

Common Final Handbook

CHANDLER UNIFIED SCHOOL DISTRICT #80

Office of Research and Assessment
CUSD ASSESSMENT TEAM | UPDATED 5.2.25



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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 <https://www.cusd80.com/Page/116886>.

English Language Arts Common Finals

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



Math Common Finals					
Course	Course Codes	Name of Assessment	Embedded Resources	Added Resources	Platform
Math 7	MAT700	MATH GRADE 7 JH FINAL SEM 1 MATH GRADE 7 JH FINAL SEM 2	Scientific Calculator	Sem 1 Reference Sheet Sem 2 Reference Sheet Sem 1 & 2 Reference Sheet	SchoolCity
Pre-Algebra Honors Pre-Algebra	MAT800 MAT705	MATH_PREALGEBRA_JH_FINAL_SEM 1 MATH_PREALGEBRA_JH_FINAL_SEM 2	Scientific Calculator Graphing Calculator	Sem 1 Reference Sheet	SchoolCity
Algebra 1 Honors Algebra 1	MAT100 MAT105	MATH ALGEBRA I HS FINAL SEM 1 MATH ALGEBRA I HS FINAL SEM 2	Scientific Calculator Graphing Calculator	N/A	SchoolCity
Algebra 2 Resource Algebra 2	MAT300 MAT360	MATH ALGEBRA II HS FINAL SEM 1 MATH ALGEBRA II HS FINAL SEM 2	Scientific Calculator Graphing Calculator	N/A	SchoolCity
Honors Algebra 2	MAT305	One-Part Final (All HS & ACPMS) MATH_HONORS ALGEBRA II_HS_FINAL_SEM 1 MATH_HONORS ALGEBRA II_HS_FINAL_SEM 2 Two-Part Final (Select JH Sites)* MATH_HONORS ALGEBRA II_JH_FINAL_SEM 1 MATH_HONORS ALGEBRA II_JH_FINAL_SEM 2	Scientific Calculator Graphing Calculator	N/A	SchoolCity
Honors Geometry	MAT205	One-Part Final (All HS & ACPMS/BAMS) MATH_HONORS GEOMETRY_HS_FINAL_SEM 1 MATH_HONORS GEOMETRY_HS_FINAL_SEM 2 Two-Part Final (Select JH Sites)* MATH_HONORS GEOMETRY_JH_FINAL_SEM 1 MATH_HONORS GEOMETRY_JH_FINAL_SEM 2	Scientific Calculator Graphing Calculator	N/A	SchoolCity
Geometry	MAT200	MATH GEOMETRY HS FINAL SEM 1 MATH GEOMETRY HS FINAL SEM 2	Scientific Calculator Graphing Calculator	Sem 1 Reference Sheet Sem 2 Reference Sheet	SchoolCity
College Algebra Resource College Algebra	MAT340 MAT460	MATH COLLEGE ALGEBRA_HS_FINAL_SEM 1 MATH COLLEGE ALGEBRA_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator	Sem 1 Reference Sheet	SchoolCity
College Mathematics	MAT491	MATH COLLEGE MATH_HS_FINAL_SEM 1 MATH COLLEGE MATH_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator	N/A	SchoolCity
Precalculus Honors Precalculus	MAT400 MAT405	MATH PRECALCULUS_HS_FINAL_SEM 1 MATH PRECALCULUS_HS_FINAL_SEM 2	Scientific Calculator Graphing Calculator	Sem 1 Reference Sheet Sem 2 Reference Sheet	SchoolCity



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	Sem 2 Reference Sheet	SchoolCity
Multivariable Calculus and Differential Equations	MAT475	MATH_MAT 475_HS_FINAL_SEM 1 MATH_MAT 475_HS_FINAL_SEM 2 <i>Blueprints are not currently available for this course.</i>	Scientific Calculator Graphing Calculator		SchoolCity
Linear Algebra and Advanced Math Topics	MAT485	MATH_LINEAR ALGEBRA_HS_FINAL <i>Blueprint is not currently available for this course.</i>	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	Sem 1 Reference Sheet Sem 2 Reference Sheet	SchoolCity
Resource Pre-Algebra	MAT810	MATH RESOURCE PREALGEBRA JH FINAL SEM 1 MATH RESOURCE PREALGEBRA JH FINAL SEM 2	Scientific Calculator Graphing Calculator	Sem 1 Reference Sheet	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 version is divided 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	SCI BIOLOGY HS FINAL SEM 1 SCI BIOLOGY HS FINAL SEM 2	N/A	N/A	SchoolCity
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	N/A	N/A	Extempore



		SPANISH 8 – SEM 2 – WRITING			
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	N/A	N/A	Extempore



		FRENCH 1 - SEM 2 - SPEAKING FRENCH 1 - SEM 2 - WRITING			
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 option of administering 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 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	CTE_AGS 230_HS_FINAL_SEM 1 CTE_AGS 230_HS_FINAL_SEM 2	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 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity
Agriscience Engineering	AGS110	CTE_AG ENG_HS_FINAL PBA_SEM 1 CTE_AG ENG_HS_FINAL PBA_SEM 2	N/A	N/A	SchoolCity



Agricultural Business Management	AGS420	<i>Semester 2 only</i> CTE_AG BUSINESS_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Auto Tech 1	AUT100	CTE_AUTO TECH 1_HS_FINAL_SEM 1 CTE_AUTO TECH 1_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Auto Tech 2	AUT200	CTE_AUTO TECH 2_HS_FINAL_SEM 1 CTE_AUTO TECH 2_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Biotechnology 1	BIT300	CTE_BIT300_HS_FINAL_SEM 1 CTE_BIT300_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Biotechnology 2	BIT400	CTE_BIT400_HS_FINAL_SEM 1	N/A	N/A	SchoolCity
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
Digital Animation 1	GDA100	CTE_GDA100_HS_FINAL_SEM 1 CTE_GDA100_HS_FINAL_SEM 1_PBA_Practical CTE_GDA100_HS_FINAL_SEM 2 CTE_GDA100_HS_FINAL_SEM 2_PBA_Practical	N/A	N/A	SchoolCity
Digital Animation 2	GDA200	CTE_GDA200_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity
Digital Photo 1	DPH100	CTE_DPH100_HS_FINAL_SEM 1 CTE_DPH100_HS_SEM 1_PBA_Photo Project CTE_DPH100_HS_FINAL_SEM 2 CTE_DPH100_HS_FINAL_SEM 2_PBA_Photo Project	N/A	N/A	SchoolCity
Digital Photo 2	DPH200	CTE_DPH200_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity
Early Childhood Education 1	ECE100	CTE_ECE 100_HS_FINAL_SEM 1 CTE_ECE 100_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Early Childhood Education 2	ECE200	CTE_ECE 200_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	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 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity
Film & TV 1	TVF100	CTE_TV F100_HS_FINAL_SEM 1 CTE_TV F100_HS_FINAL_SEM 2 CTE_TV F100_HS_FINAL_SEM 2_PBA_Final Project	N/A	N/A	SchoolCity
Film & TV 2	TVF200	CTE_TV F200_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity
Graphic Design 1	GRD100	N/A	N/A	SchoolCity	SchoolCity
Graphic Design 2	GRD200	CTE_GRD200_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity



