

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

User Manual For Administrators, Teachers, and Students

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

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

*This Manual is still under development
Contact Ben Hemingway for further assistance.
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[nc]=NON-Clever/ClassLink Sections: D, E, F, I

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- 2. Pro-Core Security Features: Local & Remote
- 3. Pro-Core Question Codes, Types, and Samples
- New!* 4. Evaluating Pro-Core Test Questions
- 5. Using Pro-Core with Chromebooks Kiosk
- 6. Pro-Core Sample Forms: Enrollment and Data Template
- New!* 7. Pro-Core Teacher Form Test Class Monitor (*in development*)

Updated Pro-Core Assessment System – Online Procedures Checklist

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

Preliminary Preparations

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

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

- New!** ☐ **ALL users must return the Enrollment Confirmation Form to Pro-Core Services to be enrolled.** Be sure to include your district **Managing Administrator's** and/or **Tech Person's** name and email information along with your planned beginning and ending **assessment dates**. [see **User Manual, Section B**]
- New!** ☐ **Clever or ClassLink users must follow the new Pro-Core instructions for "Validating and Matching Course Subject Names" with Pro-Core Subject Names** to be properly enrolled [Section C]
- ☐ **Ben Hemingway** will set-up your district **school names** and district **Managing Administrator's** log-in Username and Password. That information will be sent to your Managing Administrator.
- New!** ☐ Your district **Managing Administrator** or Tech Person will be responsible for **enrolling** students, teachers, and classes into the system using **Clever/ClassLink Rostering** [Sections C]. **Non-Clever** users will use the special **Enrollment Data File spreadsheet**. [Sections D and E]
- Update** ☐ Your District **Managing Administrator** will also be responsible for setting-up additional district and individual school administrator/principal/tech person log-in information, if needed, and distributing your teacher and student log-in information. [Section F] **Clever/ClassLink** users should set up **Single Sign-on (SSO)**.

Before your planned assessment date

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

During the diagnostic Form A pre-test:

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

After the test:

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

NOTES:

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

Contact Information:

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

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

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

*Updated
New*

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

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

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

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

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

Completing Your Pro-Core Enrollment Confirmation Form and Test Selections

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

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

Type your
responses
in the
shaded areas

Sy 2023 Pro-Core TWM Educational Support Services
REQUIRED >>> RETURN THIS FORM via e-mail to: PRO-CORE@WINDSTREAM.NET <<<

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

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

District Name: _____ School Name(s): _____

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

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

Select:	<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		Other HS Math
<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"/> Integrated
<input type="checkbox"/> 3 <input type="checkbox"/> Sp		<input type="checkbox"/> 3 <input type="checkbox"/> Sp		<input type="checkbox"/> 3 <input type="checkbox"/> Sp		<input type="checkbox"/> 3		Math I <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"/> Integrated
<input type="checkbox"/> 5 <input type="checkbox"/> Sp		<input type="checkbox"/> 5 <input type="checkbox"/> Sp		<input type="checkbox"/> 5 <input type="checkbox"/> Sp		<input type="checkbox"/> 5		Math II <input type="checkbox"/> Sp
<input type="checkbox"/> 6 <input type="checkbox"/> Sp		<input type="checkbox"/> 6 <input type="checkbox"/> Sp		<input type="checkbox"/> 6 <input type="checkbox"/> Sp		<input type="checkbox"/> 6		<input type="checkbox"/> Integrated
<input type="checkbox"/> 7 <input type="checkbox"/> Sp		<input type="checkbox"/> 7 <input type="checkbox"/> Sp		<input type="checkbox"/> 7 <input type="checkbox"/> Sp		<input type="checkbox"/> 7		Math III <input type="checkbox"/> Sp
<input type="checkbox"/> 8 <input type="checkbox"/> Sp		<input type="checkbox"/> 8 <input type="checkbox"/> Sp		<input type="checkbox"/> 8 <input type="checkbox"/> Sp		<input type="checkbox"/> 8		
<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"/> 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		

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

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

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

Clever or
ClassLink
Users
only

☐ Our district/school wants to use Clever or ClassLink Rostering, SSO, and Secure Sync.
Our SIS/tech person's email for Pro-Core-Clever Integration is:

NOTE: ALL schools MUST return this form to Pro-Core before schools can be enrolled (see below).

Managing Administrator's* Name: Title:

*This person will be responsible for enabling assessments and adding administrator/principal log-ins.

Administrator's Email : Email cc's: Phone:

✓ Include the email of each person you want to receive Pro-Core notifications.

Please enter your *tentative* Form Test dates below:

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

Please list: (1) your first day of school: (2) your last day of school:

(3) School schedule: ☐ Semester ☐ Trimester ☐ Other:

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

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

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

Scheduling Form Tests

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

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

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

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

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

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

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

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

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

- **If you did not receive the Pro-Core Enrollment Confirmation Form,**
go to <https://procore.pro-core.us/Order> or **download a copy here:**
[https://pro-core.us/twm/Pro-Core Enroll Confirm Form23.doc](https://pro-core.us/twm/Pro-Core%20Enroll%20Confirm%20Form23.doc)

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

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

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

To Begin Using Clever with Pro-Core

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

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

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

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

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

To Begin Using ClassLink with Pro-Core

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

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

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

New Subject Validation and Name Matching (Four Steps)

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

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

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

District Dashboard

Dashboard District Users Assessments Teachers Students Schools Principal Assessment Result Enroll-Update Subject Matching

Statistics

Number of Report Users: **290**
Maximum Number of Users for Report: **1000**

Clever Subject Validation

For the accuracy of students, teachers, and classes enrolled, you must validate that Clever Subject Names match with Pro-Core Subjects. Please click the "Validate Clever Subjects" button to validate Clever Subjects.

Validate Clever Subjects **1. Export Non-Matching Course Names**

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

Sample Export_UnmatchSubject Names file

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

2. Note Course Names offered by Pro-Core

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











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

Subject Matching Report

Dashboard District Users Assessments Teachers Students Schools Principal Assessment Result Enroll-Update **Subject Matching**

School Subject Matching with PC Subject **Add New +**

Select School **4. Add a New Course Subject Match**

District Name	School Name	School Test Subject	PC Subject	Second Term	Action
Riverside District	RIV: Riverside HS	Honors American Studies 10 A	American History (H1)	No	  Edit or Delete
Riverside District	RIV: Riverside HS	Biology I A	Biology (B1)	No	 
Riverside District	RIV: Riverside HS	Physical/Earth Science A	Physical Science (P1)	No	 
Riverside District	RIV: Riverside HS	Honors Biology I A	Biology (B1)	No	 
Riverside District	RIV: Riverside HS	Honors World Studies 9 A	World History (W1)	No	 

3. Show Subject Matching Report

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

The screenshot shows a form titled "Add New" with three dropdown menus: "School" (RIV: Riverside HS), "School Test Subject" (Honors Chemistry B), and "Procore Subject" (Chemistry (E1)). There is a checked checkbox for "Second Term/Semester". At the bottom are "Cancel" and "Save" buttons. A red callout box on the right contains the following instructions: (a) Select the School, (b) Type the School Course Name, (c) Select the Pro-Core Subject, and (d) Click "SAVE". A red arrow points from the "Save" button to the callout box.

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

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

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

Clever Subject Validation

For the accuracy of students, teachers, and classes enrolled, you must validate that Clever Subject Names match with Pro-Core Subjects. Please click the "Validate Clever Subjects" button to validate Clever Subjects.

[Validate Clever Subjects](#) **5. Click here when done**

Please [Click here](#) when you complete the Subject Validation and all courses have been accurately **matched** with Pro-Core subjects

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

Clever Subject Validation

✓ All Subjects are successfully validated. **Success!**

Please [Click here](#) if you want to validate subject again.

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

Synchronize Clever rosters

If students, teachers, or classes are added or moved within a school or district, please click the “**Sync with Clever**” button to update your roster changes immediately; otherwise, your updates will occur during our regular nightly syncs.

[Sync with Clever](#) **Sync new records in Clever with Pro-Core**

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

Additional Examples and Subject Matching Information

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

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

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

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

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

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

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

Pro-Core Subject Courses

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

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

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

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

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

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

Sharing Demographic/Subgroup Data through Clever

Currently, **Clever** has only a few demographic fields available for sharing. Pro-Core can show student test results in up to 10 demographic areas for state subgroup reports. **See pages D-5 and 6 for available Pro-Core subgroup fields and information about obtaining test correlation information.**

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

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

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

2. If the SIS fields you wish to export are not available in the drop down, you must submit a request to Clever's support team. This includes demographic fields such as frl, ell and iep.

The Clever Tech team will help create additional extension fields in your Clever rosters to handle up to the 10 demographic fields available in the Pro-Core reports. Once that is done, you can give permission to sync the data automatically.

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

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

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

1. Log-into Pro-Core as a **District Administrator**. (*see* page D-1)
2. In your Menu bar Export tab, select **Export Enrollment Data** to export your Pro-Core Enrollment spreadsheet file.
3. In the file, note the 10 subgroup fields in columns P-Y. If only the Ethnicity field contains data, you will need to add **Y** (for Yes) to the empty subgroup student record cells you want counted in the Pro-Core Subgroup report.
4. Save the file with your district-school name.
5. Attach the file in an email to pro-core@windstream.net, and we will upload the data.

Sharing Non-Teaching Staff Data

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

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

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

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

Sensitive data for students

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

District admins and staff

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

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

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

Staff

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

- If you have questions about Clever, contact your Clever Support Team at...
https://support.clever.com/hc/s/contactsupport?language=en_US
- If you have questions about ClassLink, contact your ClassLink Support Team at
<https://help.classlink.com/s/technical-support>

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

Using the Pro-Core Learning System

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

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

See the Table of Contents and Procedures Checklist **pages ii to vii** to direct you to detailed information.

<https://pro-core.us/manuals.html>

- If you have questions about Pro-Core, contact a Pro-Core support person at...
<https://pro-core.us/contact.html>

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

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

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

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

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

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

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

➤ Download a copy here: <https://pro-core.us/twm/Pro-Core Data File template.xls>

Completing Your Data File Spreadsheet

The **Pro-Core Data File template.xls** is an Excel *spreadsheet form* that you can use to collect the required student and teacher data for each school. You may also use a .csv or .xlsx format.

The header row is REQUIRED with the exact header field names in row 1, columns A-AA. Case-sensitive matching is not required. The order of the columns *is* required. Data is required in most *fields*. If certain fields are left blank, the enrollment file may be rejected (*see more below*).

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

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

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

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

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.) Use the **table below** to compare *your* school course names to Pro-Core subject names and course codes.

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 D-5)
- 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 **D-4 and D-5 below** “**Entering Subgroup Special Codes in the School’s Data File**”

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

Z	AA
Custom Student USER NAME	Custom Student PASSWORD

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

- 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.

Pro-Core Subjects

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

Pro-Core Subject Courses [Codes]

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

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

Grouping and Organizing Students, Teachers, and Classes

In order to take advantage of the full power of the Pro-Core Assessment system, your students must be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

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

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

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

Option A sample for students in 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
	19 Harrison	Amanda	183778	F	8	JONES		1	C8
Teacher #3 Class 2	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. We recommend you use one number for each group like 1, 3, 9. Do not use numbers with punctuation like 7/8 or 8-9.

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

Entering Subgroup Special Codes in the School's Data File

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

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

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

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

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

ETHNICITY GROUP CODES (field 1):

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

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

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-6 for a Sample School Subgroup Report.

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

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

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

Sample1 – Matching Student IDs (horizontal layout)

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

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

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

Sample 2 – Matching Student IDs (vertical layout)

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

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

Sample 3 – Anonymous Student Test Results

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

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

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

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

District Administrator Enrollment Procedures (Non-Clever/ClassLink)

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

The District or School Administrator or Tech Person is responsible for student, teacher, and class enrollments. **Non-Clever/Classlink** initial enrollment spreadsheet *preparation* instructions are contained in the previous Section D of this Manual.

Updated security features settings are in Section G. (see also Appendix 2)

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

DISTRICT ADMINISTRATOR LOG-IN

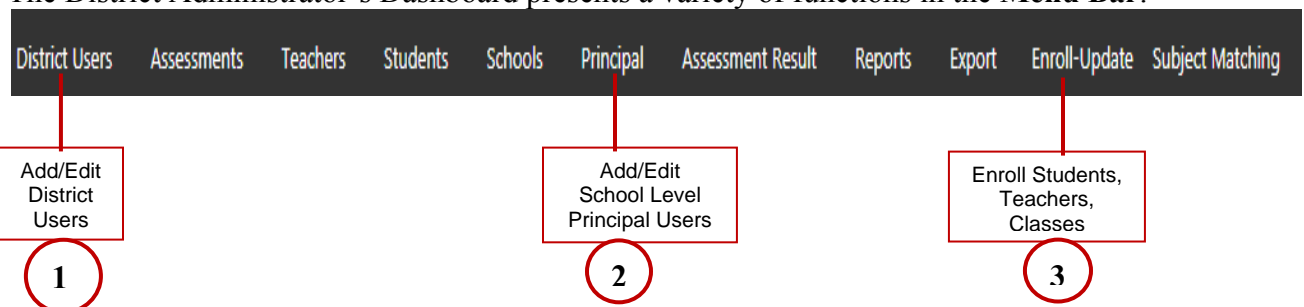
NOTE: District Administrators will log-in at a *special* **district administrator-only url** emailed by Ben Hemingway to the “**District** Managing Administrator” and/or “Tech Person.” The School Administrator/ Principal log-in and functions are presented in Section I.

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

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

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


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

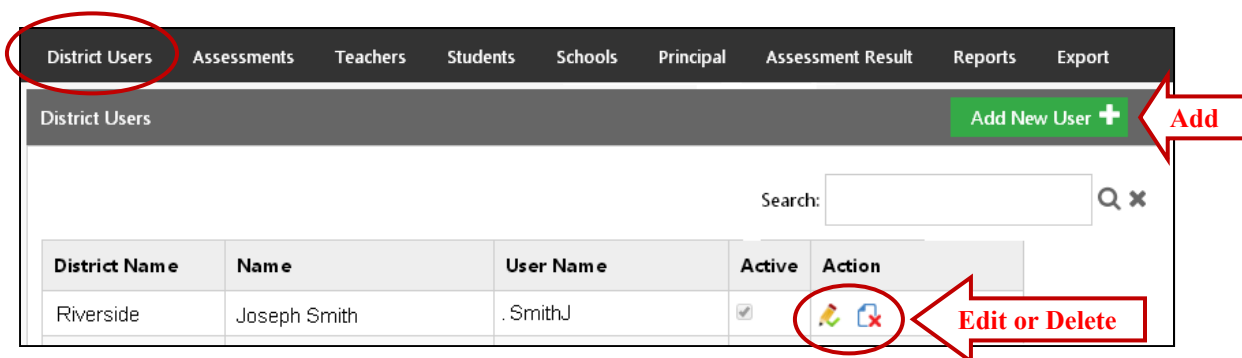




District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Dashboard Menu Bar. **One District Level User**, the “Managing Administrator,” and district **School Names** will initially be set up by Ben Hemingway. Teacher and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

Step 1. Add/Edit District Level Users

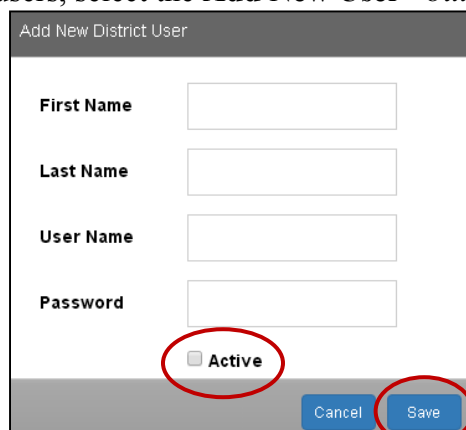
In the District Admin Dashboard Menu Bar, select **District Users**.

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



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

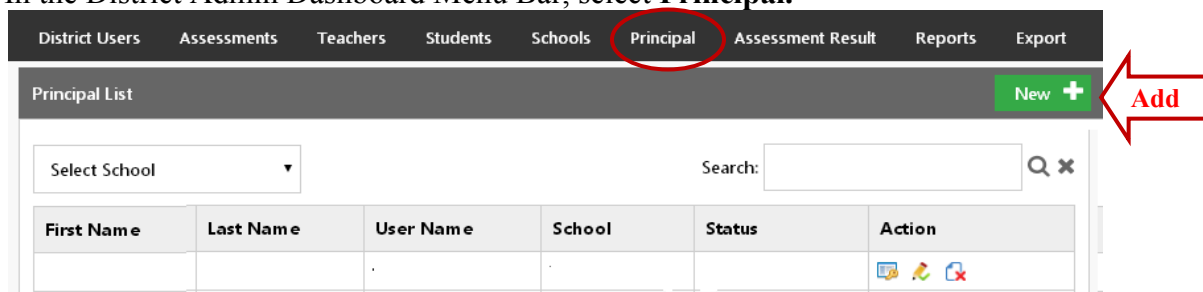
☒ Active



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 Dashboard 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

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

Step3. Enroll School Students, Teachers and Classes

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

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

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

Enrollment

School: RIV: Riverside Elementary

File: Choose File

Upload Preview/Print Teacher List Count

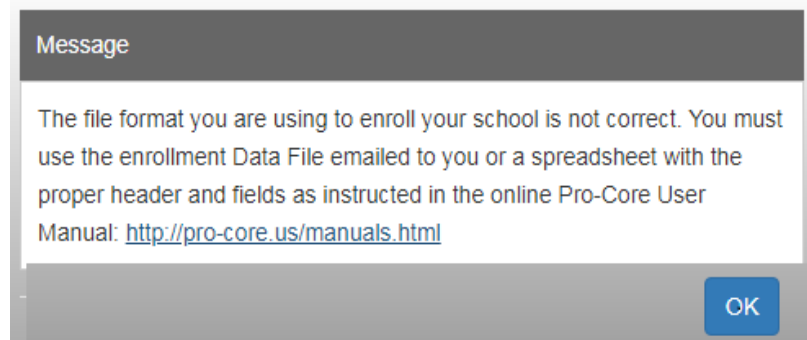
- Select a **School**.
- Click “**Choose File**” to browse your computer, and choose your prepared Pro-Core Data File spreadsheet.
- Then click “**Upload**” to upload your student, teacher, and class enrollments spreadsheet file. *Be patient. Your initial enrollment may take 2-5 minutes to complete.*
- 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 F-7f “Batch Editing.”

Common enrollment file error messages and fixes are listed below.

Enrollment File Format Error

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

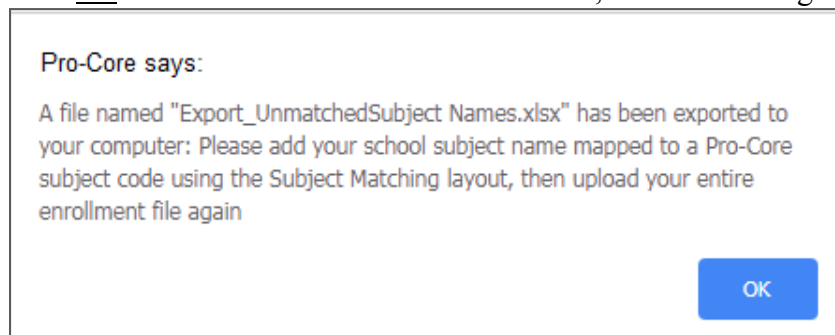


A **Pro-Core Data File template.xls** (spreadsheet) form was emailed to your district or school when your “contact person” registered with Pro-Core. You may use that spreadsheet to collect the required student and teacher enrollment data for each school. **If you use your own spreadsheet, a header row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

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

Subject Matching Error

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



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

See the sample on the next page

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 Dashboard 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: Q X

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

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

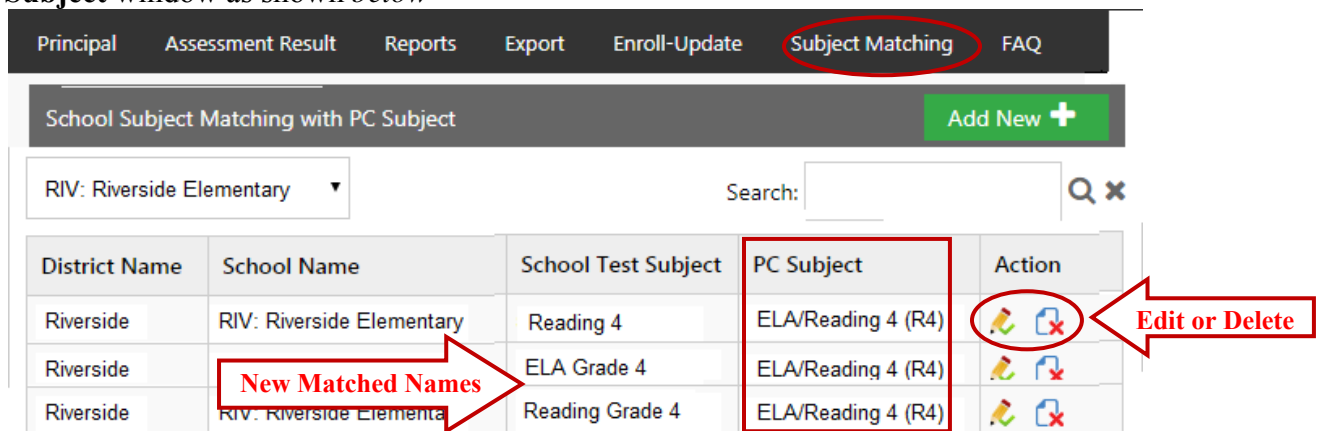
Procore Subject ELA/Reading 4 (R4) Select Matching Name







Cancel Save

- 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*

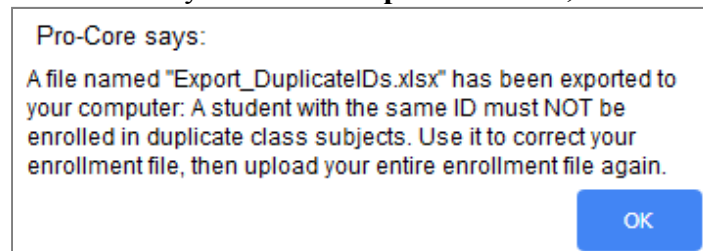


District Name	School Name	School Test Subject	PC Subject	Action
Riverside	RIV: Riverside Elementary	Reading 4	ELA/Reading 4 (R4)	 
Riverside	RIV: Riverside Elementary	ELA Grade 4	ELA/Reading 4 (R4)	 
Riverside	RIV: Riverside Elementary	Reading Grade 4	ELA/Reading 4 (R4)	 

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 E-3** to upload the corrected enrollment file again.

Duplicate ID Records Error

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



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.**

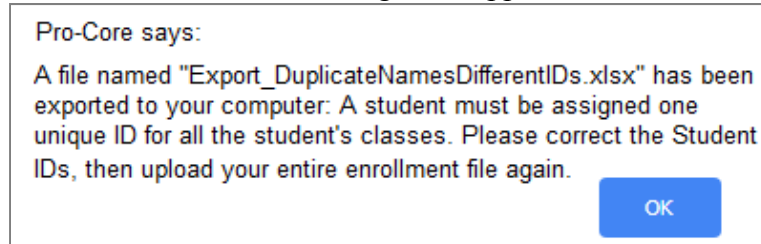
Export_DuplicateIDs.xlsx

	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	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			Same Subject	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 E-3** to upload the corrected enrollment file again.

Duplicate Name Records Error

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



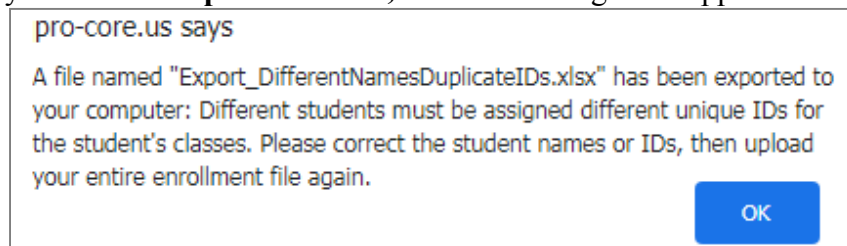
Find the “**Export_DuplicateNamesDifferentIDs.xlsx**” file *downloaded* to your computer and open it. It will list the duplicate student name records. In the example below, student Ronald Grant is shown as having two different Student IDs. **One record *must* be changed**, so that the student has **one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

	C	D	E	F	G	H	
	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 E-3 to upload the corrected enrollment file again.

New! Different Names Records Error

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



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

See the sample on the next page

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

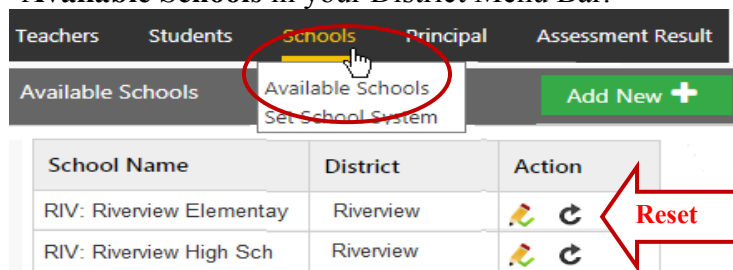
Same Student
ID

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

Resetting/Deleting Your School Enrollments

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

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



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

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

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

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

NOTE:

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

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

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

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

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

District Administrator Log-In

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

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

The image shows a web browser window titled "Login to ProCore Account". It contains two input fields: "Username" and "Password". To the left of the "Username" field, a red callout box with the text "1. Key-in your Username" has an arrow pointing to the field. To the left of the "Password" field, a red callout box with the text "2. Key-in your password" has an arrow pointing to the field. Below the "Password" field is a checkbox labeled "Remember me". To the right of the "Password" field is an orange "Login" button.

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

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

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

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

All the maintenance procedures in **Part 1** (*below*) are accomplished 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**, (*F-7f*) dealing with batch records, is accomplished by a district tech administrator who has access to all-district or all-school database records.

View/Add/Edit Teachers and Subject Classes

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

The screenshot shows the 'Teachers List' interface. At the top, a menu bar includes 'District Users', 'Assessments', 'Teachers' (circled in red), 'Students', 'Schools', and 'Principal'. A red callout 'Add a Teacher' points to a green 'New +' button. Below the menu, a 'See Teacher Classes' dropdown is shown. 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 (a person) and the 'Delete a Teacher' (trash) and 'Edit Teacher Info' (pencil) icons in the Action column.

	First Name	Last Name	School	Action
[+]	Jonathan	Depp	Riverside Elementary	[Log-in] [Edit] [Delete]
[+]	Archibald	Leach	Riverside Elementary	[Log-in] [Edit] [Delete]
[+]	Tina	Turner	Riverside Elementary	[Log-in] [Edit] [Delete]

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

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

The 'Add Teacher' form contains the following fields: 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 'Save' button at the bottom is circled in red, with a callout 'SAVE changes' pointing to it.

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' form with the following fields and annotations:

- Teachers** (tab selected)
- District**: Riverside
- School**: Riverside Elementary
- First Name**: Jonathan
- Last Name**: Depp
- Teacher Username**: DeppJonathan (Annotation: **Default log-in**)
- Password**: 987 (Annotation: **Should be changed**)
- Available Class** section with a **New +** button (Annotation: **Add a Subject-Class**)
- Subject-Class Pop-up** (Annotation: **Subject-Class Pop-up**)
- Be sure to SAVE changes** (Annotation: **Be sure to SAVE changes**)
- Save** button (Annotation: **Be sure to SAVE changes**)
- Delete a Subject & class*** (Annotation: **Delete a Subject & class***)
- View, Move, or Add Students** (Annotation: **View, Move, or Add Students**)
- Add Co-Teacher** (Annotation: **Add Co-Teacher**)

Subject	Period	Class Code	Action
ELA/Reading 4	2	101	[Icons: View, Move, Add Students, Delete]
Mathematics 4	3	102	[Icons: View, Move, Add Students, Delete]

***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.

The screenshot shows the 'Students' table with the following columns and annotations:

- Exclude Students from Teacher's Class** (button)
- Search:** (input field)
- Select a student to exclude** (Annotation: **Select a student to exclude**)
- Select the student's Move icon** (Annotation: **Select the student's Move icon**)

	First Name	Last Name	Student Code	Subject	Actions
<input type="checkbox"/> Exclude	Inez	Rodriguez	22080	ELA/Reading 4	[Icons: View, Move, Add Students, Delete]
<input type="checkbox"/> Exclude	Davone	Williams	10418	ELA/Reading 4	[Icons: View, Move, Add Students, Delete]
<input type="checkbox"/> Exclude	London	Hall	04007	ELA/Reading 3	[Icons: View, Move, Add Students, Delete]

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

Move Student

Current Student:

Inez Rodriguez

District:

Riverside

Currently: Riverside

School:

Riverside Elementary

Currently: Riverside Elementary

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

Current Classes


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

Click to apply the change(s)

Cancel Move

Move student

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

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

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

Assign Co-Teacher to class

Co-Teacher:

Select Co-Teacher

Co-Teacher Class:

Select Class





Select the Co-Teacher and Class

Please select students below you want to assign to Co-Teacher Class.

Assign Students to Co-Teacher Class

Search:

Q x

	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' menu in a software interface. The menu bar includes 'Dashboard', 'District Users', 'Assessments', 'Teachers', 'Students' (highlighted with a red circle), 'Schools', 'Principal', and 'Assessment Resources'. Below the menu bar, there are several buttons: 'Add a New Student' (top right), 'See Student Classes' (left), 'Log-in as student' (right), and a 'New +' button. A table lists students with columns: 'Select School', 'First Name', 'Last Name', 'Gender', 'District', 'School', 'Grade', 'Student Code', 'Active', and 'Action'. The table contains four rows of student data. Red callout boxes point to specific features: 'Student Deactivated' points to a red square icon in the 'Active' column; 'Move a student' points to a blue arrow icon in the 'Action' column; 'Delete a Student' points to a red 'X' icon in the 'Action' column; 'Edit Student Info' points to a blue pencil icon in the 'Action' column; and 'Add a New Student' points to the 'New +' button.

Select School	First Name	Last Name	Gender	District	School	Grade	Student Code	Active	Action
	Frances	Beta	Female	Riverview	Riverview HS	10th			
	Douglas	Brown	Male	Riverview	Riverview HS	10th Grade	2333000		
	Eve	Alpha	Female	Riverview	Riverview HS	10th Grade	1482000		
	Hallew	Bundy	Female	Riverview	Riverview HS	10th Grade	3542000		

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 F-7f)

Add a New Student

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

The screenshot shows the 'Add Student' form. It has fields for 'District' (Riverside), 'School' (dropdown), 'First Name', 'Last Name', 'Student Code', 'Gender' (dropdown), 'Grade' (4th Grade dropdown), 'Username', and 'Password'. There is a 'Save' button and a checkbox for 'Active'. Red callout boxes point to specific fields: 'Select a School' points to the 'School' dropdown; 'See CAUTION below' points to the 'Student Code' field; and 'Save changes' points to the 'Save' button.

