# Common Final Handbook

CHANDLER UNIFIED SCHOOL DISTRICT #80

Office of Research and Assessment CUSD ASSESSMENT TEAM | UPDATED 4.10.2025



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# **Common Final Course List**

**Embedded Resources** are additional online tools in the SchoolCity platform.

Additional Resources include any supporting reference documents that are uploaded into the system. Students may refer to an online copy within SchoolCity or a paper copy printed in advance by the teacher. No additional notes may be added to the resource.

**Public Blueprints** for Common Finals are found at <u>https://www.cusd80.com/Page/116886</u>.

Course	Course Codes	Name of Assessment	Embedded Resources	Added Resources	Platform
Language Arts 7 Honors Language Arts 7 Gifted Language Arts 7	ENG700 ENG 705 ENG710	ELA_GRADE 7_JH_FINAL_SEM 1 ELA_GRADE 7_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
Language Arts 8 Honors Language Arts 8 Gifted Language Arts 8	ENG800 ENG805 ENG810	ELA_GRADE 8_JH_FINAL_SEM 1 ELA_GRADE 8_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
English 9 Honors English 9	ENG100 ENG105	ELA GRADE 9 HS FINAL SEM 1 ELA GRADE 9 HS FINAL SEM 2	N/A	N/A	SchoolCity
English 10 Honors English 10	ENG200 ENG205	ELA_GRADE 10_HS_FINAL_SEM 1 ELA_GRADE 10_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
English 11 English 11 - EVIT English 11 Resource	ENG300 ENG320 ENG300EVT	ELA GRADE 11 HS FINAL SEM 1 ELA GRADE 11 HS FINAL SEM 2	N/A	N/A	SchoolCity
English 12 English 12 - EVIT English 12 Resource	ENG400 ENG420 ENG400EVT	ELA GRADE 12 HS FINAL SEM 1 ELA GRADE 12 HS FINAL SEM 2	N/A	N/A	SchoolCity
English 7 Resource	ENG740	ELA_GRADE 7 RESOURCE_JH_FINAL_SEM 1 ELA_GRADE 7 RESOURCE_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
English 8 Resource	ENG840	ELA_GRADE 8 RESOURCE_JH_FINAL_SEM_1 ELA_GRADE 8 RESOURCE_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
English 9 Resource	ENG120	ELA_GRADE 9 RESOURCE_HS_FINAL_SEM 1 ELA_GRADE 9 RESOURCE_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
English 10 Resource	ENG220	ELA GRADE 10 RESOURCE HS FINAL SEM 1 ELA_GRADE 10 RESOURCE_HS_FINAL_SEM 2	N/A	N/A	SchoolCity

## **English Language Arts Common Finals**



#### **Math Common Finals** Course Name of Assessment **Embedded Resources** Added Resources Platform Course Codes Sem 1 Reference Sheet MATH GRADE 7 JH FINAL SEM 1 Sem 2 Reference Math 7 **MAT700** Scientific Calculator SchoolCity MATH GRADE 7 JH FINAL SEM 2 Sheet Sem 1 & 2 Reference Sheet **MAT800** MATH PREALGEBRA JH FINAL SEM 1 Sem 1 Reference Pre-Algebra Scientific Calculator SchoolCity **MAT705** MATH PREALGEBRA JH FINAL SEM 2 Sheet Graphing Calculator Honors Pre-Algebra Scientific Calculator **MAT100** MATH ALGEBRAI HS FINAL SEM 1 Algebra 1 N/A SchoolCity **MAT105** MATH ALGEBRA I HS FINAL SEM 2 Graphing Calculator Honors Algebra 1 **MAT300** Scientific Calculator MATH ALGEBRA II HS FINAL SEM 1 N/A Algebra 2 SchoolCity **MAT360** MATH ALGEBRA II HS FINAL SEM 2 **Graphing Calculator** Resource Algebra 2 **One-Part Final (All HS & ACPMS)** MATH HONORS ALGEBRA II HS FINAL SEM 1 MATH HONORS ALGEBRA II HS FINAL SEM 2 Scientific Calculator MAT305 N/A SchoolCity Graphing Calculator Honors Algebra 2 Two-Part Final (Select JH Sites)\* MATH HONORS ALGEBRA II JH FINAL SEM 1 MATH HONORS ALGEBRA II JH FINAL SEM 2 **One-Part Final (All HS & ACPMS/BAMS)** MATH HONORS GEOMETRY HS FINAL SEM 1 MATH\_HONORS GEOMETRY\_HS\_FINAL\_SEM 2 Scientific Calculator Sem 2 Reference Honors Geometry **MAT205** SchoolCity **Graphing Calculator** Sheet Two-Part Final (Select JH Sites)\* MATH HONORS GEOMETRY JH FINAL SEM 1 MATH\_HONORS GEOMETRY\_JH\_FINAL\_SEM 2 Sem 1 Reference MATH\_GEOMETRY\_HS\_FINAL\_SEM 1 Scientific Calculator Sheet **MAT200** SchoolCity Geometry MATH\_GEOMETRY\_HS\_FINAL\_SEM 2 **Graphing Calculator** Sem 2 Reference **Sheet MAT340** MATH\_COLLEGE ALGEBRA\_HS\_FINAL\_SEM 1 Scientific Calculator Sem 1 Reference College Algebra SchoolCity **MAT460** MATH COLLEGE ALGEBRA HS FINAL SEM 2 **Graphing Calculator** Sheet **Resource College Algebra** MATH COLLEGE MATH HS FINAL SEM 1 Scientific Calculator N/A MAT491 SchoolCity MATH\_COLLEGE MATH\_HS\_FINAL\_SEM 2 **Graphing Calculator College Mathematics** Sem 1 Reference **MAT400** MATH PRECALCULUS HS FINAL SEM 1 Scientific Calculator Sheet Precalculus SchoolCity **MAT405** MATH PRECALCULUS HS FINAL SEM 2 **Graphing Calculator** Sem 2 Reference Honors Precalculus **Sheet**





Honors Business Math and Brief Calculus	MAT465	MATH_HONORS BUSINESS MATH_HS_FINAL_SEM 1 MATH_HONORS BUSINESS MATH_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator	<u>Sem 2 Reference</u> <u>Sheet</u>	SchoolCity
Multivariable Calculus and Differential Equations	MAT475	MATH_MAT 475_HS_FINAL_SEM 1 MATH_MAT 475_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator	N/A	SchoolCity
Linear Algebra and Advanced Math Topics	MAT485	MATH_LINEAR ALGEBRA_HS_FINAL	Scientific Calculator Graphing Calculator	N/A	SchoolCity
Intro to Statistics	MAT430	MATH_INTROSTATS_HS_FINAL_SEM 1 MATH_INTROSTATS_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator	Sem 2 Reference Sheet	SchoolCity
Resource Math 7	MAT740	MATH_RESOURCE GRADE 7_JH_FINAL_SEM 1 MATH_RESOURCE GRADE 7_JH_FINAL_SEM 2	Scientific Calculator	<u>Sem 1 Reference</u> <u>Sheet</u> <u>Sem 2 Reference</u> <u>Sheet</u>	SchoolCity
Resource Pre-Algebra	MAT810	MATH_RESOURCE PREALGEBRA_JH_FINAL_SEM 1 MATH_RESOURCE PREALGEBRA_JH_FINAL_SEM 2	Scientific Calculator Graphing Calculator	<u>Sem 1 Reference</u> <u>Sheet</u>	SchoolCity
Resource Algebra 1	MAT160	MATH_RESOURCE ALGEBRA_HS_FINAL_SEM 1 MATH_RESOURCE ALGEBRA_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator		SchoolCity
Resource Geometry	MAT260	MATH_RESOURCE GEOMETRY_HS_FINAL_SEM 1 MATH_RESOURCE GEOMETRY_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator		SchoolCity
*Finals are identical. JH versi	on is divided o	across two days to provide equitable testing time.	•	•	

## **Science Common Finals**

Course	Course Codes	Name of Assessment	Embedded Resources	Added Resources	
Science 7, Gifted Science 7 Integrated Science 7 Honors Science 7 Accelerated Science	SCI700 SCI705 SCI710 SCI720	SCI_INTEGRATED SCIENCE 7_JH_FINAL_SEM 1 SCI_INTEGRATED SCIENCE 7_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
Integrated Science at ACPMS/BAMS Only	SCI700	SCI_ACP/BAMS SCIENCE 7_JH_FINAL SEM 1 SCI_ACP/BAMS SCIENCE 7_JH_FINAL SEM 2	N/A	N/A	SchoolCity
Science 8 Gifted Science 8 Integrated Science 8 Honors Science 8	SCI800 SCI805 SCI810	SCI_INTEGRATED SCIENCE 8_JH_FINAL_SEM 1 SCI_INTEGRATED SCIENCE 8_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
Biology Honors Biology Agriscience - Applied Biological Systems (ABS)	SCI200 SCI205 AGS200	<u>SCI_BIOLOGY_HS_FINAL_SEM_1</u> <u>SCI_BIOLOGY_HS_FINAL_SEM_2</u>	N/A	N/A	SchoolCity



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Chemistry Honors Chemistry	SCI300 SCI305	SCI_CHEMISTRY_HS_FINAL_SEM 1 SCI_CHEMISTRY_HS_FINAL_SEM 2	Scientific Calculator	Semester 1 & 2 Formula Sheet Periodic Table	SchoolCity
Physics Semester	SCI400	SCI PHYSICS HS FINAL SEM 1 SCI_PHYSICS HS FINAL SEM 2	Scientific Calculator	Sem 1 Equation Sheet Sem 2 Equation Sheet	SchoolCity
		Social Sciences Common Finals			
Course	Course Codes	Name of Assessment	Embedded Resources	Added Resources	
Social Sciences 7 Honors Social Sciences 7 Gifted Social Sciences 7	SOC700 SOC705 SOC710	SS_SOCIAL SCIENCES 7_JH_FINAL_SEM 1 SS_SOCIAL SCIENCES 7_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
Social Sciences 8 Honors Social Sciences 8 Gifted Social Sciences 8	SOC800 SOC805 SOC810	SS_SOCIAL SCIENCES 8_JH_FINAL_SEM 1 SS_SOCIAL SCIENCES 8_JH_FINAL_SEM 2	N/A	N/A	SchoolCity
World History Honors World History	SOC100 SOC105	SS_WORLD HISTORY_HS_FINAL_SEM 1 SS_WORLD HISTORY_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
American History	SOC300	SS_US HISTORY_HS_FINAL_SEM 1 SS_US HISTORY_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Economics	SOC420 MRK420B AGS420B	SS_ECONOMICS_HS_FINAL	N/A	N/A	SchoolCity
US/AZ Government and Constitution	SOC400	SS_CIVICS AND GOVERNMENT_HS_FINAL	N/A	N/A	SchoolCity
		World Language Common Finals			
Course	Course Codes	Name of Assessment	Embedded Resources	Added Resources	
7th Grade Spanish	SPA700	SPANISH 7 – SEM 1 – SPEAKING SPANISH 7 – SEM 1 – WRITING SPANISH 7 – SEM 2 – SPEAKING SPANISH 7 – SEM 2 - WRITING	N/A	N/A	Extempore
7th Grade Spanish	SPA700	SPANISH 7 – SEM 1 – LISTENING & READING SPANISH 7 – SEM 2 – LISTENING & READING	N/A	N/A	SchoolCity