Marketing 1	MRK200	CTE_MARKETING 1_HS_FINAL_SEM 1 CTE_MARKETING 1_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Marketing 2	MRK330	CTE_MARKETING 2_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity
Medical Professions 1 (Nursing)	NUR300	CTE_MED PRO 1_HS_FINAL_SEM 1 CTE_MED PRO 1_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Medical Professions 2 (Nursing)	NUR400	CTE_MED PRO 2_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	N/A	N/A	SchoolCity
Tech Theatre 1	THR100	CTE_TECH THEATRE 100_HS_FINAL_SEM 1 CTE_TECH THEATRE 100_HS_FINAL_SEM 2	N/A	N/A	SchoolCity
Tech Theatre 2	THR200	CTE_TECH THEATRE 200_HS_FINAL_SEM 1 <i>Semester 2: Technical Skills Assessment</i>	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)

Complete Required Training	<ul style="list-style-type: none"><input type="checkbox"/> Attend site training<input type="checkbox"/> Watch the Common Finals Test Administration Training Video<input type="checkbox"/> Review the CUSD SchoolCity Test Administration Procedures in the Common Final Handbook<input type="checkbox"/> Sign CUSD Test Security Agreement (Google Form)
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Materials Preparation 5-10 days prior to testing	<p>Computer-based Testing (CBT)</p> <ul style="list-style-type: none"> □ Verify access to SchoolCity (through Clever) for teacher and students. □ Ensure that all rostered students are present in SchoolCity. □ Ensure devices are charged and have received recent updates (submit Incident IQ tickets, as needed, in a timely manner). <p>Accommodated Paper-Based Test (Select Students only)</p> <ul style="list-style-type: none"> □ SPED Coordinators access Common Final through TEAMS and work with teachers to make accommodations (one month prior). □ SPED Coordinators provide accommodated final and bubble sheet to teachers.
Classroom Preparation 5-10 days prior to testing	<ul style="list-style-type: none"> □ Encourage attendance and academic effort. □ Prepare materials for testing day, i.e., scratch paper, door signs, earbuds (see <i>Accommodations</i>), logins, etc. □ Prepare a non-computer-based activity for students who finish early.
Accommodations	<ul style="list-style-type: none"> □ Review the list of Universal Testing Tools and Conditions available for all students, as well as Specialized Accommodations. □ Wired earbuds must be available to all students for every final <i>except</i> ELA.
During Testing Session	<ul style="list-style-type: none"> □ Follow the testing schedule provided by the site. □ Read Scripted Directions (see <i>next page</i>) and post “Please Do Not Disturb” signs during testing session. □ 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). □ Refer to Technical Guides on CUSD Common Final Website. Submit Assessment Support Tickets as needed. □ Actively monitor and support testing environment, behaviors, and effort. Follow site expectations for phone security, bathroom procedures, and breaks. □ Make sure all student test statuses are green (Completed) before dismissal. □ Collect and shred scratch paper at conclusion of testing. □ Document student absences and plan for make-ups.
After Testing	<ul style="list-style-type: none"> □ Access Test Results to view student scores. □ Celebrate success with staff and students, set/review goals, and create next steps. □ Review and analyze data to inform instruction, pacing, etc.
<p align="center"> CUSD Assessment Website • CUSD Assessment YouTube SchoolCity Playlist </p>	

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 [best practices](#) to prepare and administer these assessments. Following the procedures ensures a positive, consistent testing environment across the district.

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.

For all subjects except ELA/World Languages: 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

- Small group or one-on-one testing



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.

- Seated in a specific location in the room or at special furniture
- Repeated directions
- Assistance with logging into the test
- Reading the test quietly to themselves as long as other students are not disrupted
- Access to medical devices or assistive technologies that allow the student to see/hear the test.
- Stretch break (in room)
- Restroom break (one at a time)
- Use of blank, lined or graph scratch paper

Universal Testing Tools

The following SchoolCity Universal Test Tools are **available to all students** 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.

- Answer Eliminator
- Highlighter
- Line Reader
- Notes
- Text Magnifier
- Zoom
- Color Contrast
- Text-to-Speech (TTS)* - **not** allowed on ELA

**Students must have wired earbuds to access TTS*

English Learner Accommodations

The following accommodations are allowable for these students:

- English Learners that receive EL services
- English Learners that have withdrawn from EL services
- English Proficient students who are still in their 2-year monitoring period (passed the AZELLA test less than 2 years ago)

- Test directions, **not** content, provided in simplified English
- Oral translation of test directions into native language
- Use of a published word-for-word translation dictionary*

**Student must regularly use dictionary during instruction to be eligible to use on the test*

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




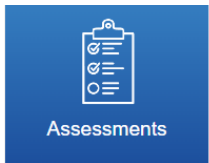


- Log into SchoolCity. Navigate to the Manage Assessments page.
- Click on the District Tab
- Under Collections, Select 23-24_CUSD Sample Test
- Activate the test for the desired class
- If you would like students to retake the test, wait 2-3 days and it will reset

To Access the Slide Deck

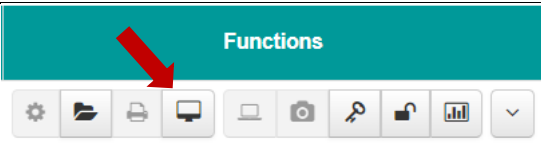
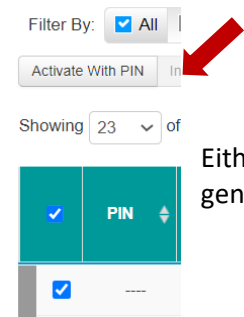
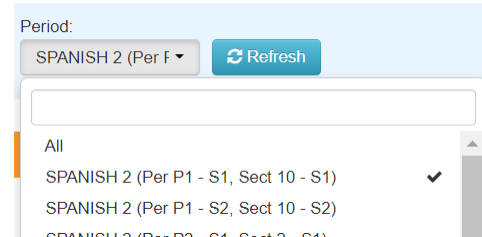
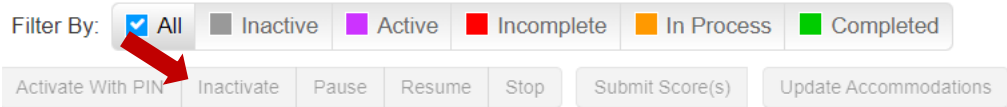
The slide deck is available on the CUSD Common Finals Staff Resources page.



How to Administer Common Finals in SchoolCity

Step	Directions
Teachers Log into SchoolCity via Clever	<div> Clever</div> <div> SchoolCity</div> <p>From the CUSD staff links page, select the Clever icon. Log in with your CUSD GSE account.</p> <p>From Clever, click on the SchoolCity icon.</p>
Locate your Common final	<div> Launchpad</div> <div> Assessments</div> <div> Item Banks</div> <p>Click on the Launchpad (the waffle at the top of the page) and select Assessments.</p> <p>From the Manage Assessments page, click on the District tab.</p> <div><h3>Manage Assessments</h3><p>Year: 2022-2023 Collection: All Subject: All</p><p>Recent District PLC Inspect Engage</p><p><input type="checkbox"/> Select All Records</p></div> <p>Use the filters at the top of the page to locate your test. Click on Collections, de-select All, and select your subject area and semester. Click the blue Refresh button to load your search. Find your final from the list below.</p> <div><p>Collection: 1st Semester ELA Subject: All Standard Grade/Conc: All</p><p>Assessment(s) Not in a Collection</p><ul style="list-style-type: none">.22-23 Clean Up Finals.22-23 Common Finals.22-23 CUSD Common Final Sample Test.22-23 ELA Common Finals1st Semester ELA ✓2nd Semester ELA</div> <div></div>



