements</p><table><tr><td>IA 1</td><td>IIA 2A</td><td>IIIA 13</td><td>IVA 14</td><td>VA 15</td><td>VIA 16</td><td>VIIA 17</td><td>VIIIA 18</td></tr><tr><td>1 H Hydrogen 1.00794</td><td></td><td></td><td></td><td></td><td></td><td></td><td>2 He Helium 4.0026</td></tr><tr><td>3 Li Lithium 6.94</td><td>4 Be Beryllium 9.0122</td><td>5 B Boron 10.811</td><td>6 C Carbon 12.0107</td><td>7 N Nitrogen 14.0067</td><td>8 O Oxygen 15.9994</td><td>9 F Fluorine 18.9984</td><td>10 Ne Neon 20.1797</td></tr><tr><td>11 Na Sodium 22.9898</td><td>12 Mg Magnesium 24.3050</td><td>13 Al Aluminum 26.98154</td><td>14 Si Silicon 28.0855</td><td>15 P Phosphorus 30.9738</td><td>16 S Sulfur 32.065</td><td>17 Cl Chlorine 35.4527</td><td>18 Ar Argon 39.948</td></tr><tr><td>19 K Potassium 39.0983</td><td>20 Ca Calcium 40.078</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div>	IA 1	IIA 2A	IIIA 13	IVA 14	VA 15	VIA 16	VIIA 17	VIIIA 18	1 H Hydrogen 1.00794							2 He Helium 4.0026	3 Li Lithium 6.94	4 Be Beryllium 9.0122	5 B Boron 10.811	6 C Carbon 12.0107	7 N Nitrogen 14.0067	8 O Oxygen 15.9994	9 F Fluorine 18.9984	10 Ne Neon 20.1797	11 Na Sodium 22.9898	12 Mg Magnesium 24.3050	13 Al Aluminum 26.98154	14 Si Silicon 28.0855	15 P Phosphorus 30.9738	16 S Sulfur 32.065	17 Cl Chlorine 35.4527	18 Ar Argon 39.948	19 K Potassium 39.0983	20 Ca Calcium 40.078						
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19 K Potassium 39.0983	20 Ca Calcium 40.078																																										
EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.	<p>If $f(x) = 2x$ and $g(x) = 3x + 1$, what is the value of $f(x + 5) + g(-4)$? Type your answer in the box.</p> <div><div></div><table><tr><td>7</td><td>8</td><td>9</td><td>+</td><td>x</td><td>y</td><td>z</td><td>$\sqrt{\quad}$</td></tr><tr><td>4</td><td>5</td><td>6</td><td>-</td><td>$\sqrt{\quad}$</td><td>$\frac{\Box}{\Box}$</td><td>x^\Box</td><td>x^\Box</td></tr><tr><td>1</td><td>2</td><td>3</td><td>×</td><td>\$</td><td>%</td><td>></td><td><</td></tr><tr><td>,</td><td>0</td><td>.</td><td>÷</td><td>(\Box)</td><td>±</td><td>°</td><td>:</td></tr><tr><td>←</td><td>→</td><td></td><td>=</td><td>!</td><td>π</td><td>∞</td><td>$\frac{\Box}{\Box}$</td></tr></table></div>	7	8	9	+	x	y	z	$\sqrt{\quad}$	4	5	6	-	$\sqrt{\quad}$	$\frac{\Box}{\Box}$	x^\Box	x^\Box	1	2	3	×	\$	%	>	<	,	0	.	÷	(\Box)	±	°	:	←	→		=	!	π	∞	$\frac{\Box}{\Box}$
7	8	9	+	x	y	z	$\sqrt{\quad}$																																				
4	5	6	-	$\sqrt{\quad}$	$\frac{\Box}{\Box}$	x^\Box	x^\Box																																				
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←	→		=	!	π	∞	$\frac{\Box}{\Box}$																																				
DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.	<p>The 15th Amendment to the Constitution granted African American men the right to vote. Southern states were still able to effectively disenfranchise African Americans. Drag and drop three ways in which Southern states prevented African American men from voting into the boxes below.</p> <div><div>black codes</div><div>poll taxes</div><div>literacy tests</div><div>African American men were still not considered citizens</div><div>restrictive registration practices</div></div> <div><div></div><div></div><div></div></div>																																								