8th Grade Spanish	SPA800	SPANISH 8 – SEM 1 – SPEAKING SPANISH 8 – SEM 1 – WRITING SPANISH 8 – SEM 2 – SPEAKING SPANISH 8 – SEM 2 – WRITING	N/A	N/A	Extempore
8th Grade Spanish	SPA800	SPANISH 8 – SEM 1 - LISTENING &READING SPANISH 8 – SEM 2 - LISTENING &READING	N/A	N/A	SchoolCity
High School Spanish I	SPA100 SPA710*	SPANISH 1 – SEM 1 – SPEAKING SPANISH 1 – SEM 1 – WRITING SPANISH 1 – SEM 2 – SPEAKING SPANISH 1 – SEM 2 – WRITING	N/A	N/A	Extempore
High School Spanish I	SPA100 SPA710*	SPANISH 1 – SEM 1 – LISTENING & READING SPANISH 1 – SEM 12– LISTENING & READING	N/A	N/A	SchoolCity
High School Spanish II	SPA200 SPA810*	SPANISH 2 – SEM 1- SPEAKING (FORM A/B) SPANISH 2 – SEM 1- WRITING (FORM A/B) SPANISH 2 – SEM 2- SPEAKING (FORM A/B) SPANISH 2 – SEM 2- WRITING (FORM A/B)	N/A	N/A	Extempore
High School Spanish II	SPA200 SPA810*	SPANISH 2 – SEM 1 – LISTENING & READING SPANISH 2 – SEM 2 – LISTENING & READING	N/A	N/A	SchoolCity
Honors Spanish for Heritage Speakers	SPA115				
High School German I	GER100	GERMAN 1 - SEM 1 - SPEAKING GERMAN 1 - SEM 1 - WRITING GERMAN 1 - SEM 2 - SPEAKING GERMAN 1 - SEM 2 - WRITING	N/A	N/A	Extempore
High School German I	GER100	GERMAN 1 - SEM 1 - LISTENING & READING GERMAN 1 - SEM 2 - LISTENING & READING	N/A	N/A	SchoolCity
High School German II	GER200	GERMAN 1 - SEM 1 - SPEAKING GERMAN 1 - SEM 1 - WRITING GERMAN 1 - SEM 2 - SPEAKING GERMAN 1 - SEM 2 - WRITING	N/A	N/A	Extempore
High School German II	GER200	GERMAN 2 - SEM 1 - LISTENING & READING GERMAN 2 - SEM 2 - LISTENING & READING	N/A	N/A	SchoolCity
High School Chinese I	CHI100 CHI700 CHI710*	CHINESE 1 - SEM 1 – SPEAKING CHINESE 1 - SEM 1 – WRITING CHINESE 1 - SEM 2 – SPEAKING CHINESE 1 - SEM 2 – WRITING	N/A	N/A	Extempore
High School Chinese I	CHI100 CHI700 CHI710*	CHINESE 1 - SEM 1 - LISTENING & READING CHINESE 1 - SEM 2 - LISTENING & READING	N/A	N/A	SchoolCity
High School Chinese II	CHI200 CHI800 CHI810*	CHINESE 2 - SEM 1 – SPEAKING CHINESE 2 - SEM 1 – WRITING CHINESE 2 - SEM 2 – SPEAKING CHINESE 2 - SEM 2 – WRITING	N/A	N/A	Extempore
High School Chinese II	CHI200 CHI800 CHI810*	CHINESE 2 - SEM 1 - LISTENING & READING CHINESE 2 - SEM 2 - LISTENING & READING	N/A	N/A	SchoolCity



High School French I	FRE100	FRENCH 1 - SEM 1 - SPEAKING FRENCH 1 - SEM 1 - WRITING FRENCH 1 - SEM 2 - SPEAKING FRENCH 1 - SEM 2 – WRITING	N/A	N/A	Extempore
High School French I	FRE100	FRENCH 1 - SEM 1 - LISTENING & READING FRENCH 1 - SEM 2 - LISTENING & READING	N/A	N/A	SchoolCity
High School French II	FRE200	FRENCH 2 - SEM 1 - SPEAKING FRENCH 2 - SEM 1 - WRITING FRENCH 2 - SEM 2 - SPEAKING FRENCH 2 - SEM 2 - WRITING	N/A	N/A	Extempore
High School French II	FRE200	FRENCH 2 - SEM 1 - LISTENING & READING FRENCH 2 - SEM 2 - LISTENING & READING	N/A	N/A	SchoolCity
ASL I	ASL100	ASL 1 - SEM 1 – EXPRESSIVE ASL 1 - SEM 1 – RECEPTIVE ASL 1 - SEM 2 – EXPRESSIVE ASL 1 - SEM 2 - RECEPTIVE	N/A	N/A	Extempore
ASL II	ASL200	ASL 2 - SEM 1 – EXPRESSIVE ASL 2 - SEM 1 – RECEPTIVE ASL 1 - SEM 2 – EXPRESSIVE ASL 1 - SEM 2 - RECEPTIVE	N/A	N/A	Extempore
*These courses have the o	ption of admi	nistering the common final.	·		

## PE & Health Common Finals

Course	Course Codes	Name of Assessment	Embedded Resources	Added Resources	
Physical Education 7 Physical Education 8	PED700 PED720 PED730 PED740 PED800	PE_JHS SINGLE SEMESTER_JH_FINAL PE_JHS END OF YEAR_JH_FINAL	N/A	N/A	SchoolCity
Health	PED220	PE_CPR HEALTH_HS_UNIT TEST	N/A	N/A	SchoolCity
Health	PED220	PE_HEALTH_HS_FINAL	N/A	N/A	SchoolCity
		Career & Technical Education Comm	on Finals		

## ucation Common Finals

Course	Course Codes	Name of Assessment	Embedded Resources	Added Resources	
Agriscience - PALS	AGS100	CTE_AGRISCIENCE PALS_HS_FINAL_SEM 1 CTE_AGRISCIENCE PALS_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Agriscience 1	AGS230	Under Construction	N/A	N/A	SchoolCity
Agriscience 2	AGS240	CTE_AGS 240_HS_FINAL_SEM 1 CTE_AGS 240_HS_FINAL PBA_SEM 1_Fetal Pig Dissection Semester 2: Technical Skills Assessment	N/A	N/A	SchoolCity



Agriscience Engineering	AGS110	24-25_CTE_AG ENG_HS_FINAL PBA_SEM 1	N/A	N/A	SchoolCity
Agricultural Business Management	AGS420	Semester 2 only CTE_AG BUSINESS _HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Biotechnology 1	BIT300	CTE_BIOTECH 1_HS_FINAL_SEM 1 CTE_BIOTECH 1_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Biotechnology 2	BIT400	Under Construction			SchoolCity
Education Professions 1	EDP200	CTE_ED PRO 1_HS_FINAL_SEM 1 CTE_ED PRO 1_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Education Professions 2	EDP300	CTE_ED PRO 2_HS_FINAL_SEM 1 Semester 2: Technical Skills Assessment	N/A	N/A	SchoolCity
Graphic Design 1	GRD100	Semester 1 CTE_GRAPHIC DESIGN 1_HS_FINAL_SEM 1 CTE_GRD 100_HS_FINAL PBA 1_SEM 1_CARD CTE_GRD 100_HS_FINAL PBA 1_SEM 1_GRAPHIC Semester 2 CTE_GRAPHIC DESIGN 1_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Graphic Design 2		Under Construction			
AP Computer Science Principles	CSC125	CTE_SOFTWARE APP CSC 125_HS_FINAL_SEM 1 CTE_SOFTWARE APP CSC 125_HS_FINAL PBA_SEM 1	N/A	N/A	SchoolCity
AP Computer Science A	CSC335	CTE_CSC335_HS_FINAL_SEM 1 CTE_CSC335_HS_FINAL PBA_SEM 1	N/A	N/A	SchoolCity
Medical Professions 1 (Nursing)	NUR300	CTE_MED PRO 1_HS_FINAL_SEM 1	N/A	N/A	SchoolCity
Medical Professions 2 (Nursing)	NUR400	CTE_MED PRO 2_HS_FINAL_SEM 1	N/A	N/A	SchoolCity

\*Several finals have embedded tools/resources with the test. These resources may be printed in advance. To view which finals have embedded resources, please refer to the CUSD Common Final Webpage. No other resources are allowed.



# SchoolCity Common Finals



# Common Finals Test Administration Procedures (SchoolCity Finals)

SchoolCity Common Finals are End of Course/Year Summative assessments. The purpose of Common Finals is to measure end-of-course/year proficiency, inform improvement strategies for teachers, and guide efforts to achieve equitable outcomes for all students. Our CUSD Common Final Procedures outline <u>best practices</u> to prepare and administer these assessments. Following the procedures ensures a positive, consistent testing environment across the district.