Activate the test for your current period	<div data-bbox="336 196 873 337"></div> <div data-bbox="890 196 2005 267"><p>Click on the Online Administration button for your final from the function icons located to the right of the test.</p></div> <div data-bbox="336 378 1461 443"><p>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.</p></div> <div data-bbox="336 488 577 802"></div> <div data-bbox="1491 284 1969 519"></div> <div data-bbox="533 626 1944 695"><p>Either select all students or individually check the box for each student that is present. Click Activate. The same PIN will generate for all students. <u>Only Activate for your current period. Do not activate your tests early.</u></p></div>
Provide PINs for Alternate Locations	<ul style="list-style-type: none">Any student on your roster that is computer testing in another location with another proctor will need their PIN. Activate them at the start of the period. Let the proctor know the PIN by emailing, calling or texting.Paper-based testing students will not need PINs.
Immediately inactivate any absent students	<div data-bbox="470 979 1470 1084"></div> <ul style="list-style-type: none">Check the box next to the name of any absent student.Click Inactivate.If a student comes in late, check the box next to their name and click Activate. A new PIN for that student will be generated – <u>it will not be the same as the group PIN.</u> <p style="text-align: center;">Only students that are present for testing should be in Active status.</p>



Pause for Individual Breaks	<div><p>Filter By: <input checked="" type="checkbox"/> All <input type="checkbox"/> Inactive <input type="checkbox"/> Active <input type="checkbox"/> Incomplete <input type="checkbox"/> In Process <input type="checkbox"/> Completed</p><p>Activate With PIN Inactivate Pause Resume Stop Submit Score(s) Update Accommodations</p></div> <ul style="list-style-type: none">• If a student must go to the restroom, nurse, etc., pause the test• Check the box next to the student's name & click pause.• To resume, check the student's name & click resume.• 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.
Stop for Students who don't finish	<div><p>Filter By: <input checked="" type="checkbox"/> All <input type="checkbox"/> Inactive <input type="checkbox"/> Active <input type="checkbox"/> Incomplete <input type="checkbox"/> In Process <input type="checkbox"/> Completed</p><p>Activate With PIN Inactivate Pause Resume Stop Submit Score(s) Update Accommodations</p></div> <ul style="list-style-type: none">• If students must leave class or do not finish by the end of the period, stop the testing session.• Select the students in Active or In Progress status & click Stop. This will prevent students from re-entering the test in another location or at another time.
Reactivate to Complete the Test	<ul style="list-style-type: none">• Reactivate student tests at the beginning of the next test session.• 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	<div><p>Filter By: <input checked="" type="checkbox"/> All <input type="checkbox"/> Inactive <input type="checkbox"/> Active <input type="checkbox"/> Incomplete <input type="checkbox"/> In Process <input type="checkbox"/> Completed</p></div> <ul style="list-style-type: none">• Before dismissal, click on each test status button to ensure that all students are in Complete status.

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 [SchoolCity Online Administration Troubleshooting Guide](#).
2. Follow your site plan on how to communicate technical issues at your site.
3. Complete an [Assessment Support Ticket](#) for assistance from the Assessment Team.



Troubleshooting Guide: SchoolCity Online Administration

Need Additional Help? Submit an [Assessment Support Ticket](#)!

If this happens...	Then try this...
The student cannot enter the test with the provided PIN.	<ul style="list-style-type: none">• Verify the student logged in with the correct GSE account.• Verify the student is logging in correctly through Clever. If Google Chrome is not working, try logging in using Microsoft Edge web browser.• Verify the student typed the PIN correctly.• Verify the student is logging into the correct test.• Check the online administration page of SchoolCity.<ul style="list-style-type: none">○ Is the student in Active status? If not, activate.○ Verify the student has the correct PIN.• Click by 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.• Repeat process one more time.• Submit an Assessment Support Ticket.
The student's laptop freezes.	<ul style="list-style-type: none">• Exit SchoolCity and the lockdown browser (hold the power button on the student device to exit).• Restart the device.• Reactivate the student's test and get a new PIN.• Have the student log back in and restart the test. No answers should be lost.• If freezing happens again, try another device.• Clearing browser cache and cookies can help as well.• Submit an Assessment Support Ticket.
The student needs to leave before finishing.	<ul style="list-style-type: none">• Have the student exit the test.• From the Online Administration screen in SchoolCity, click by the student's name. Click PAUSE or STOP.<ul style="list-style-type: none">○ PAUSE if the student will return that same class period. Click Resume when ready. You will <u>not</u> need a new PIN.○ 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.
The student exits the test accidentally OR the battery dies on the computer	<ul style="list-style-type: none">• From the Online Administration screen, click next to the student's name.• Click Activate with PIN.• Have the student log in and access the test with the new PIN and on a new device , if necessary.
The student submits the test accidentally. Note: Submitting a test is similar to submitting on a state assessment. The student cannot reopen once submitted.	<ul style="list-style-type: none">• Ensure prior to testing that students understand the difference between exiting and submitting.• Evaluate the situation. Ask the student if they meant to submit.• If appropriate, submit an Assessment Support Ticket. Be sure to include:<ul style="list-style-type: none">○ The name of the student○ The course, period, and teacher○ The name of the test○ The rationale for why the test should be reopened

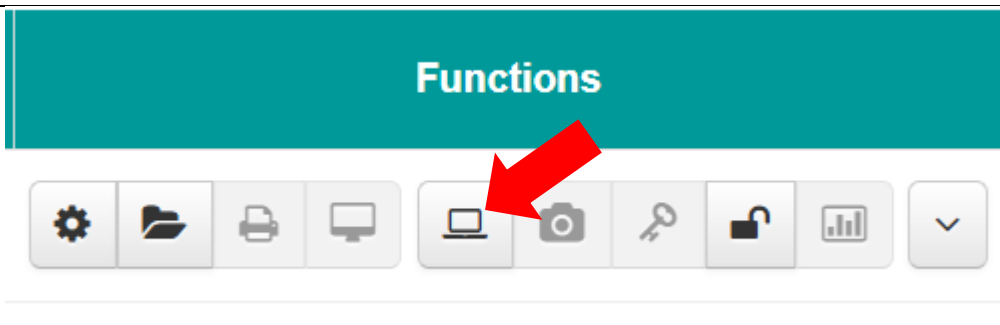
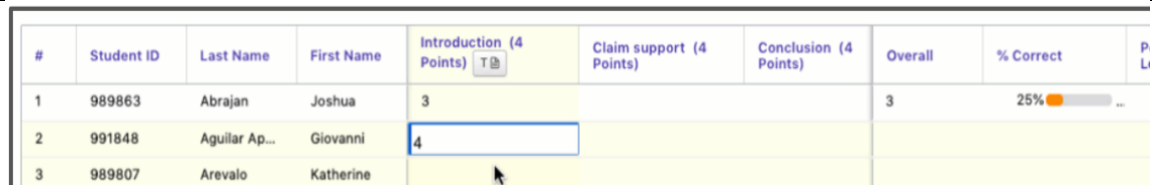
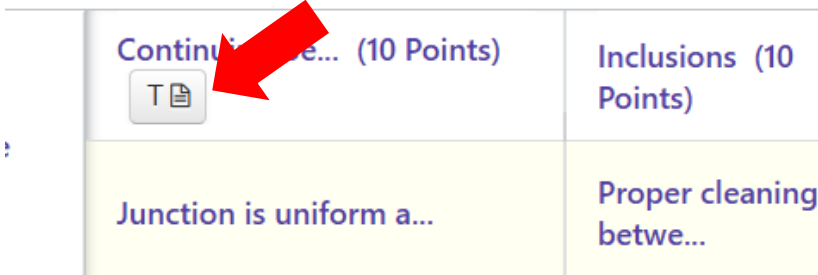
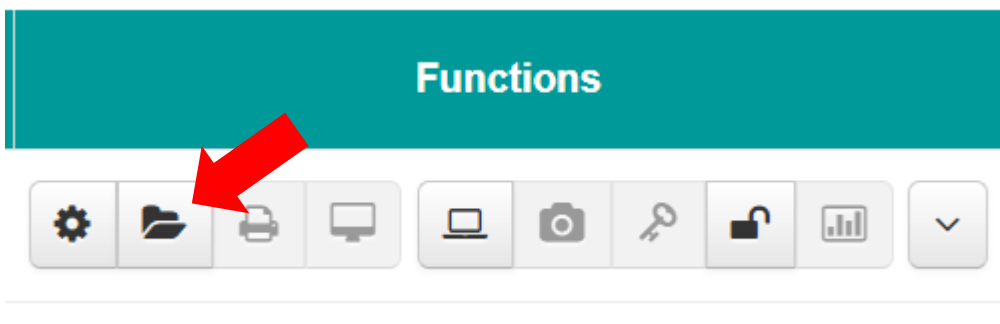