Add Student

District: Riverside

School: [dropdown]

First Name: [text box]

Last Name: [text box]

Student Code: [text box]

Gender: [dropdown]

Grade: 4th Grade [dropdown]

Username: [text box]

Password: [text box]

☒ Active

Save

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 displays the following fields:

- District: Riverview
- School: Riverview Elementary
- First Name: Inez
- Last Name: Rodriguez
- Student Code: 22080 (Annotated: **Student ID cannot be changed**)
- Gender: Female
- Grade: 4th Grade
- Username: 22080
- Password: Rodriguezl
- Active: ☒ (Annotated: **Deactivate / Activate**)
- Save button (Annotated: **Save changes**)

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

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

Available Subjects

Add a Subject-Class (Annotated: **Add a Subject-Class**)

Add a Co-Teacher (Annotated: **Add a Co-Teacher**)

School	Subject	Main Teacher	Class	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

Delete a student from a Subject-Class (Annotated: **Delete a student from a Subject-Class**)

Save (Annotated: **Save**)

Part 2. Batch Records Editing

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

Batch Editing File Using Action Words

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

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

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	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-AA. See Section D of this manual for more information.**

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

Batch Editing Samples Using Action Words

Below is a sample of an 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
1	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 E-3f** for more information.

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

	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	enroll	Harris	Kenneth	734350	Lawson	Anette	2				BIOLOGY
2	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
1	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
1	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.”

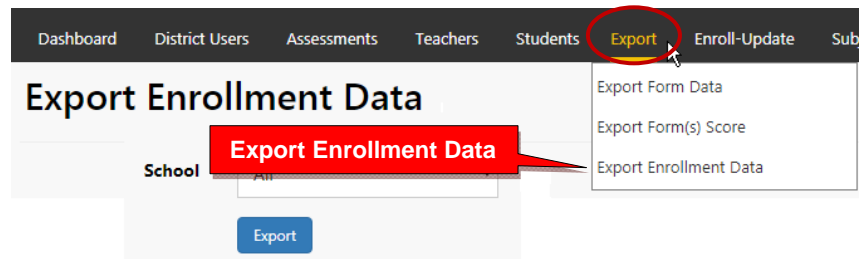
The Action word field *may* be left empty in most cases *except* for “delete” and “delete_student.” But we recommend using the action words, so that you may keep track of any changes you make in the Pro-Core system. If any discrepancies are found, you can more easily trace the source if you have a record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

Export Enrollment Data

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



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

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

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

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

District Administrator: Setting Security Times and Enabling Form Assessments

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

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

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

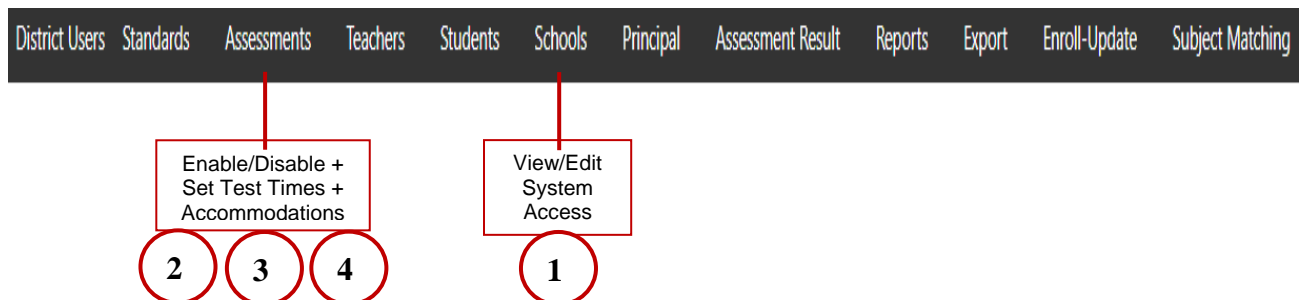
NOTE: District Administrators will log-in at a *special* **district administrator-only url** emailed by Ben Hemingway to the “**District Managing Administrator**” and/or “Tech Person.” The School Administrator/ Principal log-in and functions are presented in Section G.

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

The screenshot shows a login form titled "Login to ProCore Account". It has two input fields: "Username" and "Password". Below the "Password" field is a checkbox labeled "Remember me" and a "Login" button. Two red callout boxes with arrows point to the fields: "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: Set-up System Access and Test Times

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




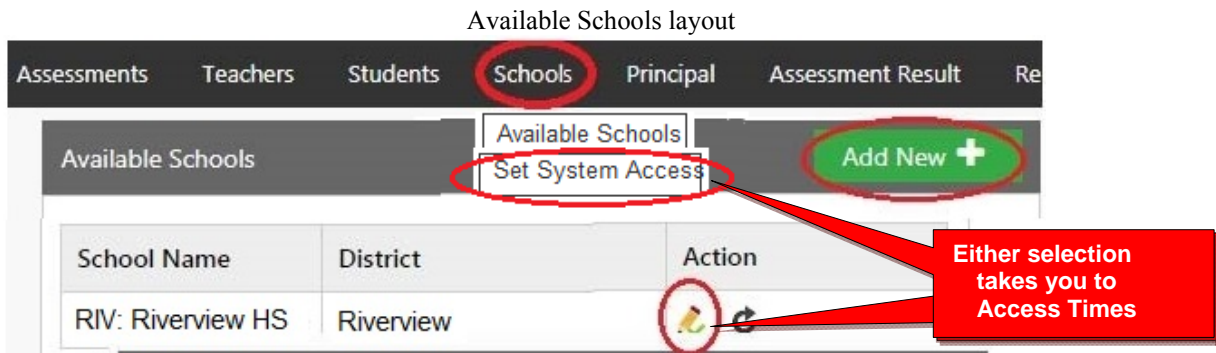
District Level Users have full access to each school in the district including enrollments, reports, and functions shown in the District Dashboard Menu Bar. **One District Level User, the “Managing Administrator,”** and district **School Names** will initially be set up by Ben Hemingway. Teacher and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

1. Set Student System Access Times

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

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

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



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

Select each School to be modified

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

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

2. Enable/Disable Form Assessments and Test Length

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

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

Assessments Enabled/Disabled Available Assessments **Enable/Disable** Setting testing Times Accommodations

Allow Form C to show in Reports YES **Default is "Yes"**

Allow principals/school administrators to enable/disable Form tests YES **Default is "Yes"**

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

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

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

All Forms ▼

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

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 \$200 for each subject and grade you enable.

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

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

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

3. Set Form Assessment Times

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

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

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

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

Setting Testing Times

School: ZTES: Test School1

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 multiple days. Starting-Ending times should be selected to allow teachers additional time to give instructions and help students begin the tests

Allow principals/school administrators to modify the times you have set YES

Allow teachers to modify the times you have set YES

Save

	Date	Starting Time	Ending Time
1			
2			

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

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

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

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

NEW! 4. Set District Accommodations

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

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

Dashboard District Users Standards Assessments Teachers

Assessment Accommodations

Available Assessments
Enable/Disable
Setting Testing Times
Accommodations

Text-to-Speech

Only Students identified by Teacher
Only Students identified by Principal
Only Students identified by District
Only EL Students
Only Students with IEP/504s
Both Students with IEP/504s and EL Students
All Students

Group Oral Administration for EL Students NO

Extra Time for Students with IEPs and 504 Plans Set by teacher
Set by principal
Set by district

Allow students to see Final Score Page YES

Save

Default

Default

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

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

The screenshot shows a 'Students' section with a dropdown menu set to 'All Students'. A red callout box labeled 'EL Oral Shuffle' points to the 'Shuffle' toggle, which is currently set to 'YES'. Below this is a table with columns: First Name, Last Name, Gender, Student Code, Grade, School, and Shuffle. The table contains three rows of student data, each with a 'Shuffle' toggle set to 'YES'.

First Name	Last Name	Gender	Student Code	Grade	School	Shuffle
Eve	Alpha	Female	14820	10th Grade	ZTES: Test School1	YES
Eve	Anold	Female	24820000	6th Grade	ZTES: Test School2	YES
Frances	Antsy	Female	35970000	6th Grade	ZTES: Test School2	YES

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

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

The screenshot shows the 'Available Assessments' section. A red circle highlights the 'Assessments' menu item in the top navigation bar. Below it, a dropdown menu shows 'Available Assessments', 'Enable/Disable', and 'Setting Testing Times'. The 'Available Assessments' dropdown is selected, showing a 'Select Subject' dropdown and a 'Short Cycle Web Assessments' button. A red callout box labeled 'SCWAs' points to this button. To the right, a 'Print-Run' button is visible. Below these buttons is a table with columns: Subject, Title, Status, SF, ML, and Action. The table contains three rows of assessment data. Red callout boxes labeled 'Shuffled Questions' and 'Multi-Language' point to the 'Status' and 'ML' columns respectively.

Subject	Title	Status	SF	ML	Action
Science 6	01 ESS: Minerals have specific	Activated	Yes	No	
Geometry	01 GEO: Experiment with transformations in th	Activated	Yes	Yes	
Biology	01 HER: Cellular genetics	Deactivated	Yes	No	

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 N for more information](#))

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

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

The screenshot shows the Pro-Core system interface. The top navigation bar includes links for Dashboard, District Users, Assessments, Teachers, Students, Schools, Principal, AssessmentResult, Reports, Export, and Enroll-Upd. The 'Assessments' menu is highlighted, and a dropdown menu is visible with options: Available Assessments, Enable/Disable, and Setting Testing Times. A red callout points to 'Available Assessments'. Below the menu, there is a 'Select Subject' dropdown, a 'Teacher Personalized Assessments' button, and a 'Create Personalized Assessment' button. A search bar is also present. The main table lists available assessments with columns: Subject, Title, Status, SF, ML, School Name, Teacher Name, and Action. Red callouts point to 'TPAs' (Teacher Personalized Assessments), 'Shuffled Questions' (under the Title column), and 'Multi-Language' (under the ML column). The 'Action' column contains icons for edit, play, and delete.

Subject	Title	Status	SF	ML	School Name	Teacher Name	Action
American Government	3rd Quarter Review	Activated	Yes	No			
Social Studies 6	5 Theme	Activated	No	Yes			
ELA/Reading 6	6th ELA Standard RL 6.1	Deactivated	No	No			

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

District Administrator FAQs (Frequently Asked Questions)

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

The screenshot shows the Pro-Core system interface with the 'FAQ' section selected. The top navigation bar includes links for Assessment Result, Reports, Export, Enroll-Update, Subject Matching, FAQ, and Report Logs. The 'FAQ' link is highlighted. Below the navigation bar, the 'FAQ' section is displayed. Under the heading 'ENROLLMENT INFORMATION', there are two buttons: 'Show All' and 'Hide All'. A red callout points to the 'FAQ' link in the top navigation bar. Another red callout points to the 'Response View' button, which is located below the 'Show All' and 'Hide All' buttons. Below the buttons, there are two questions listed:

1. Is there a Pro-Core **Procedures Checklist** with district administrator responsibilities?
2. How do I prepare the Pro-Core **Enrollment data file** for my district schools?

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

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

View Learning Standards

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

The screenshot shows the 'Standards' tab selected in the top navigation bar. A red circle highlights the 'Standards' tab, with a red arrow pointing to a red box labeled 'Select Subject'. Another red arrow points from the 'Science 7' dropdown menu to a red box labeled 'Click to expand'. The main content area displays a table with columns for Domain Code, Domain Description, and Subject. The table shows one domain: 1. ESS, Earth and Space Science, Science 7. Below this, a table lists standards with columns for Standard, State Number, and Standard Description.

Domain Code	Domain Description	Subject
1. ESS	Earth and Space Science	Science 7

Standard	State Number	Standard Description
01	[7.ESS.1]	The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.
02	[7.ESS.2]	Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.

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

Pro-Core District Administrator Reports

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

Assessment Results Report (View/Reset)

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

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

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

View History

View response scores

View each response

Review all responses

Low score “flag”

Reset skipped questions ONLY

Clear & Re-take Form test

School	Student Name	Title	Subject	Starting Time	Ending Time	Total Time on Questions	# of times opened	Skipped Q.	Score	Performance Level	Status	Action
RIV: Riverside School	Alpha Eve	FORM A 8.0: Math7a On-Line Test	Mathematics	09/11/2022 14:09	09/11/2022 14:45	00:29:05	4	18	480	Limited	Flag	Result Student Responses Reset All Questions Reset Skip Questions Reset Assessment

Assessment History

Opening Time	Closing Time	IPAddress
09/11/2022 14:09:31	09/11/2022 14:16:33	40.133.185.210

Question History

Question	Time Spent	Score	# of times opened
MATH7_4997	00:00:25	0/1	1

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

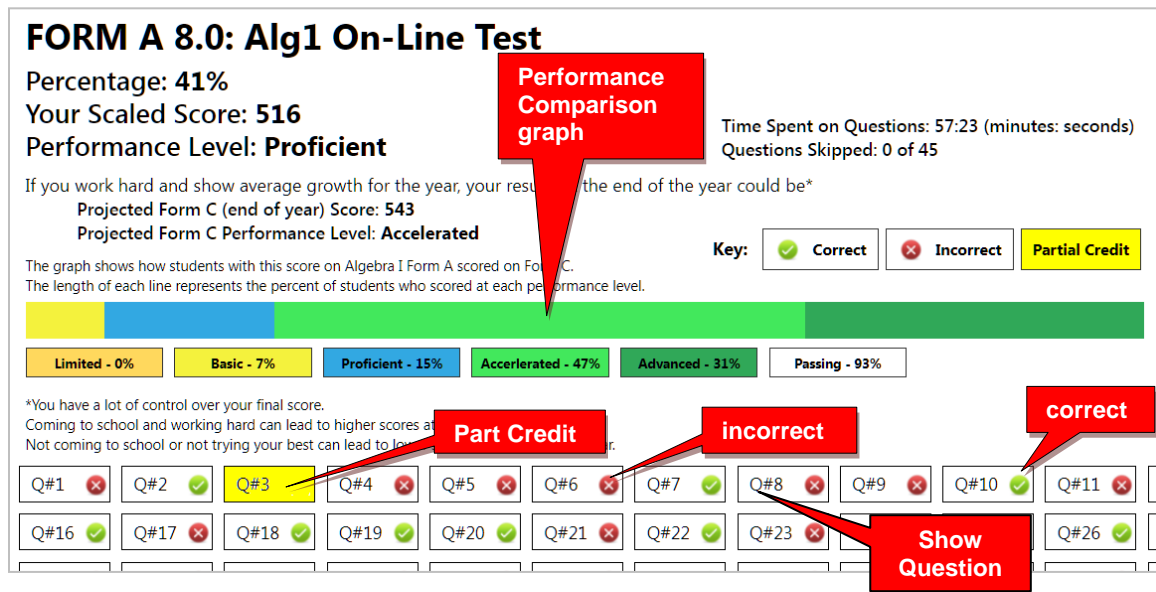
The 🚩 symbol “flags” students who scored very low on the Form test or skipped an excessive number of questions. You can decide if they need to re-take the assessment.

The criteria for showing the flag are:

- Spending less than 10 minutes on a Form test
- Skipping more than half the questions.

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

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



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

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

◀ 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

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

Assessment Reports

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

Teachers Students Schools Principal Assessment Result **Reports** Export Enroll-Update

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

Dropdown Menu:

- 1 All Assessments
- 2 Forms ABC only
- 3 System Statistics

1 1.0 All Assessments

1.1 Item Analysis Report

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

The screenshot shows the 'Item Analysis Report' interface. A red callout labeled 'Selections' points to the 'Reports' menu and the 'Item Analysis' option. Another red callout labeled 'Teacher Tools' points to the 'Generate Report', 'Hide Answers', 'Print Preview', 'Zoom Out', and 'Zoom In' buttons. A third red callout labeled 'Average %s correct for items in the standard' points to the 'Biology All Form A (21%)' summary row. A fourth red callout labeled 'Individual student responses "Loaded"' points to the 'Load' button in the 'Student Data' column.

Std.#	Q.#	Question Text	Score % All	Q-Type	CD	Student Data	Std. Count	3	2	1	0	Score%	S	A	B	C	D
Biology All Form A (21%)																	
Biology Heredity — Standards 1 - 5 (27%)																	
Biology Standard 1: Cellular genetics (19%)																	
1	1	Which definition best describes a genome?	41 ✓	MCR	R	Hide	19			45	55	45 ✓	0	11	45 ✓	37	5
		Eve Alpha					1			✓					✓		
		Frances Beta					1				✓					✓	
		Douglas Brown					1				✓					✓	
		Dick Delta					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

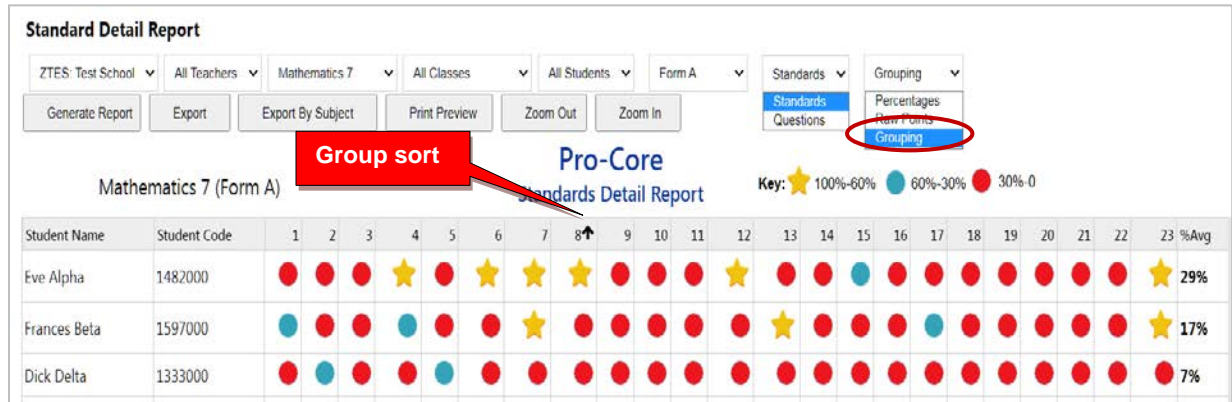
The Standards Detail Report provides the student scores for each state standard in each test by Subject and Form in each teacher's class. This report also will display students with incomplete assessments.

The screenshot shows the 'Standards Detail Report' interface. A red callout labeled 'Selections' points to the 'Reports' menu and the 'Standard Details' option. Another red callout labeled 'Individual Standards' points to the 'Standard Details' option in the dropdown menu.

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																								

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

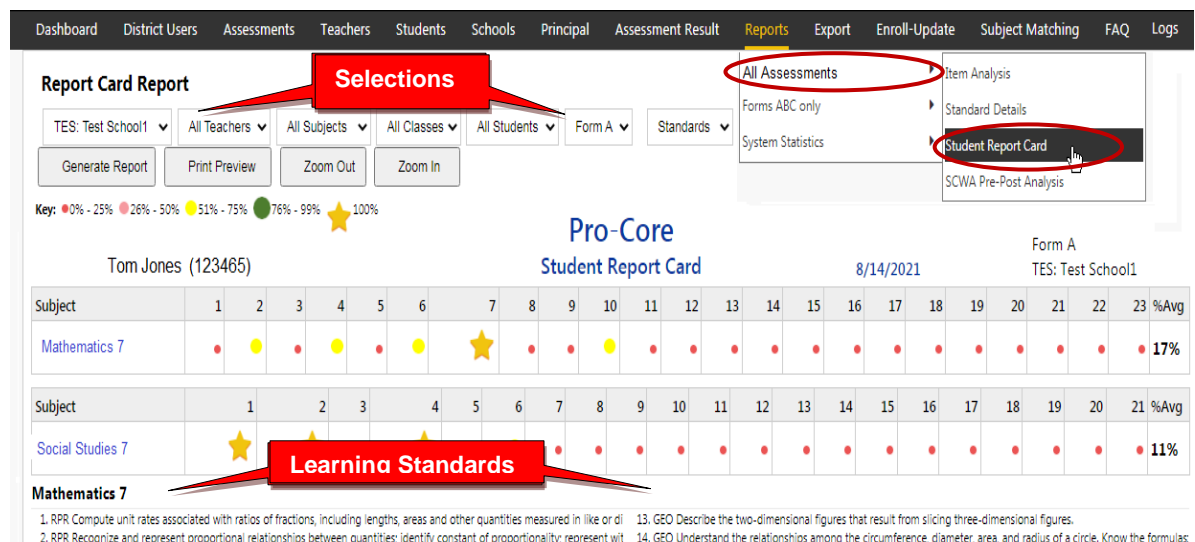
New! You may now generate and *graphically sort* students into high, medium, and low scoring **groups** in each standard.



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

1.3 Student Report Card

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



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

1.4 SCWA Pre-Post Analysis Report

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

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 spent less than 10 minutes on the Form test or skipped more than half the questions. You can decide if they need to re-take the assessment.

Completion Report

Riv: Riverside HS | American History | Form A | All | Percentage | Generate Report

Teacher - Class - Assessment | **Student ID #** | **Gr** | **Gender** | **Test Score** | **NCE**

Teacher - Class - Assessment	Student ID #	Gr	Gender	Test Score	NCE	7 = 70% Ans/Skip/Total/XB	Status
W-H: Warrensville Hgts High	338 students	16:57 av. Time	16.2 av. %	31.9 av. NCE	208 = 62% completed	2% av. Skip	
Rosa Parks 112 American History	10 students	08:09 av. Time	17.4 av. %	34.2 av. NCE	7 = 70% Ans/Skip/Total/XB	0% av. Skip	
Davis Miles	199709	10	M	15.6	31	40/0/40/0	Finished
Leary Timothy	204815	10	M	9.4	20	40/0/40/0	Finished
Walters Barbara	201773	9	F			14/0/40/0	Saved
Wise Aaron	205085	10	M			0/0/0/0	Not Taken

Questions: Answered/Skipped/Total/EXIT Browser

Completed

Incomplete

End & Score

Not Started

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

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

2.2 District Standards Report

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

Classe Teacher

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

RIV: 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.

View Student Results

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.

School Name	Form	M2	M3	M4	M5	M6	M7	M8	R2	R3	R4	Difference by Subject			
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				
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									

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.

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	All Assessments Forms ABC only System Statistics				
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	Form Test Completion District Standards Report District Domain Report District Summary & Comparison District Subgroups Report Class Ranking Report Class Growth Report Class Progress Report	
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							

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

Clear Filters

Subgroups Subject-Class Report

RIV:Riverside Elementary

By Subject

Form A to C

Generate Report

Print Preview

Export

Reset

Subject

Teacher - Class

Gen

Eth

IEP

504

Gift

EL

Mig

Hom

Fos

Jus

Mil

Pre-Test %

Post-Test %

Pre-Post %

NCEs

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

Expand Classes

Select Data

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 | All Classes | Form A

Generate Report | Export | Print Preview | Zoom Out

Class Averages for each Content Standard

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

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

2.7 Class Growth Reports Using Normal Curve Equivalents (NCEs)

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

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

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

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

2.7a Class Growth Summary – Combined subjects

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

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

Generate Report Generate CG with SCWA Print Preview Export

All Assessments
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
Class Progress Report

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?	SCWA % taken	SCWA Avg Tested	SCWA Score
+ 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	156	9%	56%
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students				+ 2	10 of 16	50	9%	64%
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students			24.5 av. %	+ 2	9 of 16		8%	57%
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students			19.7 av. %	+ 7	10 of 15			
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth		6.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15			
+ 3 DOBBS	(combined)		5 Exceptional Growth	64 students	66.2 av. %	68.4 av. %	42.2 av. %	+ 31	60 of 64	609	54%	58%
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	9.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	157	55%	47%
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	134	56%	46%
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	174	52%	74%
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	144	56%	59%

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?	SCWA % taken	SCWA Avg Tested	SCWA Score
+ 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	82	9%	60%
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	50	9%	64%
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15	32	8%	57%
+ 0 CLARK		Social Studies 3	3 Expected Growth	31 students			18.2 av. %	+ 4	20 of 31	212	30%	62%
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students			16.8 av. %	+ 2	10 of 16	38	8%	49%
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students			19.7 av. %	+ 7	10 of 15	174	52%	74%
+ 3 DOBBS		Mathematics 4	5 Exceptional Growth	32 students	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32	308	54%	60%
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	134	56%	46%
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	174	52%	74%
+ 2 DOBBS		Science 4	5 Exceptional Growth	32 students	30.8 av. %	63.7 av. %	32.9 av. %	+ 18	28 of 32	82	9%	60%
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	50	9%	64%
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	32	8%	57%

Grouped by Same Subjects

NCE pre-post Difference

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.

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Class Growth Report

RIV: Riverside HS

By Teacher

All Teachers

Form A to C

Student Detail

Generate Report

Generate CG with SCWA

Print Preview

Export

Teacher - SGS	Class - Student Name	Assessment -	Student ID #	Gr	Gender	Spec Code	Average Pre-Test %	Average Post-Test %	Average Pre-Post % Difference	Average NCEs Difference	Met Growth Target?	SCWA taken	Stand. Tested	Avg SCWA	
- 0	RIV: Riverside HS		661 students												
+ 0	Able Cain	101 Physical Science	15 students	3	Expected Growth		18 %	40	31 %	46	13 %	+ 6	10 of 15	203	80% 29%
+ 1	Brown Michael	105319	9 M	W----		20 %	45	45 %	64	25 %	+ 18	Yes	13	100 %	29%
- 1	Collins Carrie	108282	9 F	M----		32 %	74	42 %	48	16 %	+ 20	No	12	100 %	38%
- 0	Cortez Miguel	103992	10 M	W----		15 %	34	23 %	40	17 %	+ 10	No	13	100 %	11%
+ 0	Depok Angel			W----		20 %	45	25 %	45	20 %	+ 3	Yes	14	100 %	28%
+ 1	Dodd Arnold			W----		2 %	5	10 %	20	8 %	+ 16	Yes	14	100 %	21%
+ 0	French Lashondra	110941	11 F	W----		22 %	51	45 %	64	22 %	+ 13	Yes	13	100 %	45%

2.7d 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 Diff	Met Growth Target?		
1	RIV: Riverside Elementary	169 students								
+ 0	ELA/Reading 3	31 students	3 Expected Growth	31.1 av. %	58.5 av. %	27.4 av. %	+ 4	18 of 31		
+ 0	LEVY 122	16 students	3 Expected Growth	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16		
+ 0	LEVY 124	15 students	3 Expected Growth	26.7 av. %	57.2 av. %	30.5 av. %	+ 7	9 of 15		
- 1	Mathematics 2	35 students	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		

2.7e Release Class Growth to Teachers

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

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

ents Teachers Students Schools Principal Assessment Result **Reports** Export Enroll-Update Subje

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 Release CG A B C

4th Grade Release CG A B C Release CG A B C Release CG A B C Release CG to Teacher Class Growth Report Class Ranking Report Class Progress Report

Not Released

New! 2.8 Class Progress Reports Using Scaled Scores

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

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

2.8a Achievement Report

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

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RIV: Riverside High School

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Class Growth Report

Class Progress Report

Teacher	Subject	Student ID	Student Name	# of SCWA	IEP/504	Form A Date	Form A Scaled	Form A Performance	Form B Scaled	Form B Performance	Form C Scaled	Form C Performance	
STEWART SHAUN	Chemistry	103176	Olivia Oyle	10	NO	09/08/2022	25%	505	Proficient	01/11/2023	18%	484	Basic
STEWART SHAUN	Chemistry	104270	Michael Mouser	10	NO	09/08/2022	18%	487	Basic	01/11/2023	10%	467	Limited
STEWART SHAUN	Chemistry	103176	Devon Rapper	10	NO	09/08/2022	5%	375	Limited	01/13/2023	55%	557	Accelerated

2.8b Growth Report

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

Class Progress Report

RIV: Riverside High School STEWART SHAUN Chemistry 102-3 Growth Scaled Score Difference Growth Rating

Generate Report Export

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

New! 2.8c Pre-Post Summary Report

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

Class Progress Report															
RIV: Riverside High School		Barton Clara		Algebra I		All Classes		Pre-post Summary		Form A to C					
Generate Report		Export		Average Pre-Test%		Average Pre-Test Scaled		Average Pre-Test NCE		Average Post-Test%		Average Post-Test Scaled		Average Post-Test NCE	
Teacher		Class #		Subject - Grade Total		Average Pre-Test%		Average Pre-Test Scaled		Average Pre-Test NCE		Average Post-Test%		Average Post-Test Scaled	
RIV Riverside HS		93 students													
Barton Clara		(combined)		93 students		22 %		484		41		32 %		496	
Barton Clara		2101		Algebra I		16 students		28 %		494		49		36 %	
Barton Clara		2102		Algebra I		19 students		19 %		478		37		32 %	
Barton Clara		2105		Algebra I		18 students		19 %		478		37		30 %	

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

New! 2.8d Performance Summary Report

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

Class Progress Report

RV: Riverside High School

Willis Bruce

Physical Science

201-2

Performance Summary

Form A and B

Generate Report

Export

Last Name	First Name	Form	Status	Questions Skipped	Time Spent on Questions	Pro-Core Score	Growth Rating	Possible Form C (State) Score Assuming Average Growth	The length of each color segment represents the percent of students in the same Pro-Core score range that scored at each performance level on Form C or the state test.	Key (State test)
Garfield	James	A	0*	1	00:08:01	508		590	Form C based on Form A results	Advanced 555 and above (755 and above)
									Form A to B	Accomplished 525 - 554 (725 - 754)
		B	0	00:21:25	516	3	561	Form C based on Form B results	Proficient 500 - 524 (700 - 724)	
Jones	Bridget	A		6	00:29:49	491		573	Form C based on Form A results	Basic 484 499 (684 - 699)
									Form A to B	Limited 400 - 483 (600 - 683)
		B	2	00:36:18	513	4	558	Form C based on Form B results	possible low effort or confidence (D)	

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

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

③ 3.0 System Statistics

3.1 Top Classes Report

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

The screenshot shows the 'Top Classes Report' interface. A red callout 'Select ranges' points to the 'All Classes' dropdown menu, which is set to 'Top 5%'. Another red callout 'Class scores' points to the 'Form A' and 'Form B' columns. A third red callout 'See Student scores' points to the 'Teacher/Students Name' column. A fourth red callout 'sort' points to the 'Average SCWA' column header. The interface includes a navigation bar with 'Reports' selected, and a sidebar with 'System Statistics' and 'Top Classes' highlighted.

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%
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 Assessments each school has accessed over 2, 3, 4, 5 weeks or Year-to-date.

The screenshot shows the 'Web Test Count For All Schools' report. A red callout 'Date selection' points to the date '04/03/2017'. Another red callout points to the '5 Week View' dropdown menu. A third red callout points to the 'System Statistics' sidebar option. A fourth red callout points to the 'Test Count' sidebar option. The report displays a table with columns for District Name, School Name, and test counts for This Week, Last Week, 2 Weeks Ago, 3 Weeks Ago, and 4 Weeks Ago.

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.

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

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.