Complete Required Training	<ul> <li>Attend site training</li> <li>Watch the Common Finals Test Administration Training Video</li> <li>Review the CUSD SchoolCity Test Administration Procedures in the Common Final Handbook</li> <li>Sign CUSD Test Security Agreement (Google Form)</li> </ul>
Materials Preparation 5-10 days prior to testing	<ul> <li>Computer-based Testing (CBT)</li> <li>Verify access to SchoolCity (through Clever) for teacher and students.</li> <li>Ensure that all rostered students are present in SchoolCity.</li> <li>Ensure devices are charged and have received recent updates (submit Incident IQ tickets, as needed, in a timely manner).</li> <li>Accommodated Paper-Based Test (Select Students only)</li> <li>SPED Coordinators access Common Final through TEAMS and work with teachers to make accommodations (one month prior).</li> <li>SPED Coordinators provide accommodated final and bubble sheet to teachers.</li> </ul>
Classroom Preparation 5-10 days prior to testing	<ul> <li>Encourage attendance and academic effort.</li> <li>Prepare materials for testing day, i.e., scratch paper, door signs, earbuds (see Accommodations), logins, etc.</li> <li>Prepare a non-computer-based activity for students who finish early.</li> </ul>
Accommodations	<ul> <li>Review the list of Universal Testing Tools and Conditions available for all students, as well as Specialized Accommodations.</li> <li>Wired earbuds must be available to all students for every final <i>except</i> ELA.</li> </ul>
During Testing Session	<ul> <li>Follow the testing schedule provided by the site.</li> <li>Read Scripted Directions (<i>see next page</i>) and post "Please Do Not Disturb" signs during testing session.</li> <li>On day of testing, Activate PIN for students that are present. Provide support for navigating technology not content. Inactivate PINs of absent students (PINS activated before testing day will be inactivated).</li> <li>Refer to Technical Guides on CUSD Common Final Website. Submit Assessment Support Tickets as needed.</li> <li>Actively monitor and support testing environment, behaviors, and effort. Follow site expectations for phone security, bathroom procedures, and breaks.</li> <li>Make sure all student test statuses are green (Completed) before dismissal.</li> <li>Collect and shred scratch paper at conclusion of testing.</li> <li>Document student absences and plan for make-ups.</li> </ul>
After Testing	<ul> <li>Access Test Results to view student scores.</li> <li>Celebrate success with staff and students, set/review goals, and create next steps.</li> <li><u>Review and analyze data</u> to inform instruction, pacing, etc.</li> </ul>
	CUSD Assessment Website • CUSD Assessment YouTube SchoolCity Playlist

## COMMON FINAL HANDBOOK



## **Common Finals Test Administration Scripted Directions**

These scripted directions are a part of our district test administration procedures. Reading the directions creates a consistent testing environment for all students. The portion to be read aloud appears in **bold** text.



Today, you will be taking the \_\_\_\_\_ (*subject*) Common Final. These finals assess the state standards taught this semester.

Talking during the test is not allowed. You may not discuss the questions or your answers after the test. Electronic devices, such as cell phones, smart watches, and personal music players, are not permitted during the entire test session.

During the test, if you have questions about how to use the SchoolCity/Extempore technology tools or the computer, you may ask for my help. I will not be able to answer any questions about the content of the test.

You may use blank scratch paper for this test. You will not be allowed to use any notes\*. I will collect all scratch paper at the conclusion of testing.

<u>For all subjects except ELA/World Languages</u>: Your test has a Text-to-Speech feature that reads each question-and-answer choice for you. Wired headphones/earbuds will be used for Text-to-Speech. You may not use personal Bluetooth headphones or earbuds. If your earbuds are not working, please let me know.

When you are finished testing you will see a review screen. Please review your work, verify that you are ready to submit your answers, and then raise your hand to submit. Once you submit, you will not be able to make any changes to your test.

## Are there any questions?

Provide students with appropriate directions for logging in, according to their device.

For SchoolCity:

You may now enter the 4-digit PIN and select the *Start Test* button to begin the test.

For Extempore:

## You may now begin the test.

While students are testing, move around the room to make sure students are progressing appropriately through the test. Continue to follow the CUSD Common Finals Test Administration Procedures.

\*Several finals have embedded tools/resources with the test. These resources may be printed in advance. To view which finals have embedded resources, please refer to the CUSD Common Final Webpage. No other resources are allowed.



Common Finals Accessibility Guide							
Universal Testing Conditions							
Universal Testing Conditions are specific testing situations and conditions that may be offered to any student to provide a comfortable and distraction-free testing environment.	<ul> <li>Small group or one-on-one testing</li> <li>Seated in a specific location in the room or at special furniture</li> <li>Repeated directions</li> <li>Assistance with logging into the test</li> <li>Reading the test quietly to themselves as long as other students are not disrupted</li> <li>Access to medical devices or assistive technologies that allow the student to see/hear the test.</li> <li>Stretch break (in room)</li> <li>Restroom break (one at a time)</li> <li>Use of blank, lined or graph scratch paper</li> </ul>						
Universal Testing Tools							
The following SchoolCity Universal Test Tools are available to <b>all students</b> taking Common Finals. Students should be provided opportunities to practice using these tools prior to testing by accessing the Common Final Sample Test or by taking teacher-created formative assessments in SchoolCity throughout the year. Teacher directions for the Sample Test are found on page 10 of the Common Final Handbook.	<ul> <li>Answer Eliminator</li> <li>Highlighter</li> <li>Line Reader</li> <li>Notes</li> <li>Text Magnifier</li> <li>Zoom</li> <li>Color Contrast</li> <li>Text-to-Speech (TTS)* - not allowed on ELA</li> </ul> *Students must have wired earbuds to access TTS						
English Learne	r Accommodations						
<ul> <li>The following accommodations are allowable for these students:</li> <li>English Learners that receive EL services</li> <li>English Learners that have withdrawn from EL services</li> <li>English Proficient students who are still in their 2-year monitoring period (passed the AZELLA test less than 2 years ago</li> </ul>	<ul> <li>Test directions, not content, provided in simplified English</li> <li>Oral translation of test directions into native language</li> <li>Use of a published word-for-word translation dictionary*</li> <li>*Student must regularly use dictionary during instruction to be eligible to use on the test</li> </ul>						



# Accommodations for Students with Disabilities and/or Injuries

The following accommodations are allowable for students with disabilities and/or injuries. These accommodations must be explicitly stated in the student's IEP or 504 plan.

SPED Coordinators have access to editable paper finals to make specialized accommodations. These are only for students whose documented needs cannot be met by the testing tools available in SchoolCity.

- Sign Language
- Special Paper Version these include Braille tests, or paper tests for those not medically able to use the computer
- Short Rest/Breaks
- Paper-Based Testing for select students
- Scribe for multiple choice assessments, not for written ELA tests



# Accessing and Using the SchoolCity Sample Test

The district publishes a Sample Test in SchoolCity. The purpose of the sample test is threefold:

- Allow students to learn how to navigate the SchoolCity platform
- Familiarize students with the embedded online tools
- Give teachers a low-stakes opportunity to practice activating and monitoring an online assessment

Because the focus of the sample test is learning about the platform, the content is primarily composed of elementary questions. Secondary questions were used only when needed to practice a particular item type or tool.

In addition to the test, we have also provided an accompanying slide deck The slide deck can be used as a teaching tool to walk students through the test and demonstrate how to use the embedded tools.

## To Access the Sample Test

- Log into SchoolCity. Navigate to the Manage Assessments page.
- Click on the District Tab
- Under Collections, Select 23-24\_CUSD Sample Test
- Activate the test for the desired class
- If you would like students to retake the test, wait 2-3 days and it will reset

## To Access the Slide Deck

The slide deck is available on the CUSD Common Finals Staff Resources page.



## How to Administer Common Finals in SchoolCity



STATE OF STATE		
		COMMON FINAL HANDBOOK
V SCHOOL DI		
Activate the test for your current	Functions Click on the Online Administration button for your right of the test.	r final from the function icons located to the
period		Period: SPANISH 2 (Per F - Cresh
	Use the Period filter to select your current period. Be sure to select the correct semester (S1 or S2). Click refresh to load the roster.	All  SPANISH 2 (Per P1 - S1, Sect 10 - S1)
	Filter By:     I       Activate With PIN     In	SPANISH 2 (Per P1 - S2, Sect 10 - S2)
	Showing 23 v of Either select all students or individually check the box for each student that is pr generate for all students. Only Activate for your current period. Do not activate	resent. Click Activate. The same PIN will <u>e your tests early.</u>
Provide PINs for Alternate	• Any student on your roster that is computer testing in another location with another procto start of the period. Let the proctor know the PIN by emailing, calling or texting.	r will need their PIN. Activate them at the
Locations	Paper-based testing students will not need PINs.	
Immediately		
inactivate any		
absent students	Filter By: All Inactive Active Incomplete In Process Completed	
	Activate With PIN     Inactivate     Pause     Resume     Stop     Submit Score(s)     Update Accommodations	
	• Check the box next to the name of any absent student.	
	Click Inactivate.	
	<ul> <li>If a student comes in late, check the box next to their name and click Activate. A new PIN for be the same as the group PIN.</li> </ul>	r that student will be generated – <u>it will not</u>
	Only students that are present for testing should be in Acti	ve status.

	COMMON FINAL HANDBOOK
Pause for Individual Breaks	<ul> <li>Filter By: All Inactive Incomplete In Process Completed</li> <li>Activate With PIN Inactivate Pause Resume Stop Submit Score(s) Update Accommodations</li> <li>If a student must go to the restroom, nurse, etc., pause the test</li> <li>Check the box next to the student's name &amp; click pause.</li> <li>To resume, check the student's name &amp; click resume.</li> <li>The student can also exit the test without submitting. If the student exits the test, you must reactivate the test and generate a new PIN.</li> </ul>
who don't finish	<ul> <li>Filter By: All Inactive Active Active Incomplete In Process Complete</li> <li>Activate With PIN Inactivate Pause Resume Stop Submit Score(s) Update Accommodations</li> <li>If students must leave class or do not finish by the end of the period, stop the testing session.</li> <li>Select the students in Active or In Progress status &amp; click Stop. This will prevent students from re-entering the test in another location or at another time.</li> </ul>
Reactivate to	Reactivate student tests at the beginning of the next test session.
Complete the Test	Select the students' names and click Reactivate/Activate with PIN.
	Give students the new PIN to re-enter the test.
Check student test status before dismissal	<ul> <li>Filter By: All Inactive Active Incomplete In Process Complete</li> <li>Before dismissal, click on each test status button to ensure that all students are in Complete status.</li> </ul>

Students that submit the test, cannot re-enter. **Only the Assessment Team can reactivate a submitted test.** Reactivations will be approved on a case-by-case basis. Please submit an Assessment Support Ticket to request reactivation of a submitted test. If you experience any issues during administration, follow these steps:

- 1. Consult the <u>SchoolCity Online Administration Troubleshooting Guide.</u>
- 2. Follow your site plan on how to communicate technical issues at your site.
- 3. 3. Complete an <u>Assessment Support Ticket</u> for assistance from the Assessment Team.



# Troubleshooting Guide: SchoolCity Online Administration

Need Additional Help? Submit an <u>Assessment Support Ticket</u>!