	<ul style="list-style-type: none">The Assessment Team will review requests on a case-by-case basis and provide a response via email.
The student's audio isn't working.	<ul style="list-style-type: none">Adjust volume on earbuds and ensure they are plugged in.Go to the audio settings in the test (blue 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 through the lockdown browser.	<ul style="list-style-type: none">Try another device.Have the student log into the device and access SchoolCity via CUSD Student links pageUse active monitoring to monitor students. <p>Note: Videos on how students log on through the lockdown browser are available on our Assessment webpage.</p>
The student is not in the class list.	<ul style="list-style-type: none">Verify that the student is in your roster prior to testing.Verify that the student is rostered to you in IC.Follow site protocols for communicating testing issues.Submit an Assessment Support Ticket.
The teacher cannot log into SchoolCity	<p>Verify that you can log into SchoolCity via Clever prior to testing. If you receive one of the errors below, follow the recommended steps:</p> <ul style="list-style-type: none">Uh oh! – This is a Clever issue. Submit a CSR or call Help Desk at x7697Aw, Snap! – The page has crashed. Restart the App or Platform404 Page Not Found – SchoolCity cannot load. Log out. Clear cache and cookies.403 Forbidden – Issue with servers. Try again in a few minutes. Submit an Assessment Support Ticket.504 Bad Gateway – Issue with servers. Try again in a few minutes. Submit an Assessment Support Ticket.
The teacher is not present to administer the test.	<p>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.</p>



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.

<p>Step 1:</p> <p>Locate your assessment in the Manage Assessment tab. Under the Functions menu, select Performance Based Scoring.</p>																																									
<p>Step 2:</p> <p>Enter the student scores.</p>	 <table><tr><th>#</th><th>Student ID</th><th>Last Name</th><th>First Name</th><th>Introduction (4 Points)</th><th>Claim support (4 Points)</th><th>Conclusion (4 Points)</th><th>Overall</th><th>% Correct</th><th>P L</th></tr><tr><td>1</td><td>989863</td><td>Abrajan</td><td>Joshua</td><td>3</td><td></td><td></td><td>3</td><td>25%</td><td></td></tr><tr><td>2</td><td>991848</td><td>Aguilar Ap...</td><td>Giovanni</td><td>4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td>989807</td><td>Arevalo</td><td>Katherine</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	#	Student ID	Last Name	First Name	Introduction (4 Points)	Claim support (4 Points)	Conclusion (4 Points)	Overall	% Correct	P L	1	989863	Abrajan	Joshua	3			3	25%		2	991848	Aguilar Ap...	Giovanni	4						3	989807	Arevalo	Katherine						
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3	989807	Arevalo	Katherine																																						
<p>Step 3:</p> <p>Refer to the rubric as needed. Rubrics are accessible within online scoring and in the documents folder on the Manage Assessments page.</p>	<p>Performance Based Scoring – Click the Teacher Rubric button by the Objective name.</p>  <table><tr><th>Continu... (10 Points)</th><th>Inclusions (10 Points)</th></tr><tr><td>Junction is uniform a...</td><td>Proper cleaning betwe...</td></tr></table> <p>Manage Assessments – Click the Documents Folder under the Functions menu.</p> 	Continu... (10 Points)	Inclusions (10 Points)	Junction is uniform a...	Proper cleaning betwe...																																				
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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 style="list-style-type: none">□ Attend site training□ Watch the Common Finals Test Administration Training Video□ Review the CUSD Extempore Test Administration Procedures and resources in the Common Final Handbook□ Sign CUSD Test Security Agreement (Google Form)
Materials Preparation 5-10 days prior to testing <i>See Extempore Tech Guide for Step-by-Step Instructions</i>	<p>Computer-based Testing (CBT)</p> <ul style="list-style-type: none">□ Ensure that all rostered classes and students are present in Google Classroom and Extempore.□ Prepare Student Devices per the Extempore Technical Guide<ul style="list-style-type: none">○ Ensure devices are charged and have received recent updates (submit Incident IQ tickets, as needed, in a timely manner).○ Ensure students' Google Chrome or Edge browser is updated.○ Have students set site permissions for Extempore to allow camera, microphone, and pop-ups.○ Have students install the appropriate keyboard on their device.□ Import finals into Extempore <p>Accommodated Paper-Based Test (Select Students only) - SPED Coordinators access Common Final through TEAMS and work with teachers to make accommodations (one month prior).</p>
Classroom Preparation 5-10 days prior to testing	<ul style="list-style-type: none">□ Encourage attendance and academic effort.□ Prepare materials for testing day, i.e., scratch paper, door signs, headsets/earbuds, logins, etc.□ Prepare a non-computer-based activity for students who finish early.
Accommodations	<ul style="list-style-type: none">□ Review the list of Universal Testing Tools and Conditions available for all students, as well as Specialized Accommodations.
During Testing Session <i>See Extempore Administration Guide for Step-by-Step Instructions</i>	<ul style="list-style-type: none">□ Follow the testing schedule provided by the site.□ Read Scripted Directions (<i>see next page</i>) and post "Please Do Not Disturb" signs during testing session.□ Students log into computer:<ul style="list-style-type: none">○ Turn up volume, connect Logitech headset, and check that the computer speaker is set to the Logitech headset.○ Students navigate to Google Classroom and select their Extempore test.○ Before selecting the test, students should complete the microphone check.○ Actively monitor and support testing environment,○ Follow site procedures (i.e., behaviors, phone security, bathroom procedures, breaks, etc.)○ Unlock tests as needed.○ Refer to Troubleshooting Guide and submit Assessment Support Tickets as needed.○ Make sure all students have completed the test before dismissal.○ Collect and shred scratch paper at conclusion of testing.○ Document student absences and plan for make-ups.
After Testing	<ul style="list-style-type: none">□ Access Gradebook to score or view student scores.□ Celebrate success with staff and students, set/review goals, and create next steps.□ Review and analyze data to inform instruction, pacing, etc.
CUSD 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 <i>Test Window: Semester 1 Only</i>	Semester 2 Practice Test Links <i>Test Window: Semester 2 Only</i>
Semester 1 Sample Test Link: (Level 1) 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 for Spanish 7-8 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
<i>To be released SY 25-26</i>	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.



Create class

Add to existing classes

Select the class to import the assessment "CUSD Practice Assessment"

☐ Sample Period 1

☐ Sample Period 2

☐ Sample Period 3

☐ Sample Period 4

☐ Copy start and due dates to all classes

ADD

☒ Sample Period 1

Assessment name:

CUSD Practice Assessment

Choose start and due dates for this assessment

Start time

Due Time

11/06/2024 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.