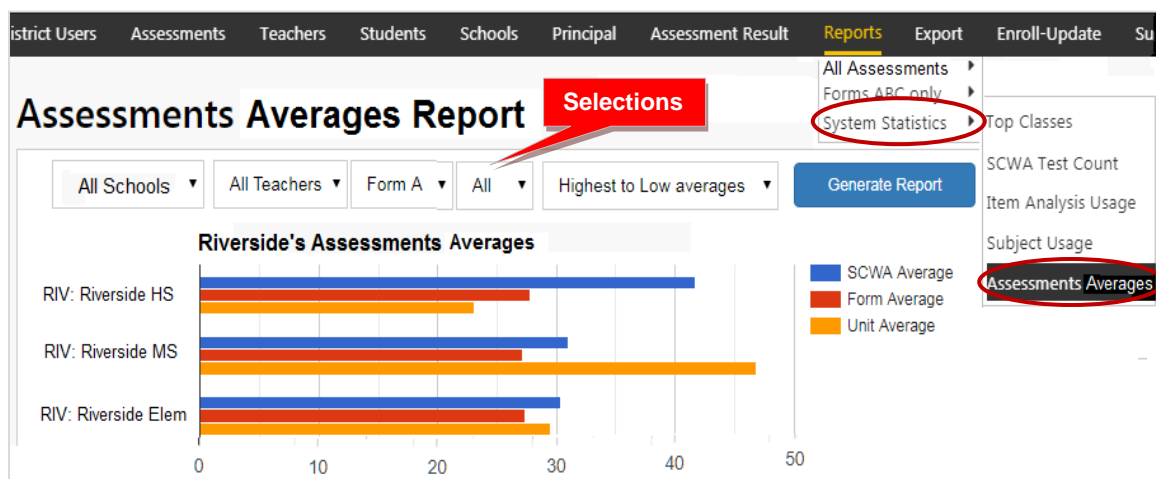
3.4 Subject Usage Report

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.

Subject	District	School	Teacher(s)	Class(es)	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%

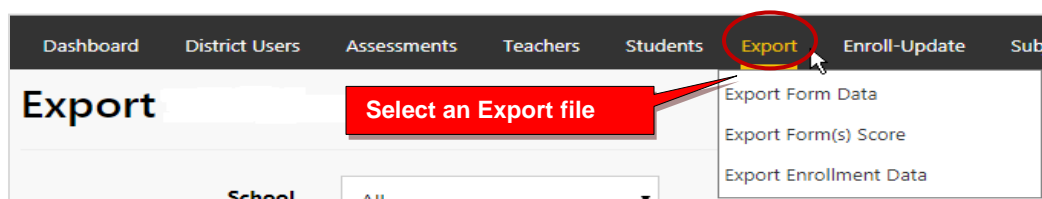
Updated 3.5 Assessments Averages Report

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



Export Menu

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



1) Export Form Data

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

Export Form Data

School: All

Form: All

Test: All

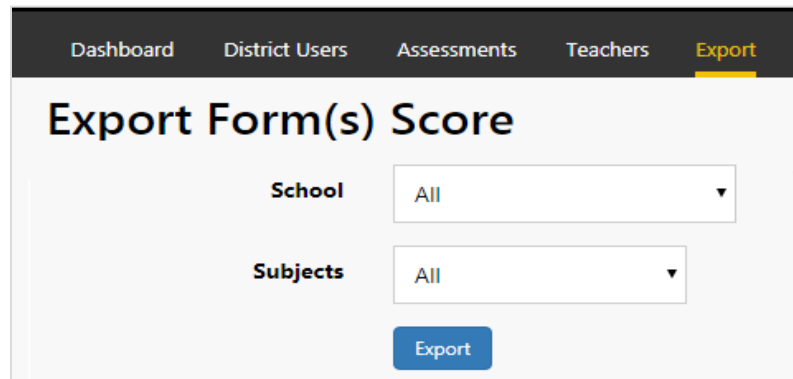
Teacher: All

Class: All

Export

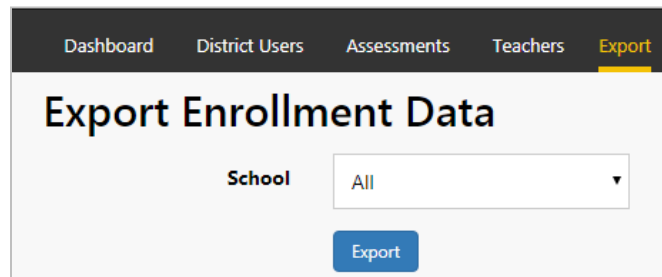
2) Export Form(s) Score

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



3) Export Enrollment Data

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



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

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





Report Logs

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

Assessment Result Reports Export Enroll-Update Subject Matching FAQ **Report Logs**

Reports Log

Last 7 days ▾ From Date: 02/27/2020 To Date: 03/05/2020 Search: 🔍 ✕

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	

Delete the record

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

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

P-C Standards

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

Additional Reports are currently being developed.

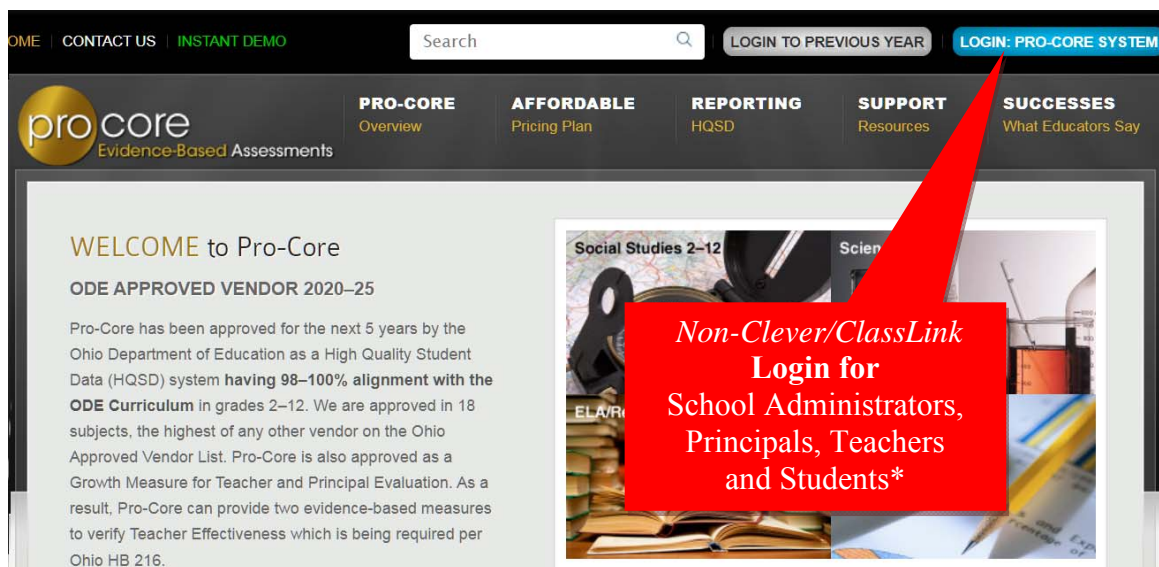
Contact Ben Hemingway for more information or if you have an idea for a special report: Hemingway@pro-core.us

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

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

BEFORE THE FORM A (Pre-Test) ASSESSMENTS

1. Your **District Administrator** will set-up school administrator usernames and passwords for school administrator/principal access to the system.
2. Your District Administrator will generate a list of teacher usernames and passwords for logging into the online Pro-Core Assessment System to forward to principals.
3. **School Administrators** and **teachers** should log into the system before the Form A diagnostic pre-test is administered to confirm teacher class and student enrollments are accurate, and to become familiar with the various system features and commands.*
 - School administrators, teachers, and students may login to the Pro-Core Assessments (P-C #) program through the Pro-Core Web Site at <https://pro-core.us>
 - They may click on the “**#.0 Login New Tech Enhanced**” tab, and **Bookmark** the P-C Login page on their browser for direct access.



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

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

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

Principal/School Administrator Log-In

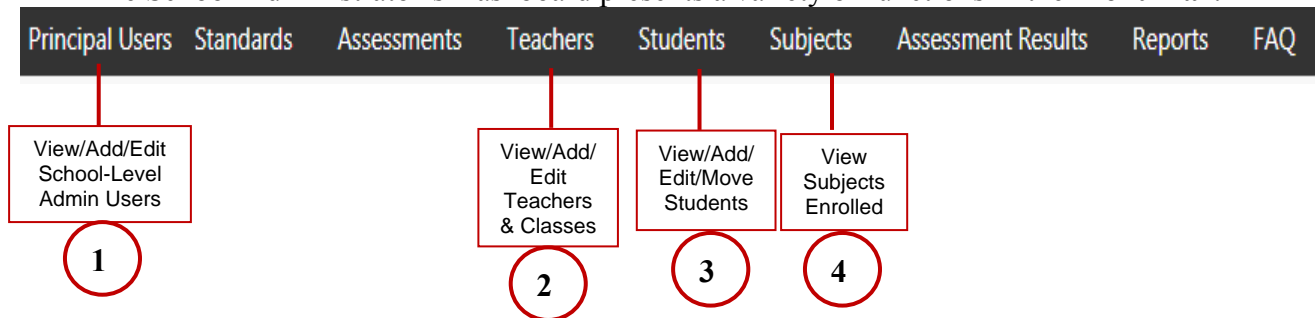
On the Pro-Core **Login Window**, select your school, then key-in your Pro-Core User ID and password. * Your password will appear as *dots* ●●● for security.

The screenshot shows the 'Login to ProCore Account' window. It includes a school selection dropdown menu, a username input field, a password input field, a 'Remember me' checkbox, and a 'Login' button. Three red callout boxes with numbered instructions point to the corresponding fields:

- 1. Select your school (points to the school dropdown menu)
- 2. Key-in your Username (points to the Username input field)
- 3. Key-in your password (points to the Password input field)

The Principal/School Administrator Dashboard

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



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

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

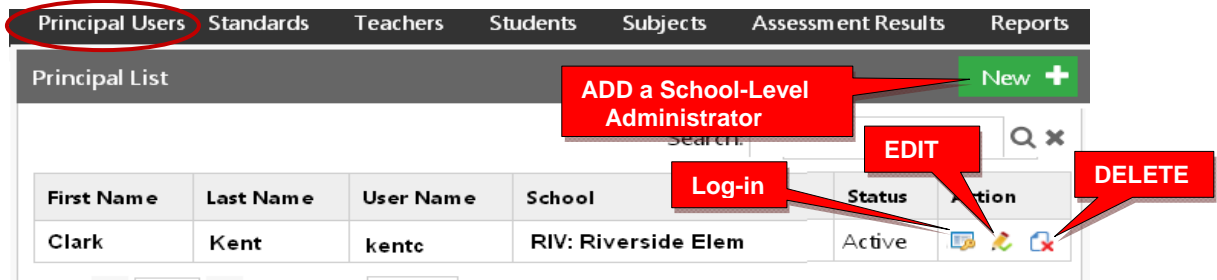
Teacher-level and student-level users and teacher classes are *automatically* enrolled into the Pro-Core system at the beginning of the school year.

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

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

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

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



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

The 'Add Principal' form has fields for School, First Name, Last Name, User name, and Password. The 'School' field is pre-filled with 'RIV: Riverside Elem'. Below the fields are checkboxes for 'Active' and a 'Save' button. A red callout 'Activate and Save changes' points to both the 'Active' checkbox and the 'Save' button.

Add Principal

School
RIV: Riverside Elem

First Name

Last Name

User name

Password

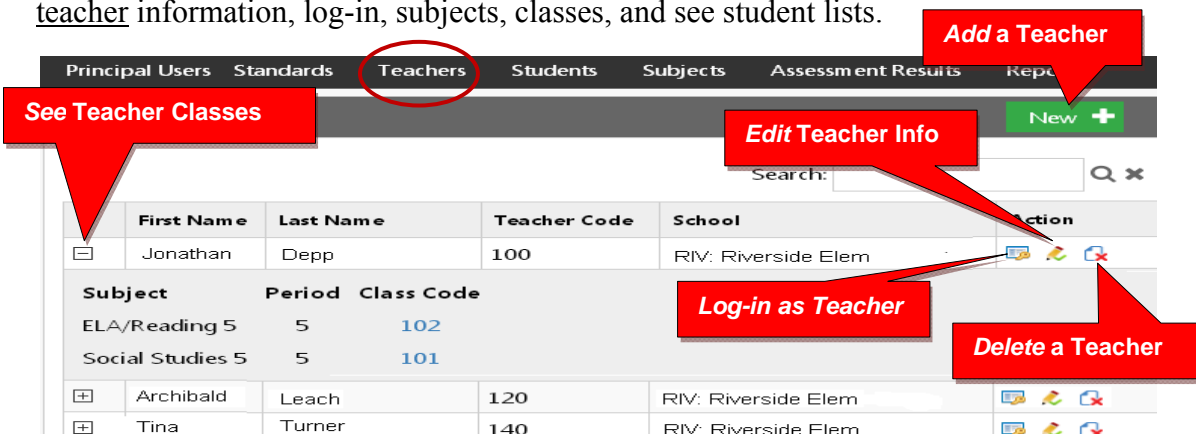
☐ Active

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.**

2. View/Add/Edit Teachers and Class Students

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.



Add a New Teacher

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

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 with arrows point to the 'Save' button, stating 'SAVE changes', and to the Password field, stating 'See CAUTION below'.

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*.

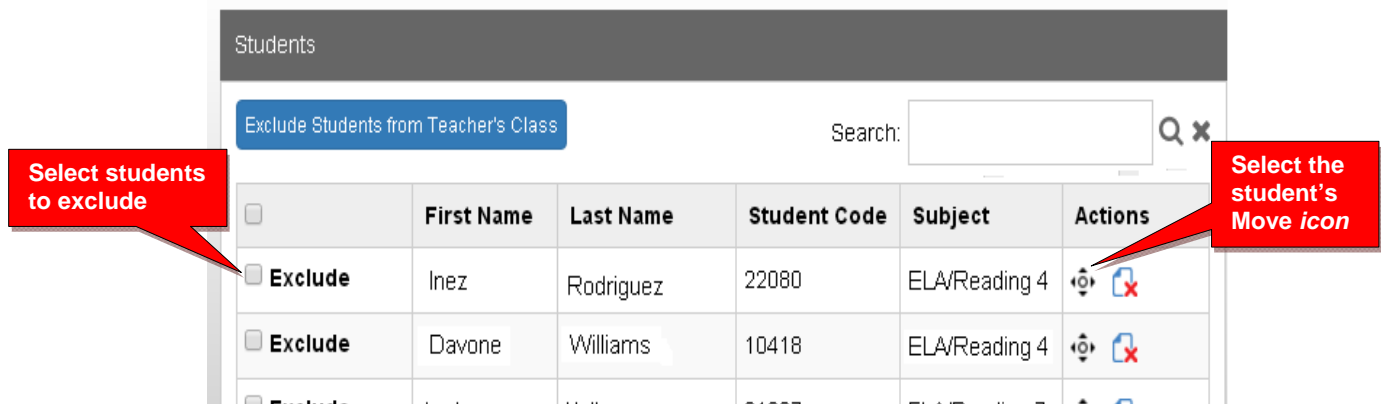
Edit Teacher Info Classes and Students

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 'New +' button is next to the table header. Red callout boxes with arrows point to various elements: 'Default log-in' points to the Password field; 'Should be changed' points to the Teacher Username field; 'Add a Subject-Class' points to the 'New +' button; 'Delete a Subject-class*' points to the trash icon in the Action column; 'View, Move, or Add Students' points to the other icons in the Action column; 'Add Co-Teacher' points to the plus icon in the Action column; 'Subject-Class Pop-up' points to the dropdown arrow in the Subject column; 'Be sure to SAVE changes' points to the blue 'Save' button at the bottom.

View and Move a Class Student to a Different Teacher Class

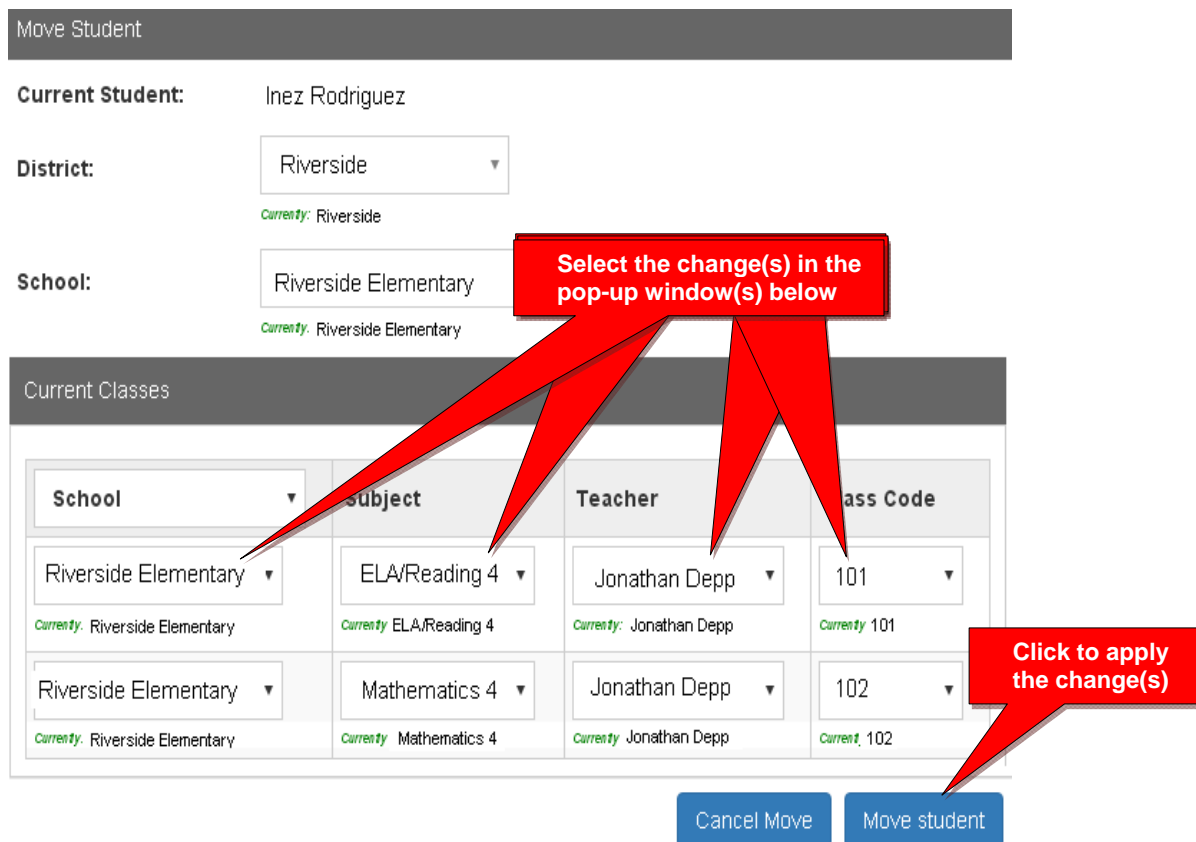
Selecting the **View Students** icon  takes you to a student list where you can view, move, or remove students to different teacher classes or exclude students from certain reports.



The screenshot shows the 'Students' interface. At the top, there is a header 'Students' and a button 'Exclude Students from Teacher's Class'. Below this is a search bar. The main area is a table with columns: First Name, Last Name, Student Code, Subject, and Actions. There are three rows of student data. A red callout points to the 'Exclude' checkbox in the first row, saying 'Select students to exclude'. Another red callout points to the 'Move' icon in the Actions column of the first row, saying 'Select the student's Move icon'.

	First Name	Last Name	Student Code	Subject	Actions
<input type="checkbox"/> Exclude	Inez	Rodriguez	22080	ELA/Reading 4	 
<input type="checkbox"/> Exclude	Davone	Williams	10418	ELA/Reading 4	 
<input type="checkbox"/> Exclude	Isabel	Hall	31887	ELA/Reading 3	 

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



The screenshot shows the 'Move Student' pop-up window. It has fields for 'Current Student' (Inez Rodriguez), 'District' (Riverside), and 'School' (Riverside Elementary). Below these is a table titled 'Current Classes' with columns: School, Subject, Teacher, and Class Code. There are two rows of class data. A red callout points to the 'School' dropdown in the first row, saying 'Select the change(s) in the pop-up window(s) below'. Another red callout points to the 'Subject' dropdown in the first row, saying 'Select the change(s) in the pop-up window(s) below'. A third red callout points to the 'Teacher' dropdown in the first row, saying 'Select the change(s) in the pop-up window(s) below'. A fourth red callout points to the 'Class Code' dropdown in the first row, saying 'Select the change(s) in the pop-up window(s) below'. A fifth red callout points to the 'Move student' button, saying 'Click to apply the change(s)'.


Current Student: Inez Rodriguez

District: Currently: Riverside

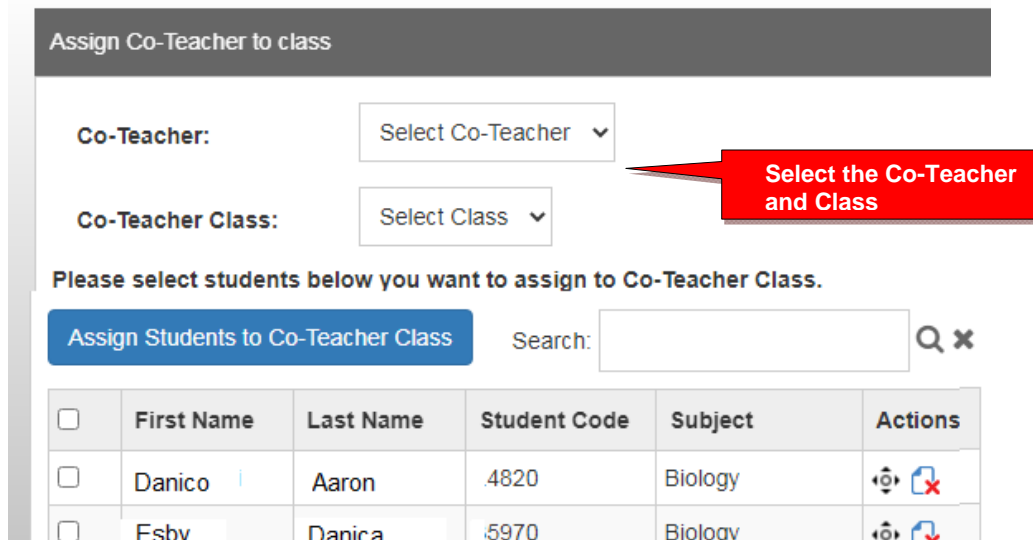
School: Currently: Riverside Elementary

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.

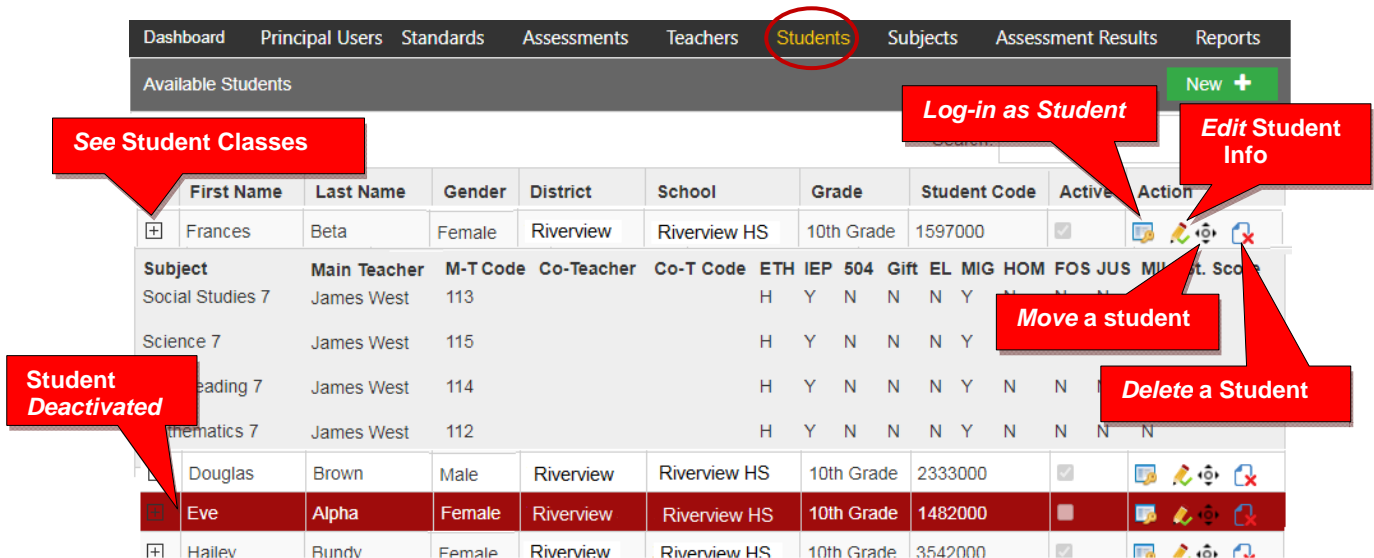


The "Assign Co-Teacher to class" window features a dark header bar with the title. Below it, there are two dropdown menus: "Co-Teacher:" with a "Select Co-Teacher" button and "Co-Teacher Class:" with a "Select Class" button. A red callout bubble points to these dropdowns with the text "Select the Co-Teacher 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 button. 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	 

3. View/Edit/Add Students and Student Classes

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



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 Actions column with the text "Edit Student Info". A third red callout bubble points to the "Move a student" icon in the Actions column with the text "Move a student". A fourth red callout bubble points to the "Delete a Student" icon in the Actions column with the text "Delete a Student". A fifth red callout bubble points to the "See Student Classes" icon in the Actions column with the text "See Student Classes". A sixth red callout bubble points to the "Student Deactivated" icon in the Actions column with the text "Student Deactivated".

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	Bundy	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

Add a New Student

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

The 'Add Student' form contains the following fields and controls:

- District: Riverview
- School: Riverview HS (Annotated with 'Your School')
- First Name: [Text Input]
- Last Name: [Text Input]
- Student Code: [Text Input] (Annotated with 'See CAUTION below')
- Gender: [Dropdown Menu]
- Grade: 4th Grade (Dropdown Menu)
- Username: [Text Input]
- Password: [Text Input]
- Active: ☒ (Annotated with 'Deactivate Activate')
- Save: [Button] (Annotated with 'Save changes')

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

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

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

Edit Student Info/Add Subject Classes

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

The 'Edit Student' form is accessed via the 'Standards' tab in the navigation bar. It contains the following fields and controls:

- School: Riverview Elementary (Dropdown Menu)
- First Name: Inez
- Last Name: Rodriguez
- Student Code: 22080 (Annotated with 'Student ID cannot be changed')
- Gender: Female (Dropdown Menu)
- Grade: 4th Grade (Dropdown Menu)
- Username: 22080
- Password: Rodriguezl
- Active: ☒ (Annotated with 'Deactivate Activate')
- Save: [Button] (Annotated with '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 the following columns: School, Subject, Main Teacher, M-T Co-Teacher, Co-Teacher, Co-T Class Code, ETH, LEP, Dis, IEP, Gift, and Action. The table contains three rows of data for "Riverside Elem". The first row is for "ELA/Reading 4" with Main Teacher "J Depp" and M-T Co-Teacher "101". The second row is for "Mathematics 4" with Main Teacher "J Depp" and M-T Co-Teacher "102". The third row is for "Select Subject" with Main Teacher "Select Teacher" and M-T Co-Teacher "Class". Each row has a "Co-Teacher" dropdown set to "Not Set" and a "Co-T Class Code" dropdown. The "Action" column for each row contains a checkbox, "SGM", "Deac", and a delete icon. A "New +" button is in the top right corner. A "Save" button is at the bottom left. Red callout boxes highlight: "Add a Co-Teacher" (pointing to the Co-Teacher dropdown), "Add a Subject-Class" (pointing to the Co-T Class Code dropdown), "Save" (pointing to the Save button), and "Delete a student from a Subject-Class" (pointing to the delete icon in the Action column).

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	<input type="checkbox"/> SGM Deac
Riverside Elem	Mathematics 4	J Depp	102	Not Set		3	0	0	0		<input type="checkbox"/> SGM Deac
Riverside Elem	Select Subject	Select Teacher	Class	Not Set							<input type="checkbox"/> SGM Deac

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

Principal/School Administrator: Enabling Form Assessments and Testing Times

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

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

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

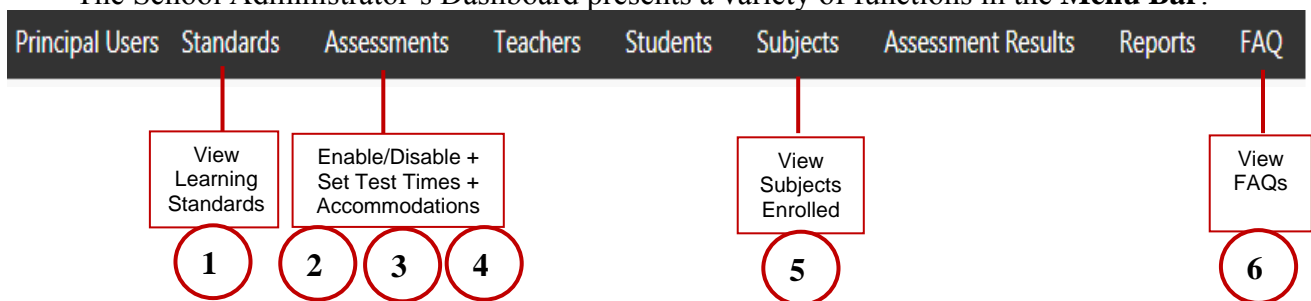
Contact your Pro-Core District *Managing* Administrator for your School Administrator log-in Username and Password.

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

The screenshot shows the 'Login to ProCore Account' window. It includes a dropdown menu for school selection (currently showing 'RIV: Riverside Elementary'), a 'Username' text field, a 'Password' text field with masked characters, a 'Remember me' checkbox, and a 'Login' button. Three red callout boxes with white text provide instructions: '1. Select your school' points to the dropdown, '2. Key-in your Username' points to the Username field, and '3. Key-in your password' points to the Password field.