If this happens	Then try this
The student cannot enter the test with the provided PIN.	<ul> <li>Verify the student logged in with the correct GSE account.</li> <li>Verify the student is logging in correctly through Clever. If Google Chrome is not working, try logging in using Microsoft Edge web browser.</li> <li>Verify the student typed the PIN correctly.</li> <li>Verify the student is logging into the correct test.</li> <li>Check the online administration page of SchoolCity. <ul> <li>Is the student in Active status? If not, activate.</li> <li>Verify the student's name. Inactive. Then, Active with PIN. Have the student log out of SchoolCity. Then, log back in and try the new PIN.</li> </ul> </li> <li>Repeat process one more time.</li> <li>Submit an Assessment Support Ticket.</li> </ul>
The student's laptop freezes.	<ul> <li>Exit SchoolCity and the lockdown browser (hold the power button on the student device to exit).</li> <li>Restart the device.</li> <li>Reactivate the student's test and get a new PIN.</li> <li>Have the student log back in and restart the test. No answers should be lost.</li> <li>If freezing happens again, try another device.</li> <li><u>Clearing browser cache and cookies</u> can help as well.</li> <li>Submit an <u>Assessment Support Ticket</u>.</li> </ul>
The student needs to leave before finishing.	<ul> <li>Have the student exit the test.</li> <li>From the Online Administration screen in SchoolCity, click by the student's name. Click PAUSE or STOP.</li> <li>PAUSE if the student will return that same class period. Click Resume when ready. You will <u>not</u> need a new PIN.</li> <li>STOP if the student has left for the day. Reactivate the student when they are ready to resume testing. Give the student the new PIN to log in.</li> </ul>
The student <b>exits</b> the test accidentally OR the battery dies on the computer	<ul> <li>From the Online Administration screen, click next to the student's name.</li> <li>Click Activate with PIN.</li> <li>Have the student log in and access the test with the new PIN and on a new device , if necessary.</li> </ul>
The student <b>submits</b> the test accidentally. Note: Submitting a test is similar to submitting on a	<ul> <li>Ensure prior to testing that students understand the difference between exiting and submitting.</li> <li>Evaluate the situation. Ask the student if they meant to submit.</li> <li>If appropriate, submit an <u>Assessment Support Ticket</u>. Be sure to include: <ul> <li>The name of the student</li> </ul> </li> </ul>
state assessment. The student cannot reopen once submitted.	<ul> <li>The course, period, and teacher</li> <li>The name of the test</li> <li>The rationale for why the test should be reopened</li> </ul>



	• The Assessment Team will review requests on a case-by-case basis and provide a response via email.
The student's audio isn't	Adjust volume on earbuds and ensure they are plugged in.
working.	• Go to the audio settings in the test (blue speaker button) and turn up the volume.
	Try a new set of earbuds.
	• Try a new laptop. This will require reactivating the test and generating a new PIN.
	Submit an Assessment Support Ticket.
The student cannot enter	Try another device.
through the lockdown	Have the student log into the device and access SchoolCity via CUSD Student links
browser.	page
	Use active monitoring to monitor students.
	Note: Videos on how students log on through the lockdown browser are available on
	our Assessment webpage.
The student is not in the	Verify that the student is in your roster prior to testing.
class list.	Verify that the student is rostered to you in IC.
	Follow site protocols for communicating testing issues.
	Submit an <u>Assessment Support Ticket</u> .
The teacher cannot log into	Verify that you can log into SchoolCity via Clever prior to testing. If you receive one of
SchoolCity	the errors below, follow the recommended steps:
	<ul> <li>Uh oh! – This is a Clever issue. Submit a CSR or call Help Desk at x7697</li> </ul>
	<ul> <li>Aw, Snap! – The page has crashed. Restart the App or Platform</li> </ul>
	• <b>404 Page Not Found</b> – SchoolCity cannot load. Log out. Clear cache and cookies.
	<ul> <li>403 Forbidden – Issue with servers. Try again in a few minutes. Submit an</li> </ul>
	Assessment Support Ticket.
	• <b>504 Bad Gateway</b> – Issue with servers. Try again in a few minutes. Submit an
	Assessment Support Ticket.
The teacher is not present	If the teacher is absent or unable to test, <u>follow site procedures</u> for testing. Assessment
to administer the test.	Facilitators, Site Leads, or school level users <i>may</i> activate test for class and inform sub
	of the PIN. Substitute should inform lead of any absent students, so they can be
	inactivated.



# Scoring a Performance Based Assessment in SchoolCity

Performance Based Assessments (PBA) in SchoolCity allow teachers to score student work using a rubric. Students do not interact with SchoolCity in this type of assessment. Instead, teachers grade work based on a rubric and enter scores directly into SchoolCity. Several Common Finals have a PBA as a component of their final exam.





# Extempore World Languages Common Finals



## Common Finals Test Administration Procedures (Extempore WL Finals)

Extempore Common Finals are End of Course/Year Summative assessments designed to measure end-of-course/year proficiency, inform improvement strategies for teachers, and guide efforts to achieve equitable outcomes for all students. Our CUSD Common Final Procedures outline best practices to prepare and administer these assessments, ensuring a positive, consistent testing environment across the district.

Complete Required Training	<ul> <li>Attend site training</li> <li>Watch the Common Finals Test Administration Training Video</li> <li>Review the CUSD Extempore Test Administration Procedures and resources in the Common Final Handbook</li> <li>Sign CUSD Test Security Agreement (Google Form)</li> </ul>
<b>Materials Preparation</b> 5-10 days prior to testing See Extempore Tech Guide for Step-by-Step Instructions	<ul> <li>Computer-based Testing (CBT)</li> <li>Ensure that all rostered classes and students are present in Google Classroom and Extempore.</li> <li>Prepare Student Devices per the Extempore Technical Guide         <ul> <li>Ensure devices are charged and have received recent updates (submit Incident IQ tickets, as needed, in a timely manner).</li> <li>Ensure students' Google Chrome or Edge browser is updated.</li> <li>Have students set site permissions for Extempore to allow camera, microphone, and pop-ups.</li> <li>Have students install the appropriate keyboard on their device.</li> </ul> </li> <li>Import finals into Extempore</li> <li>Accommodated Paper-Based Test (Select Students only) - SPED Coordinators access Common Final through TEAMS and work with teachers to make accommodations (one month prior).</li> </ul>
Classroom Preparation 5-10 days prior to testing	<ul> <li>Encourage attendance and academic effort.</li> <li>Prepare materials for testing day, i.e., scratch paper, door signs, headsets/earbuds, logins, etc.</li> <li>Prepare a non-computer-based activity for students who finish early.</li> </ul>
Accommodations	<ul> <li>Review the list of Universal Testing Tools and Conditions available for all students, as well as Specialized Accommodations.</li> </ul>
During Testing Session See Extempore Administration Guide for Step-by-Step Instructions	<ul> <li>Follow the testing schedule provided by the site.</li> <li>Read Scripted Directions (<i>see next page</i>) and post "Please Do Not Disturb" signs during testing session.</li> <li>Students log into computer:         <ul> <li>Turn up volume, connect Logitech headset, and check that the computer speaker is set to the Logitech headset.</li> <li>Students navigate to Google Classroom and select their Extempore test.</li> <li>Before selecting the test, students should complete the microphone check.</li> <li>Actively monitor and support testing environment,</li> <li>Follow site procedures (i.e., behaviors, phone security, bathroom procedures, breaks, etc.)</li> <li>Unlock tests as needed.</li> <li>Refer to Troubleshooting Guide and submit Assessment Support Tickets as needed.</li> <li>Make sure all students have completed the test before dismissal.</li> <li>Collect and shred scratch paper at conclusion of testing.</li> <li>Document student absences and plan for make-ups.</li> </ul> </li> </ul>
After Testing	<ul> <li>Access Gradebook to score or view student scores.</li> <li>Celebrate success with staff and students, set/review goals, and create next steps.</li> <li><u>Review and analyze data</u> to inform instruction, pacing, etc.</li> </ul>
<u></u>	SD Assessment Website • CUSD Assessment YouTube SchoolCity Playlist



# Common Final Test Administration Procedures: Writing Test

## **Teacher Overview**

The writing test contains 1-2 writing prompts. Teachers read the scripted directions which guide students through logging into the test properly. Students will be given a paper form at the start of testing. The recommended practice is for students to write their response on the paper test and then type their response into Extempore. Paper forms are collected at the conclusion of testing. Once submitted, teachers score writing in Extempore. Since assessment scores are not shared with students, written feedback is not provided to students on Common Finals. If technical issues occur, paper forms are scored and scores are entered into SchoolCity.

## **Student Materials**

Students will need the following materials:

- Paper Form (printed in advance)
- Pen/Pencil
- Student device

## **Test Administration Directions**

These scripted directions are a part of our district test administration procedures. Reading the directions creates a consistent testing environment for all students. The portion to be read aloud appears in bold text.

Before starting, ensure each student has the necessary materials.

SAY: Today, you will be taking the \_\_\_\_\_\_ Writing Common Final. This final assesses the standards and language skills taught this semester. Talking to others during the test is not allowed. You may not discuss the questions or your answers after the test. Electronic devices, such as cell phones, smart watches, and personal music players, are not permitted during the entire test session.

Open your laptops and log in to your device. Make sure there are no open windows or tabs.

Ensure all windows are closed.

SAY: Open your internet browser and go to our Google Classroom. Click on the link for today's test. Log into Extempore using your GSE username and password.

SAY: Now that you have logged in, turn on your \_\_\_\_\_\_ keyboard.

Ensure that all students have enabled keyboards properly.

SAY: Write your name on your paper. You may write your response on paper and then type it into Extempore, or you may type directly into Extempore. Only what you type into Extempore will be scored. You may not use any other notes or resources for this test. I will collect all scratch paper at the conclusion of testing.



SAY: During the test, if you have questions about how to use the Extempore platform or the computer, you may ask for my help. I will not be able to answer any questions about the content of the test. If you have questions or experience any technical difficulties, raise your hand, and I will assist you.

When you are finished with a question, review your work carefully before submitting and moving to the next question. Once you submit the question, you will not be able to make any changes to your response.

If you back out of a question without answering, the question will lock and turn red. Raise your hand and let me know if your question is locked. I will unlock it for you.

## Are there any questions?

Answer student questions.

## SAY: You may now begin the test.

While students are testing, move around the room to make sure students are progressing appropriately through the test. At the conclusion of the testing session, collect all paper forms.



# Common Final Test Administration Procedures: Speaking Test

## **Teacher Overview**

The speaking test contains 1-2 writing prompts. Teachers read the scripted directions which guide students through logging into the test properly and planning their responses. Students are given an allotted time to read the prompt and plan their response. If technical issues occur, teachers listen to student responses and score on paper.

## **Student Materials**

Students will need the following materials:

- Paper Form (printed in advance)
- Pen/Pencil
- Student device
- Headset with unidirectional microphone

## **Test Administration Directions**

These scripted directions are a part of our district test administration procedures. Reading the directions creates a consistent testing environment for all students. The portion to be read aloud appears in bold text.

Before starting, ensure each student has the necessary materials.

SAY: Today, you will be taking the \_\_\_\_\_\_ Speaking Common Final. This final assesses the standards and language skills taught this semester. Talking to others during the test is not allowed. You may not discuss the questions or your answers after the test. Electronic devices, such as cell phones, smart watches, and personal music players, are not permitted during the entire test session.

Open your laptops and log in to your device. Make sure there are no open windows or tabs.

Ensure all windows are closed.