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

Ohio's Cognitive Demands for Science

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

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

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

Ohio Department of Education, March 2011

Math Descriptors – Applying Depth of Knowledge Levels for Mathematics

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

Level 1 Recall	Level 2 Skills/Concepts	Level 3 Strategic Thinking	Level 4 Extended Thinking
<ul style="list-style-type: none"> a. Recall, observe, or recognize a fact, definition, term, or property b. Apply/compute a well-known algorithm (e.g., sum, quotient) c. Apply a formula d. Determine the area or perimeter of rectangles or triangles given a drawing and labels e. Identify a plane or three dimensional figure f. Measure g. Perform a specified or routine procedure (e.g., apply rules for rounding) h. Evaluate an expression i. Solve a one-step word problem j. Retrieve information from a table or graph k. Recall, identify, or make conversions between and among representations or numbers (fractions, decimals, and percents), or within and between customary and metric measures l. Locate numbers on a number line, or points on a coordinate grid m. Solve linear equations n. Represent math relationships in words, pictures, or symbols o. Read, write, and compare decimals in scientific notation 	<ul style="list-style-type: none"> a. Classify plane and three dimensional figures b. Interpret information from a simple graph c. Use models to represent mathematical concepts d. Solve a routine problem requiring multiple steps/decision points, or the application of multiple concepts e. Compare and/or contrast figures or statements f. Construct 2-dimensional patterns for 3-dimensional models, such as cylinders and cones g. Provide justifications for steps in a solution process h. Extend a pattern i. Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps j. Translate between tables, graphs, words and symbolic notation k. Make direct translations between problem situations and symbolic notation l. Select a procedure according to criteria and perform it m. Specify and explain relationships between facts, terms, properties, or operations n. Compare, classify, organize, estimate, or order data 	<ul style="list-style-type: none"> a) Interpret information from a complex graph b) Explain thinking when more than one response is possible c) Make and/or justify conjectures d) Use evidence to develop logical arguments for a concept e) Use concepts to solve non-routine problems f) Perform procedure with multiple steps and multiple decision points g) Generalize a pattern h) Describe, compare, and contrast solution methods i) Formulate a mathematical model for a complex situation j) Provide mathematical justifications k) Solve a multiple- step problem and provide support with a mathematical explanation that justifies the answer l) Solve 2-step linear equations/inequalities in one variable over the rational numbers, interpret solution(s) in the original context, and verify reasonableness of results m) Translate between a problem situation and symbolic notation that is not a direct translation n) Formulate an original problem, given a situation o) Analyze the similarities and differences between procedures p) Draw conclusion from observations or data, citing evidence 	<ul style="list-style-type: none"> a) Relate mathematical concepts to other content areas b) Relate mathematical concepts to real-world applications in new situations c) Apply a mathematical model to illuminate a problem, situation d) Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results e) Design a mathematical model to inform and solve a practical or abstract situation f) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations g) Apply one approach among many to solve problems h) Apply understanding in a novel way, providing an argument/justification for the application <p><i>NOTE: Level 4 involves such things as complex restructuring of data or establishing and evaluating criteria to solve problems.</i></p>

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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.

APPENDIX 4 – Security Features

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

School Name	District	Action
RIV: Riverview HS	Riverview	

Either selection takes you to Access Times

APPENDIX 4 – Security Features

Set System Access layout

Edit Student System Access Times

District: Riverview

School Name: RIV: Riverview HS

School Code: (Used in enrollment)

Opening Time: 07:00 a.m.

Closing Time: 05:00 p.m.