The School Administrator's Dashboard

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

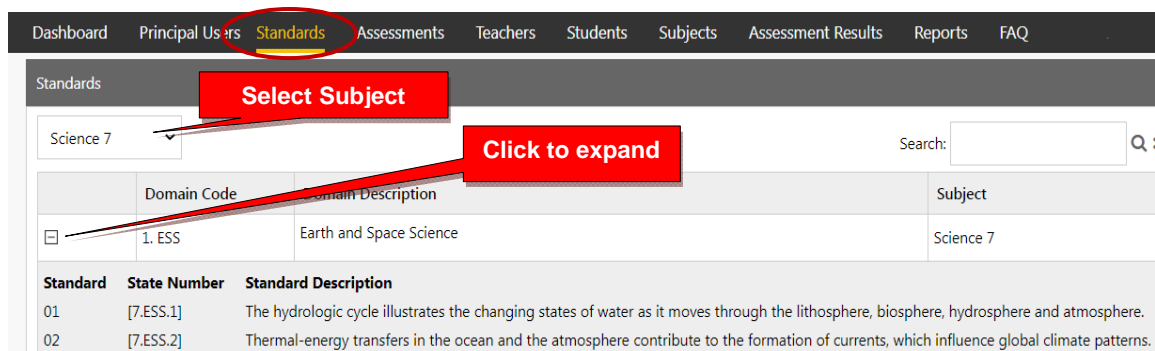


School Level administrator Users have full access to teacher, class and student information including enrollments, reports, and functions shown in the Menu Bar. **At least one School-Level Administrator/Principal should be enrolled into each school by your District-Level Administrator or SIS Tech person.**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

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

1. View Learning Standards

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



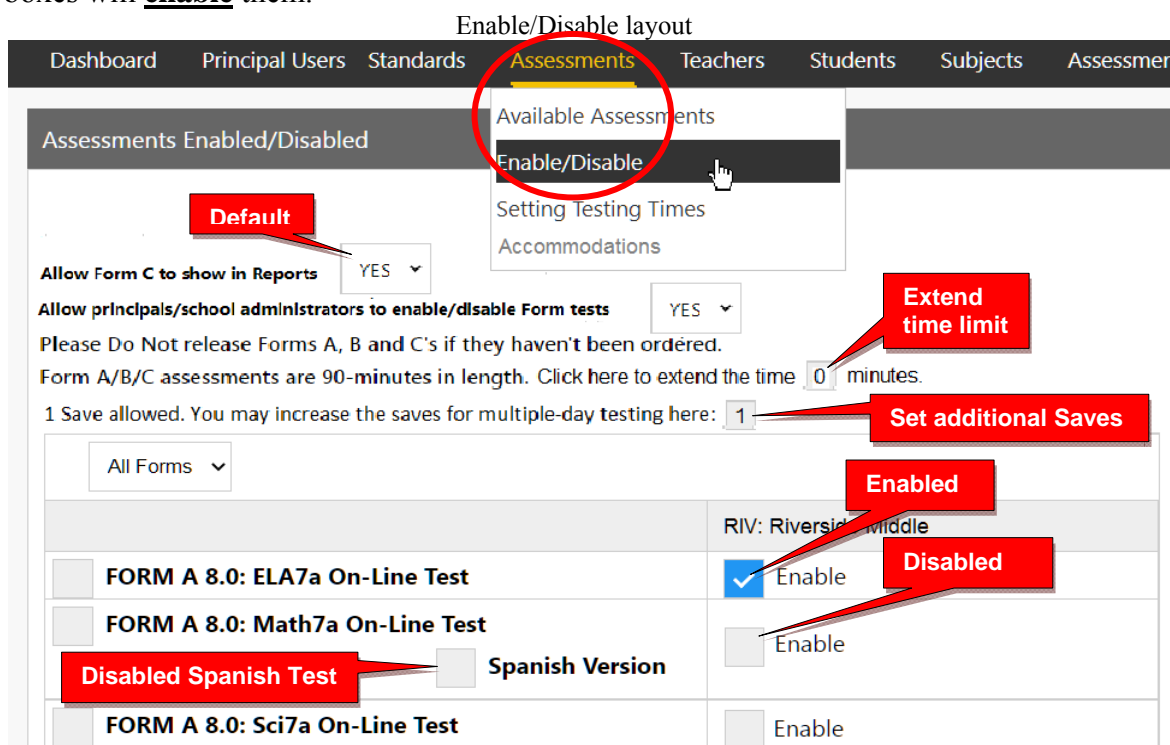
Domain Code	Domain Description	Subject
1. ESS	Earth and Space Science	Science 7

Standard	State Number	Standard Description
01	[7.ESS.1]	The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.
02	[7.ESS.2]	Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.

2. Enable/Disable Form Assessments and Test Length

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

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



Assessments Enabled/Disabled

Allow Form C to show in Reports: YES

Allow principals/school administrators to enable/disable Form tests: 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

All Forms

Form	Enable/Disable
FORM A 8.0: ELA7a On-Line Test	<input checked="" type="checkbox"/> Enable
FORM A 8.0: Math7a On-Line Test	<input type="checkbox"/> Enable
FORM A 8.0: Sci7a On-Line Test	<input type="checkbox"/> Enable

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

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

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

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

3. Setting System Access and Test Times

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

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

A. Student System Access Times

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

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

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

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

B. Setting Form Assessment Times

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

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

Set Testing Times layout

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

Available Assessments
Enable/Disable
Setting Testing Times
Accommodations

School: RIV: Riverside Middle

View System Settings

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 multiple days. Starting-Ending times should be selected to allow teachers additional time to give instructions and help students begin the tests

Allow principals/school administrators to modify the times you have set YES

Allow teachers to modify the times you have set YES

Save

	Date	Starting Time	Ending Time
1			
2			

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

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

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

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

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

NEW! 4. Set School Accommodations

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

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

Dashboard Principal Users Standards **Assessments** Teachers

Assessment Accommodations

Available Assessments
Enable/Disable
Setting Testing Times
Accommodations

Text-to-Speech
Only Students identified by Teacher
Only Students identified by Principal
Only Students identified by District
Only EL Students
Only Students with IEP/504s
Both Students with IEP/504s and EL Students
All Students

Group Oral Administration for EL Students NO **Default**

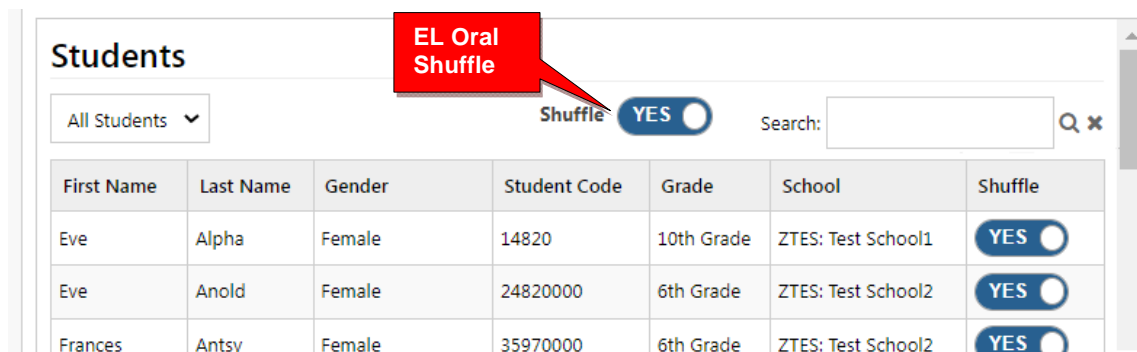
Extra Time for Students with IEPs and 504 Plans
Set by teacher
Set by principal
Set by district

Allow students to see Final Score Page YES **Default**

Save

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

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



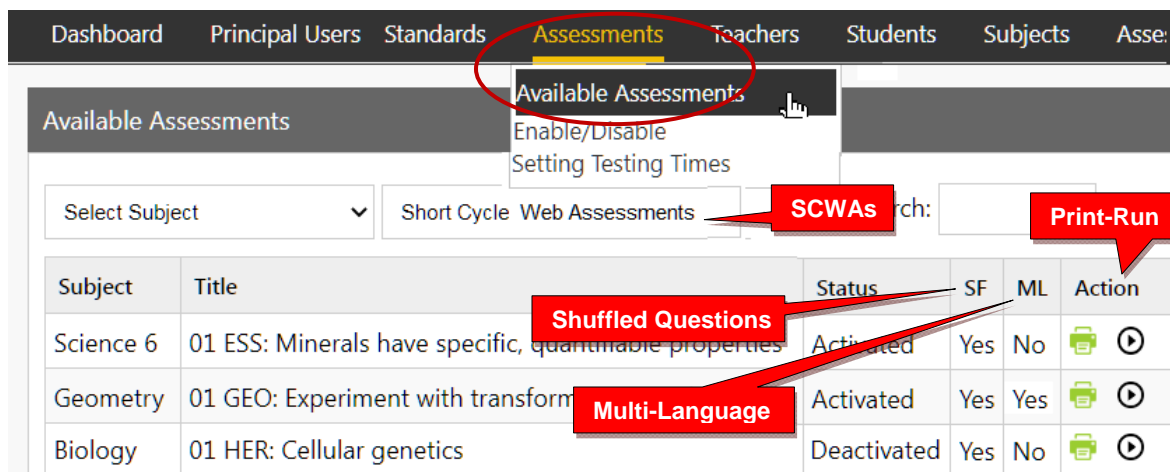
Students

All Students ▾ Shuffle: **YES** Search:

First Name	Last Name	Gender	Student Code	Grade	School	Shuffle
Eve	Alpha	Female	14820	10th Grade	ZTES: Test School1	YES
Eve	Anold	Female	24820000	6th Grade	ZTES: Test School2	YES
Frances	Antsy	Female	35970000	6th Grade	ZTES: Test School2	YES

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

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



Dashboard Principal Users Standards **Assessments** Teachers Students Subjects Asse:

Available Assessments

Enable/Disable
Setting Testing Times

Select Subject ▾ Short Cycle Web Assessments Search:

SCWAs **Print-Run**

Subject	Title	Status	SF	ML	Action
Science 6	01 ESS: Minerals have specific, quantifiable properties	Activated	Yes	No	
Geometry	01 GEO: Experiment with transform	Activated	Yes	Yes	
Biology	01 HER: Cellular genetics	Deactivated	Yes	No	

Shuffled Questions
Multi-Language

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 N for more information](#))

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

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

The screenshot shows the Pro-Core system interface. The top navigation bar includes 'Principal Users', 'Standards', 'Assessments', 'Teachers', 'Students', 'Subjects', 'Assessment Results', 'Reports', and 'FAQ'. The 'Assessments' menu is open, showing 'Available Assessments', 'Enable/Disable', and 'Setting Testing Times'. The 'Available Assessments' dropdown is selected, showing 'Teacher Personalized Assessments' and 'Create Personalized Assessment'. A search bar is present. Below the search bar is a table of Teacher Personalized Assessments (TPAs).

Subject	Title	Status	SF	ML	School Name	Teacher Name	Action
American Government	3rd Grade	Activated	Yes	No			[Print] [Run] [Edit] [Share] [Delete]
Social Studies 6	5 Themes of Geography	Activated	No	Yes			[Print] [Run] [Edit] [Share] [Delete]
ELA/Reading 6	6th ELA St	Deactivated	No	No			[Print] [Run] [Edit] [Share] [Delete]

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

5. View Subjects Enrolled

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

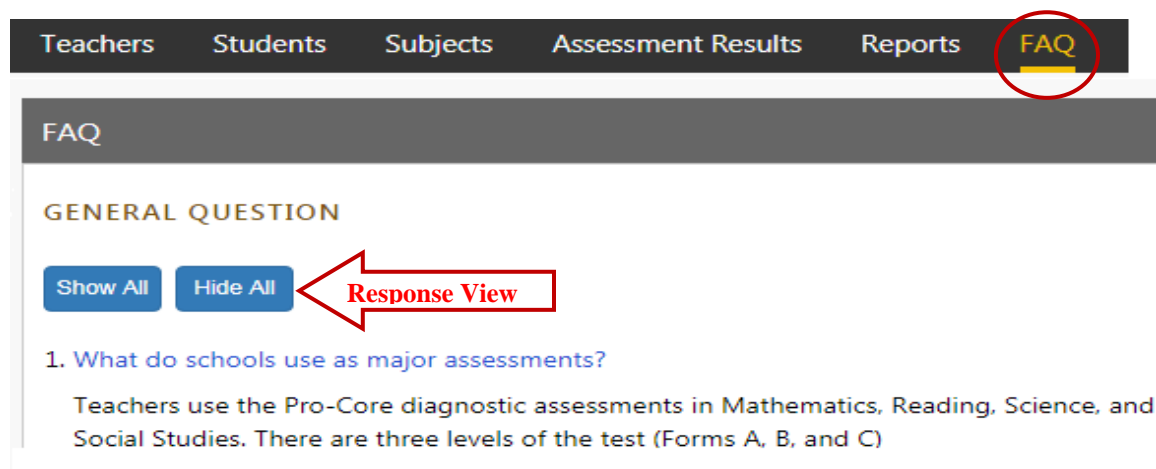
The screenshot shows the Pro-Core system interface with the 'Subjects' tab selected. The 'Available Subjects' table is displayed, sorted by Subject Name. A red callout points to the 'Subject Name' column header, indicating it is sorted A-Z.

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

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

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

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



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

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

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

Pro-Core Principal/School Administrator Reports

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

Assessment Results Report (View/Reset)

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

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

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

The screenshot shows the 'Assessment Result' page in the Pro-Core system. The navigation bar includes Dashboard, Principal Users, Standards, Assessments, Teachers, Students, Subjects, **Assessment Result** (highlighted), Reports, and FAQ. The main content area has filters for All Schools, All Subjects, All Teachers, All Students, Forms, and Scaled Scores. A table lists assessment results with columns: School, Student Name, Title, Subject, Starting Time, Ending Time, Total Time on Questions, # of times opened, Skipped Q., Score, Performance Level, Status, and Action. A callout 'View History' points to a checkbox in the School column. A callout 'Review all responses' points to the 'Result' tab. A callout 'Low score “flag”' points to a flag icon in the Status column. A callout 'View response scores' points to the 'Student Responses' tab. A callout 'View each response' points to the 'Reset All Questions' button. A callout 'Reset skipped questions ONLY' points to the 'Reset Skip Questions' button. A callout 'Clear & Re-take Form Test' points to the 'Reset Assessment' button. Below the table are two history sections: 'Assessment History' and 'Question History'.

School	Student Name	Title	Subject	Starting Time	Ending Time	Total Time on Questions	# of times opened	Skipped Q.	Score	Performance Level	Status	Action
Riverside School	Alpha Eve	FORM A 8.0: Math7a On-Line Test	Mathematics 7	09/11/2022 14:09	09/11/2022 14:45	00:29:05	4	18	480	Limited		Result Student Responses Reset All Questions Reset Skip Questions Reset Assessment

Opening Time	Closing Time	IPAddress
09/11/2022 14:09:31	09/11/2022 14:16:33	40.133.185.210

Question	Time Spent	Score	# of times opened
MATH7_4997	00:00:25	0/1	1

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

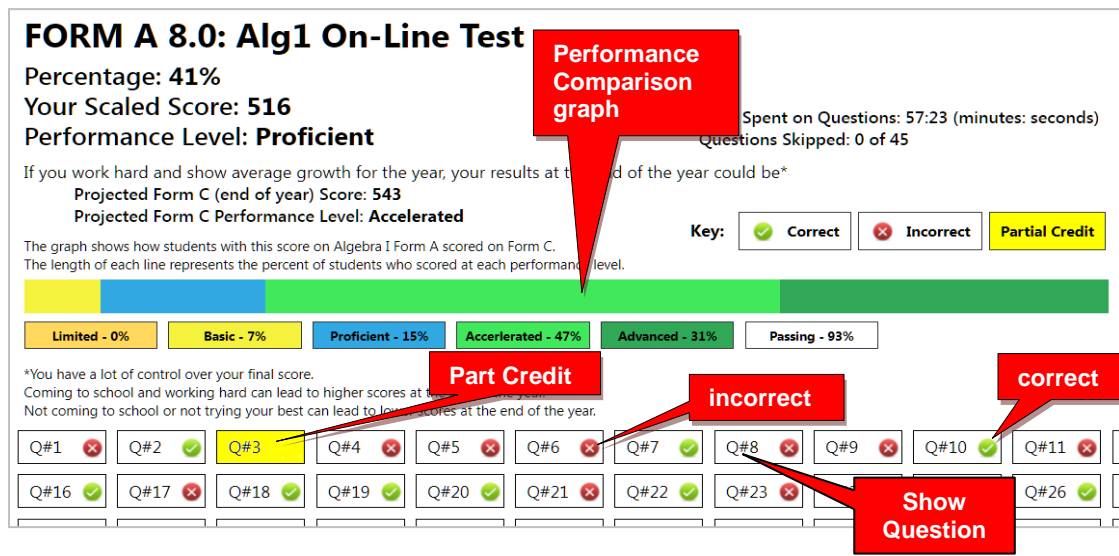
The 🚩 symbol “flags” students who scored very low on the Form test or skipped an excessive number of questions. You can decide if they need to re-take the assessment.

The criteria for the flag are:

- Spending less than 10 minutes on a Form test
- Skipping more than half the questions.

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

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



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

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

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

12

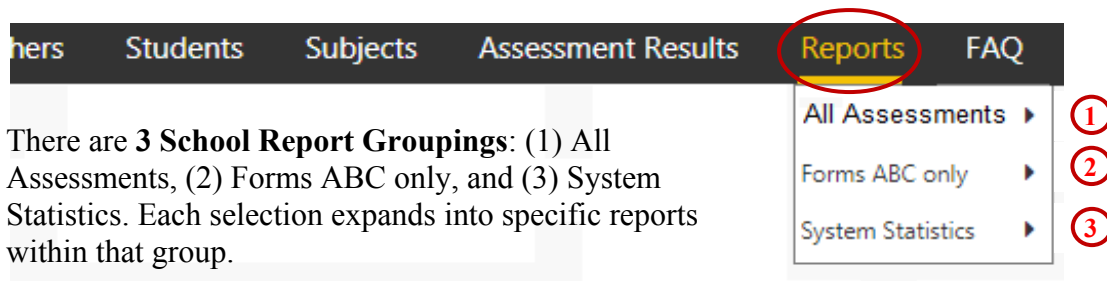
During the 1930s, which group of people advocated noninvolvement in European and Asian conflicts and non-entanglement in international politics?

A isolationists B capitalists C imperialists D socialists

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

Assessment Reports

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



1.0 All Assessments

1.1 Item Analysis Report

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

Selections (points to dropdowns)

Teacher Tools (points to buttons)

Average % correct for items in the standard (points to the 25% correct for item 1)

Individual student responses "Loaded" (points to the student response table)

Std.#	Q.#	Question Text	Score % All	Q-Type	DOK	Student Data	Std. Count	1	0	Score%	S	A	B	C	D
Mathematics 7 Form A (23%)															
Mathematics 7 Ratios and Proportional Relationships — Standards 1 - 3 (14%)															
Grade 7 Standard 1: Compute unit rates associated with ratios of fractions, including lengths, areas and other quantities (12%)															
1	1	Lillie walks to school each day. She walks over ...	28 ✓	FB	2	Hide	4	25	75	25 ✓	75				
		Eve Alpha					1		✓		✓				
		Frances Beta					1	✓							
		Douglas Brown					1		✓		✓				
		Dick Delta					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. This report also will display students with incomplete assessments.

Selections (points to dropdowns)

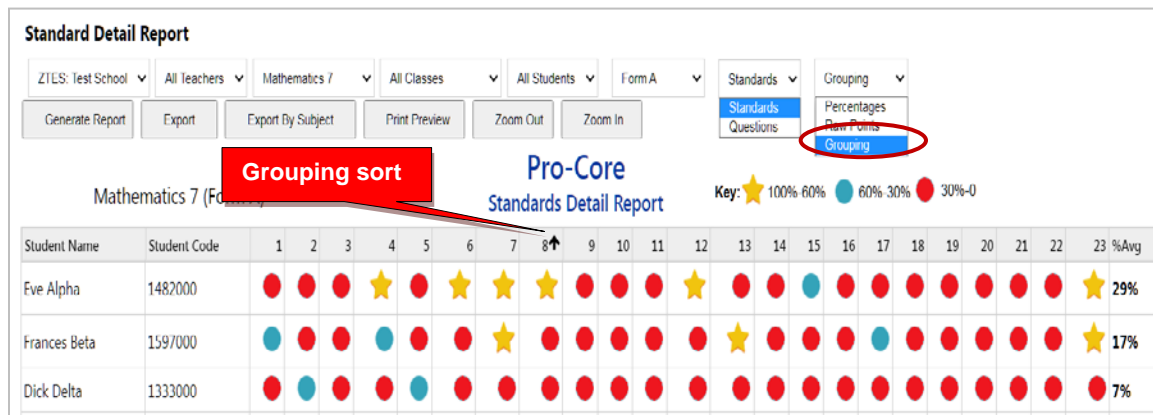
Individual Standards (points to the report title)

Standard Details (points to the dropdown menu)

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																								

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

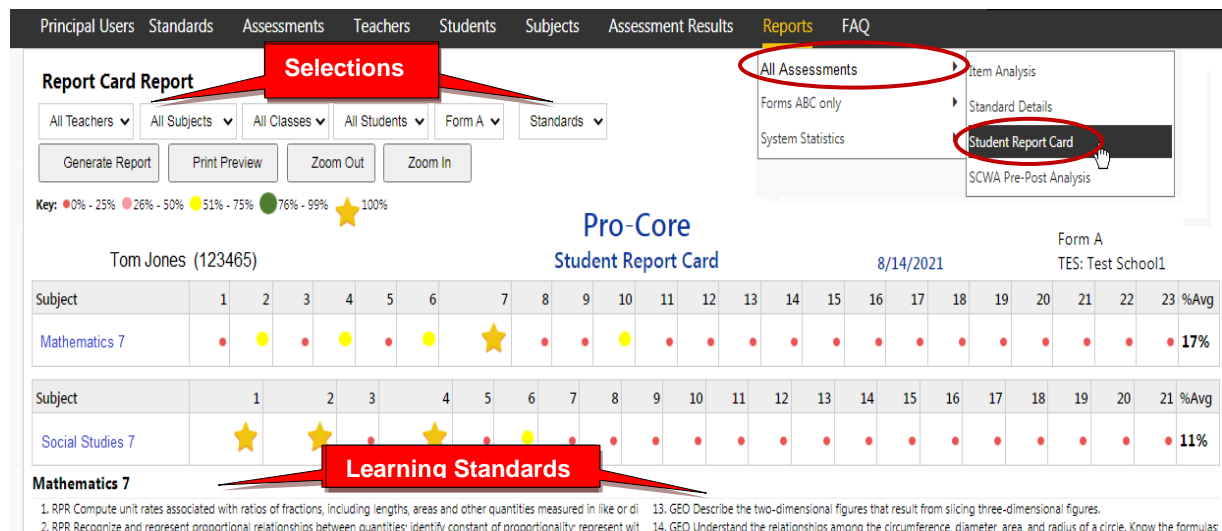
New! You may now generate and *graphically sort* students into high, medium, and low scoring **groups** in each standard.



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

1.3 Student Report Card

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



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

1.4. Pre-Post SCWA Analysis Report

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

Pre Post Analysis Report

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%
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%

Attempts expanded

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

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. A 🚩 symbol “flags” students who spent less than 10 minutes on the Form test or skipped more than half the questions. You can decide if they need to re-take the assessment.

Completion Report

American History Form A All Percentage Generate Report

Teacher - Class - Assessment Student ID # Gr Gender Test Score NCE

Teacher - Class - Assessment	Student ID #	Gr	Gender	Test Score	NCE	Status
W-H: Warrensville Hgts High	338 students	16:57 av. Time	16.2 av. %	31.9 av. NCE	208 = 62% completed	2% av. Skip
Rosa Parks 112 American History	10 students	08:09 av. Time	17.4 av. %	34.2 av. NCE	7 = 70% Ans/Skip/Total/XB	0% av. Skip
Davis Miles	199709	10 M	15.6	31	40/0/40/0	Finished
Leary Timothy	204815	10 M	9.4	20	40/0/40/0	Finished
Walters Barbara	201773	9 F			14/0/40/0	Saved
Wise Aaron	205085	10 M			0/0/0/0	Not Taken

Questions: Answered/Skipped/Total/EXIT Browser

Completed

Incomplete

END Test

End & Score

Not Started

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 Export As Excel

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%

Right-hand menu options: All Assessments, Forms ABC only, Form Test Completion, **School Standards Report**, School Domain Report, School Subgroups Report, Class Ranking Report, Class Growth Report, Class Progress Report.

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

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 **domain** for each subject and teacher class.

School Domain Report

Mathematics 7 **View Student Results** 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%

Right-hand menu options: All Assessments, Forms ABC only, Form Test Completion, School Standards Report, **School Domain Report**, School Subgroups Report, Class Ranking Report, Class Growth Report, Class Progress Report.

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.

Subgroups Report

School: RIV: Riverside HS | 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**

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.

Subgroups Subject-Class Report

By Subject | Form A to C | Generate Report | Print Preview | Export | Reset

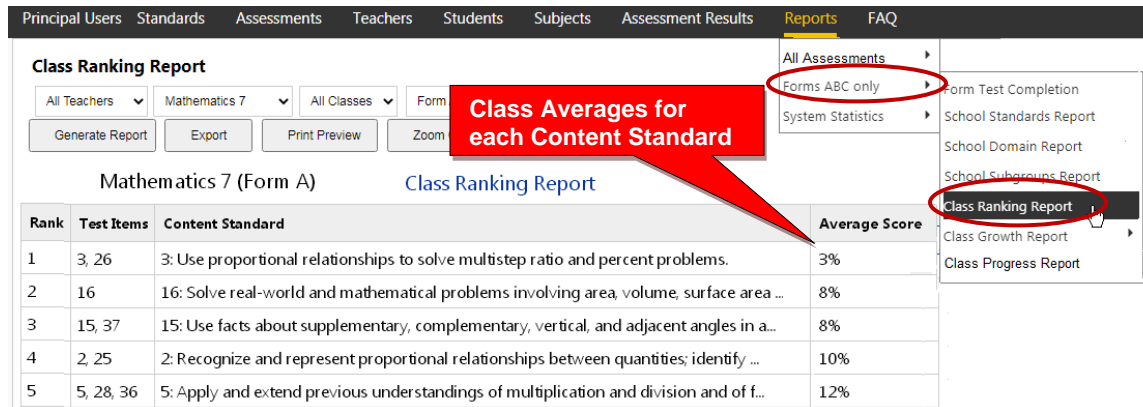
Subject | **Teacher - Class** | **Gen** | **Eth** | **IEP** | **504** | **Gift** | **EL** | **Mig** | **Hom** | **Fos** | **Jus** | **Mil** | **Pre-Test % Cnt** | **Post-Test % Cnt** | **Pre-Test % Score = NCE** | **Post-Test % Score = NCE** | **Pre-Post % Difference** | **NCEs Differ**

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

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

2.5 Class Ranking Report

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



Class Ranking Report

All Teachers Mathematics 7 All Classes Form

Generate Report Export Print Preview Zoom

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%

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

2.6 Class Growth Reports Using Normal Curve Equivalents (NCEs)

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

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

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

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

2.6a Class Growth Summary – Combined subjects

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

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

All Assessments ▾
 Forms ABC only ▾
 System Statistics ▾
 Form Test Completion
 School Standards Report
 School Domain Report
 School Subgroups Report
 Class Ranking Report
Class Growth Report
 Class Progress Report

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?	SCWA % taken	SCWA Avg Tested	SCWA Score
+ 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	156	9%	56%
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students				+ 2	10 of 16	50	9%	64%
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students				+ 2	9 of 16			57%
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students				+ 7	10 of 15			
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students				+ 7	9 of 15			
+ 3 DOBBS	(combined)		5 Exceptional Growth	64 students	42.0 av. %	68.4 av. %	26.4 av. %	+ 31	60 of 64	609	54%	58%
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students				+ 47	16 of 16	157	55%	47%
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	134	56%	46%
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	174	52%	74%
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	144	56%	59%

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?	SCWA % taken	SCWA Avg Tested	SCWA Score
+ 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	82	9%	60%
+ 0 CLARK	122	ELA/Reading 3	3 Expected Growth	16 students	35.3 av. %	59.8 av. %	24.5 av. %	+ 2	9 of 16	50	9%	64%
+ 0 CLARK	124	ELA/Reading 3	3 Expected Growth	15 students	26.7 av. %	57.2 av. %		+ 7	9 of 15	32	8%	57%
+ 0 CLARK		Social Studies 3	3 Expected Growth	31 students				+ 4	20 of 31	212	30%	62%
+ 0 CLARK	121	Social Studies 3	3 Expected Growth	16 students				+ 2	10 of 16	38	8%	49%
+ 0 CLARK	123	Social Studies 3	3 Expected Growth	15 students				+ 7	10 of 15	174	52%	74%
+ 3 DOBBS		Mathematics 4	5 Exceptional Growth	32 students	21.6 av. %	73.0 av. %	51.4 av. %	+ 44	32 of 32	308	54%	60%
+ 3 DOBBS	141	Mathematics 4	5 Exceptional Growth	16 students	19.5 av. %	71.6 av. %	52.1 av. %	+ 47	16 of 16	134	56%	46%
+ 3 DOBBS	143	Mathematics 4	5 Exceptional Growth	16 students	23.8 av. %	74.5 av. %	50.7 av. %	+ 41	16 of 16	174	52%	74%
+ 2 DOBBS		Science 4	5 Exceptional Growth	32 students	30.8 av. %	63.7 av. %	32.9 av. %	+ 18	28 of 32	82	9%	60%
+ 1 DOBBS	142	Science 4	4 Greater than Expected	16 students	30.3 av. %	62.7 av. %	32.4 av. %	+ 17	13 of 16	50	9%	64%
+ 2 DOBBS	144	Science 4	5 Exceptional Growth	16 students	31.2 av. %	64.7 av. %	33.5 av. %	+ 18	15 of 16	32	8%	57%

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

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

2.6d Class Growth – Subject Summary

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

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 ReportGenerate CG with SCWAPrint PreviewExport

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

2.6e Release Class Growth to Teachers

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

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

Release Class Growth to Teachers

Save

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

Dropdown Menu:

- All Assessments
- Forms ABC only
- System Statistics
- Form Test Completion
- School Standards Report
- School Domain Report
- School Subgroups Report
- Class Ranking Report
- Class Growth Report
- Class Progress Report

New! 2.7 Class Progress Reports Using Scaled Scores

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

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

2.7a Achievement Report

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

Class Progress Report

STEWART SHAUN

Generate Report Export

Percent Score

Scaled Score

Performance Level

Teacher	Subject	Student ID	Student Name	# of SCWA	IEP/504	Date	Form A	Form A Scaled	Form A Performance	Date	Form B	Form B Scaled	Form B Performance	Date	Form C	Form C Scaled	Form C Performance
STEWART SHAUN	Chemistry	103176	Olivia Oyle	10	NO	09/08/2022	25%	505	Proficient	01/11/2023	18%	484	Basic	05/18/2023	30%	510	Proficient
STEWART SHAUN	Chemistry	104270	Michael Moustor	10	NO	09/08/2022	18%	487	Basic	01/11/2023	10%	467	Limited	05/18/2023	20%	490	Basic
STEWART SHAUN	Chemistry	103176	Devon Rapper	10	NO	09/08/2022	5%	375	Limited	01/13/2023	55%	557	Accelerated	05/04/2023	82%	617	Advanced

2.7b Growth Report

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

Class Progress Report

Stewart Shaun

Chemistry

102-3

Growth

Generate Report

Export

Scaled Score Difference

Growth Rating

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

New! 2.7c Pre-Post Summary Report

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

Class Progress Report

Barton Clara

Algebra I

All Classes

Pre-post Summary

Form A to C

Generate Report

Export

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

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

New! 2.7d Performance Summary Report

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

Class Progress Report

RIV: Riverside High School

Willis Bruce

Physical Science

201-2

Performance Summary

Form A and B

Generate Report

Export

Last Name	First Name	Form	Status	Questions Skipped	Time Spent on Questions	Pro-Core Score	Growth Rating	Possible Form C (State) Score Assuming Average Growth	The length of each color segment represents the percent of students in the same Pro-Core score range that scored at each performance level on Form C or the state test.	Key (State test)	
Garfield	James								Form C based on Form A results	Advanced 555 and above (755 and above)	
		A	0	1	00:08:01	508		590		Form C based on Form B results	Accomplished 525 - 554 (725 - 754)
		B		0	00:21:25	516	3	561			Proficient 500 - 524 (700 - 724)
Jones	Bridget								Form C based on Form A results	Basic 484-499 (684 - 699)	
		A		6	00:29:49	491		573		Form C based on Form B results	Limited 400 - 483 (600 - 683)
		B		2	00:36:18	513	4	558			possible low effort or confidence (0)
		Form C based on Form A results									

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

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

③ 3.0 System Statistics

3.1 Top Classes Report

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

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

Top Classes Report

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

Generate Report

Select ranges

Class scores

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

Web Test Count For All Schools

3/23/2017 **5 Week View** All

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

System Statistics ▾
 Top Classes
Test Count
 Subject Usage
 Assessments Usage

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

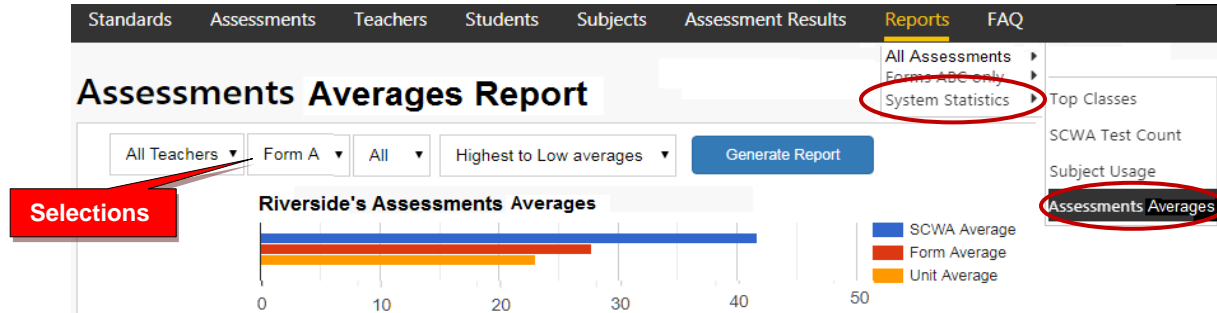
System Statistics ▾
 Top Classes
 SCWA Test Count
Subject Usage
 Assessments Usage

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%

Average Score

Updated 3.4 Assessments Averages Report

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



P-C Standards Report

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

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

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

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

Included in this section is information about...