SAY: Plug in your headset. Check your audio icon on your device to make sure your headset is selected as the speaker source. Your volume should be turned up and not muted.

Support students with checking audio and turning up volume.

SAY: Open your internet browser and go to our Google Classroom. Click on the link for today's test. Log into Extempore using your GSE username and password. Do NOT click on the test until I tell you to do so.

Ensure all students are logged into Extempore.

SAY: We will now check that our microphones/camera are working. Click on the student icon in the upper right corner. Select Camera & Microphone Check.

If you get a pop-up message, be sure to allow the site access to the microphone and/or camera.



When I tell you to, click Record and say 1,2,3,4,5 in a classroom voice. Play back the recording. Make sure that you can clearly hear your voice (ASL - see yourself). If you cannot hear your voice (ASL – see yourself), raise your hand, and I will assist you.

## **Click Record now.**

Allow students time to complete the camera & microphone check. Assist students as needed.

SAY: In a minute, I will pass out your Student Form. You will have three minutes to read the prompt and plan your response. You may use the planning paper to jot notes. At the conclusion of the planning time, you will record your response into Extempore. Only what you record into Extempore will be scored. You may not use any other notes or resources for this test. I will collect your Student Form at the conclusion of testing. You will have up to 5 minutes to speak. You do not need to use the entire time, but be sure to answer the prompt completely.

Once you record, be sure to listen to your response. You may submit or delete and re-record one more time. You will only have one opportunity to delete your recording. Once you submit, you will not be able to go back and make any changes.

## Do you have any questions?

Answer student questions. Pass out the Student Forms.

SAY: Write your name and student ID on your paper. Your planning time begins now.

Set a timer for 3 minutes. When the timer goes off, read the next direction.

SAY: During the test, if you have questions about how to use the Extempore platform or the computer, you may ask for my help. I will not be able to answer any questions about the content of the test. You may use blank scratch paper for this test. If you have questions or experience any technical difficulties, raise your hand, and I will assist you.

If you back out of a question without answering, the question will lock and turn red. Raise your hand and let me know if your question is locked. I will unlock it for you.

Are there any questions?

Answer student questions.

## SAY: Click on the name of the test in Extempore. Begin recording your prompts now.

While students are testing, move around the room to make sure students are progressing appropriately through the test.

At the conclusion of the testing session, collect all paper forms.



# Accessing and Using the Extempore Sample Test

The district provides a practice Speaking and Writing assessment for Extempore World Language Common Finals. To use the sample test, you must import the assessment into your own Extempore account. Level 1 Assessments use the Level 1 Rubrics, while Level 2 Assessments use the Level 2 rubrics.

Note: For SY24-25, Semester 2 Writing and Speaking have been split into 2 separate tests. The practice tests mimic that same format. The settings for the Semester 2 Practice tests are as follows:

- Grade Published Manually (it is the teacher's decision whether to share grades)
- One prompt per test
- Speaking 2 attempts, 3-minute maximum response time
- Writing Single attempt

Semester 1 Practice Test Links	Semester 2 Practice Test Links				
Test Window: Semester 1 Only	Test Window: Semester 2 Only				
Semester 1 Sample Test Link: (Level 1)	Semester 2 Level 1 Speaking Practice for Spanish 7-8				
Semester 1 Sample Test Link: (Level 2) Semester 1 Sample Test Link: ASL (Level 1) Semester 1 Sample Test Link: ASL (Level 2)	Semester 2 Level 1 Speaking Practice Semester 2 Level 1 Writing Practice Semester 2 Level 2 Speaking Practice Semester 2 Level 2 Writing Practice Semester 2 ASL Expressive Practice				
Accompanying Paper Forms	Accompanying Paper Forms				
To be released SY 25-26	Semester 2 Level 1 Speaking Practice for Spanish 7-8 Semester 2 Level 1 Speaking Practice Semester 2 Level 1 Writing Practice Semester 2 Level 2 Speaking Practice.pdf Semester 2 Level 2 Writing Practice Semester 2 ASL Expressive Practice				

- 1. Ctrl + Click on the appropriate link above. When prompted, log into Extempore using "Log In with Google."
- 2. Select the class(es) to which you want to add the assessment. This will expand the page to set the start date/time and end date/time for each period.

<b>GUNDLA</b>			
			COMMON FINAL HANDBOOK
action.			
	Create class	dd to existing classes	
Select t	he class to import the ass	essment "CUSD Practice Assessmen	t"
Sam	ole Period 1		
Sam	ole Period 2		
Sam	ole Period 3		
Sam	ole Period 4		
Copy star	t and due dates to all clas	ADD	
🗹 Sam	ole Period 1 Assessme	ent name:	
CUSD Prac	tice Assessment		
	Choose start and due da	ates for this assessment	-
Start time		Due Time	
11/06/20	24 07:30 AM	11/05/2024 01:39 PM	

- 3. **Do not change the title of the assessment.** Use the calendar feature to set the testing date, start time, and end time for each assessment.
- a. To closely mimic the Common Final, set the start and end date as the same date. Set the start time as the start time of the period. Set the end time as the end time of the period.

	Nove	November 2024 -					$\downarrow$	01	39	PM
	Su	Мо	Tu	We	Th	Fr	Sa	02	40	AM
	27	28	29	30	31	1	2			
ssme	3	4	5	6	7	8	9	03	41	
-	10	11	12	13	14	15	16	04	42	
	17	18	19	20	21	22	23	05	43	
-	24	25	26	27	28	29	30	06	44	
ue da	1	2	3	4	5	6	7	00		
1	Cle	ar				То	day	07	45	
	11	/05	5/2	024	1 0'	1:3	9 PN	N		

4. Scroll down and click the green Add button. It will now show in your class period as Scheduled or Active, depending on the start date/time selected.



# ADD

5. Absent students – To allow absent students to take the test, click on the PAST DUE Assessment and adjust the end date/time. This will change the status to Active. Students who have completed the assessment will not be able to retake the assessment.



## Extempore Technical Guide: Complete Before Testing

#### Materials Preparation Step 1: Ensure all rostered classes and students are present in Google Classroom and Extempore. 5-10 days prior to testing A) Log into Extempore and check that all classes are present. B) If you are missing a class, click the Sync with Google Classroom button in the upper-right corner. C) Students will appear in your gradebook as soon as they have taken Sync with Google Classroom an assessment. Manage Classes 🕂 В D) Check your Google Classroom to ensure all students are enrolled. E) Submit Incident IQ tickets (on CUSD Staff Links) for any issues with Google Classroom. Step 2: Ensure student devices have received recent updates Students can check if their devices are up to date by following the steps **Chromebook:** below for each device type. Q, up Managed by chandler.k12.az.us Θ Chromebook: Do No Distur A) Click on the date and time in the lower-right corner to reveal the Cast screen menu. Click on the gear to open the computer settings. 123 B) Scroll down the left menu to select About Chrome OS. Chrome will begin searching for device updates. C) 12 D) When complete click Restart. 65 (1)~ Sign out Nov 8 About ChromeOS Google ChromeOS Nearly up to date! Restart your device to finish upda C Version 128.0.6613.118 (Official Build) (64-bit)





#### Windows:

- A) Click on the search bar in the task bar at the bottom of the screen.
- B) Type Settings and open the Settings Menu.
- C) From the left menu, select Windows update.
- D) Click the check for updates button. Once updates are installed, restart the computer

*Note: Updates will not be fully installed until the computer is restarted.* Device must be plugged in or at 40% or greater battery life.

A) Open Google Chrome and click on the menu (three dots) in the



**Google Chrome:** 

upper right corner

B) Select Help>About Google Chrome

C) Check for updates (automatic)

reopen to install updates.

Relaunch

Nearly up to date! Relaunch Chrome to finish updating

Version 130.0.6723.93 (Official Build) (64-bit)





Microsoft Edge:	Microsoft Edge:
<ul> <li>A) Open Microsoft Edge and click on the menu (three right corner</li> <li>B) Select Help &amp; feedback&gt;About Microsoft Edge</li> <li>C) Check for updates (automatic)</li> <li>D) Once updates are installed, click restart. Edge will to install updates.</li> </ul>	dots) in the upper         close and reopen         a. Chandler Linified serves more than         B. Chandler Linified serves than the serves that Moresoft Edge         Demonstration than serves thore the serves that the serves the serves that the serves the serves that the serves the serves that the serves the serves the serves the serves the serves the serves that the serves the serves the serves the s
Stop A: All st	dents set appropriate site permissions for Extempore
Step 4. All St	
<ul> <li>Google Chrome:</li> <li>A) Students navigate to the extempore app.</li> <li>B) Locate the site settings button in the address bar</li> </ul>	between the
<ul> <li>C) Click Site Settings to open the settings page in a r</li> <li>D) Set Camera, Microphone and Pon-ups to Allow.</li> </ul>	ew tab.
E) Close tab and refresh the Extempore page.	cms.extemporeapp.com × Microphone D Allow *
	Connection is secure > ((∞) Motion sensors Allow (default) ▼
	→ JavaScript Allowed (default)  Allowed (default)
	O cookies and site data     >       C to site settings     ∠   JavaScript Allowed by your administrator Allow The set of the
	Learn about this page Learn about its source and topic Allowed by your administrator
	Pop-ups and redirects Allow





Microsoft Edge	Microsoft Edge		
<ul> <li>A) Students navigate to the extempore app.</li> </ul>			
B) Locate the site settings button in the address bar between the	🕼 🗖 🄞 Sign in - Extempore 🛛 🗙	O Location	Ask (default) V
home button and the site address (looks like a lock).	B https://cms.extemporeapp.com//	🖸 Camera	Allow
<ul> <li>C) Click Site Settings to open the settings page in a new tab.</li> <li>D) Set Camera, Microphone and Pop-ups to Allow.</li> </ul>		Microphone     D	Allow
E) Close tab and refresh the Extempore page.	https://cms.extemporeapp.com/Account/Login?ReturnUr     About cms.extemporeapp.com	(•) Motion or light sensors	Allow (default) 🗸 🗸
	Connection is secure	Q Notifications	Ask (default) 🗸 🗸
	Cookies and site data	JavaScript	Allow (default) 🗸 🗸
	Tracking prevention for this site (Balanced)	🖾 Images	Allow (default) 🗸 🗸
		Pop-ups and redirects	Allow
Step 5: All students install the ap	propriate keyboard on their device.		
Follow the installation guide in the Adding a Language Keyboard handout, located on page of the Common Final Handbook.	See Adding a Language Keyboard ha	ndout.	