November 2024

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6

7

Clear

Today

01

39

PM

02

40

AM

03

41

04

42

05

43

06

44

07

45

11/05/2024 01:39 PM

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

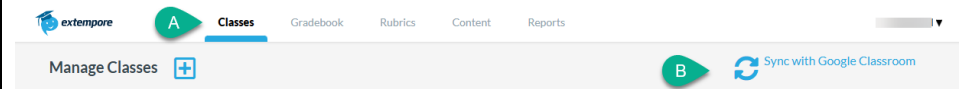
5. Absent students – To allow absent students to take the test, click on the PAST DUE Assessment and adjust the end date/time. This will change the status to Active. Students who have completed the assessment will not be able to retake the assessment.



Extempore Technical Guide: Complete Before Testing

Materials Preparation
5-10 days prior to testing**Step 1: Ensure all rostered classes and students are present in Google Classroom and Extempore.**

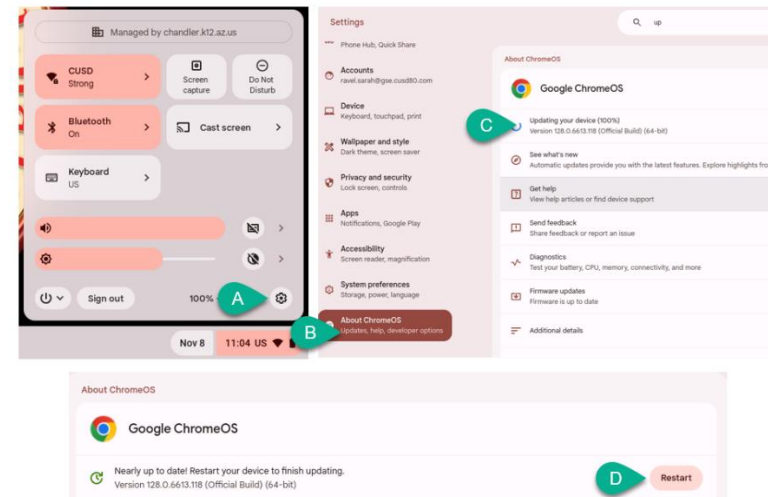
- A) Log into Extempore and check that all classes are present.
- B) If you are missing a class, click the Sync with Google Classroom button in the upper-right corner.
- C) Students will appear in your gradebook as soon as they have taken an assessment.
- D) Check your Google Classroom to ensure all 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 below for each device type.

Chromebook:

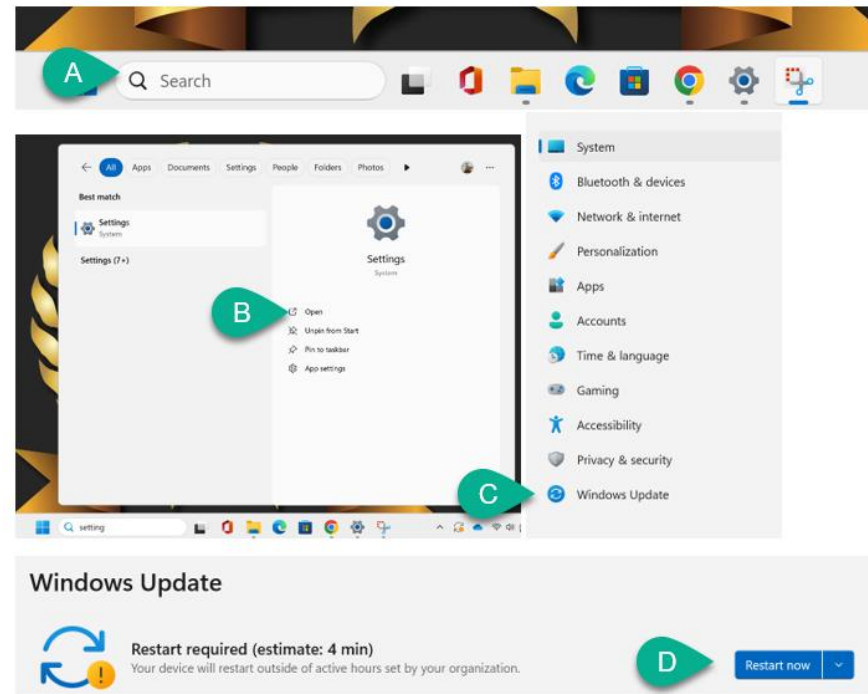
- A) Click on the date and time in the lower-right corner to reveal the menu. Click on the gear to open the computer settings.
- B) Scroll down the left menu to select About Chrome OS.
- C) Chrome will begin searching for device updates.
- D) When complete click Restart.

Chromebook:

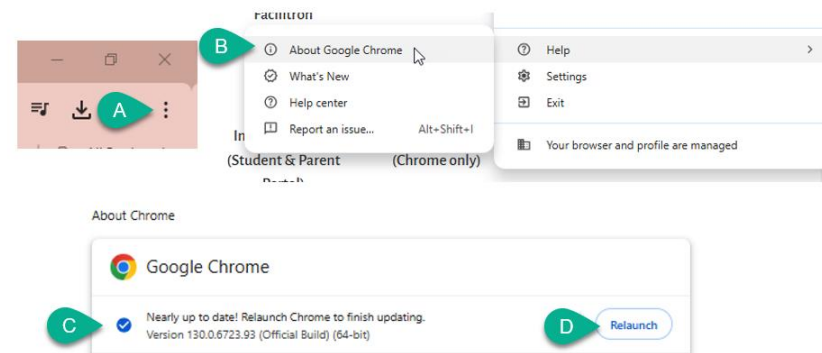
**Windows:**

- 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.*

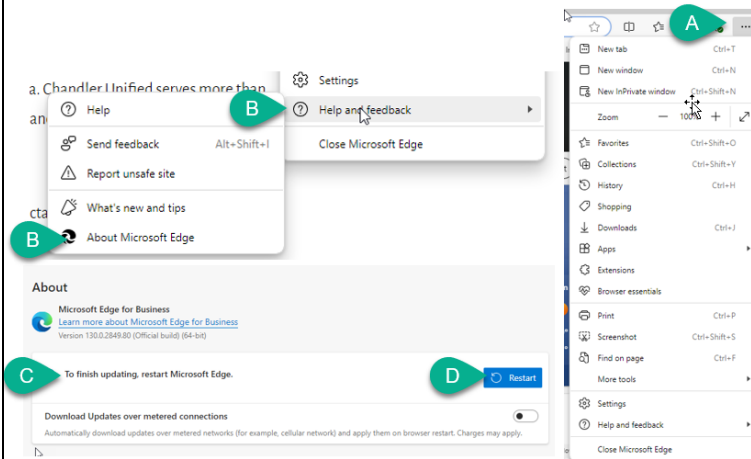
Windows:**Step 3: Ensure the appropriate web browser is up to date.****Google Chrome:**

- A) Open Google Chrome and click on the menu (three dots) in the upper right corner
- B) Select Help>About Google Chrome
- C) Check for updates (automatic)
- D) Once updates are installed, click Relaunch. Chrome will close and reopen to install updates.