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

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

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

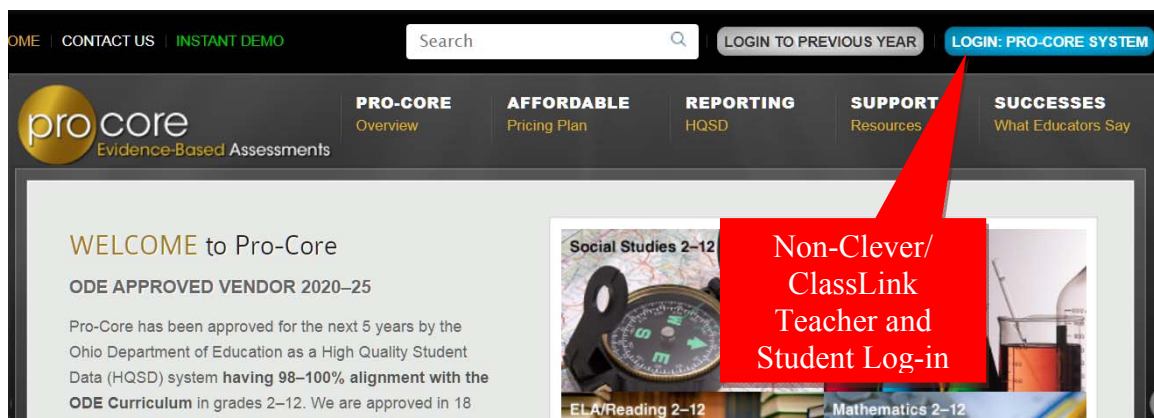
Pro-Core has a variety of features to enhance local and remote system and assessment security. These new features are controlled by **district managers, school administrators, and teachers**. Also included are new security features for **students** taking the Pro-Core Form A/B/C assessments. (see **Appendix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

1. Teacher Log-In

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

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

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



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

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

Non-Clever/ClassLink Teacher Log-in

The screenshot shows the 'Login to ProCore Account' form. Three red callout boxes with white text provide instructions: '1. Select your school' points to a dropdown menu showing 'RIV: Riverside Elementary'; '2. Key-in your Username' points to the 'Username' input field; '3. Key-in your password' points to the 'Password' input field. Below the password field are a 'Remember me' checkbox and a 'Login' button.

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

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

View/Edit Student Information

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

The screenshot shows the ProCore dashboard. At the top, the 'pro core CCSS Focused' logo is on the left, and 'Welcome Abe Harris! My Account | Logout' is on the right. A red callout box points to the 'My Account' link with the text 'Click to change your non-Clever/ClassLink log-in password or username'. Below the header is a navigation bar with links: 'Dashboard', 'Students' (circled in red), 'Assessments', 'Assessment Result', 'FAQ', and 'Reports'. Below the navigation bar is a 'Students' section. A dropdown menu titled 'Select Class' is open, showing options: 'Select Class', '301 American History', '302 American History', and '303 American History'. A red callout box points to this menu with the text 'Select each class and print login info to help non-Clever/ClassLink students login'.

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

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

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

The screenshot shows the 'Students' management interface. At the top, there is a navigation bar with 'Dashboard', 'Students' (highlighted with a red circle), 'Assessments', and 'Assessment Re'. Below this, a red callout bubble points to the top right area with the text: 'To print: right-click in any white area and select "print"'. On the left, a red callout bubble points to the dropdown menu showing '301 American History' with the text: 'Class code and subject'. The main area contains a table of students. A red callout bubble points to the name 'Landry' in the 'Last Name' column with the text: 'Select a Name to edit'. The table has columns: 'First Name', 'Last Name', 'Student Code', 'Speak', and 'Show Timer'. The first row shows 'Hannah Landry' with Student Code '27386', 'Speak' set to 'NO', and 'Show Timer' set to 'YES'. The second row shows 'Angel Cotton' with 'Speak' set to 'NO' and 'Show Timer' set to 'YES'.

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

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

The screenshot shows the 'Edit Student' form. It has 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 form is a red callout bubble pointing to a 'Save Changes' button. Below the form are two buttons: 'Cancel' and 'Update'.

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

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

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

Student Log-In

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

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

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

Non-Clever/ClassLink Student Log-in

The screenshot shows the 'Login to ProCore Account' form. It includes a school selection dropdown, a Pro-Core ID number field, a password field, a 'Remember me' checkbox, and a 'Login' button. Three numbered callouts provide instructions: 1. Select school from the pop-up (pointing to the dropdown), 2. Key-in the Pro-Core ID Number (assigned by the school) (pointing to the ID field), and 3. Key-in Student's Last Name and First Initial (pointing to the password field).

1. Select school from the pop-up

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

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

Login to ProCore Account

RIV: Riverside Elementary

22341

.....

☐ Remember me

Login

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

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

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

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

A. Student System Access Times

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

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

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

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

B. Setting Form Assessment Times

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

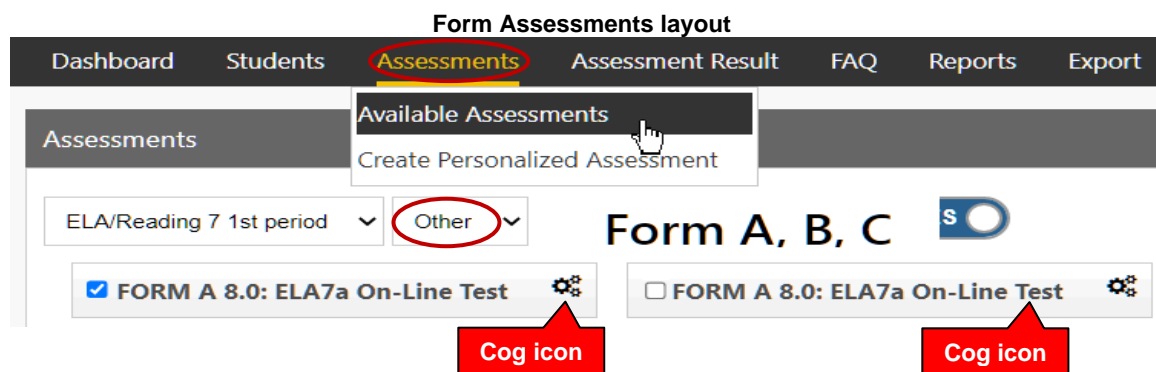
All Form A/B/C assessments are **90 minutes** long *unless* an administrator or teacher has removed or extended the testing time. Assessments may be scheduled over multiple days, but within a **two-week testing window**.

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

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

Administrators have the option to add up to 3 student test Saves for multiple-day testing.

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



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

Assessment Security Settings layout

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

Students

Lock ☐ NO Search:

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

Apply to ALL students

Add testing time minutes

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

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

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

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** > **Available Assessments** > the **Subject Class**, and **Standard**.

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

The screenshot shows the ProCore Assessments interface. The top navigation bar includes Dashboard, Students, Assessments (highlighted with a red circle), Assessment Result, FAQ, Reports, and Export. Below the navigation bar, the 'Assessments' section is active, showing 'Available Assessments' and a 'Create Personalized Assessment' button. The interface displays a list of assessment standards for 'Science 7 1st period'. The 'Standard' dropdown is also highlighted with a red circle. A toggle switch for 'All Assessments Enabled' is set to 'NO'. The list of standards includes:

- 01 ESS: The hydrologic cycle illustrates the changing state of matter. (Available)
- 02 ESS: Thermal-energy transfers in the ocean and the atmosphere contribute to the Earth's energy balance. (Available)
- 03 ESS: The atmosphere has different properties at different altitudes. (Not-Available)
- 04 ESS: The relative patterns of motion and positions of the Earth, moon and sun. (Not-Available)
- 07 PHS: Matter can be separated or combined. (Available)
- 08 PHS: Energy can be transformed or transferred. (Available)
- 09 PHS: Energy can be transferred through waves. (Available)
- 10 LIS: Energy flows and matter is transferred. (Available)

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

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

The screenshot shows the ProCore Assessment Preview interface. The top section displays the 'Test Description' and 'Subject' for the assessment. The 'Test Options' section includes checkboxes for 'Shuffle Questions' (checked) and 'Hide Answer' (unchecked). The 'Question Options' section includes a checkbox for 'Exclude from assessment' (unchecked). The 'Q. 1' section displays the question text and the answer choices. The 'Show/Hide answers' button is highlighted with a red box. The 'Include/Exclude question' button is highlighted with a red box. The 'Send Comment to Pro-Core' button is highlighted with a red box.

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

Setting SCWA Access Times

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

Updated SCWA Standards Selection layout

The screenshot shows the 'Assessments' tab selected in the top menu bar. Below the menu, there's a search bar with '101 Biology' and a dropdown menu set to 'Standards'. A red callout points to the 'Standards' dropdown. Next to it is a blue button labeled 'Set Class Access Times', with a red callout pointing to it. Below these are several checkboxes for standards: '01 HER: Cellular genetics', '02 HER: Structure and function of DNA in cells', '07 EVO: Speciation', and '08 DIV: Biodiversity'. A modal window titled 'Class Access Times' is open, showing fields for 'Opening Time' and 'Closing Time', and checkboxes for days of the week (Monday through Sunday). A red callout points to the 'View School System Access' link. At the bottom of the modal are 'Cancel' and 'Save' buttons.

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

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

Unit Tests (Social Studies)

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

The screenshot shows the 'Assessments' tab selected in the top menu bar. Below the menu, there's a search bar with '104 Social Studies 7' and a dropdown menu set to 'Other'. A red callout points to the 'Other' dropdown. Below these are several checkboxes for units: 'Unit 2: Ancient Rome', 'Unit 7: Age of Exploration', 'Unit 4: Islamic Ach./Renaissance', 'Unit 5: Reformation', and 'Unit 6: Africa/Asian Empire Trade'. A red callout points to the 'Available Assessments' dropdown menu.

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

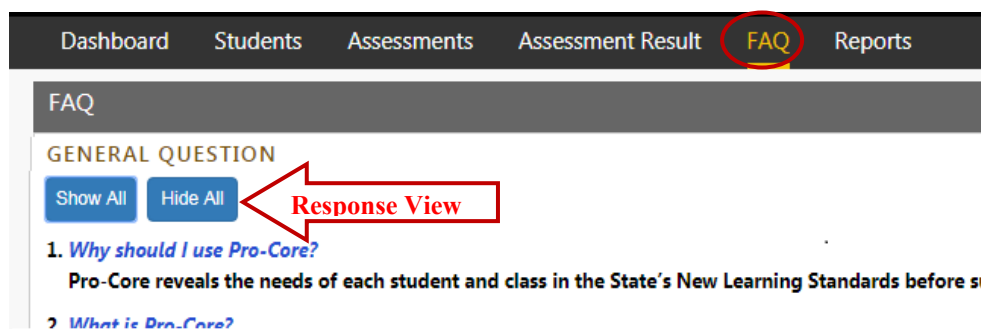
Teacher Personalized Assessments (TPAs)

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

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

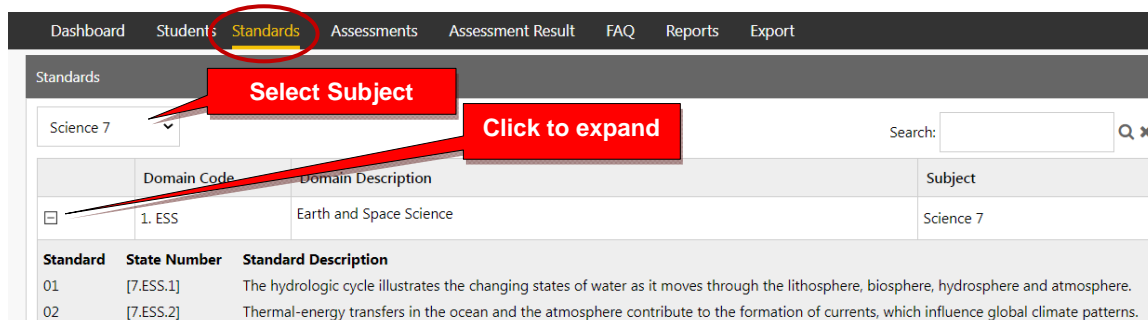
Teacher FAQs (Frequently Asked Questions)

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



View Learning Standards

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



➤ *The next section deals with Teacher Reports*

Pro-Core Teacher Reports

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

Assessment Results Report

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

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

The screenshot shows the 'Assessment Result' page. A red circle highlights the 'Assessment Result' tab in the top navigation bar. A red callout 'Select class' points to the '301 Biology' dropdown menu. Another red callout 'Expand' points to the expand/collapse icon next to the student row. A red callout 'View response scores' points to the 'Result' column header. A red callout 'View each Response' points to the 'Student Responses' column header. The table lists student data: School (RIV: Riverside HS), Student Name (Jones Charles), Title (FORM A 5.0: Biology), Subject (Biology), Starting Time (9/19/19 13:07), Ending Time (9/23/19 14:36), # of times opened (3), Score (30%), and Action (Result, Student Responses). Below the table are sections for 'Assessment History' and 'Question History'.

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

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

The screenshot shows the 'FORM A 8.0: Alg1 On-Line Test' results page. A red callout 'Performance Comparison graph' points to the bar chart showing performance levels. A red callout 'Part Credit' points to a question box with a yellow background. A red callout 'incorrect' points to a question box with a red X. A red callout 'correct' points to a question box with a green checkmark. A red callout 'Show Question' points to a question box with a magnifying glass icon. The page displays the student's score (41%), scaled score (516), and performance level (Proficient). It also shows a projected Form C score (543) and performance level (Accelerated). A key indicates Correct (green check), Incorrect (red X), and Partial Credit (yellow background). The performance comparison graph shows the student's score relative to other students at each performance level: Limited (0%), Basic (7%), Proficient (15%), Accelerated (47%), Advanced (31%), and Passing (93%).

FORM A 8.0: Alg1 On-Line Test
Percentage: 41%
Your Scaled Score: 516
Performance Level: **Proficient**

If you work hard and show average growth for the year, your results at the end of the year could be*
Projected Form C (end of year) Score: 543
Projected Form C Performance Level: **Accelerated**

Key: Correct Incorrect Partial Credit

The graph shows how students with this score on Algebra I Form A scored on Form C. The length of each line represents the percent of students who scored at each performance level.

Limited - 0% Basic - 7% Proficient - 15% Accelerated - 47% Advanced - 31% Passing - 93%

*You have a lot of control over your final score. Coming to school and working hard can lead to higher scores at the end of the year. Not coming to school or not trying your best can lead to lower scores.

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

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

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

The screenshot shows the question detail view for question 12. The navigation bar shows 'Previous', 'Question: 12 of 30', 'Next', and the title 'FORM A 5.0: American History On-Line Test (DOK: 2)'. The question number '12' is highlighted in a blue box. The question text is: 'During the 1930s, which group of people advocated noninvolvement in European and Asian conflicts and non-entanglement in international politics?'. The answer choices are: A isolationists, B capitalists, C imperialists, and D socialists.

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

Assessment Reports

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

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

1.0 All Assessments

1.1 Item Analysis Report

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

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

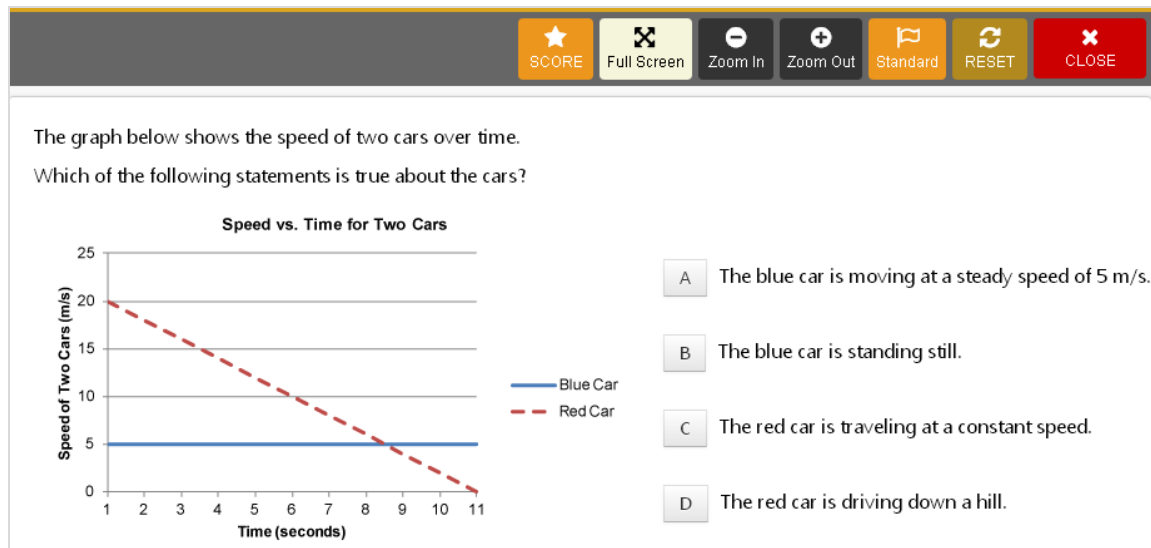
The Count of students responding and percent of correct and incorrect responses to each possible response is also shown. This is helpful in identifying student misconceptions. The correct answer is indicated by a green check. Selecting “**Load**” in the **Student Data** column shows the individual student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

Item Analysis Report

Mathematics 7 A **Teacher Tools** **Pro-Core Item Analysis Report**

Std.#	Q.#	Question Text	Score % All	Q- Type	DOK	Student Data	Std. Count	1	0	Score%	S	A	B	C	D
Mathematics 7 Form A (23%)															
Mathematics 7 Ratios and Proportional Relationships — Standards 1 - 3 (14%)															
Grade 7 Standard 1: Compute unit rates associated with ratios of fractions, including lengths, areas and other quantities (12%)															
1	1	Lillie walks to school each day. She walks over ...	28 ✓	FB	2	Hide	4	25	75	25 ✓	75				
		Eve Alpha					1		✓		✓				
		Frances Beta					1	✓							
		Douglas Brown					1		✓		✓				
		Dick Delta					1		✓		✓				

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



1.2 Standards Detail Report

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

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

Pro-Core Standards Detail Report

Mathematics 7 (Form A)

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%
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%

Individual Standards

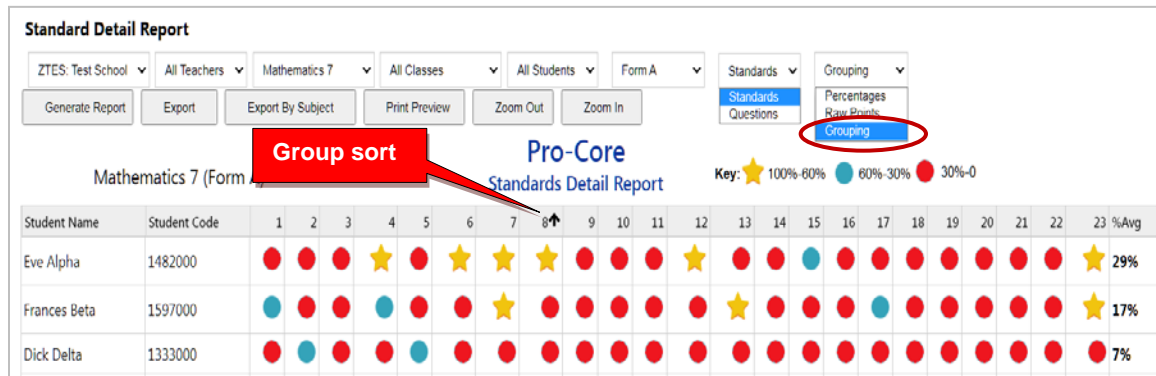
You can use this report to identify and sort high or low performing students by each **standard** or **question**. Results can be shown by **percentages** or by **points**.

Standards Detail Report

Mathematics 6281AllForm AQuestionsIndividual QuestionsPrint Preview

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

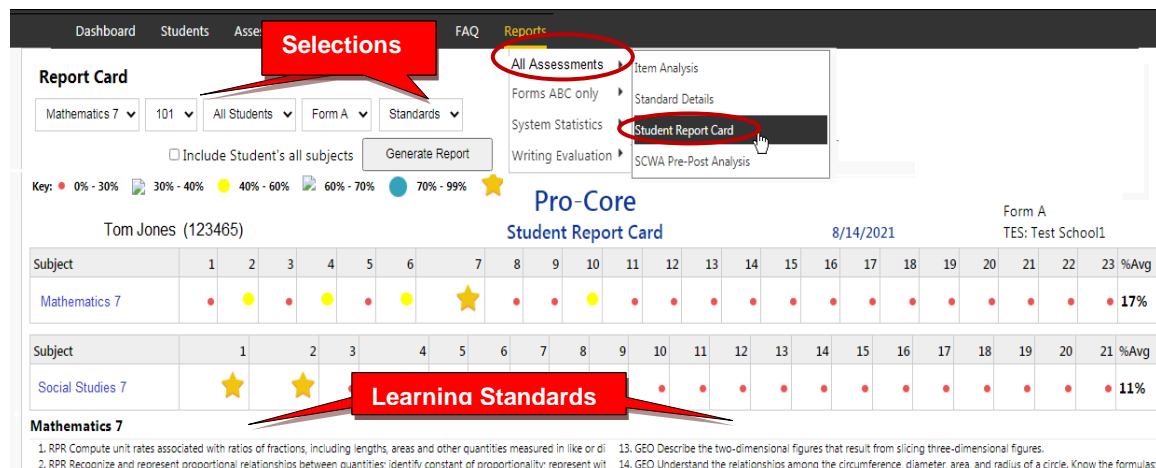
New! You may now generate and *graphically* sort students into high, medium, and low scoring **groups** in each standard.



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

1.3 Student Report Card

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



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

1.4 SCWA Pre-Post Analysis Report

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

2.2 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

Teacher Classes

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%

Standards % Averages

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

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

NEW! 2.3 Subgroups Report

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

Subgroups Report

All Subjects ▾ Form A to C ▾ Generate Report Show Detail

Show Details

Subgroups Report

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 Diff
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					

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

The screenshot shows the 'Subgroups Subject-Class Report' interface. At the top, there are navigation tabs: Dashboard, Principal Users, Standards, Assessments, Teachers, Students, Subjects, Assessments, Reports (selected), and FAQ. Below the tabs, there are filters for 'By Subject' (dropdown) and 'Form A to C' (dropdown). There are buttons for 'Generate Report', 'Print Preview', 'Export', and 'Reset'. A red callout 'Expand Classes' points to the 'Subject Teacher - Class' column. A red callout 'Select Data' points to the 'FILTERS' section. A red callout 'Clear Filters' points to the 'Reset' button. The table below shows data for 'RIV: Riverside Elementary' and 'ELA/Reading 5'. The table has columns for 'Subject Teacher - Class', 'Gen', 'Eth', 'IEP', '504', 'Gift', 'EL', 'Mig', 'Hom', 'Fos', 'Jus', 'Mil', 'Pre-Test % Cnt', 'Pre-Test % Score = NCE', 'Post-Test % Cnt', 'Post-Test % Score = NCE', 'Pre-Post % Difference', and 'NCEs Differ'.

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

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

2.4 Class Ranking Report

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

The screenshot shows the 'Class Ranking Report' interface. At the top, there are navigation tabs: Dashboard, Students, Assessments, Assessment Result, FAQ, Reports (selected), and FAQ. Below the tabs, there are filters for 'Mathematics 7' (dropdown), '101' (dropdown), and 'Form A' (dropdown). There are buttons for 'Generate Report' and 'Print Preview'. A red callout 'Class Averages for each Content Standard' points to the 'Average Score' column. A red callout 'Class Ranking' points to the 'Rank' column. The table below shows data for 'Mathematics 7 (Form A)'. The table has columns for 'Rank', 'Test Items', 'Content Standard', and 'Average Score'.

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...	10%

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

New! 2.5 Class Progress Report Using Scaled Scores

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

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

2.5a Achievement Report

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

Class Progress Report

Chemistry 102-3 **Achievement**

Generate Report Export

Percent Score **Scaled Score** **Performance Level**

Teacher	Subject	Student ID	Student Name	IEP/504	Form A Scaled	Form A Performance	Form B Scaled	Form B Performance	Form C Scaled	Form C Performance
STEWART SHAUN	Chemistry	103176	Olivia Oyle	NO	505	Proficient	484	Basic	510	Proficient
STEWART SHAUN	Chemistry	104270	Michael Mouser	NO	430	Limited	479	Basic -	474	Limited +
STEWART SHAUN	Chemistry	103176	Devon Rapper	NO	475	Limited +	489	Basic	500	Proficient -

2.5b Growth Report

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

Class Progress Report

Chemistry 102-3 **Growth**

Generate Report Export

Scaled Score Difference **Growth Rating**

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

New! 2.5c Pre-Post Summary Report

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

Class Progress Report

Algebra I All Classes **Pre-post Summary** Form A to C

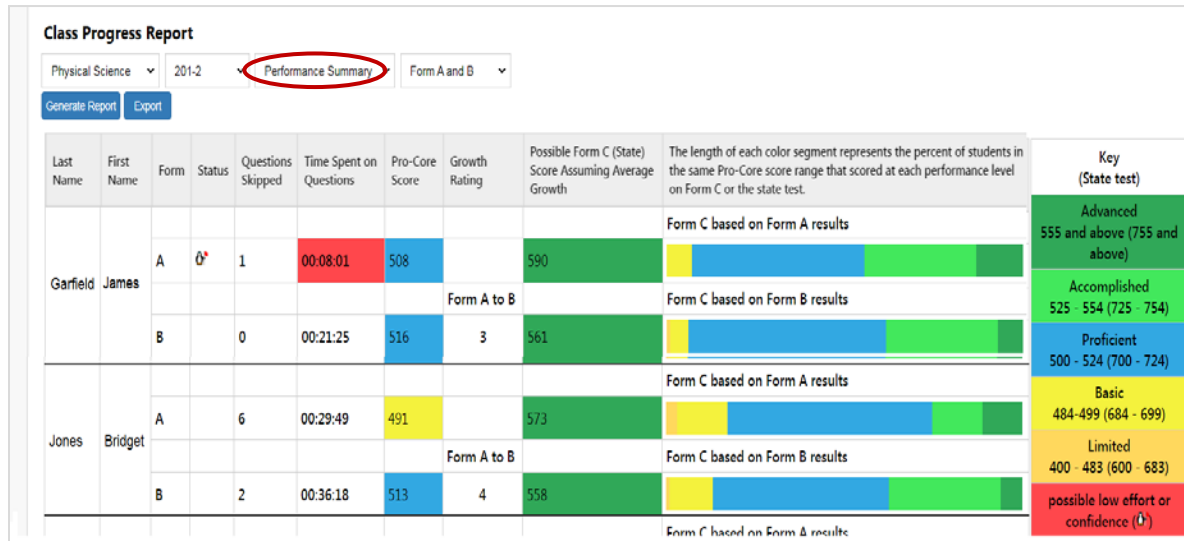
Generate Report Export

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

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

New! 2.5d Performance Summary Report

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



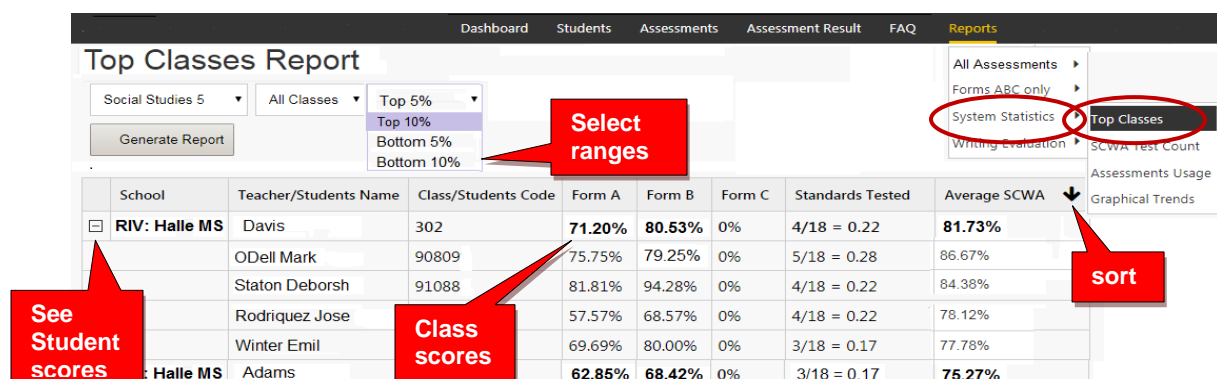
The options include the estimated growth rating between the Pro-Core pre-test (Form A) and the formative (Form B) and post-test (Form C) and state test.