## Step 6: Import finals into Extempore.

- Go to Google Drive > Shared Drives. Open the World Language Common Finals Shared Drive.
- 2) Open the Import Links Document and locate the link for your Speaking & Writing assessment. Ctrl +Click on the link.
- 3) When prompted, log into Extempore using "Log In with Google."
- 4) Select the class(es) to which you want to add the assessment.
- 5) **Do not change the title of the assessment.** Use the calendar feature to set the testing date, start time, and end time for each assessment. Set the start time as the start time of the period. Set the end time as the end time of the period.
- 6) Scroll down and click the green Add button.
- 7) Repeat the process for your Listening & Reading assessment.

NOTE: If you do not have access to the Shared Drive, please submit an <u>Assessment Support Ticket</u>.





## Administering Common Finals in Extempore

Step-by-Step Guide: World Languages Only



## COMMON FINAL HANDBOOK



## Step 3: Monitor students. Unlock tests as needed.

## **Resetting A Locked Attempt**

Locked attempt will always appear in **red** in the gradebook.

- 1. Click on the assignment and navigate to the locked question.
- 2. Click on the 3 dots and unlock the question.



Note: students will have to refresh their screen or app to be able to see the unlocked attempt.

1) Actively monitor testing.

- Most questions are set to a single attempt. If students click on the question and then back out without answering, the question will be locked. Teachers can reset a locked attempt.
- If necessary, teachers can delete a student response. We only delete responses if the student experiences a technical issue while testing which results in an incomplete submitted attempt. To see how to delete a response, click <u>here</u>.



#### Step 4: Check completion before dismissal Gradebook **Rubrics** Content Show Key 🧲 穀 1) Filter your Gradebook to show just the Q Speaking & Writing Assess... ~ $\odot$ Common Final. Type the assessment title in the search bar at the top of the locked Graded 😑 In progress Ungraded Unattempted Feedback O Grades Published & Grades Unpublished Extempore gradebook. 2) Click Show Key to view the color of each testing status. 3) Ensure each student present for testing 0 has submitted their responses. The yellow circle shows submitted and 0 ungraded. The gray circle shows 0 unattempted. All absent students should show a gray circle. 0 4) Note: All Common Finals are set to be 0 • manually published. The gradebook should show a closed eye next to the 0 assessment name. Please leave the 0 grades unpublished in Extempore and enter grades in Infinite campus.

## COMMON FINAL HANDBOOK



Note: Before scoring independently, your department/language should engage in at least one round of scoring calibration.

- 1) Locate the assessment in the gradebook. Click on the first student's submission.
- The snap grader will pop up on the right-hand side of the screen. Read/Play the student response.
- Use the embedded rubric to score the student's work. Refer to the full rubrics posted on the Extempore Staff Resources website as needed. You do not need to leave feedback as the grades will not be published in Extempore.
- Use the next buttons at the top of the snap grader to move to the next question or the next student

## Step 5: Score Speaking & Writing Assessment



## COMMON FINAL HANDBOOK



SI	ep 6: Schedule	e and Administer	Speaking a	& Writin	g Make-ups						
To schedule and administer a make-up test, simply access the test in your class and extend the testing date/time.	48 1 SUSD Semester 1 P	ractice Tests	4 Assessments	0				C	¢	A	••••
<ul><li>2) Open the desired assessment.</li><li>3) Change the end date/time to set the make- up test session. Only students who have not accessed the test will be able to take the test.</li></ul>	Assessments	• 🛨					You car change	n drag and drop e their order.	assessments	to	
accessed the test will be able to take the test.	Ňame			(	Show: 🗹 Active	Scheduled	Closed	🗹 Draft	Incomple	te 🗌 A	rchived
	2 JSD Practice Ass	essment (Level 1)	ACTIVE	2 Questions	Add Question	Grade		ľ	Ø		···· ^
	CUSD Practice Ass	essment (Level 2)	ACTIVE	2 Questions	Add Question	Grade		ď	Ø		
	ASL Practice Asses	sment (Level 2)	ACTIVE	1 Questions	Add Question	Grade		ď	¢		•••
	ASL Practice Asses	isment (Level 1)	ACTIVE	1 Questions	Add Question	Grade		ľ	¢		
	23	Assessment Na Assessment Timeline: ?	ame: ?	CUSE 11/06/2	OPractice	Assessr	nent (L	.evel 1) Due T 20/2024	ime	0 PN	1



# Extempore Troubleshooting

Need Additional Help? Submit an Assessment Support Ticket!

If this happens	Then try this									
The student locks the	Resetting A Locked Attempt									
	Locked attempt will always appear in <b>red</b> in the gradebook.									
	I 1. Click on the assignment and navigate to the locked question. 2. Click on the 3 dots and unlock the question.									
	Classes Cradebook Commons									
	Locked      L									
	Practice Speaking V All Assessment Types V All Time V P3 3 Abbai Methode Extempore 101 Searchine									
	Q Search Students v 💿 🌣									
	First, Last Name : Itro Unit Performance Sp2 (20 points) 20 points									
	Abbai Habte     /     /     Of     Operation									
	Bety Habte / / Locket Oct 31 at 50 FM									
	<ul> <li>Note: students will have to refresh their screen or app to be able to see the unlocked attempt.</li> <li>If you cannot see the locked attempt in your Gradebook, refresh your screen or log out and back in to sync.</li> <li>If you continue to have trouble, submit an <u>Assessment Support Ticket</u>. Include your period and the student's name so we can help you unlock it.</li> </ul>									
The text in Extempore is	Check your Preferences. (Select your name>Preferences)									
typing from right to left.	Make sure nothing is checked under Right to Left Language.									
Students can still copy/paste during the final	<ul> <li>Check that Safe Mode has been enabled on your account.</li> <li>Click on your name&gt;Preferences.</li> <li>Check Enable Safe Mode. Only future assessments will be enabled. Use active monitoring and/or Lightspeed.</li> </ul>									
Students are getting Navigation Warnings when adjusting the volume	<ul> <li>Instruct students to use the volume control on the headset. A red solid light indicates speaking mode. A flashing red light indicates the headset is on mute.</li> </ul>									
	Volume Controls									





Student Keyboard is not working.	<ul> <li>Check that the student has enabled the keyboard on their device.</li> <li>Check that the student knows how to use the keyboard. Refer to the keyboard shortcuts on Adding a Language Keyboard (pg 42)</li> </ul>								
Live Captions are running	<ul> <li>Refer to the EdTech troubleshooting document, <u>Disabling Live Captions</u>, located on the CUSD World Language Common Final Website.</li> </ul>								
Students cannot hear themselves on the Microphone check	<ul> <li>Log out of Extempore.</li> <li>Check that the student's computer volume is turned up.</li> <li>Check that the Logitech headset is plugged in.</li> <li>Verify the speaker input and output settings are set to the Logitech headset under Computer audio settings.</li> </ul> Select playback device Speakers (Synaptics HD Audio) Speakers (Logitech USB Headset) HP P223a (Intel(R) Display Audio) Image: A state of the state permission for the microphone has been approved (see Tech Guide). Try Mic Check again.								
	Try a different device or contact site tech.								



# Adding a Language Keyboard

Typing in Extempore works best when students install the appropriate keyboard directly onto their computer. The following guide will identify the appropriate keyboard and provide a step-by-step on how to install the keyboard on student devices.

## **Recommended Keyboards**

Language	Keyboard
French, German, & Spanish	US International Keyboard
Mandarin	Chinese Simplified

## **Installation Guide**



#### COMMON FINAL HANDBOOK 3) Select Language & System Date & time Region. Bluetooth & devices atic clock settings, cale 0 Network & internet Language & region age, preferred langu vs display lengu Personalization 👔 Apps Typing rd, text suppestiv Accounts 🕤 Time & language Speech 8 ech lanca ognition microphone setup, voices Garring 4) Locate the selection for English. Click on 4 English (United States) ... ge pack, text-to ech, speech recognition, handwriting, basic typing the three dots to ··· Language options reveal the menu. ↑ Move up Region Select Language ↓ Move down Options. Country or region $\oplus$ Remove Windows and apps might use your country or region to give you local content 5) Select Add Keyboard. Add the desired Keyboards keyboard. Installed keyboards Add a keyboard For language-specific key layouts and input options US QWERTY t 6) To turn on the keyboard, click on Keyboard layout 🔳+ Spacebar the keyboard from the task bar. From the menu, select the ENG English (United States) desired keyboard. US Remember to turn on the keyboard ENG English (United States) United States-International before logging into Extempore. More keyboard settings ENG Þ \$ \$) **P** US



## Student Guide

~	!	1	@	"	#	-	\$	£	%		^	^	&		*		(	Ŭ	)	•	_		+	÷	-		
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Tab 💆	→	Q	Ä ä	w	å	E	É	R	® ®	Т	Þ þ	Y	Ü ü	U	Ú ú	I	Í Í	0	Ó	Ρ	Ö ö	{ [	" «	} ]	" 》	 \	l -
Caps	Lock	· /	4 / 6	Á ! á	5	§ ß	D	ÐI	F	C	3	I	H	J		ł	< ( 0	E	L	Ø	4	, , ,			Enter		
Shift			2	Z / a	E e	X	•	C (	<b>t</b> 0	/	E	B	1	N	Ñ I ñ	N I	י ג ג ,	<	Ç ç	> ` •	•	?	S	<sup>ihif</sup>	ît		
Ctrl		Ś	2	Alt															AI	t Gr		Į	2		Ct	trl	

Holding the **right Alt Key** (Alt Gr) while pressing another key on the US International Keyboard yields the blue characters depicted in the layout below.

Example 1: To type the Euro sign € hold the Alt Gr and press 5 Example 2: To type a capital C cedilla Ç hold both the Alt Gr and Shift keys and press ,

There are **13 dead keys** on Kubuntu - Linux and most of these are combinations with Shift and/or Alt Gr. First press the dead key (combination) then release the dead key (combination), and subsequently type a letter.

Example 1: To type Ô, press Shift+6, release and type O Example 2: To type ğ, press Alt Gr + Shift + 9, release and type g

In some cases you can combine two diacritics like in  $\hat{q}$ ; first press the dead keys for the circumflex and then the dead keys for the underdot (or vice versa). Pressing **a dead key followed by pressing the space bar** produces the character denoted by the dead key; e.g. ~ + space results in "~", see the third column in the table below.



## Student Templates –

The following templates may be printed for students to be used during testing.

# Spanish



To use these characters, hold Right Alt + the key. Right Alt+Shift+key will create a capital with the accent mark

# French

Láccent aigu/cédille/Láccent tréma: Hold Right Alt + the key. Adding the shift key will create the capital version.

Láccent grave: Type ` (next to the 1) and then the letter.



Láccent circonflexe: Press ^ (Shift+6), then key ë: Press " (Shift+'), then e



# German



Hold Right Alt + the key. Adding the shift key will create the capital version.