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

IP Address Range: -

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

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

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

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

B. Setting Form Assessment Times

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

Update All Form A/B/C assessments are **90 minutes** long. Administrators have the option to 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

Assessments Enabled/Disabled

Available Assessments

Enable/Disable

Setting Testing Times

Allow Form C to show in Reports: YES

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

Form A/B/C assessments are 90-minutes in length. Click here to extend the time 0 minutes.

1 Save allowed. You may increase the saves for multiple-day testing here: 1

Save All Forms

	RIV: Riverside Elem	RIV: Riverside Jr Hi	RIV: Riverside
<input type="checkbox"/> FORM A 7.0: ELA7a On-Line Test	<input checked="" type="checkbox"/> Enable	<input type="checkbox"/> Enable	<input type="checkbox"/> Enable
<input type="checkbox"/> FORM A 7.0: Math7a On-Line Test	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable
<input type="checkbox"/> Spanish Version	<input type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable	<input checked="" type="checkbox"/> Enable

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

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

Updated Set Test Times layout

Setting Testing Times

School: RIV: Riverside HO

View Student System Access Times

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

Save

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

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

- If no 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-5f** for information to “Enable/Disable Form Assessments.”

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

Assessment Name	Enable/Disable
FORM A 7.0: ELA7a On-Line Test	<input checked="" type="checkbox"/> Enable
FORM A 7.0: Math7a On-Line Test	<input type="checkbox"/> Enable
Spanish Version	<input type="checkbox"/> Enable

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

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

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

- If no date or times are entered, all enabled assessments will be available *anytime* during the Student System Access Times.
- If test days or times selected are *outside* the Student System Access Times, a **warning message** will appear.
- You may view and adjust the times set for student access by clicking the “View Student System Access Times” button. (see also 2.A. above).

CAUTION: Setting strict assessment times will make the Form A/B/C assessments more secure.

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

Teachers are able to further enhance security by selecting specific subjects and student testing times within the school’s system access and testing schedule for each of the teacher’s classes.

See further information in sections 3 and 4 below.

APPENDIX 4 – Security Features

3. Teacher Level Controls

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

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

A. Student System Access Times

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

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

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

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

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

Updated SCWA Standards Selection layout

The screenshot displays the 'Assessments' tab in the Pro-Core system. The 'Standards' dropdown is selected, showing a list of standards including '01 HER: Cellular genetics', '02 HER: Structure and function of DNA in cells', '07 EVO: Speciation', and '08 DIV: Biodiversity'. The 'Set Class Access Times' button is highlighted, and a red callout points to the 'Set SCWA Access' button. Below the standards list is a 'Class Access Times' dialog box. This dialog box contains fields for 'Opening Time' and 'Closing Time', and checkboxes for days of the week (Monday through Sunday). A red callout points to the 'Confirm School System Access' button. The dialog box also includes a note: 'Note: If selections are left empty, the days and times will default to the District or [School Access Times](#)'.

APPENDIX 4 – Security Features

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**.

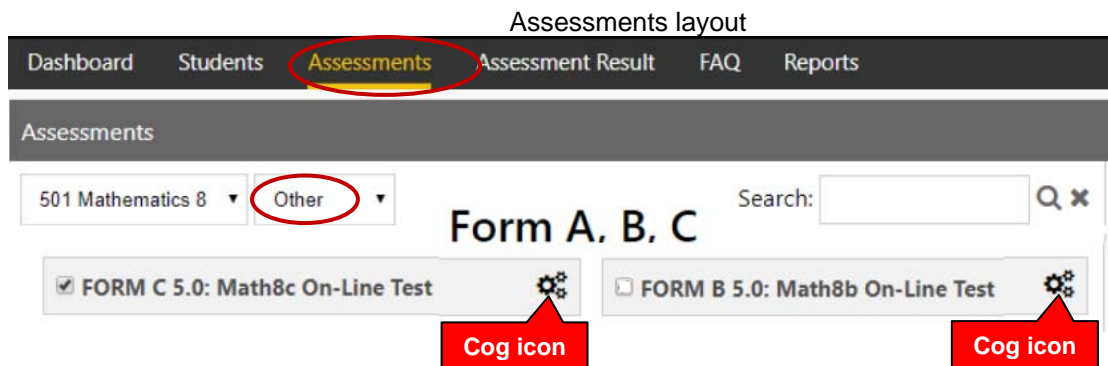
The following information is also presented on page **J-5f** in this *User Manual*.