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

3.0 System Statistics

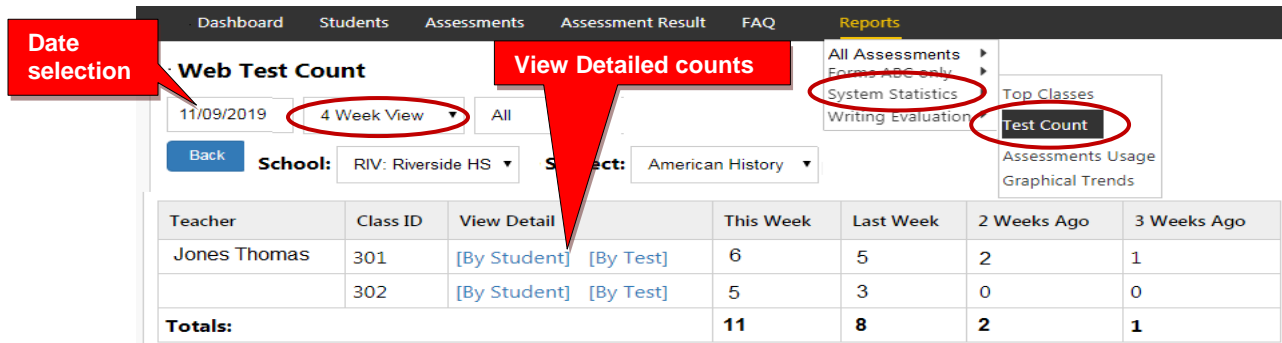
3.1 Top Classes Report

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



3.2 SCWATest Count

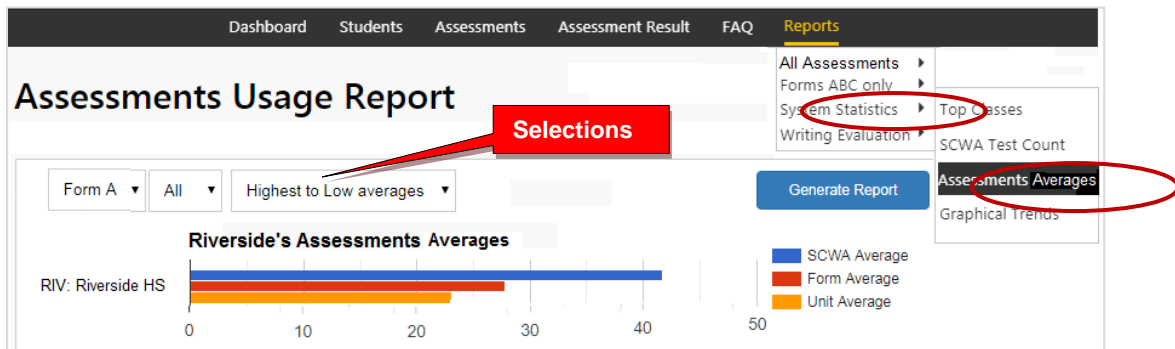
The Web Test Count Report shows you how many Short Cycle Web Assessments each class or student has accessed over 2, 3, 4, 5 weeks or Year-to-date.



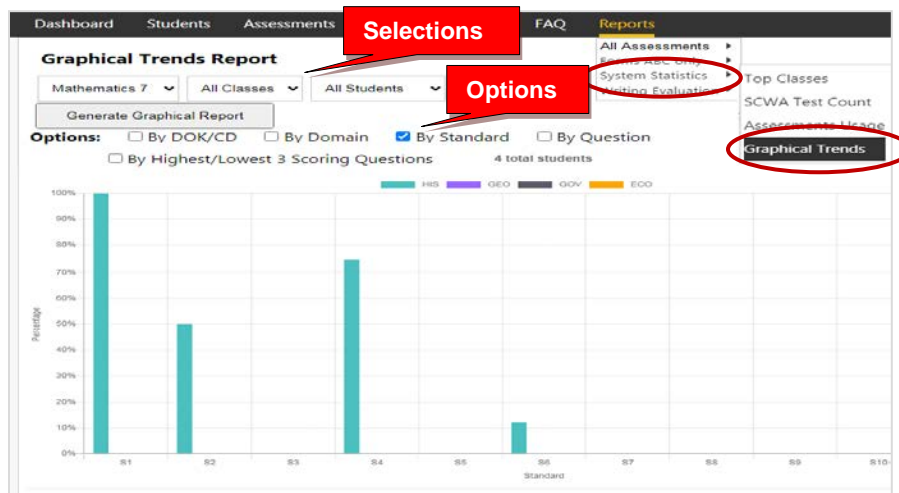
You may “drill down” to see individual students and tests being accessed within each subject class.

Updated 3.3 Assessments Averages Report

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



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

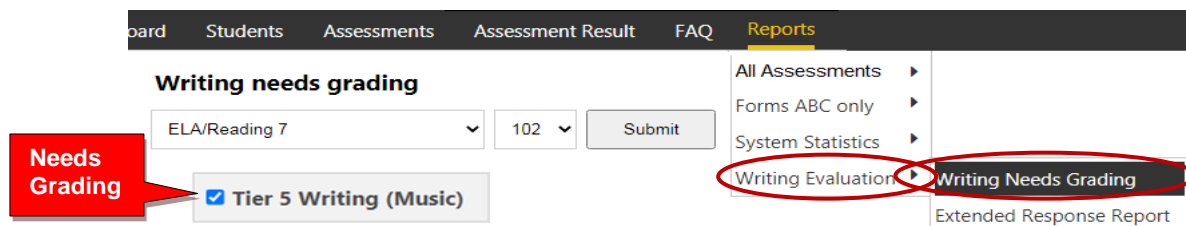


④ Writing Evaluation

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

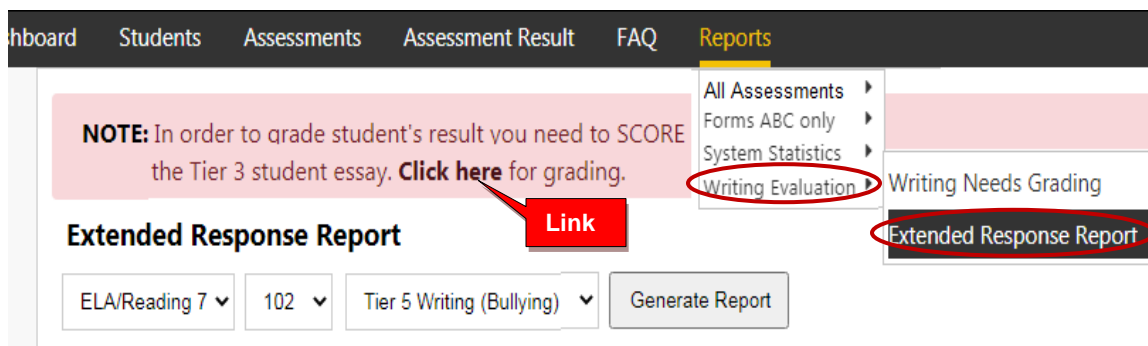
4.1 Writing Report

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



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

Teacher Personalized Assessment (TPA) Reports

➤ See Section N in the *Pro-Core User Manual* for **Teacher Personalized Assessment (TPA)** Reports.

*Additional Information about the Pro-Core Short Cycle Web Assessments (SCWA) and reports is available from the online **Pro-Core User Manual**.*

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

Pro-Core Teacher Personalized Assessments and Reports

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

Teacher Personalized Assessments (TPAs)

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

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

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

Create TPAs for Student Assessment

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

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

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

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

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 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 above the 'Update' button.

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' window. At the top, there is 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 the header is a table of questions. The table has columns for 'Description', 'Domain', and 'Standard'. The first row is 'Transcription a...', Domain '1. HER', Standard '2'. The second row is '[A2] Universal Genetic Code Chart | The following is the nucleotide sequence on a portion of a template DNA strand. Using your k...', Domain '1. HER', Standard '2'. The third row is 'The allele for green pea pods, G, is dominant over the allele for yellow pea pods, g. The allele for wrinkled pea pods, W, is do...', Domain '1. HER', Standard '3', and it has a blue checkmark in the left column. The fourth row is 'Pedigree | Part A...', Domain '1. HER', Standard '3'. The fifth row is '[ODE] (1pt) Part A A geneticist identifies cell types in four sexually reproducing organisms that display mutations. The result...', Domain '1. HER', Standard '3'. The sixth row is 'Hemophilia is a recessive sex-linked trait that is carried on the X chromosome. This genetic disorder results in a reduction in ...', Domain '1. HER', Standard '3', and it has a blue checkmark in the left column. Red callouts point to the first row ('Form A test item'), the third row ('ODE test item'), and the sixth row ('Selected question').

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

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

Share TPAs

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

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

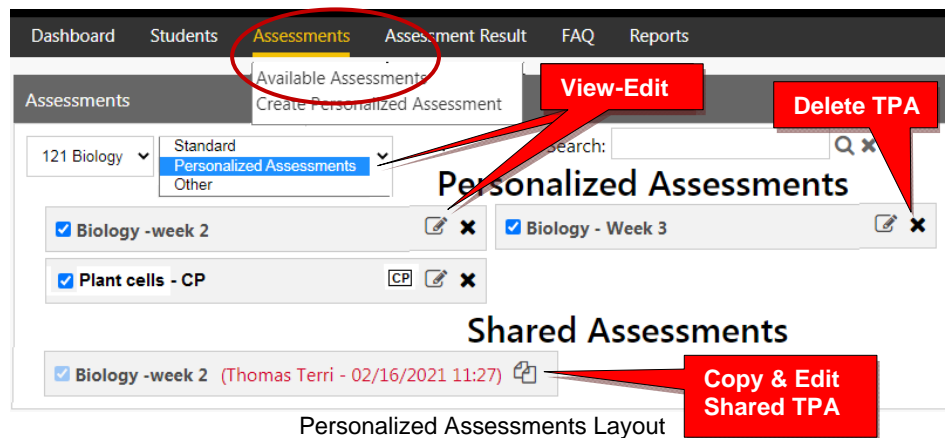
Teacher Share List

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*.

Edit TPAs

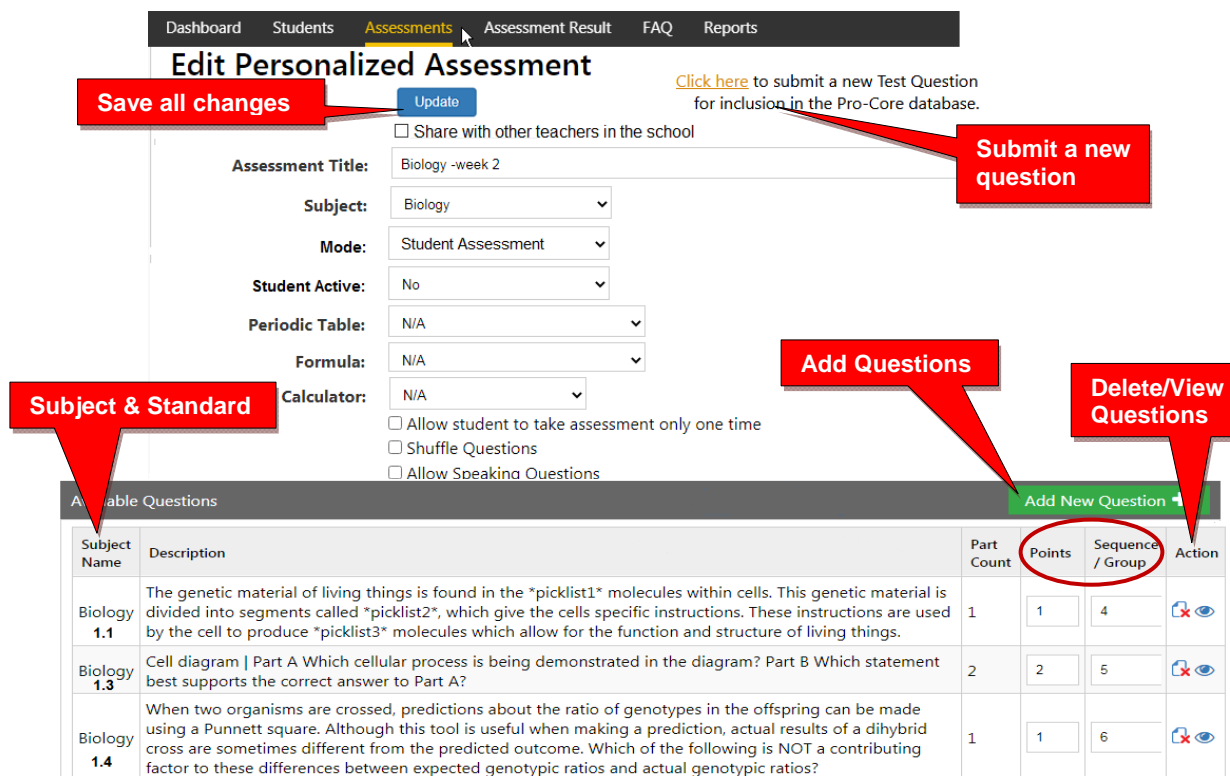
To view, edit, or delete your Teacher Personalized Assessments (TPAs), select “Available Assessments” under your **Assessments** drop-down box. Then select “Personalized Assessments” in the Assessments box.



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

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

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



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

Students: Using TPAs

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

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 M-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
09/23/2019 12:50	09/23/2019 12:11	64.113.185.178

Question History

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

TPA Assessment Result

2. TPA Item Analysis

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

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. I...	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 **M-3f**.

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 **M-4**.

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
[-]	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%

TPA Pre-Post Analysis Report

Administrator Procedures

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

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

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

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

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

Five-Tier Writing (5TW) Assessments and Reports

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

Purpose

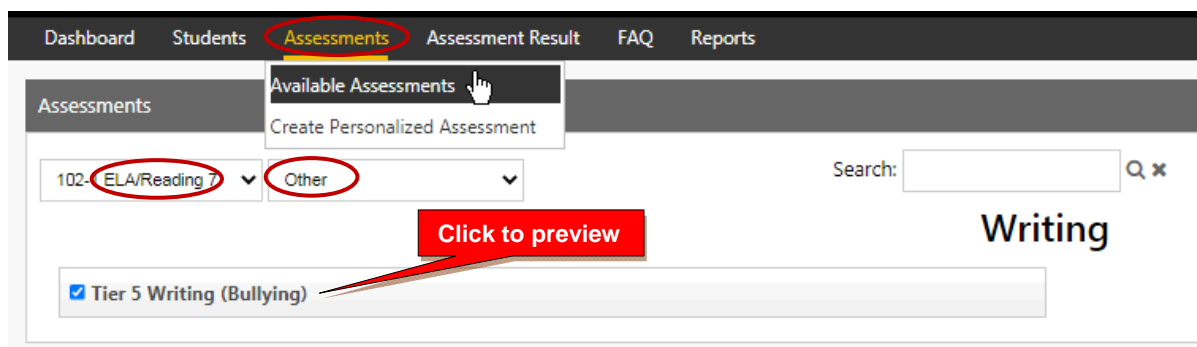
- Students demonstrate **both** their **writing** and **reading** skills through a written response.
- The difficulty (**Depth of Knowledge**) increases as the students think about a given theme as they progress through the assessment.
- Students **learn and improve their skills** as they take this assessment.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

Teacher Preview of the 5TW Assessment

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

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

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



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

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 P of the Pro-Core User Manual*)

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

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

Assessments My Assessments Reports

Available Assessments

ELA/Reading 4

Mathematics 4

Science 4

Social Studies 4

Other Assessments

Select 5TW assessment

Accelerated: 60% - 70%

Proficient: 40% - 60%

Basic: 30% - 40%

Limited: < 30%

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

Writing

Search:

☐ 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 is a navigation bar with tabs for 'TIER ONE - DOK 1', 'TIER TWO - DOK 2', 'TIER THREE - DOK 3', 'TIER FOUR - DOK 4', and 'TIER FIVE - DOK 4'. A red arrow points to the 'TIER ONE - DOK 1' tab with the annotation '1. Tier 1 Directions'. To the right of the tabs is a toolbar with buttons for 'Line Reader', 'Masking', 'Full Screen', 'Zoom Out', 'Zoom In', and 'Save'. A red arrow points to the 'Save' button with the annotation '3. Save response'. The main content area on the left contains three prompts. A red arrow points to the first prompt with the annotation '2. Student writes response'. The prompts are:

PROMPT # 1
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.

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.

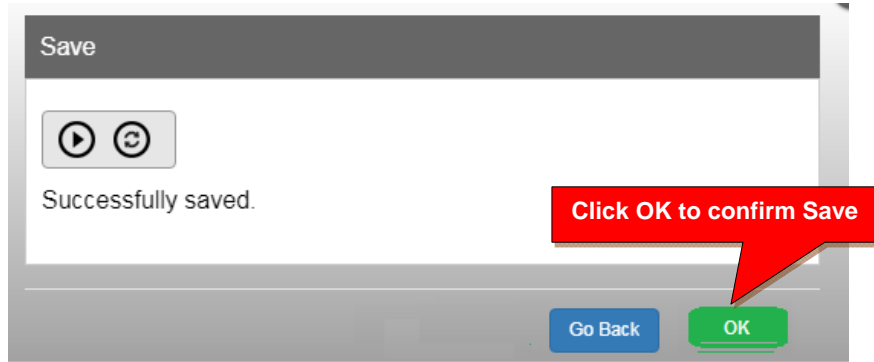
PROMPT # 2
Write one or two paragraphs in which you explain what makes a good leader. Explain what you know about the characteristics of a good leader.

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.

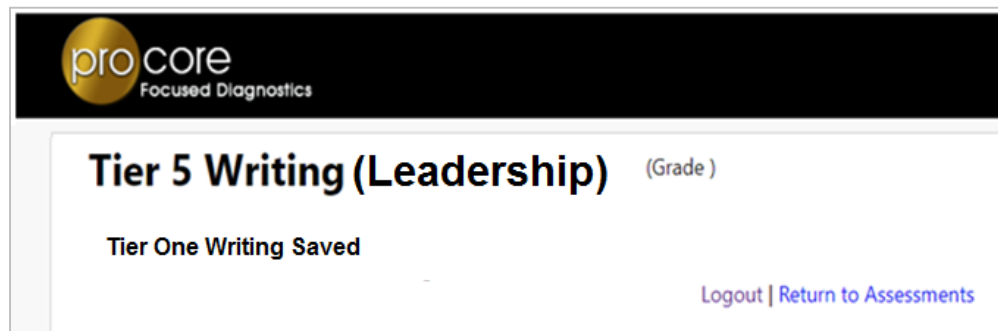
On the right side, there is a text area for writing the response, with a toolbar above it containing buttons for bold (B), italic (I), underline (U), bulleted list, numbered list, link, unlink, and undo/redo. The text area is labeled 'body p'.

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

(DOK:)

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 4 TIER FIVE - DOK 5

You now have more information about leadership. Think about what you just learned. You know that good leadership is important.

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.

2. Student writes essay

3. Submit for scoring

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?

Go Back End Test

Send test to teacher for scoring

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.

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.

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

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 table for Tier 5 Writing (Bullying) (DOK: 1) is displayed. The rubric has four score levels: 4 (Effective), 3 (Adequate), and 2 (Partial). Each level has specific criteria for organization, transitions, and writing style. Below the rubric, there are checkboxes for Essay Strengths and Essay Weaknesses. The main area on the right shows the student's response, which is currently blank. At the top right, there are buttons for Line Reader, Masking, Full Screen, Zoom Out, Zoom In, and Send (Student). A green SCROLL DOWN button is also visible. Red callout boxes with numbers 1 through 4 point to the rubric, the checkboxes, the teacher comments box, and the Send (Student) button, respectively.

Score	Criteria
4 Effective	<ul style="list-style-type: none">purposefully and logically organizes ideas, including a satisfying introduction and conclusion.uses effective transitions to clarify the relationships among ideas and concepts.maintains a formal writing style, includes a variety of sentence types, and contains few, if any errors in the conventions of written English.
3 Adequate	<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.
2	<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.

ESSAY STRENGTHS	ESSAY WEAKNESSES
<input checked="" type="checkbox"/> Development	<input type="checkbox"/> Development
<input type="checkbox"/> Organization	<input checked="" type="checkbox"/> Organization
<input type="checkbox"/> Use of Transitions	<input type="checkbox"/> Use of Transitions
<input type="checkbox"/> Writing Style	<input type="checkbox"/> Writing Style
<input type="checkbox"/> Conventions of Written English	<input type="checkbox"/> Conventions of Written English

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 "Submission information" button. At the bottom, there are links for "Logout" and "Back to Writing Report".

Tier 5 Writing (Bullying) (Grade)

Response is sent to student. [Submission information](#)

[Logout](#) | [Back to Writing Report](#)

The Scoring Page Rubrics (*see also above*)

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

<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
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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

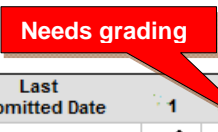
Ask the students to read the prompt carefully and to look for the verbs that indicate what they need to do—as they did for the Tier Three prompt). They should be given approximately ten minutes to respond to this prompt.

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	Tier 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

1. Tier 5 Directions

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.

2. Student writes response

3. Submit for scoring

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

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 P** of the *Pro-Core User Manual*)

From the students' Menu bar **Reports** tab, they select ...

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

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 ✗ = 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	✗

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 Development*

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

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

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

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

Student Log-in and Pro-Core Online Assessments

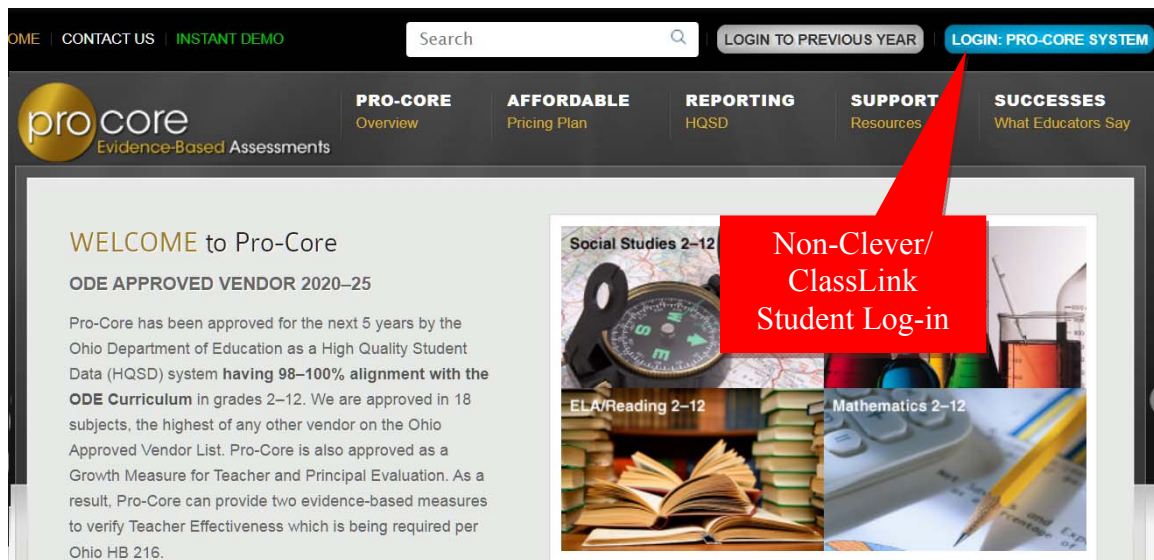
NOTE: This section applies to Clever, ClassLink, and *regular* Pro-Core users.

STUDENT LOG-IN

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

Non-Clever/ClassLink students must login to the Pro-Core Assessments program through the Pro-Core Web Site at <https://pro-core.us>

Click on the “**LOGIN: PRO-CORE SYSTEM**” *button*. You may also **bookmark** the P-C Login page on your browser for direct access.



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

Non-Clever/ClassLink Student Log-in

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

Login to ProCore Account

RIV: Riverside Elementary

22341

.....

☐ Remember me

Login

Your password will appear as *dots* ●●● for security.

Finding and Selecting the Form A, B, C Assessments (all users)

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

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

The screenshot shows the 'Available Assessments' menu with tabs for 'Assessments', 'My Assessments', and 'Reports'. The 'Available Assessments' tab is selected, showing a sub-menu with 'Other Assessments' circled in red. Below this, there are filters for 'Key' (Not yet, > 79%, 60% - 79%, 45% - 59%, < 45%) and a list of assessments. Annotations include: 'FIRST, for the A, B, or C assessments: Select the SUBJECT' pointing to the 'Other Assessments' button, and 'SECOND: Select "Other Assessments"' pointing to the 'Other Assessments' button.

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

The screenshot shows the 'Other Assessments' menu with the same tabs as the previous screenshot. The 'Other Assessments' tab is circled in red. Below this, there are filters for 'Key' (Not yet taken, > 79%, 60% - 79%, 45% - 59%, < 45%) and a list of assessments. An annotation 'THIRD: Select the Assessment' points to the 'Form A: ELA/Reading 6a On-Line Test 2.0' assessment.

THE PRO-CORE FORM A, B, C ASSESSMENTS

Carefully read the information on the “Welcome” screen:

The screenshot shows the 'Form A Message' screen with a title bar 'IMPORTANT MESSAGE'. It contains a play button icon and a circular arrow icon. The text reads: 'You are taking the Form A test. It will show what you know at the beginning of the year. Do the best you can. Your answers will help your teacher plan. If you don't know an answer, then guess. Highlight or mask answers you know are wrong. Pick an answer from the choices you have left. Answer all questions the best you can. You will not be allowed to END the test if you leave too many questions blank.' There is a 'Continue' button at the bottom.

Form A Message

Important Warning Messages

- When you begin the test, a warning message will show the number of questions and the time you have before the test is Ended. The test cannot be *paused*.
- All Form assessments are **90 minutes** *unless* your teacher has extended the testing time. Each test may be scheduled over one, two, or three days. **You have the option to Hide the 90-minute Timer if it appears at the top of each test page.**

- You are allowed **ONE** “**Save**” to bookmark and return during an assessment.
- If you are given extended time, you are allowed ONE additional *Save*
- If you attempt to Save a test more than one time in a session, you will be locked out. A **message** will show: “This assessment is locked because you saved the assessment more than once. Please contact your class teacher.” The teacher may *unlock* a student using their Assessments Security Settings layout.
- If you intend to *Save* your assessment, you **MUST** answer the questions in sequence (1,2,3,4...etc). You **MUST NOT** skip questions or look ahead to any remaining questions. If you Save and return to the test later, you will **NOT** be allowed to change the answers to questions you have already answered nor to answer any questions you have seen and skipped.
- A time remaining pop-up message will show at 10, 5, and 3 minutes left.
- Tests *Saved* before the end of the 90 minute test limit are listed as "Incomplete" in the teacher’s Test Completion Report. You should “**End**” a test when all the questions have been answered.
- You may **NOT** exit from the browser window during the testing time. If you try to Exit, a warning message will appear: “You are not allowed to Exit this program during your testing time.” If you **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:

[Haga clic aquí para español](#)

[Click here for Spanish instructions](#)

Instructions

- This test has 39 questions. You have 90 minutes to answer all the questions, unless your teacher has extended your testing time.
- Your school may choose for you to take this test in shorter time slots over two or three days.
- Your work is always saved with each keystroke. You will only click “SAVE-EXIT” at the end of a day’s testing if you are not finished and your time has not run out.
- At the end of a day of testing, click on “SAVE-EXIT” to save the time you have left. You will be able to come back later. At that time you can finish any questions you have not yet seen.
- Clicking “SAVE-EXIT” will take you to screens that let you know which questions you have opened and skipped. Go back to the skipped questions and answer them. **YOU WILL NOT BE ABLE TO SEE THOSE QUESTIONS WHEN YOU COME BACK TO THE TEST.**
- When you come back to the test, you will only be able to work on new questions. You will **NOT** be able to go back to questions seen during any other day’s testing.
- When you are finished with the test, click “END-TEST”. This will take you to a screen asking you to check your work and finish the day’s skipped questions. Click “SCORE TEST” when you have checked your work and answered the questions.

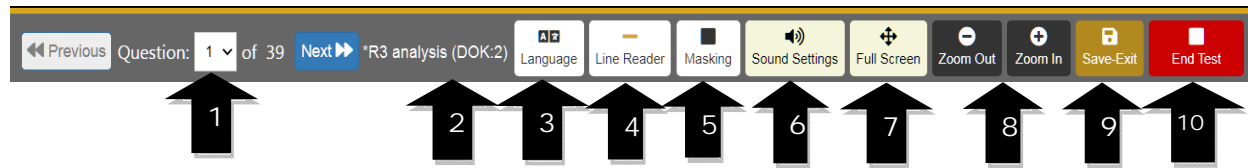
Tips for Success

- This is a timed test. Use your time well.
- Answer the questions in order (1,2,3,4...etc.). **DO NOT** skip questions. **DO NOT** look ahead to other questions.
- Read each question carefully.
- Answer each question, even if you are not sure of the answer.
- Check your work and answer any skipped questions at the end of each day of testing. **IT IS IMPORTANT THAT YOU DO THIS.** When you come back to the test, you will **NOT** be able to change any answers from another day’s testing. You will also **NOT** be able to answer any questions you saw and skipped.

[Start Test](#)

Form A/B/C instructions

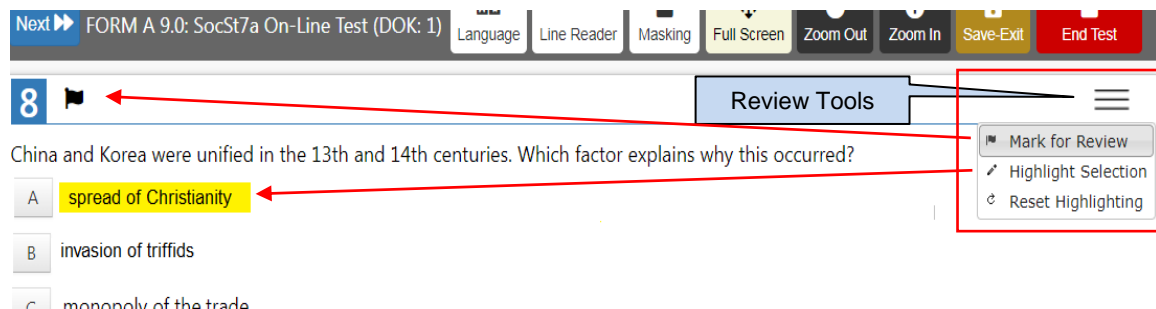
The Student Assessment Screen: Navigation Bar Functions



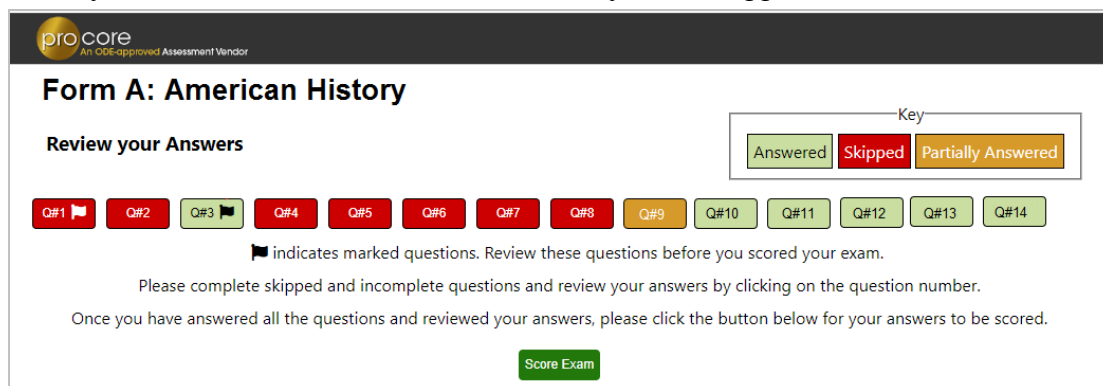
1. The **Down Arrow** allows any question to be selected.
2. **DOK** (Depth of Knowledge) refers to the complexity of the question (1-4)
3. **Language** allows selection of Spanish language selection (if available for the test)
4. **Line Reader** allows the computer to read aloud each line of the test item.
5. **Masking** allows you to block out any portion of the test item.
6. **Sound Settings** allows you to adjust the computer “speaking” sound.
7. **Full Screen** provides a larger portion of the question. This is especially useful when the question needs to be scrolled down.
8. Clicking the **Zoom Out** will **decrease** the text size; **Zoom In** will **increase** the text size.
9. **Save-Exit** allows you to *bookmark* the test, review *seen* questions and Exit the test. When you return, the test will be blinking, so you must finish the test before choosing anything else. You are allowed limited Saves.
10. Clicking the **End-Test** button shows a summary of questions answered, skipped or partially answered. This ends and scores the test.