# 7-12 Common Finals - Frequently Asked Questions General Information

# What are Common Finals?

Common Finals are End of Year/Course Summative Assessments. Common Finals assess standards taught within the semester, as identified by the <u>district curriculum maps</u>. Common Finals measure end-of-year/course proficiency as well as inform improvement strategies for students, teachers, and sites. These finals identify and measure common outcomes for courses across the district.

## When are Common Finals given?

- Common Finals are administered based on your site's Common Final days within the district window.
- CUSD's <u>Research and Assessment webpage</u> is updated throughout the year and includes various
  resources including the Assessment Calendar. The Assessment Calendar lists the testing windows for all
  district and state assessments
- The district testing window includes a make-up window for absent students. Sites that operate on alternate schedules have alternate testing windows for Common Finals.

## Which courses have Common Finals?

• The list of courses with Common Finals is located on the <u>CUSD Assessment Common Finals webpage</u>.

## My course has a Common Final. Can I administer my own Final Exam?

• No. Courses with a designated Common Final must administer the CUSD Common Final. No other teacher-created test may be administered the same week as common finals or may be included in the portion of the grade reserved for Common Finals.

## If my subject area does not have a Common Final, what do I do?

- If you teach a course that does not have a common final, you may create your own final.
- Do not administer a common final for any course other than the designated course (see page 3-4 of Handbook). For example, AP Physics would not administer the Physics Common Final.
- AP & IB courses are not required to take common finals.

## What is a Challenge test and can I use it as a final?

- Challenge tests are district-approved assessments for students seeking course credit (i.e., credit recovery, students from non-accredited schools, etc.). NOTE: Challenge Tests are not common finals.
- No, challenge tests are for a specific purpose and may not be used for a final. Data in SchoolCity is organized by test. Combining results of Common Finals and Challenge tests would lead to invalid and unreliable data.



# Are we adding Common Finals to other content areas?

- Yes. The goal is to have Common Finals in all courses. Work will be taking place throughout the next few years to build common finals for new courses.
- In 2023-2024, the Common Final Task Force is working to create finals for 7<sup>th</sup>-8<sup>th</sup> Grade Resource (Math and ELA only) and for select CTE courses.

# What is SchoolCity?

• SchoolCity is the district selected assessment platform for Common Finals. It houses a variety of assessments that teachers can use to inform instruction. These assessments are accessed through tabs on the *Manage Assessments* screen.



- District Tab Contains secure district assessments (Benchmarks). These assessments are only visible during the testing window
- o My Assessments This tab will contain any teacher-made assessments
- o Inspect a bank of SchoolCity pre-built assessments that teachers can use at anytime
- PLC a collaborative bank of team-created assessments that houses data for PLC classes in one location. If you would like to have a PLC Group created, please submit an <u>Assessment Support</u> <u>Ticket</u>.

How do Test Security Procedures support students and teachers?

- All staff are required to follow District Test Administration Procedures as this ensures valid and reliable assessment results.
- During the test window, teachers and school level users will be unable to view specific reports (student response, item analysis, and feedback cards). All reports will be available to support data analysis after the completion of the test window.
- Teachers and School Level users cannot print the test for any reason.
- Only SPED coordinators will have access to *editable word docs* that may be edited to provide required accommodations and printed.
- Only principals will have access to a Google Drive to print back-up paper copies, in case of severe technical issues.

## How are Common Finals developed?

- Common Finals are developed by the Common Final Task Force. The Task Force includes teams of teachers knowledgeable in their content areas as well Assessment Specialists and Curriculum Coaches. The Task Force meets throughout the year to build and revise finals.
- Common Finals are built using the following process:





• Common Finals are reviewed using the following process:



- Common Finals are built for new courses, or when courses with an existing final undergo significant changes to the curriculum map.
- At the beginning of the year, applications to join the Common Final Task Force are sent to principals and department chairs to share with staff. If interested, contact your principal.
- Task Force/Committee information is transparent and can be found on the Assessment Committees website.

## What is the timeline for accessing and viewing the Common Finals?

- A district window for administering Common Finals is published on the CUSD Assessment Calendar.
- A month prior to the test window, Special Education coordinators will have access to editable Word documents for select students who require additional accommodations not available to them in SchoolCity.
- Teachers will have access to view the finals they administer once the testing window opens. To view the final, click on the name of the final. This will open the SchoolCity blueprint. Then, click the Online Preview button located in the upper-right corner. You may have to click the Exit Window button to close the blueprint and view the Online Preview.
- The district is working to provide public blueprints to staff, students and families. The first semester blueprints will be available on the CUSD Common Finals webpage beginning in **December 2023**. Second Semester blueprints will be available after Spring revisions are made.
- Assessment Department can provide virtual or in-person PD on accessing and viewing common finals.

# I have a student that is absent and will not return before the end of the testing window. Now what?

• The student should make up their Common Final during the scheduled make-up window, which is the first 10 school days of the following semester. The Assessment Team will automatically open this window.

## How do I provide feedback on Common Finals?

- If you want to provide feedback on the Common Final, please submit your suggestions using the <u>Common Finals</u> <u>Revision Form</u>. This form is available on the CUSD Common Finals Staff Resources webpage.
- The feedback is reviewed by the Common Final Task Force during their meetings. Any changes made would be for the following year's test administration.

## **Before Testing**

## Will I be able to print answer sheets and test booklets?

• No, test booklets and answer sheets cannot be printed. Since 2022-2023, all Common Finals are online, and the entire assessment should be completed regardless of course pacing.



- Technology is available at all sites. If additional resources are needed, please contact the Technology Department.
- Select students receiving specialized accommodations *may* test on paper. These materials will be provided by Special Education Coordinators

# What are the procedures for 7-12 CUSD Common Finals?

- The CUSD Common Final Test Administration Procedures support consistency in administering Common Finals across the district and help ensure valid and reliable results. The procedures are outlined on page 7 of this Handbook.
- All staff administering Common Finals are expected to follow all Test Administration Procedures.
- All finals are administered online. Back-up paper copies are provided to principals in a shared Google Drive. These are to be used only in case of a significant technical failure.

## How do teachers and students log in to SchoolCity?

- All staff must log in through **Clever** to access SchoolCity. To log in to Clever, first log out of any personal Gmail accounts. Then, click on the Clever link from the CUSD staff links page. It will prompt you to sign in with your CUSD Gmail.
- If you experience an issue logging in, this may be due to a Clever issue or a SchoolCity account need. The Assessment Team can support SchoolCity account issues. If you receive the "Uh Oh" message when logging in to Clever or any other tech related error, please submit a CSR (Help Ticket).
- Students will access the test through the Lockdown Browser. For directions on logging in, please refer to the following videos. The videos are also available on our CUSD Assessment You-tube channel.
  - <u>Student Login Chromebook</u>
  - o <u>Student Login Dell</u>

# What if I have a substitute teacher?

• If the teacher is absent or unable to test, <u>follow site procedures</u> for testing. Assessment Facilitators, Site Leads, or school level users **may** activate test for class and inform sub of the PIN. Substitute should inform lead of any absent students, so they can be inactivated.

# Can I activate PINs early?

- No. Activating PINs prior to the test day, or for students who are not present in the room, compromises test security. If a student is testing in another location with an alternate proctor, the teacher may call, text, or email the 4-digit PIN when testing commences.
- PINs that are activated early will be deactivated.

# **During Testing**

# How do I administer the assessment?

• Follow the guide entitled, "How to Administer Common Finals in SchoolCity," located on page 12 of this handbook.



# What happens if a student exits a test, comes in late, is absent during testing or doesn't finish?

- Exiting a test happens when a student leaves the testing window without *submitting* the assessment (see question below).
- Common Finals are NOT auto reactivated. If the student logs out (ex. bathroom break, early check-out), the student will NOT be able to log in with the same PIN to continue their session. The teacher must reactivate the student in SchoolCity. This will generate a new PIN which must be given to the student to allow them to log in again.
- **Tardy:** Follow site procedures for student tardiness on testing day. If the student has sufficient time to complete the assessment, the teacher will go to the *Online Administration* screen, select the student's name, and click *Activate with PIN*. This will generate a new PIN for the tardy student.
- Scheduling should ensure all students finish the test within the allotted time.

## A student *submitted* their assessment accidently. What should I do?

- Just like on the state assessment, once a student attempts all the questions, they are directed to a review screen. Once they review their answers, they can submit the assessment. They should get a warning that asks them if they really want to submit. Once submitted, the test cannot be reopened by the teacher or the student.
- For this school year, we have the capability in the Assessment Office to reactivate a submitted test. This will be done on a case-by-case basis. Please complete the <u>Assessment Support Ticket</u> and provide an explanation for reopening the assessment.

## What accommodations will students receive on district tests?

- The Common Finals Testing Accessibility Guide, located on page of this handbook, was created using the following state documents:
  - o <u>ADE Achievement Accommodations</u>
  - Universal Tools and Testing Conditions
  - o <u>EL Testing Accommodations</u>
- Universal Tools and Testing Conditions are available to all students. Universal tools have been pre-assigned (embedded) in all district assessments (highlighter, color contrast, notes, text magnifier, zoom, answer eliminator). Text-to-speech is enabled for Math, Science, and Social Sciences assessments. Text-to-Speech is not available for any ELA assessments as Reading is what is being assessed. Earbuds (wired, no Bluetooth) must be provided to students for all non-ELA Common Finals.
- Accommodations (including Universal Tools and Conditions) provided on district assessments should be provided throughout the year during instruction and formatives – not solely during district and state assessments.
- Refer to IEPs and 504s to identify required accommodations for students with disabilities and injured students. The Assessment Team receives a list of students with paper-based testing/large print accommodations from Student Services and provides materials accordingly.
- NOTE: Please check with 504 and SPED Site Coordinators for additional information

## I have a student that requires a Special Paper Version (SPV). What should I do?

 A Special Paper Version is an accommodated test provided to students who cannot access test content online due to a disability or medical condition. This includes Braille, Large Print, and Paper-based tests. The need for a Special Paper version must be documented on a students IEP/504 plan.



- The process for requesting a paper version of a Common Final based on a student's IEP/504 begins with the site's Special Education Coordinator or Lead. Please reach out to them for assistance.
- For students with Large Print or Braille, the Assessment Department will assist the Special Education Coordinator or Lead.

## Can test content be translated for English Learners?

- No. Translation of test content is NOT an accommodation. Translated *directions* are appropriate.
- Refer to the Common Finals Accessibility Guide located on page 9 of this handbook.

## What happens if I run into problems with Technology?

- Technology Department Help Desk x7697
- Links and Troubleshooting Tips coming soon!
  - WiFi have you tried toggling on and off? Have you tried restarting your computer?
  - Computer Screen Freezes Have you tried a hard restart? Hold down the power button for several seconds until the computer restarts itself.