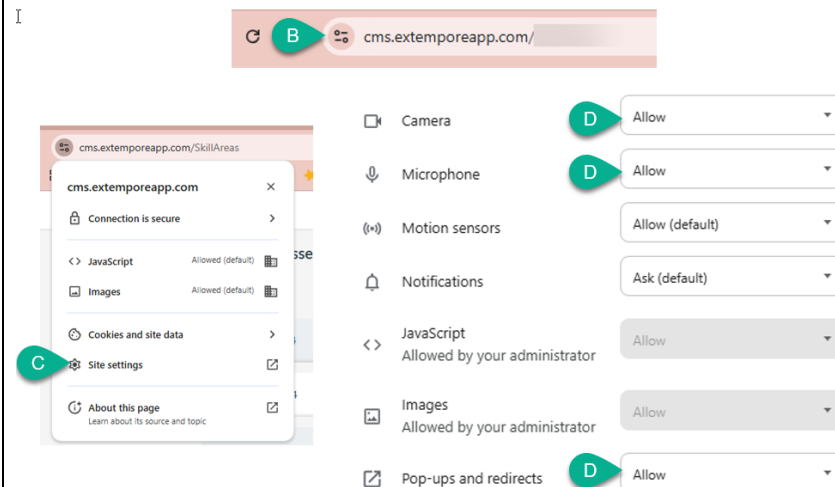


**Microsoft Edge:**

- A) Open Microsoft Edge and click on the menu (three dots) in the upper right corner
- B) Select Help & feedback>About Microsoft Edge
- C) Check for updates (automatic)
- D) Once updates are installed, click restart. Edge will close and reopen to install updates.

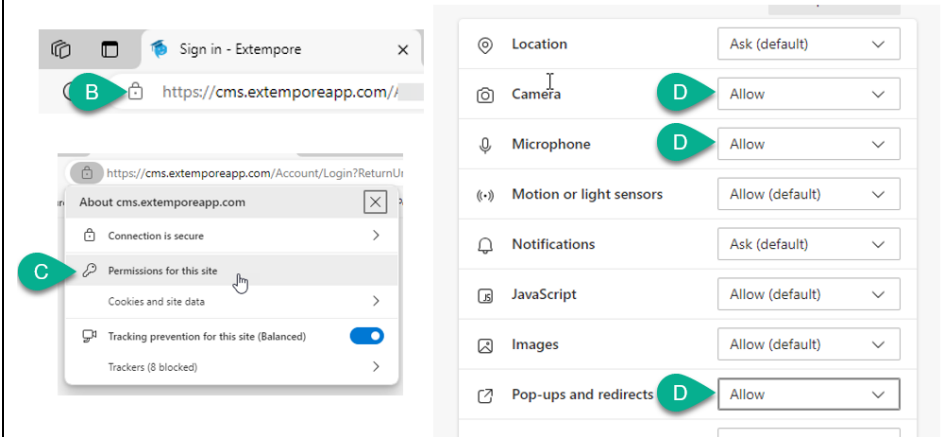
Microsoft Edge:**Step 4: All students set appropriate site permissions for Extempore.****Google Chrome:**

- A) Students navigate to the extempore app.
- B) Locate the site settings button in the address bar between the home button and the site address (looks like sliding buttons).
- C) Click Site Settings to open the settings page in a new tab.
- D) Set Camera, Microphone and Pop-ups to Allow.
- E) Close tab and refresh the Extempore page.

Google Chrome:

**Microsoft Edge**

- A) Students navigate to the extempore app.
- B) Locate the site settings button in the address bar between the home button and the site address (looks like a lock).
- C) Click Site Settings to open the settings page in a new tab.
- D) Set Camera, Microphone and Pop-ups to Allow.
- E) Close tab and refresh the Extempore page.

Microsoft Edge**Step 5: All students install the appropriate 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 handout.

**Step 6: Import finals into Extempore.**

- 1) 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 [Assessment Support Ticket](#).

Drive

+ New

Home

Activity

Workspaces

My Drive

Shared drives

World Language Common Finals

Import Links for Common Finals

extempore

Congratulations, "CUSD Practice Assessment (Level 1)" is ready to be added to your account! Please sign in to complete the process.

Username

Password

SIGN IN

Sign in with Google

Sign in with your LMS

Don't have an account? Open a lite account!

Assessment name:

CUSD Practice Assessment (Level 1)

Choose start and due dates for this assessment

Start time: 11/06/2024 12:04 PM

Due Time: 11/06/2024 12:19 PM

Save as Draft

Sample Period 1

Sample Period 2

Sample Period 3

Sample Period 4

Sample Period 5

ADD



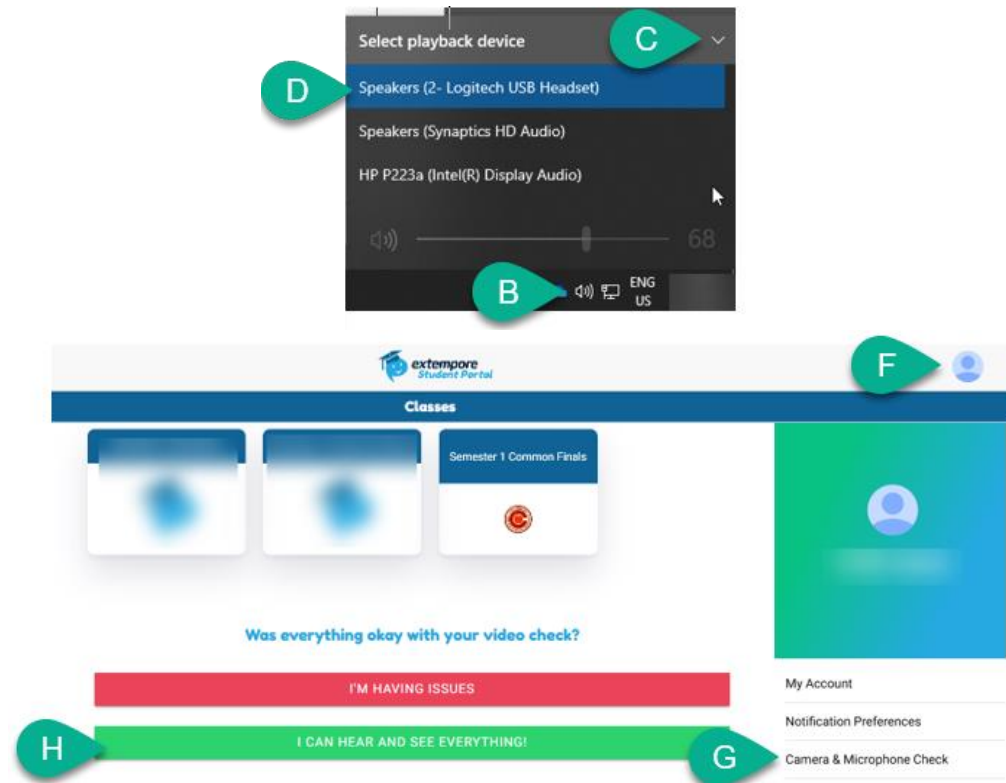
Administering Common Finals in Extempore

Step-by-Step Guide: World Languages Only

Step 1: Guide students to log in on testing day.

Remember, you must import your assessment into Extempore before testing! See previous page for directions.

- A) Students log into the computer and check sound settings. Plug in Logitech headset (required for Speaking assessment).
- B) Click on the volume icon in the task bar.
- C) Click the up arrow to view all speaker settings.
- D) Ensure that the **Speakers (Logitech USB Headset)** are selected. Make sure the volume is turned up.
- E) Students navigate to Google Classroom and click on the assessment link. When prompted, they should log in with Google.
- F) Before selecting their class, direct students to complete the microphone/camera check by clicking on the avatar in the upper right-hand corner.
- G) Select Camera & Microphone check.
- H) Click record. Replay the video to ensure audio and video feature is working.
- I) Once they complete the check, they click the green button to return to the Classes screen. If they have tech issues, they should raise their hand for help.