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

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

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



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

Assessment Security Settings

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

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

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

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

SaveView School Test Times

View School Settings

Students

Lock ☐ NO

Search:

Q X

Lock

Last Name

First Name

Student ID

Extend Time

☐ ALL

☐ NO

Andrews

Julie

48200

0 minute

☐ NO

Cortez

Julio

59700

0 minute

Add testing time minutes

Apply to ALL students

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.

APPENDIX 4 – Security Features

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.*

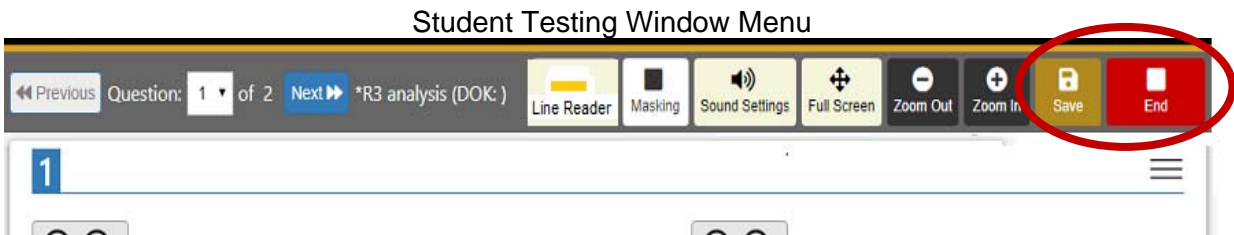
APPENDIX 4 – Security Features

C. Assessment Procedures

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

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

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



Student Warnings:

- When the student begins the test, a warning message will display the number of questions and the time allotted (90 minutes) before the test is Saved and Ended. The test cannot be *paused*.
- Students are allowed ONE "Save" to *bookmark* and return during an assessment. Tests scheduled over two days are allowed only one Save the first day.
- Students 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 **eXits** their **B**rowser, the number of exits will appear in the **Test Completion Report** under XB.