# **After Testing**

## How much is the Common Final worth towards a final grade?

- High School: The CUSD Common Final accounts for 20% of the student's semester grade. No other assignments/tests can be added into this 20%.
- Junior High School: Please speak with your site leadership.

## How do I grade my Common Final?

• Grading is at the discretion of the teacher/department. Recommendations should be made by each department to grade with fidelity to increase the reliability of the data. The grade that is in SchoolCity does not have to be the grade entered into IC. If a teacher chooses to use a subset of the questions to calculate the grade, they must do so manually. There is no functionality in school city to "not count" specific questions.

## What else do I do with the data?

- In addition to sharing with students and families, Common Final data should be used to guide improvements to instruction, courses and programs. Refer to the <u>CUSD Balanced Assessment Framework – End-of-Year/Course</u> <u>Summative Assessments</u> for guidance on how various stakeholders can use the data.
- There are a variety of useful reports in SchoolCity that can be used to make improvements to instruction, pacing, etc. The following pages provide additional information and resources for using data in SchoolCity.
- The <u>CUSD Data Analysis Protocol</u> outlines the district process for reviewing district assessment data.

## For additional questions, trainings, or needs, please reach out to the CUSD Assessment Team:

ravel.sarah@cusd80.com vezzosi.michael@cusd80.com We greatly appreciate your cooperation, feedback, and efforts.



# **Accessing Test Results**

Student test results can be accessed as a class or individually. Class test results can be easily viewed on the Test Results report.

# Accessing Class Test Results







Check the selected assessment. To change the assessment, click on the carrot. Use the drop- down filters to locate the correct assessment. You must use the filters moving left to right only. Click Apply.	ent Level: Collection: Subject: All     ELA	Tags: Assessment: • All • 22-23_ELA_Gr
The Test Results Report will show results for all your rostered students who took the assessment. To view a select period, use the dropdowns in the blue filter box. Click Refresh.	Period: All All All ALGEBRA 1 (Per P1 - S2, Se ALGEBRA 1 (Per P1 - YEAR	C Refresh ect 4 - S2) A, Sect 3 - YEAR)
The ten of the report shows a	Test Results Student Response Standard Ana Average Raw Score	Ilysis Feedback Cards Item Analysis Demographics Average % Correct
summary including the average % correct for the test as a whole and for each performance level.	Performance Level Summary         Number of Students Tested:         1 - Minimally Proficient         2 - Partially Proficient         3 - Proficient         4 - Highly Proficient	#         %           19         0.04           3         15.79%           12         63.16%           1         5.26%
Scroll to the bottom of the report solutions and the scores.	Performance Level Summary       Number of Students Tested:       1 - Minimally Proficient       2 - Partially Proficient       3 - Proficient       4 - Highly Proficient	#     %       19     0.04       3     15.79%       3     15.79%       12     63.16%       1     5.26%       ✓     Level Tested       V     Raw Score       V     Correct       0     Correct       0     Factoriantice       0     Correct       0     Correct    <



# Accessing Individual Test Results

Individual student test results can be viewed in the Student History Report.





# **CUSD Data Analysis Protocol**



### COMMON FINAL HANDBOOK



# **Data Triangulation**

## Determine multiple data sources to utilize:

- Formative assessments (student and teacher)
- Summative assessments (summative classroom, end-of-course, end-of-year)
- Benchmark assessments
- Screener/diagnostic assessments
- Observational data (look/listen fors)
- Good data analysis requires frequently reviewing data, using quality data, and triangulating data. Data triangulation requires using multiple data sources to determine patterns or inconsistencies, which help the data user better understand each student and their needs. During data analysis, you should embrace and look for the unexpected. The data should lead you to discovery.

- Student self-reflection/perception data
- · Conversations with the student
- Attendance/tardies
- Behavior
- Social
- Other

Select the quality data sources from your list

> Quality data includes data that is timely, relevant, complete, and accurate.

Refer back to the CUSD Data Analysis Protocol to finish your data analysis



# **Teacher's Guide SchoolCity Data Analysis**

# How did my students perform overall?

## Use the Test Results Report and Summary Report to answer this question.

- 1. From Reports, select Test Results.
- 2. Check your filters at the top to make sure you are displaying the correct year, roster, and test. Roster YTD shows all students that have ever been enrolled, while Current Roster shows only those currently enrolled.
- 3. When in the Summary Report, select Performance. Then select by grade or by period. Check the Averages box (top of the chart).
- 4. Use the Reports to answer the following questions:

From the Test Results Report, what percent of students scored Proficient or Highly Proficient? What percent of student were not Proficient? Did students in different periods perform similarly? How did students perform compared to the school? The district?

# On which standards were students successful? Where do they need support?

## Use the Standard Analysis and Summary Report to answer this question.

1. On the Standard Analysis, use the features below to analyze the data:

- a. All Standards tab and the STOP standards. A STOP (Scrutinize These On Performance) standard is one in which students did not meet or exceed the Standards Mastery Percentage of 75%. Select By Performance Level to view student mastery levels.
- b. Note the Raw Score under the standard [Ex: RS(4)]. As most questions are assigned one point, the Raw Score will typically indicate the number of questions on the final.
- c. Use the sorting filters on the columns (the triangles) to sort columns by highest to lowest, etc.
- 2. On the Summary Report, select Standards. Notice you can then choose to view by grade or period. Select the averages checkbox

From Standards Analysis, on which standards did students perform well? What were the STOP standards? Which standards need remediation for select students? Which standards need reteaching with the whole class? From the Summary Report, did all periods/grades perform similarly on the standards? Do I see the same trends across the school and district?



# What knowledge & skills do students need? What are their misconceptions?

## Use the Item Analysis to answer this question.

- 3. On the Item Analysis, use the features below to analyze the data:
  - a. Note the All Items and STOP Items tabs. STOP items are those with a % Correct under 70% or if an individual distractor (incorrect answer) is over 60%.
  - b. Use the sort feature (triangles) on the & Correct column to view the highest and lowest performing items. Sort by standard if you want to view items grouped by standard.
  - c. Note the percentages for the distractors. A high percentage in a distractor may indicate a misconception; an even spread across distractors may indicate students do not understand the content or the question.
  - d. Click on the item bar graph to view the item summary. Click on the pie chart to see which student selected each answer.

On which items did students perform well? What instructional strategies contributed to this result?

On which items did students not perform well? What do their answer choices reveal about their thinking?

# Reflect on the Data & Develop a Plan

#### Reflect on the data you have collected. Develop a plan for moving forward.

- What do the results tell me about the overall effectiveness of the course?
- Are changes needed to instructional pacing, strategies, or groupings?
- Are additional enrichment, remediation, or resources needed?
- What skills or knowledge do I need to improve outcomes?
- How will I use this information to inform instruction for next semester? For next year?



Describe the Data

# Student Work Analysis Worksheet

Complete the worksheet to analyze student performance on an individual test or assignment to determine differentiated next steps for instruction.

PLC Question: What do you want students to learn?	Data Protocol Step: Determine Purpose/Collect & Organize Data
Student Work Selected:	Content Standard:
Learning Objective:	
<b>DIC</b> Question:	Data Drotocal Stars

**Part A: Expectations for Student Work/Performance -** What are the qualities of work that meets/exceeds expectations? List the success criteria for the student work sample.

How will we know they have learned it?

**Part B: Student Names -** *Review the student work samples according to the above criteria. Sort into categories and write student names into the table below.* 

Below Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
% of class	% of class	% of class	% of class



PLC Question: How will we know they have learned it? Data Protocol Step: Interpret the Data

Part C: Description of Student Work/Performance - Take a student work sample and describe the features of the work. This will

help identify patterns and trends within and between groups.

Below Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations

Part D: Learning Needs - Identify the strengths and learning needs of each group.

Below Expectations	Approaching Expectations	Meeting Expectat	ions	Exceeding Expectations
PLC How will we respond whe How will we extend learning fe	Question: en some students do not learn or those who are already profi	? cient?	D Deve	ata Protocol Step: elop a Plan & Change

Part E: Differentiated Strategies - Identify next steps in instruction based on learning needs.

Below & Approaching Expectations	Meeting & Exceeding Expectations



# **Additional Resources**

Balanced Assessment Framework - End-of-Year/Course At-A-Glance

- This <u>CUSD assessment framework</u> is intended to inform and guide CUSD educators as they work to improve and enhance their assessment practices. CUSD families can use this framework to understand the assessments that may be administered to their children.
- End-of-Year/Course (Common Finals) At-A Glance

CUSD Data Analysis Protocol

• This <u>Data Analysis Protocol</u> outlines the process for analyzing and triangulating data. It is intended to support teachers with using data to drive instructional decisions.

**CUSD** Common Finals Website

• The <u>CUSD Common Finals website</u> is a hub of information and resources about common Finals for CUSD staff, students and families.

CUSD Grade 7-12 Content Area Curriculum Maps

- This <u>CUSD Curriculum maps</u> outline the standards that are taught in each semester of a class. They are created by teachers with the support of CUSD Curriculum & Instruction Coaches. These documents serve as the foundation for the Common Finals.
- Select the content area to locate the desired curriculum map.



# Common Finals School Year 2024-2025 Test Security Agreement

I acknowledge that the Common Final is a secure test and agree to the following conditions of use to ensure the security of the test and the validity of the results.

- 1. I shall take necessary precautions to safeguard test materials/content.
  - a. I shall sign a Test Security Agreement for the School Year 2024-2025.
  - b. Access to test materials, including online tests, is restricted. I shall not attempt to gain access to test materials beyond that which is granted to me by my school/district test coordinator, superintendent, or charter representative.
  - c. If test materials are distributed to me, I shall keep them under lock and key except during actual test times. This includes any student data sheets or student information sheets provided to me.
  - d. I shall not permit students to remove test material from the testing room except under the supervision of staff. This includes computers that are logged into an actual test.
  - e. I shall not examine, read, or review the tests.
    - i. I shall not disclose, nor allow to be disclosed, the content of the test.
    - ii. I shall not log into any student online test.
  - f. I shall not erase or change any student responses or any marks (including stray marks) on a scorable test booklet or answer document.
  - g. If test materials are distributed to me, I shall return all test materials to the school/district test coordinator immediately upon the completion of testing.
- 2. I understand that the district superintendent or site leadership will develop, distribute, and enforce disciplinary procedures for the violation of test security by staff.

Individuals who will administer or proctor Common Finals for school year 2024-2025 must also agree to the following conditions to ensure the correct administration of the tests.

- 3. I shall participate in training activities prior to administering the tests.
- 4. I shall review the appropriate Test Administration Directions prior to administering the test.
- 5. I shall follow all instructions provided by district personnel.

By signing my name to this document, I am assuring the Chandler Unified School District that I will abide by the above
conditions and that anyone I supervise, who will have access to the Achievement Tests, will also sign a Test Security
Agreement.