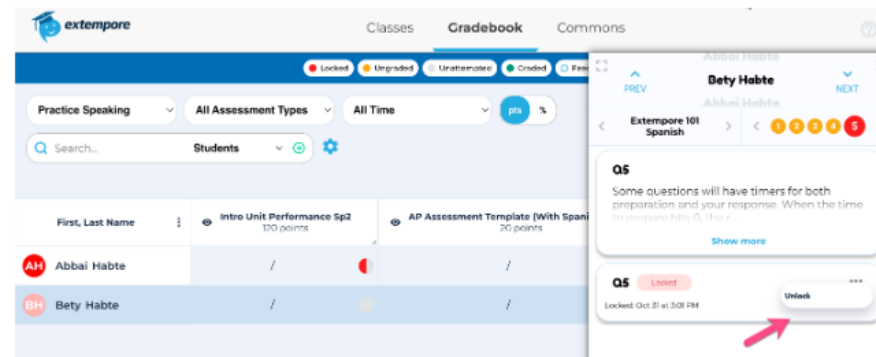
**Step 3: Monitor students. Unlock tests as needed.**

- 1) Actively monitor testing.
- 2) 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.
- 3) 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 [here](#).

Resetting A Locked Attempt

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

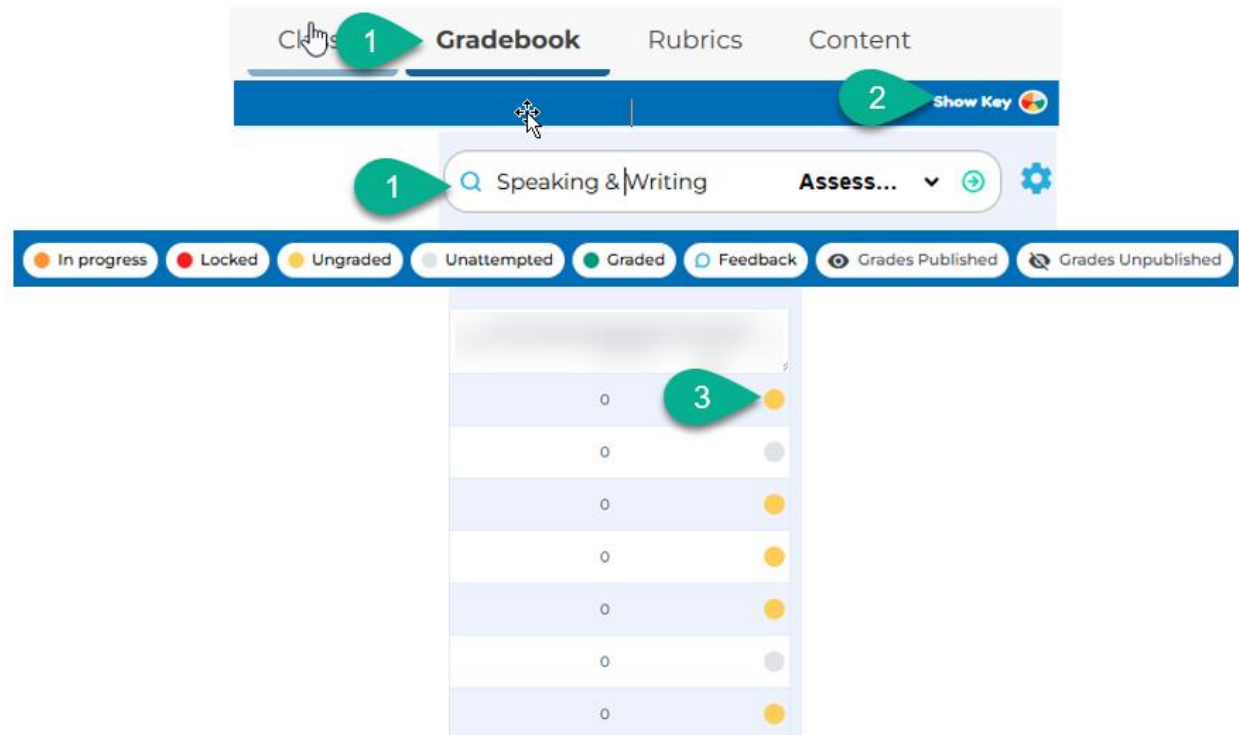
1. Click on the assignment and navigate to the locked question.
2. Click on the 3 dots and unlock the question.



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

**Step 4: Check completion before dismissal**

- 1) Filter your Gradebook to show just the Common Final. Type the assessment title in the search bar at the top of the Extempore gradebook.
- 2) Click Show Key to view the color of each testing status.
- 3) Ensure each student present for testing has submitted their responses. The yellow circle shows submitted and ungraded. The gray circle shows unattempted. All absent students should show a gray circle.
- 4) Note: All Common Finals are set to be manually published. The gradebook should show a closed eye next to the assessment name. **Please leave the grades unpublished in Extempore and enter grades in Infinite campus.**





Step 5: Score Speaking & Writing Assessment

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.
- 2) The snap grader will pop up on the right-hand side of the screen. Read/Play the student response.
- 3) 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.
- 4) Use the next buttons at the top of the snap grader to move to the next question or the next student

The image displays two screenshots of the Extempore interface. The top screenshot shows the 'Gradebook' tab with a table of student submissions. A green callout '1' points to the first student's submission. The bottom screenshot shows the 'snap grader' interface for a 'Listening Practice' assessment. A green callout '2' points to the audio player, '3' points to the rubric, and '4' points to the 'NEXT' button. A small video inset of a man is visible in the bottom right corner of the bottom screenshot.

First, Last Name	Graded Assignment	Ungraded Assignment
DD Daffy Duck	80 %	✓
DD Donald Duck	95 %	✓

Weather
I'm planning on going boating on Saturday. Do you want to come with me? Why?

Q1 *Graded* ✓
Submitted: Fri 8 at 8:27 AM
8:00
100 %

Listening Practice
Q1 Listen carefully and respond.
Do you know anyone with a similar...
Show more

Q1 *Ungraded*
Submitted: Aug 11 at 8:27 AM
8:00
100 %

Comments **Rubrics** 3.4
Task completion 2/3
Appropriate Register 1/3
Excellent 3 pts

**Step 6: Schedule and Administer Speaking & Writing Make-ups**

To schedule and administer a make-up test, simply access the test in your class and extend the testing date/time.

- 1) Open the desired class period.
- 2) Open the desired assessment.
- 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.

The screenshot displays a web interface for managing assessments. At the top, a header bar shows 'CUSD Semester 1 Practice Tests' with '4 Assessments' and a plus icon. Below this, a section titled 'Assessments' includes a filter bar with checkboxes for 'Active', 'Scheduled', 'Closed', 'Draft', 'Incomplete', and 'Archived'. A list of four assessments is shown, each with an 'ACTIVE' status, a question count, and buttons for 'Add Question' and 'Grade'. The first assessment, 'CUSD Practice Assessment (Level 1)', is highlighted with a green callout '2'. Below the list, a detailed view of this assessment is shown, featuring a green callout '3' pointing to the 'Due Time' field. The 'Assessment Name' is 'CUSD Practice Assessment (Level 1)'. The 'Assessment Timeline' shows a 'Start Time' of '11/06/2024 , 8:38' and a 'Due Time' of '12/20/2024 , 5:00 PM'.