APPENDIX 5

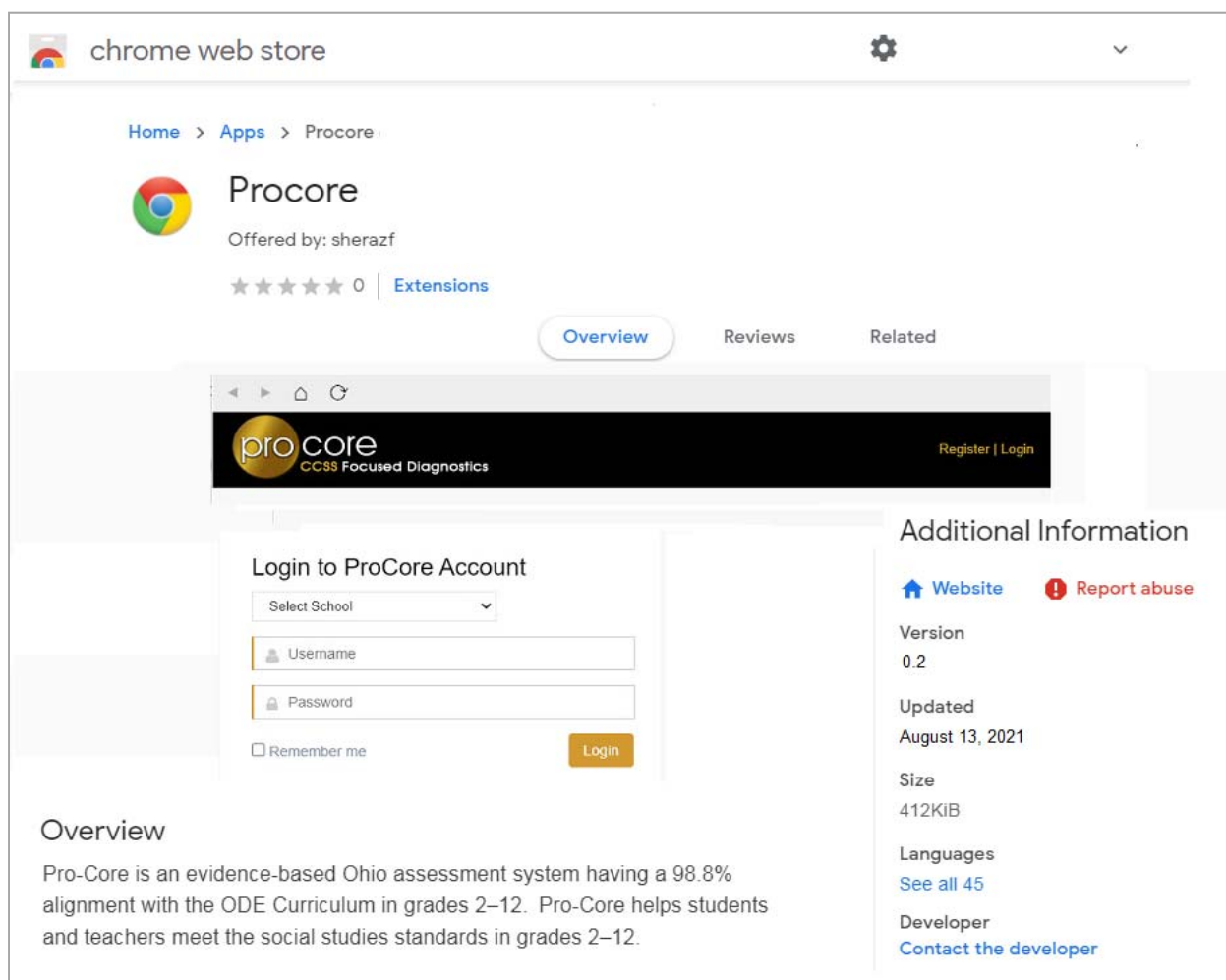
Using Pro-Core with External Programs: Chromebooks Kiosk and Clever Single Sign-On

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 same for both systems. There are two options to accomplish this. You must decide which one is the better approach for you.

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

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

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

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

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

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

---	D	E	F	G	H	---	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 match 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/pimdfeehahcgjojokailpnhgdaaioam?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	

APPENDIX 5

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:

The screenshot shows a form titled "ProCore school-specific login URLs" with a back arrow icon. Below the title, it says "Provide the login URL for each school using ProCore." The form contains three rows, each with a "SCHOOL NAME" label and a "SCHOOL LOGIN URL" input field. The first row has "YOUR HIGH SCHOOL" and "https://procore.pro-core.us/Login?Id= ###". The second row has "YOUR MIDDLE SCHOOL" and "https://procore.pro-core.us/Login?Id= ###". The third row has "YOUR ELEMENTARY" and "https://procore.pro-core.us/Login?Id= ###". At the bottom right, there are "Cancel" and "Save" buttons.

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.

The screenshot shows a section with the text "Please download the template file and fill out the missing information. When you're done, upload here:". Below this is a box containing "UPLOAD STUDENTS.CSV" and a "Download template file" link with a cloud upload icon. At the bottom left of the box is a "Confirm" button.

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.

The screenshot shows a screen titled "2 Select login formula for ProCore". It features a dropdown menu labeled "USERNAME FORMULA TYPE" with a "REQUIRED" indicator. The dropdown is open, showing several options: "Manual input from user at first login", "Field from SIS", "Manual input from user at first login" (highlighted with a blue bar), "Custom Formula", "CSV via SFTP", and "One time CSV upload (not recommended)".

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