NEW! Flagging and Highlighting Questions for Review

You have the option to "flag" questions you wish to review before exiting the test. You may also highlight any words or section using the drop-down box at the top-right of the layout.



When you **Save** or **End** the test, a "**Review**" layout will appear:



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

WARNING: If you Save or End the test, you will **NOT** be able to go back over seen and answered or see and skipped items.

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

Sample Two-Part Test Question

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

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.

My Assessment Completed Report

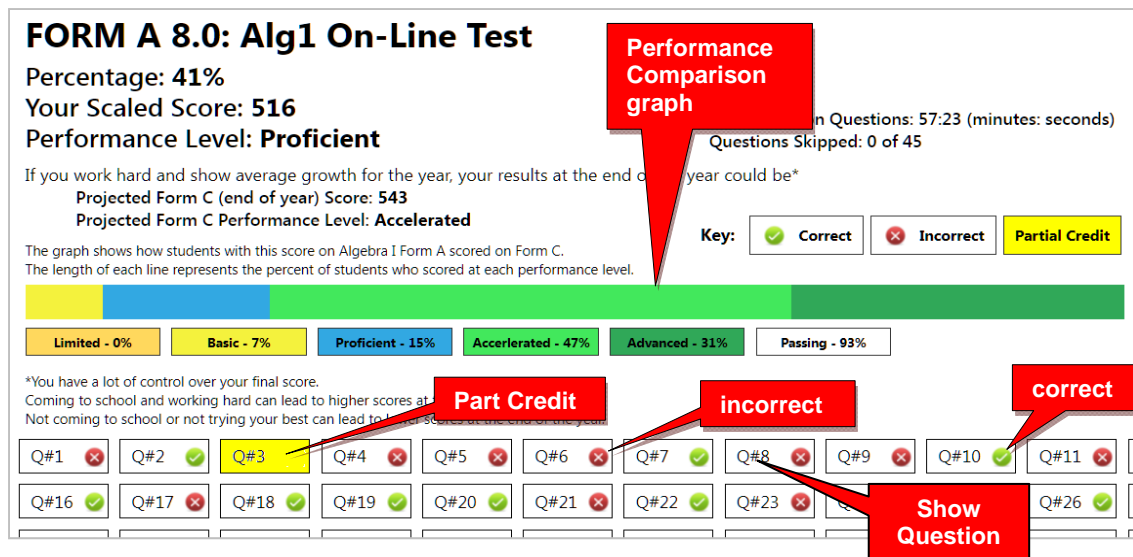
“**My Assessments**” shows the assessments you have completed. The Form A, B or C assessments can only be taken once, so they will be removed from “Available Assessments” and moved to “My Assessments.”

Assessments My Assessments Reports		
Student Assessments		
Title	Subject	Action
<input type="checkbox"/> Form A: R6a On-Line Test 2.0	ELA/Reading 6	Score
<input type="checkbox"/> 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.

My Assessment Results Report

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



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

Clicking a question (Q#) will show the question and your response.

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

12

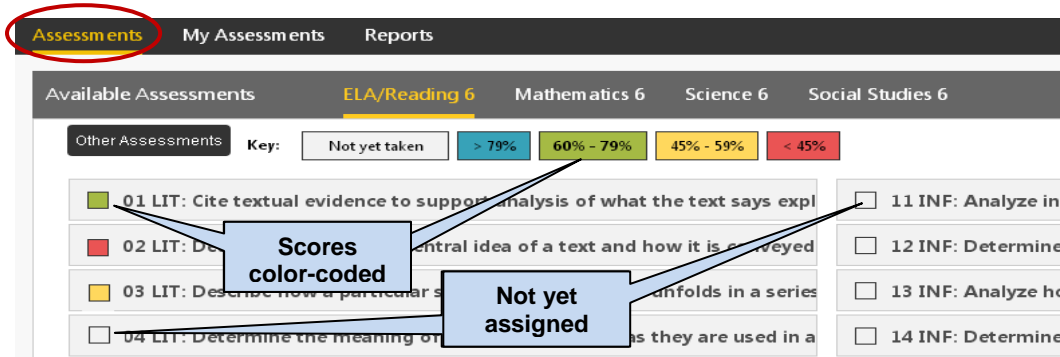
During the 1930s, which group of people advocated noninvolvement in European and Asian conflicts and non-entanglement in international politics?

A isolationists B capitalists C imperialists D socialists

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

Short Cycle Web Assessments (SCWA)

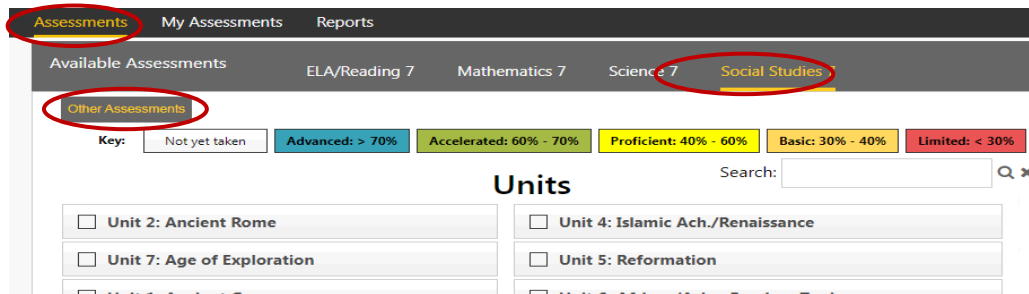
If you return to the Assessments screen, you will see your SCWA learning standards in each subject listed in the “**Available Assessments**” Menu bar.



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

Unit Tests (Social Studies)

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



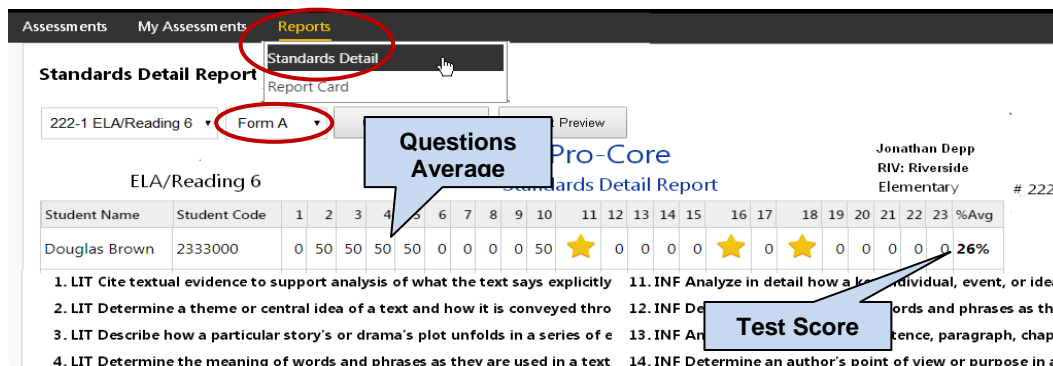
Unit Tests for Social Studies have the same questions as the SCWAs. The questions are simply grouped into larger tests that reflect a theme.

The Standards Detail Report

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

(1) Form Test Report

A “**Form**” report shows your average score for each set of standards’ questions on your Form A, B, or C assessment as well as your average score for the entire assessment.



(2) SCWA Report

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

Standards Detail Report

222-1 ELA/Reading 6 ▾ All SCWA ▾ Generate Report Print Preview

Pro-Core Standards Average

Jonathan Depp
RIV: Riverside Elementary # 222

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

1. LIT Cite textual evidence to support analysis of what the text says explicitly
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 indi... an, event, or idea
12. INF Deter... phrases as they
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.

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

101 Mathematics 7 ▾ Form A ▾ Standards ▾ ☐ Include all subjects

Generate Report Print Preview

Selection

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

Pro-Core Student Report Card

Brown Douglas (2333000) 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; identifi
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

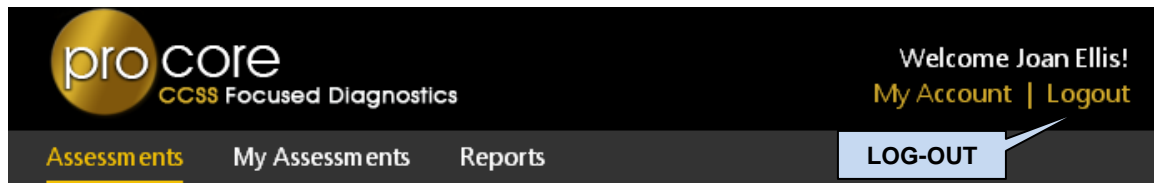
Pro-Core
Student Report Card

Smith Jeremy (233000)

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.

Administration Instructions for the Pro-Core Form A, B, C Assessments*

This section contains detailed information about the recommended procedures for administering the Pro-Core online Form A pre-test, Form B interim, or Form C post-test by the Test Administrator (Principal, School Contact Person, Test Coordinator, or Teacher).

Additional information for district and school administrators, teachers, and students is contained in Sections G (District), I (School), L (Teachers), and P (Students) of the *Pro-Core User Manual*. Go to <https://pro-core.us/manuals.html>

Instructions for the Test Administrator

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

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

When should Pro-Core Form Assessments be administered?

Scaled scores, growth measures, and estimated scores are calculated based upon how students perform compared to other students who take the tests within the testing window. *Taking the assessments outside these testing windows no longer provides HQSD.* Districts can choose to administer assessments outside these windows, at a time that best meets their needs. *However, scaled scores, growth measures and estimated scores will not be accurate for students who test outside these windows.*

Here are some things to consider as you schedule Pro-Core Form Assessments:

- **Form A:** Growth measures will be at their highest and most accurate by scheduling Form A as early as possible in the school year.
- **Form B:** Form B is an optional test to give mid-year feedback. Scaled scores, growth measures and estimated scores will be most accurate if given during the

testing windows. Some schools, districts, and teachers like to give an assessment shortly before the state tests to give students practice. For this purpose, consider giving Form B outside the testing window. Giving Form C this early in the school year puts your students at a disadvantage.

- **Form C:** Ideally, scores and growth measures will be at their highest and most accurate after students complete instruction for the year. However, student motivation to do their best may decline in the final weeks of school. Some schools, districts, and teachers like to give an assessment shortly before the state tests to give students practice. For this purpose, consider giving Form B outside the testing window. Giving Form C this early in the school year puts your students at a disadvantage.

Recommended Form Tests Schedule	Window Opens	Window Closes
Form A All schools	August 15	September 30
Form B High Schools on Block Schedule All Other schools	October 15 December 1	October 30 January 30
Form C High Schools on Block Schedule All Other schools	December 15 April 15	January 15 May 31

Pro-Core has constructed tests so that 90%* of students can complete the test in 80 minutes or less. This will allow nearly all schools to complete the tests within 2 class periods.

***NOTE:** Our records show that about 12% of students qualify for additional time due to their IEPs or 504 Plans. See **page L-6** for teacher instructions to extend student test time.

If you have questions about these recommendations, please contact bclark1924@icloud.com

Pro-core Features for Local and Remote Security

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

Pro-Core Form A, B, C subject assessments should be administered within a 1 to 2-week testing “window” as shown above. Pro-Core test item types are similar to those appearing on the state tests. If students are familiar with the state tutorials and practice tests, they should have no trouble with Pro-Core test items and procedures.

CAUTION: The Form A, B, or C assessments must be *enabled* by your Pro-Core District or School Manager in order to appear in your students’ **Other Assessments** layout.

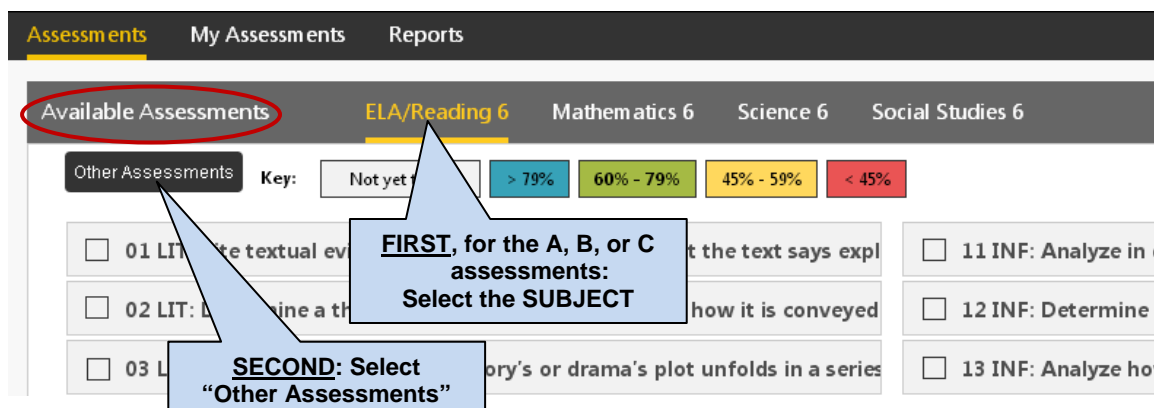
BEFORE THE ASSESSMENTS

1. **Clever** or **ClassLink** users will log-into the system using Single Sign-On (SSO)
2. **Non-Clever/ClassLink** district or school administrator should generate a list of teacher user names and passwords for logging into the online Pro-Core Assessment System.
3. Teachers or test administrators should log into the system a week before the Form A diagnostic pre-test is administered to confirm teacher class enrollments and student log-in usernames and passwords are accurate, and to become familiar with the various system features and commands.
4. Students should be presented with the information below which is also contained in **Section P** of this Manual. Students should:
 - Become familiar with messages, like “You have not answered all the questions.”
 - Know the difference between SAVE-EXIT and END TEST.
 - Know that responses are automatically saved when they open a test and after each question is answered.
 - Understand how to move from one question to another, and going back to previous questions.
 - Be encouraged to finish a test in one sitting. Students are NOT allowed to re-take the test once their answers are submitted.
5. Each separate test may be administered over a 4-5 day **testing window**. For example: Math on Monday, Science on Tuesday, Social Studies on Wednesday, Reading on Thursday, and make-ups on Friday.
6. Make-up tests should take place within school’s testing window—at the end of which the tests should be **disabled** by the district administrator
7. Alternate seating and/or mixing the timing of the start of the Form A/B/C online assessments should be arranged so that students are not answering the same questions at the same time. This is necessary for the pre- and post-tests because they are set to “static” mode. It is the responsibility of the Test Administrator to oversee the test-taking procedure.

Students Finding and Selecting Their Form A, B, C Assessments

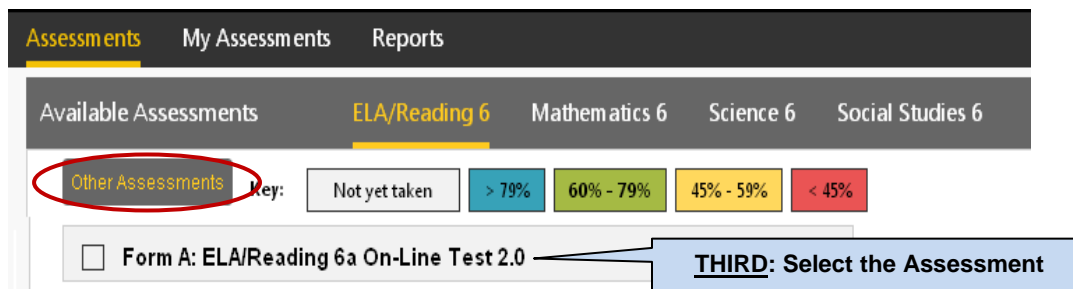
Directions for students’ Form A assessments:

- (1) In “**Available Assessments**” Menu bar, select the Form assessment **subject**.
- (2) Then, select “**Other Assessments**.”



The screenshot shows the Pro-Core Assessment system interface. At the top, there is a navigation bar with 'Assessments', 'My Assessments', and 'Reports'. Below this, there is a sub-menu bar with 'Available Assessments', 'ELA/Reading 6', 'Mathematics 6', 'Science 6', and 'Social Studies 6'. The 'Available Assessments' button is circled in red. Below the sub-menu bar, there is a section for 'Other Assessments' with a 'Key:' and a color-coded legend: '> 79%' (blue), '60% - 79%' (green), '45% - 59%' (yellow), and '< 45%' (red). Below the legend, there is a list of assessment items with checkboxes. Two blue callout boxes provide instructions: 'FIRST, for the A, B, or C assessments: Select the SUBJECT' and 'SECOND: Select "Other Assessments"'.

(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**

DURING THE ASSESSMENTS

1. **Read aloud** the Instructions on the students’ opening screen as the students follow along:

[Haga clic aquí para español](#)

Click here for Spanish instructions

Instructions

- This test has 39 questions. You have 90 minutes to answer all the questions, unless your teacher has extended your testing time.
- Your school may choose for you to take this test in shorter time slots over two or three days.
- Your work is always saved with each keystroke. You will only click “SAVE-EXIT” at the end of a day’s testing if you are not finished and your time has not run out.
- At the end of a day of testing, click on “SAVE-EXIT” to save the time you have left. You will be able to come back later. At that time you can finish any questions you have not yet seen.
- Clicking “SAVE-EXIT” will take you to screens that let you know which questions you have opened and skipped. Go back to the skipped questions and answer them. **YOU WILL NOT BE ABLE TO SEE THOSE QUESTIONS WHEN YOU COME BACK TO THE TEST.**
- When you come back to the test, you will only be able to work on new questions. You will **NOT** be able to go back to questions seen during any other day’s testing.
- When you are finished with the test, click “END-TEST”. This will take you to a screen asking you to check your work and finish the day’s skipped questions. Click “SCORE TEST” when you have checked your work and answered the questions.

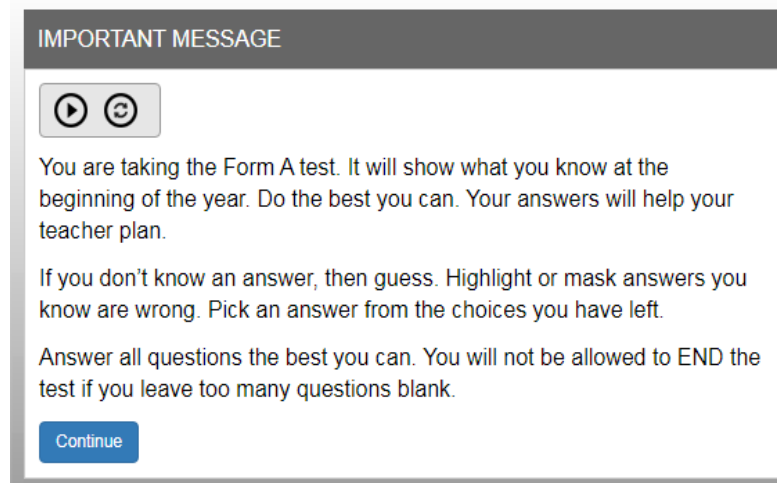
Tips for Success

- This is a timed test. Use your time well.
- Answer the questions in order (1,2,3,4...etc.). **DO NOT** skip questions. **DO NOT** look ahead to other questions.
- Read each question carefully.
- Answer each question, even if you are not sure of the answer.
- Check your work and answer any skipped questions at the end of each day of testing. **IT IS IMPORTANT THAT YOU DO THIS.** When you come back to the test, you will **NOT** be able to change any answers from another day’s testing. You will also **NOT** be able to answer any questions you saw and skipped.

Start Test

Form A/B/C instructions

2. An “Important Message” will appear for the Form A test:



Form A Message

- Make it clear that it is better to guess at an answer than to leave an answer blank.

Important Information

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

Relaxed assessment:

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

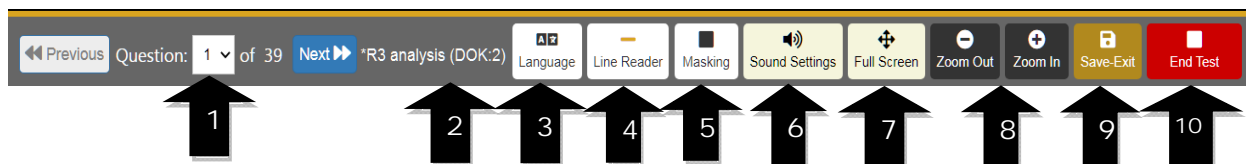
Length of test:

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

Test Monitoring:

For *local* testing, the test administrator should walk around the room, checking that students are “on task” and not talking with other students or looking at other students’ monitors. Be sure students properly save or end and submit their responses before logging-off the system. To enhance security for *remote* testing, administrators and teachers may set time restrictions for accessing and completing the assessments at home. (see **Section L**)

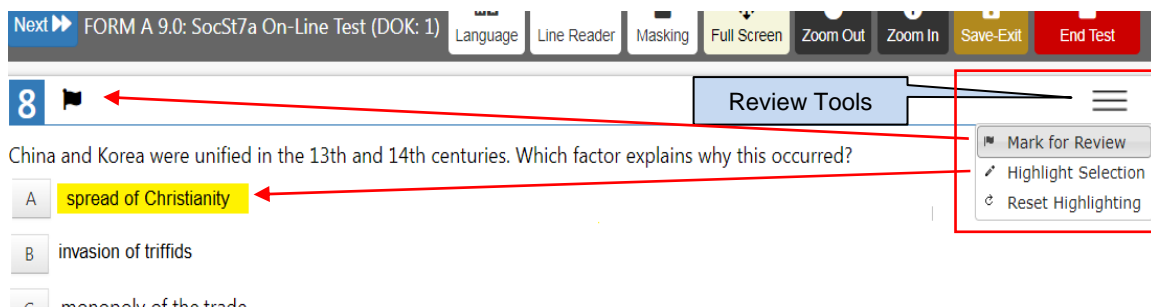
The Student Assessment Screen: Navigation Bar Functions



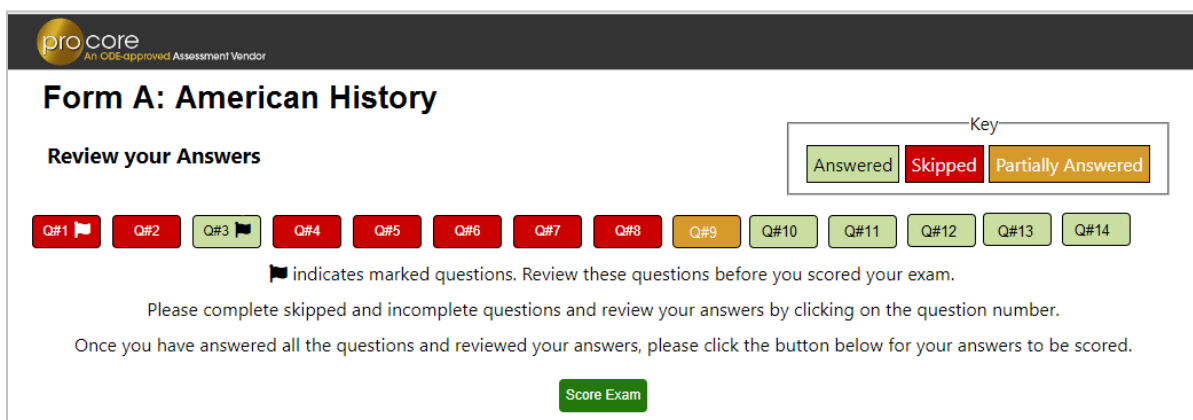
1. The **Down Arrow** allows any question to be selected.
2. **DOK** (Depth of Knowledge) refers to the complexity of the question (1-4)
3. **Language** allows selection of Spanish language selection (if available for the test)
4. **Line Reader** allows the computer to read aloud each line of the test item.
5. **Masking** allows the student to block out any portion of the test item.
6. **Sound 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-Exit** allows the student to *bookmark* the test, review *seen* questions and Exit the test. When the student returns, the test will be blinking, so the student must finish the test before choosing anything else. The student is allowed limited Saves.
10. Clicking the **End-Test** button shows a summary of questions answered, skipped or partially answered. This ends and scores the test. (see *below*)

NEW! Flagging and Highlighting Questions for Review

Students have the option to "flag" questions they wish to review before exiting the test. They may also highlight any words or section using the drop-down box at the top-right of the layout.



When the students **Save** or **End** the test, a "Review" layout will appear:



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

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

WARNING: If students *Save* and *Exit* the test, they canNOT return later to questions they have seen and/or skipped.

AFTER THE ASSESSMENTS:

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

Assessment results and reports for administrators, teachers, and students are contained in separate sections of the [Pro-Core Online Manual](#).

CAUTION1: Administrators and teachers should check the **Assessment Results Report** in to see if any student assessments were *flagged* for falling below certain thresholds.

CAUTION2: Administrators and teachers should also check the **Test Completion Report** in particular before attempting to generate any Form reports to ensure the report data is accurate.

NOTE: Administrators should **Disable** assessments at the end of the testing window. (see page 1-2 above.) All form tests must be *Ended* before a test can be scored and the testing window properly closed.

IF there are still Form tests open or *Saved*, the following message will appear:

CAUTION: There are still student Form tests that have not been scored.

Please check the Completion Report to view student tests that are still open or Saved but have not been properly Ended. You may force-end those tests before Disabling the test. [OK]

- When the administrator clicks "OK," they will be taken to the **Completion Report** layout.
- They may browse through the classes and select *End Test* for individual students, OR....

IF they select *End ALL Tests*. The following message will appear:

WARNING: This will force-end and score all tests that have not been properly ended. Do you wish to continue? [Yes/No]

- "No" will cancel the procedure.
- "Yes" will end and score all open tests.
- The same message will appear if the teacher selects End All tests.
- The administrator may then return to the Enable/Disable layout to close the test window.

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

Go to <https://pro-core.us/manuals.html>

APPENDIX 2 – Security Features

NOTICE: The instructions and features described in this document have been added to the main Sections G – P of the *Pro-Core User Manual* at <https://pro-core.us/manuals.html>. This document presents those features targeted to individual Pro-Core users: (1) District Administrators, (2) School Administrators, (3) Teachers, and (4) Students.

Pro-core Features for Local and Remote Security

Pro-Core has a variety of features for district, school, teacher, and student data security. Each section below will review both current and updated features that may be used to enhance local and remote system and assessment security. These features are controlled by (1) district managers, (2) school administrators, and/or (3) teachers. Also included below are updated security features for (4) students taking the Pro-Core Form A/B/C assessments.

1. District Administrator Level Controls

Section D of the *Pro-Core User Manual* contains District Administrator school set-ups and enrollment procedures. The controls listed below are accessible to the District Manager and district level users who have been added to the system. See **Section E** for information on “Adding/Editing District Level Users.”

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



A. Setting Student System Access Times

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

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

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

Available Schools layout

School Name	District	Action
RIV: Riverview HS	Riverview	 

Either selection takes you to Access Times

APPENDIX 2 – 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 **G-3f** for information to “Enable/Disable Form Assessments.”

All Form A/B/C assessments are **90 minutes** long. Administrators have the option to extend the time limit and add “Saves” for multiple-day testing. Assessments may be scheduled over multiple days in the Setting Times layout. Teachers have the option to extend the time limit on student class tests with added Saves.

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

APPENDIX 2 – Security Features

Enable/Disable layout

Assessments Enabled/Disable

Available Assessments
Enable/Disable
 Setting Testing Times
 Accommodations

Allow Form C to show in Reports YES ☐

Allow principals/school administrators to enable/disable Form tests 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 minutes.

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

Extend time limit

Set additional Saves

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"/> 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

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

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

Updated Set Test Times layout

Set times for each School

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

Setting Testing Times

Available Assessments
 Enable/Disable
Setting Testing Times
 Accommodations

School:

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 multiple days.
 Starting-Ending times should be selected to allow teachers additional time to give instructions and help students begin the tests

Allow principals/school administrators to modify the times you have set YES ☐

Allow teachers to modify the times you have set YES ☐

Save

	Date	Starting Time	Ending Time
1	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

APPENDIX 2 – Security Features

2. School Administrator (Principal) Level Controls

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

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

A. Student System Access Times

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

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

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

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

B. Setting Form Assessment Times

School Pro-Core Form A/B/C assessments and school testing times *should have* been previously set-up by the **District Manager**; otherwise, the School Administrator *must enable* them and set the times. See pages **J-2f** for information to "Enable/Disable Form Assessments."

Administrators have the option to extend the time limit on all Form tests. Administrators also have the option to add more Saves for multiple-day testing on all enabled tests. Assessments may be scheduled over multiple days in the Setting Test Times layout (see *below*).

Teachers have the option to extend the time limit on student class tests with added Saves.

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

Enable/Disable layout

Assessments Enabled/Disabled	
Allow Form C to show in Reports	YES
Allow principals/school administrators to enable/disable Form tests	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	
All Forms	
FORM A 8.0: ELA7a On-Line Test	<input checked="" type="checkbox"/> Enable
FORM A 8.0: Math7a On-Line Test	<input checked="" type="checkbox"/> Enable
FORM A 8.0: Sci7a On-Line Test	<input type="checkbox"/> Enable

APPENDIX 2 – Security Features

After enabling your Form assessments, select “**Setting Testing Times**” in the School Assessments Menu to go to the Set Testing Times layout to view or set the days and times students will be taking the enabled Form assessments. If there are dates and times visible in the layout, they may have been previously set by your District Administrator. You may modify them if you wish; otherwise, you must set the testing times.

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

Set Test Times layout

	Date	Starting Time	Ending Time
1			
2			

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

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

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

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

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

APPENDIX 2 – Security Features

3. Teacher Level Controls

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

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

A. Student System Access Times

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

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

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

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

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

Updated SCWA Standards Selection layout

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

APPENDIX 2 – 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)

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

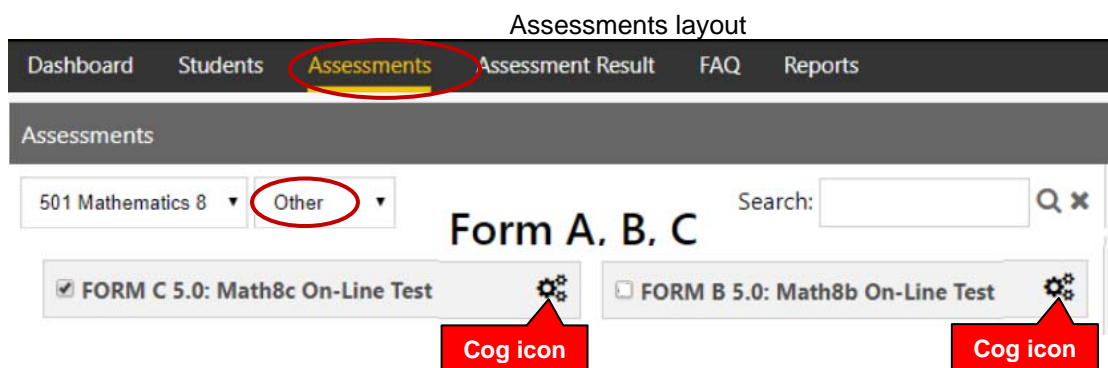
The following information is also presented on page **L-5f** in this *User Manual*.

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.”

Administrators have the option to add up to 3 student test Saves for multiple-day testing. Teachers may extend student or class time which adds Saves. (see below)

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



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

APPENDIX 2 – Security Features

Assessment Times Security Settings layout

Assessment Security Settings

For added security, please schedule the assessment by selecting a specific date and time for each day of testing.

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. They may be administered over multiple days.

Starting-Ending times should be selected to allow additional time to give instructions and help students begin the test. For example: Allow a minimum of 2 hours for a one-day session.

	From Date	To Date	Starting Time	Ending Time
1	Wednesday - 4/5/2023	Thursday - 4/6/2023	09:00 AM	11:00 AM
2				
3				

Save

View School Test Times

View School Settings

Students

Lock ☐ NO

Search:

Lock	First Name	Last Name	Student Code	Extended Time	<input type="checkbox"/> ALL
<input type="checkbox"/> NO	Eve	Alpha	1482000	0 minute <input type="button" value="v"/>	
<input type="checkbox"/> NO	Frances	Beta	1597000	0 minute <input type="button" value="v"/>	
<input type="checkbox"/> NO	Dick	Delta	1333000	0 minute <input type="button" value="v"/>	

Apply to ALL students

Add testing time minutes

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

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

APPENDIX 2 – Security Features

4. Security Features for Students

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

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

A. Student System Access Times

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

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

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

B. Form Assessment Times

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

Pro-Core Form A/B/C assessments and make-up testing should have been scheduled within a **two-week testing window**. Each Form A/B/C assessment is 90 minutes long.

- The day(s) and times for students to begin each assessment may be modified by the subject class teacher within the times set by the District or School Administrator.
- Additional minutes should be added to the starting and ending times to allow the test administrator to give instructions and help students begin the test.
- The tests may be administered over multiple days, but the total test time allowed is 90 minutes.
- Starting-Ending times should be selected with a minimum of 2 hours for a one-day session, a minimum of 1 hour for a two-day sessions, or a minimum of 30 minutes for three-day sessions.
- Teachers may also extend testing time for individual students with IEP or 504 plans.

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

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

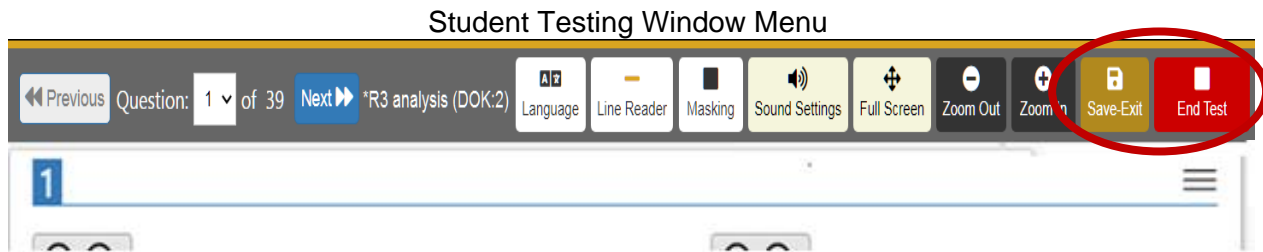
C. Assessment Procedures

APPENDIX 2 – Security Features

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

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

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



Student Warnings:

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

APPENDIX 3

Pro-Core Question Types and Samples

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

Question Types: Codes and Descriptions


	Code	Type	Description
1	CHT	Bar Graph	Select only one column for each row of a table.
2	CMCC	Table Select (Checklist)	Select more than one column or no columns for each row of a table.
3	CMCR	Table Select (Radio)	Select only one column for each row of a table.
4	DDA	Drag and Drop – Answers	Move objects to correct locations.
5	DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.
6	EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.
7	EVB	Evidence-Based	A two part question in which the answer for Part B depends upon the correct answer for Part A. This is scored one point total for getting both parts correct.
8	FB	Fill in the Blank	Enter numbers or text. Can have multiple correct answers to account for possible misspellings and rounding differences.
9	MCC	Multiple Choice – Checkbox	Select more than one correct response. Can have up to 10 responses.
10	MCR	Multiple Choice – Radio	Select only one response.
11	PL	Pick List	Select words, numbers or phrases in drop-down menus. Six menus are possible for a question. X number of choices are possible for each selection
12	SO	Select Object	Select hot spot(s) on screen. Can be pictures, areas of graphics or charts, letters, statements or words.

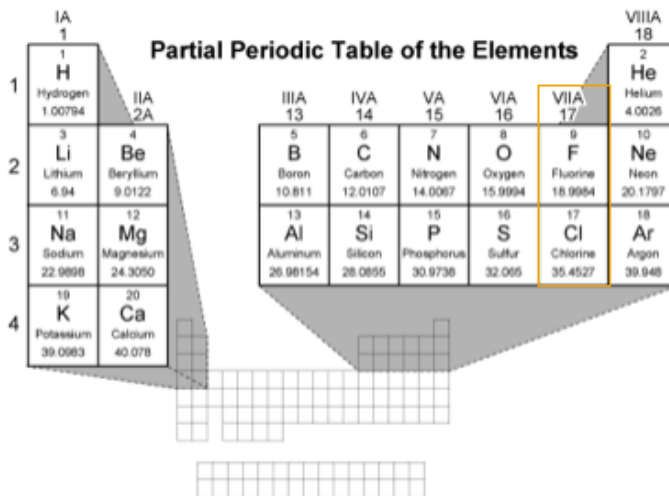
Pro-Core Types and Samples of Computer-Enhanced Questions

Code	Question Type	Description	Example																				
CHT	Bar Graph	Select values on a bar graph.	<div><div>Use the scenario below to answer the question.</div><div><div><div><div><div>roof</div><div>4.0 m</div><div>4th floor</div><div>4.0 m</div><div>3rd floor</div><div>4.0 m</div><div>2nd floor</div><div>12.0 m</div><div>8.0 m</div><div>tarp</div><div>ground floor</div></div></div></div></div><div><p>A construction worker accidentally drops a 1.0 kg brick from rest off the roof of the hotel that is 4.0 meters above the 4th floor. Fortunately a strong tarp is placed 8 meters from the ground to protect people and cars from such accidents.</p><p>Consider the brick <u>just before it hits the tarp</u></p><p>Determine the gravitational potential energy of the brick, E_g, relative to the ground just before it hits the tarp 8 meters above the ground. Use 10 m/s² and assume there is no air resistance.</p><p>Determine the kinetic energy of the brick, E_k, just before it hits the tarp 8 meters above the ground. Use 10 m/s² and assume there is no air resistance.</p><p>Click on the graph above each label to show the calculated values for E_g and E_k.</p></div><div><div><div>Energies Just Before Brick Hits Tarp</div><div><div><div>240</div><div>220</div><div>200</div><div>180</div><div>160</div><div>140</div><div>120</div><div>100</div><div>80</div><div>60</div><div>40</div><div>20</div><div>0</div></div><div><div>Energy in Joules</div><div>Eg</div><div>Ek</div></div></div></div></div></div> <tr><td>CMCC</td><td>Table Select (Checklist)</td><td>Select more than one column or no columns for each row of a table.</td><td><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></td></tr>	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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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 from the Mass vs. Volume graph</caption><thead><tr><th>Volume (mL)</th><th>Substance W (g)</th><th>Substance X (g)</th><th>Substance Y (g)</th><th>Substance Z (g)</th></tr></thead><tbody><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>20</td><td>25</td><td>16.7</td><td>33.3</td><td>20</td></tr><tr><td>40</td><td>50</td><td>33.3</td><td>66.7</td><td>40</td></tr><tr><td>60</td><td>75</td><td>50</td><td>100</td><td>60</td></tr><tr><td>80</td><td>100</td><td>66.7</td><td>-</td><td>80</td></tr><tr><td>100</td><td>-</td><td>83.3</td><td>-</td><td>100</td></tr><tr><td>120</td><td>-</td><td>100</td><td>-</td><td>-</td></tr></tbody></table></div> <p>Move the labels to place the Substances in order of increasing density.</p> <div><div>Substance X</div><div>Substance Z</div><div>Substance W</div><div>Substance Y</div></div> <p>Least Dense Most Dense</p>	Volume (mL)	Substance W (g)	Substance X (g)	Substance Y (g)	Substance Z (g)	0	0	0	0	0	20	25	16.7	33.3	20	40	50	33.3	66.7	40	60	75	50	100	60	80	100	66.7	-	80	100	-	83.3	-	100	120	-	100	-	-
Volume (mL)	Substance W (g)	Substance X (g)	Substance Y (g)	Substance Z (g)																																							
0	0	0	0	0																																							
20	25	16.7	33.3	20																																							
40	50	33.3	66.7	40																																							
60	75	50	100	60																																							
80	100	66.7	-	80																																							
100	-	83.3	-	100																																							
120	-	100	-	-																																							

Code	Question Type	Description	Example
DDT	Drag and Drop – Text	Move the correct answers to the empty boxes.	<p>The 15th Amendment to the Constitution granted African American men the right to vote. Southern states were still able to effectively disenfranchise African Americans. Drag and drop three ways in which Southern states prevented African American men from voting into the boxes below.</p> <div> <div>black codes</div> <div>poll taxes</div> <div>literacy tests</div> <div>African American men were still not considered citizens</div> <div>restrictive registration practices</div> </div> <div> <div></div> <div></div> <div></div> </div>
EB	Equation Board	Use equation board or type to answer questions. Can accept multiple correct answers.	<p>If $f(x) = 2x$ and $g(x) = 3x + 1$, what is the value of $f(x + 5) + g(-4)$? Type your answer in the box.</p> <div> <input type="text"/> </div> <div> <div>7</div><div>8</div><div>9</div><div>+</div><div>x</div><div>y</div><div>z</div><div>$\sqrt{\quad}$</div> <div>4</div><div>5</div><div>6</div><div>-</div><div>$\sqrt{\quad}$</div><div>$\frac{\Box}{\Box}$</div><div>x^{\Box}</div><div>\Box^y</div> <div>1</div><div>2</div><div>3</div><div>\times</div><div>\$</div><div>%</div><div>></div><div><</div> <div>,</div><div>0</div><div>.</div><div>\div</div><div>(\Box)</div><div>\pm</div><div>\circ</div><div>:</div> <div>\leftarrow</div><div>\rightarrow</div><div>$\frac{\Box}{\Box}$</div><div>=</div><div>!</div><div>π</div><div>∞</div><div>\Box</div> </div>
EVB	Evidence-Based	A two part question in which the answer for Part B depends upon the correct answer for Part A. This is scored one point total for getting both parts correct.	<p>Nick Makes a Deal</p> <p>🔊 Nick turned eight. Now he wanted a later bedtime. He told his parents that going to bed at 8:30 P.M. was okay for his six-year-old sister. He said he should go to bed at 9:00 P.M. because he was growing up. His current bedtime was too early. He was in second grade. All his friends went to bed at 9:30 P.M. He promised that he would not stay up reading books. He promised to wake up early. He made a deal with his parents. If he seemed crabby, he would return to the early bedtime.</p> <p>This question has two parts.</p> <p>Part A</p> <p>Which sentence tells why Nick wanted a later bedtime?</p> <p><input type="radio"/> A He is getting older.</p> <p><input type="radio"/> B He is older than his friends.</p> <p><input type="radio"/> C He is being teased by his sister.</p> <p><input type="radio"/> D He is tired of reading his books.</p> <hr/> <p>Part B</p> <p>Think about your answer in Part A. Which sentence from the story explains it?</p> <p><input type="radio"/> A "Now he wanted a later bedtime."</p> <p><input type="radio"/> B "He said he should go to bed at 9:00 P.M. because he was growing up."</p> <p><input type="radio"/> C "His current bedtime was too early."</p> <p><input type="radio"/> D "He promised that he would not stay up reading books."</p>

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

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

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

Ohio's Cognitive Demands for Science

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

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

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

Ohio Department of Education, March 2011

Math Descriptors – Applying Depth of Knowledge Levels for Mathematics (Webb, 2002) & NAEP 2002 Mathematics Levels of Complexity (M. Petit, Center for Assessment 2003, K. Hess, Center for Assessment, updated 2006)

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

Level 1 Recall of Information

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

Level 2 Basic Reasoning

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

Level 3 Complex Reasoning

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

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

Depth of Knowledge (DOK) – ELA/Reading

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

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

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

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

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

Appendix 4

Evaluating Pro-Core Test Questions

Pro-core engages in a rigorous review and revision process of its Form Assessments every year.

- Data for each question from the previous year's Form C test is carefully reviewed.
 - How difficult was each question?
 - Does the question distinguish between students with a strong understanding of the content and students with a weak understanding of the content? How did the students who answered the question correctly do on the test overall? How did the students who answered the question incorrectly do on the test overall?
 - Which incorrect responses were typically chosen?
 - Does the range of difficulty of the questions allow growth to be measured for all students?
- Problematic questions are flagged for further reviewed.
 - Is the question fair, clear, accessible, and free of bias for all students?
 - Is the reading level and vocabulary appropriate for the grade level?
 - Does the question include unstated assumptions, content knowledge beyond the standards, or life experiences that all students may not have had?
 - Are distractors confusing or misleading?
 - Would different wording, context, or question type make the question fairer and more accessible?
 - Would different wording, context, or question type make the question easier or harder so it fits within the prescribed range to measure student growth?
- Problematic questions are revised or discarded.
- Some questions from Form C are “released” by moving them to Form A, Form B, or the SCWAs.
- Released questions from the state tests are studied to make sure Pro-Core is correctly interpreting the standards and our questions match the content depth and rigor that is expected by the state.
- New questions are written to replace discarded and released questions.
 - New questions are field-tested on the SCWA.
 - Statistics are carefully reviewed after field testing before the question is placed on Form C.
 - The statistics include measures of difficulty, discrimination, and analysis for possible bias. (Include the demographic information for your students during enrollment allows us to complete this step with greater accuracy).

Appendix 4

- New questions that do not meet the strict statistical measures are revised or discarded.
- Forms A, B, and C are carefully constructed to meet blueprints that mirror the state tests.
 - The number of points is set for each domain and standard.
 - A range of Depth of Knowledge or Cognitive Demand that mirrors the state test.
 - A range of difficulty levels that allow all students to show growth over the school year.
 - A range of question types that mirrors the state tests.
 - The blueprints make sure the Forms A, B, and C are parallel.
- Assessments and questions are carefully reviewed once they are placed online.
 - The writer and test developer make sure the questions appear as intended and are scoring correctly.
 - An independent content expert checks to make sure the questions are accurate, aligned, clear, free of bias, appropriate for the grade-level, and score correctly.
- Assessments and questions are carefully reviewed once they are completed by students.
 - Questions with suspicious statistics are reviewed carefully to make sure they are clear, accurate, aligned, free of bias, appropriate for the grade-level and score correctly.
 - Any question that is deemed to have errors is removed from the test and all tests are rescored. This action is rare due to all the previous quality control measures have been completed.
- The Short Cycle Web Assessments (SCWA) are reviewed to ensure that the questions adequately test all parts the standard and that the rigor, content and question type match both state tests and our Form A, B, and C tests.

In addition, every five years, Pro-Core conducts an Alignment Study of its Form C tests. An independent panel of educators is convened. They carefully review and discuss every question as to whether it is aligned to Ohio's Learning Standards. The cognitive demand or depth of knowledge of each question is also carefully reviewed and assigned.

Pro-Core prides itself on maintaining a 98–100% alignment score from these studies. ODE only requires 50% alignment to become an Ohio Approved Assessment Vendor. We question the validity of an assessment in which only 50% of the questions match the content that is being addressed in the classroom.

APPENDIX 5

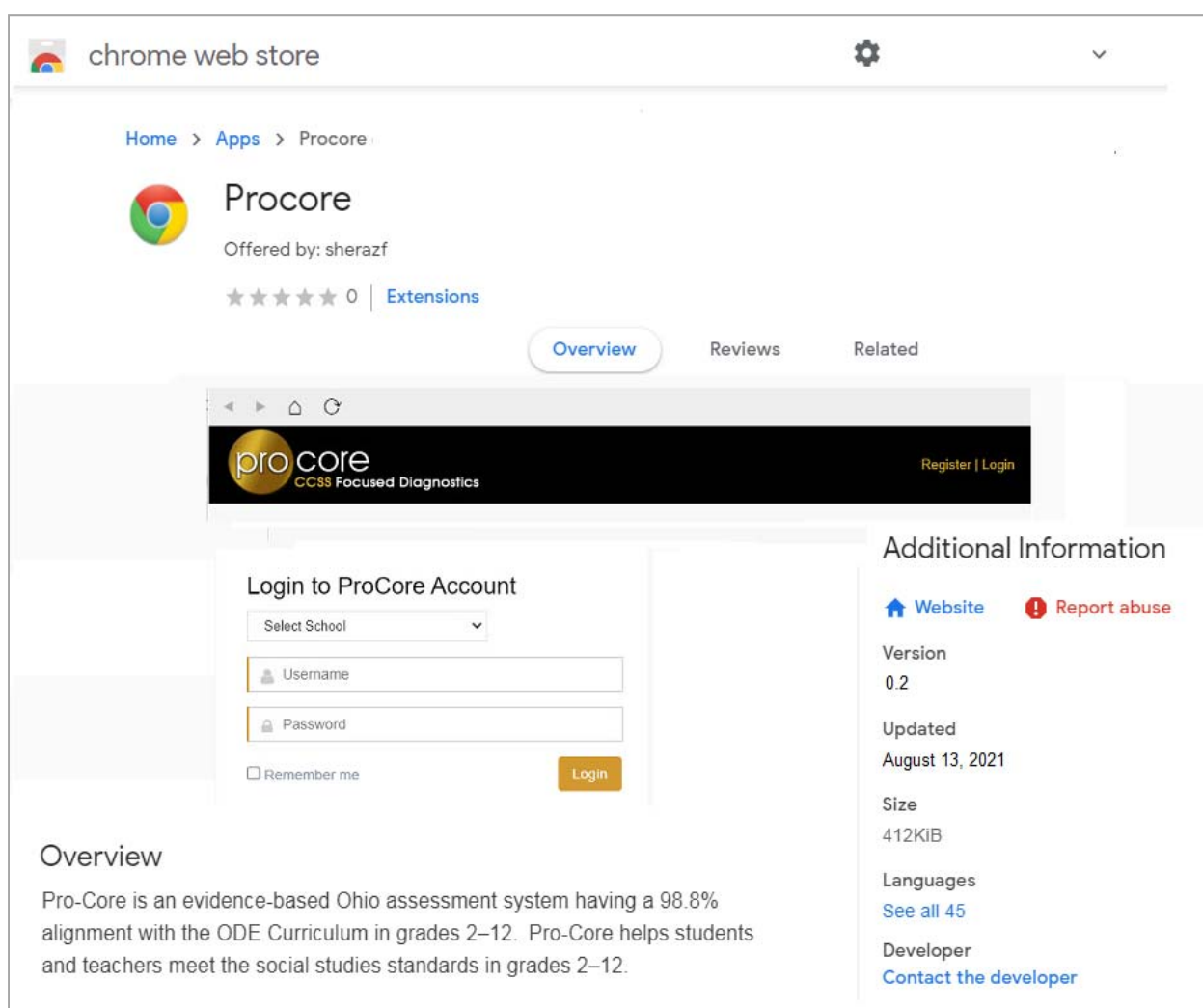
Using Pro-Core with Special Systems

Using Chromebooks Kiosk with Pro-Core

For schools using Chromebooks, you can set up student **Chromebooks in Kiosk mode** for Pro-Core Assessments. When set up properly, Chromebooks meet K–12 education testing standards and are a secure platform for student assessments.

With Chromebooks in Kiosk mode, you can disable students' access to browse the web during an exam, external storage, screenshots, and the ability to print.

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



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

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

APPENDIX 6

Pro-Core Sample Test Forms (Non-Clever/ClassLink Schools)

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

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

Pro-Core Enrollment Confirmation Form (Appendix 6-2)

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

➤ **Download the file here:** https://pro-core.us/twm/Pro-Core_Enroll_Confirm_Form23.doc

Sample Data File template (Appendix 6-3)

The Pro-Core Data File template.xls is an Excel spreadsheet form that administrators can use to collect the required student and teacher class data to enroll each school. You may also use a .csv or .xlsx format. **The header row is REQUIRED with the exact header field names in row 1, columns A-Y.** Case-sensitive matching is not required. The order of the columns is required. Data is required in most of the fields. If they are left blank, the enrollment file may be rejected. See Section D of this *Manual*.

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

Student Response Sheet (Appendix 6-4)

Teachers may wish to have elementary students use a paper Response Sheet for testing, and then have students enter their responses online.

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

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

Pro-Core TWM Educational Support Services

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

Directions: Complete this Enrollment Confirmation Form by typing in the shaded boxes. Please fill-in all the information that applies. Download the [Pro-Core User Manual, Section A](#), for more information.

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

District Name: _____ School Name(s): _____

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

✓ Select the Pro-Core licensed online test(s) for your district or school:

✓ Select the **Sp** checkbox to request a Form A and C **Spanish** version.¹ (Form B not available)

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

MATHEMATICS	SCIENCE	SOCIAL STUDIES	ELA/READING	Other HS Math
<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"/> Integrated
<input type="checkbox"/> 3 <input type="checkbox"/> Sp	<input type="checkbox"/> 3 <input type="checkbox"/> Sp	<input type="checkbox"/> 3 <input type="checkbox"/> Sp	<input type="checkbox"/> 3	Math I <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"/> Integrated
<input type="checkbox"/> 5 <input type="checkbox"/> Sp	<input type="checkbox"/> 5 <input type="checkbox"/> Sp	<input type="checkbox"/> 5 <input type="checkbox"/> Sp	<input type="checkbox"/> 5	Math II <input type="checkbox"/> Sp
<input type="checkbox"/> 6 <input type="checkbox"/> Sp	<input type="checkbox"/> 6 <input type="checkbox"/> Sp	<input type="checkbox"/> 6 <input type="checkbox"/> Sp	<input type="checkbox"/> 6	<input type="checkbox"/> Integrated
<input type="checkbox"/> 7 <input type="checkbox"/> Sp	<input type="checkbox"/> 7 <input type="checkbox"/> Sp	<input type="checkbox"/> 7 <input type="checkbox"/> Sp	<input type="checkbox"/> 7	Math III <input type="checkbox"/> Sp
<input type="checkbox"/> 8 <input type="checkbox"/> Sp	<input type="checkbox"/> 8 <input type="checkbox"/> Sp	<input type="checkbox"/> 8 <input type="checkbox"/> Sp	<input type="checkbox"/> 8	
<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"/> 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	

¹There is a one-time charge of \$100 for each Spanish test checkbox you select.

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

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

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

Please enter your *tentative* Form Test dates below:

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

***Online tests to be enabled on this date ***Online tests to be completed by this date*

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

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

➤ Save this file with your school or district name. RETURN it as an e-mail attachment to: PRO-CORE@WINDSTREAM.NET

Pro-Core Online Order Confirmation Form v.9.0 The Writer's Menu, ©2023

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

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

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Column A for "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 D in the Pro-Core User Manual: <https://pro-core.us/manuals.html>
- Download a file copy here: https://pro-core.us/twm/Pro-Core_Data_File_template.xls

Pro-Core Forms v.9.0

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															
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

Answer Selection: Correct = ● Incorrect = ✕ ☞ ⊖

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

Mathematics <input type="checkbox"/>	Science <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Reading <input type="checkbox"/>
--	--	---	--

TEST FORM (Mark a Number AND a Letter):

<input type="text"/> 1	<input type="text"/> 2	<input type="text"/> 3	<input type="text"/> 4	<input type="text"/> 5	<input type="text"/> 6	<input type="text"/> 7	<input type="text"/> 8	<input type="text"/> 9	<input type="text"/> 10	<input type="text"/> 11	<input type="text"/> 12	
A <input type="text"/>	B <input type="text"/>	C <input type="text"/>	D <input type="text"/>	E <input type="text"/>	F <input type="text"/>	G <input type="text"/>	H <input type="text"/>					

STUDENT ANSWERS

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 42 43 44 45 46 47 48 49 50
---	--	--	--

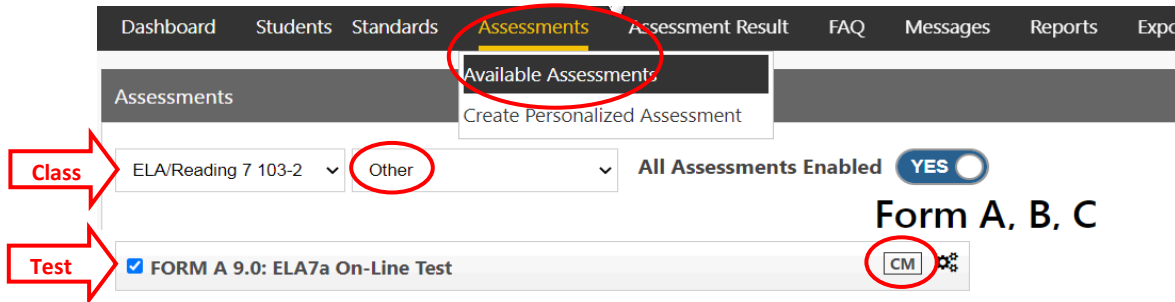
Designed by The Writer's Menu
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APPENDIX 7

Teacher Form Test CLASS MONITOR: *Beta version*

Refresh rate: 30 seconds

Teachers may access the Form test Class Monitor via their Menu bar **Assessments** tab > **Available Assessments** > **Other**, and selecting **[CM]** on the Form Test subject



Purpose: The Class Monitor allows teachers to see whether each student is moving *normally* through a Form test compared to other students and is *properly* Saving or Ending the test.

Normal progress is seen by how fast or slowly each student's green 20 Active Question box moves through the sequence of questions. For example:

- If one student's green box stops or lags behind the other students, that student may be taking too much time on one or more questions.
- If one student's green box is far ahead of other students, that student may be moving too fast through the test.

The teacher can also see which students are seeing and skipping questions 3 vs students who are answering questions. 4

Class Monitoring

101-3

Time Left: 42:10

Progress

Question Key:

Not Seen

Active Question

Seen and not answered

Answered

Partially Answered

FORM A 9.0: SocSt8a On-Line Test

Student Key: ☐ Offline ☐ Online ☐ Ready ☒ Active ☐ Saved-Exited ☐ Ended Test

Student Names	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	
Dean Jimmy	8	15	2	9	4	13	6	27	14	3	12	30	19	31	37	11	29	24	16	5	28	38	33	21	22	10	1	20	7	26	36	23	32	35	25	34	17	18	Reset
English Charles	20	16	38	37	30	11	35	26	5	17	29	24	36	22	4	31	1	10	18	27	19	21	2	14	12	33	8	23	7	34	6	28	15	3	9	25	32	13	Reset
Freeze Marsha	27	17	25	20	7	9	6	18	8	4	31	38	11	22	37	34	21	33	36	23	28	19	32	1	26	13	14	35	10	16	5	29	2	15	3	30	24	12	Reset
Green Jeremy	38	34	29	6	20	28	27	37	15	5	35	2	14	31	21	11	3	19	30	13	22	32	1	16	12	33	7	25	8	36	26	23	9	18	24	10	4	17	Reset
Horn Lena	3	20	23	16	22	10	24	7	16	28	6	12	29	21	36	8	27	25	17	37	31	19	13	1	11	26	30	14	35	9	33	5	38	2	18	32	4	34	Reset
Jacob Lashawn	4	13	27	9	3	21	35	29	37	7	2	5	10	6	15	1	22	24	28	12	23	32	17	16	19	14	33	25	20	8	18	26	36	38	31	34	30	11	Reset

The sample above shows a class scheduled for 2 or 3 sessions with the question sequence *shuffled*.

The teacher's countdown **timer** shows how much time is left in the entire 90 minute test, beginning when the *first* student clicks the **Start** button. It stops when the *last* student in the class clicks the **Save** or **End** button.

APPENDIX 7

Student Key:

	Student Names	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
➤ Student is online, but has not <i>selected</i> the test---->	Dean Jimmy	8	15	2	9	4	13	6	27	14	3	12	30	19
➤ Student has selected the test, but has not <i>Started</i> test----->	English Charles	20	16	38	37	30	11	35	26	5	17	29	24	36
➤ Student/computer is offline, not logged-in or is absent----->	Freeze Marsha	27	17	25	20	7	9	6	18	8	4	31	38	11
➤ Student is actively taking the test----->	Green Jeremy	38	34	29	6	20	28	27	37	15	5	35	2	14
➤ Student has already Saved and Exited the test----->	Horn Lena	3	20	23	16	22	10	24	7	15	28	6	12	29
➤ Student has already Ended the test----->	Jacob Lashawn	4	13	27	9	3	21	35	29	37	7	2	5	10

Question Key: (Multi-Session Test sample)

- **Jimmy Dean** is logged into Pro-Core and is **online**, but has not yet selected the SocSt8a On-Line Test on his computer. Questions not seen--all gray. 8
- **Charles English** has selected the SocSt8a test, and is **ready** to begin. He is currently reading the Instructions page with the teacher. Questions not seen--all gray. 20
- **Marsha Freeze** is either *not* logged into Pro-Core, is absent from the class, or her computer is **offline**.
- **Jeremy Green** has started the test and is **actively** (currently) on his 5th test question (#20), BUT seems to be lagging behind other students. The teacher may want speak with the student to see if there is a problem. 20
- Since this is a multi-session test, **Lena Horn** has **Saved-Exited** the test, BUT she skipped 2 questions. The teacher may point this out to her. If time is remaining, the teacher may **Reset** the test for her to answer the skipped questions. Answered questions cannot be changed after a Save. Skipped and answered questions cannot be answered or changed during the next session. 3 20 **Reset**
- **Lashawn Jacob** has **Ended** his test, BUT since this is a multi-session test, the teacher will need to **Reset** his test, so he can **Save** this session and return next session. If time is remaining, the teacher may also allow the student to answer the 2 skipped questions. Answered questions cannot be changed after an End. Skipped and answered questions cannot be answered or changed the next session. **Reset** 27 21

The Class Monitor program is still in development. Additional features will be added in the coming days. Please submit any comments or questions to Pro-Core@windstream.net