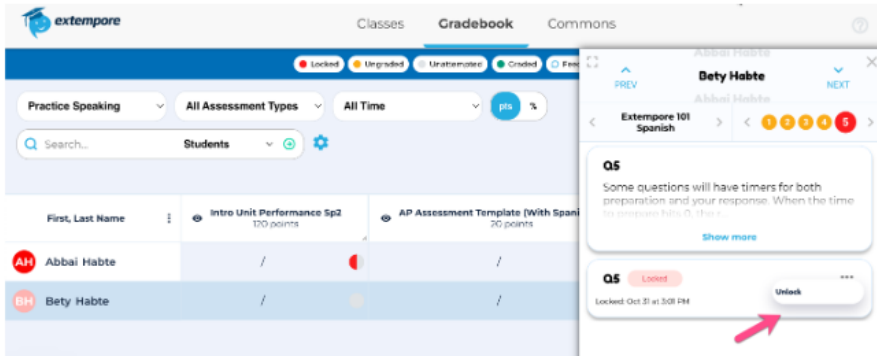
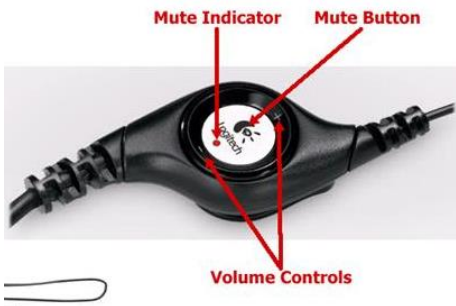
Assessment Name	Status	Questions	Add Question	Grade
CUSD Practice Assessment (Level 1)	ACTIVE	2	Add Question	Grade
CUSD Practice Assessment (Level 2)	ACTIVE	2	Add Question	Grade
ASL Practice Assessment (Level 2)	ACTIVE	1	Add Question	Grade
ASL Practice Assessment (Level 1)	ACTIVE	1	Add Question	Grade

Assessment Name	Start Time	Due Time
CUSD Practice Assessment (Level 1)	11/06/2024 , 8:38	12/20/2024 , 5:00 PM

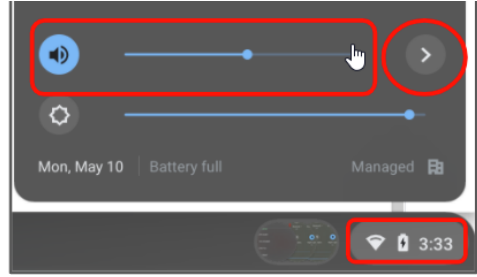
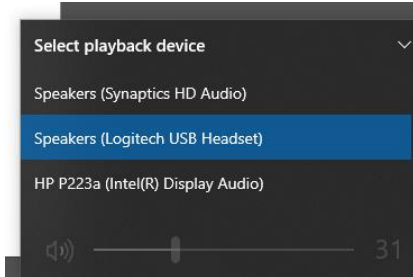


Extempore Troubleshooting

Need Additional Help? Submit an [Assessment Support Ticket!](#)

If this happens...	Then try this...
<p>The student locks the question.</p>	<p>Resetting A Locked Attempt</p> <p>Locked attempt will always appear in red in the gradebook.</p> <ol style="list-style-type: none"> 1. Click on the assignment and navigate to the locked question. 2. Click on the 3 dots and unlock the question.  <p>Note: students will have to refresh their screen or app to be able to see the unlocked attempt.</p> <ul style="list-style-type: none"> • If you cannot see the locked attempt in your Gradebook, refresh your screen or log out and back in to sync. • If you continue to have trouble, submit an Assessment Support Ticket. Include your period and the student's name so we can help you unlock it.
<p>The text in Extempore is typing from right to left.</p>	<ul style="list-style-type: none"> • Check your Preferences. (Select your name>Preferences) • Make sure nothing is checked under Right to Left Language.
<p>Students can still copy/paste during the final</p>	<ul style="list-style-type: none"> • Check that Safe Mode has been enabled on your account. • Click on your name>Preferences. • Check Enable Safe Mode. Only future assessments will be enabled. Use active monitoring and/or Lightspeed.
<p>Students are getting Navigation Warnings when adjusting the volume</p>	<ul style="list-style-type: none"> • 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. 



Student Keyboard is not working.	<ul style="list-style-type: none">• Check that the student has enabled the keyboard on their device.• Check that the student knows how to use the keyboard. Refer to the keyboard shortcuts on Adding a Language Keyboard (pg 42)
Live Captions are running	<ul style="list-style-type: none">• Refer to the EdTech troubleshooting document, Disabling Live Captions, located on the CUSD World Language Common Final Website.
Students cannot hear themselves on the Microphone check	<ul style="list-style-type: none">• Log out of Extempore.• Check that the student's computer volume is turned up.• Check that the Logitech headset is plugged in.• Verify the speaker input and output settings are set to the Logitech headset under Computer audio settings. <div></div> <ul style="list-style-type: none">• Log back into Extempore. Check that site permission for the microphone has been approved (see Tech Guide).• Try Mic Check again.• Try a different device or contact site tech. <p>If students are using a Windows 11 device, you may need to activate/enable the microphone in the device itself.</p> <ol style="list-style-type: none">1. Search in lower left - type Control Panel and open it.2. A new window will appear. In the search at the top-right, type Sound and then choose Change sound card settings.3. A new window will appear with tabs at the top. Choose Recording.4. I think I chose Microphone: Realtek(R) Audio. Then choose Properties.5. A new window will appear. At the bottom of the window find "Device usage" and check that it says, "Use this device (enable)". (The student today didn't have this set correctly) If it is set to "disable" choose the drop down and switch it.6. Choose the Levels tab at the top. Slide the Microphone slider to about 75 and be sure the speaker next to it isn't muted. (The student's today was muted) Click on the speaker to unmute.7. Choose Apply.8. Choose Apply.



Adding a Language Keyboard

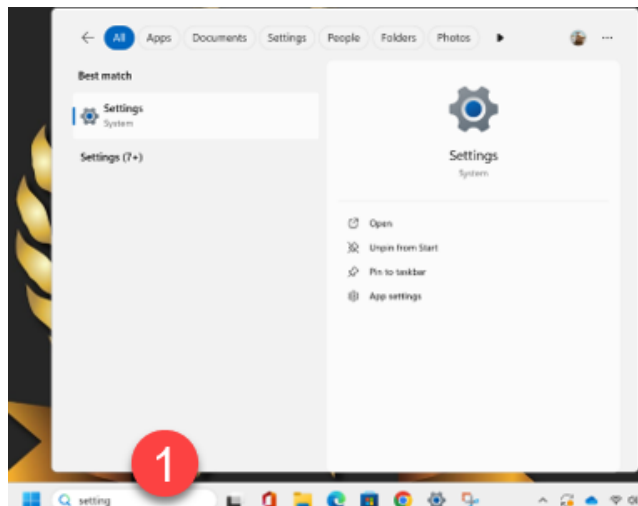
Typing in Extempore works best when students install the appropriate keyboard directly onto their computer. The following guide will identify the appropriate keyboard and provide a step-by-step on how to install the keyboard on student devices.

Recommended Keyboards

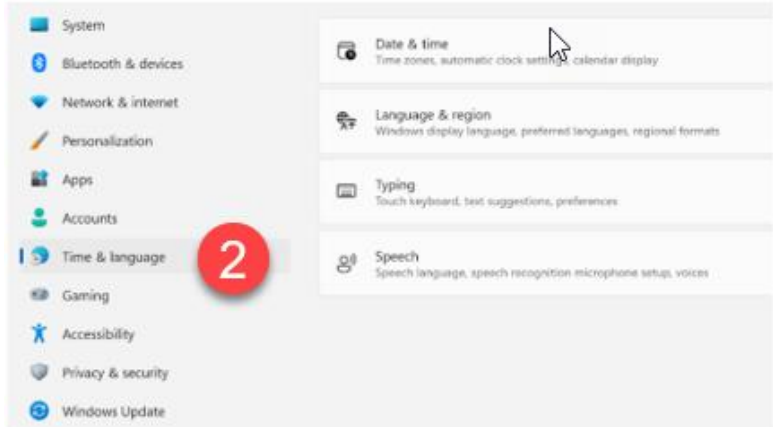
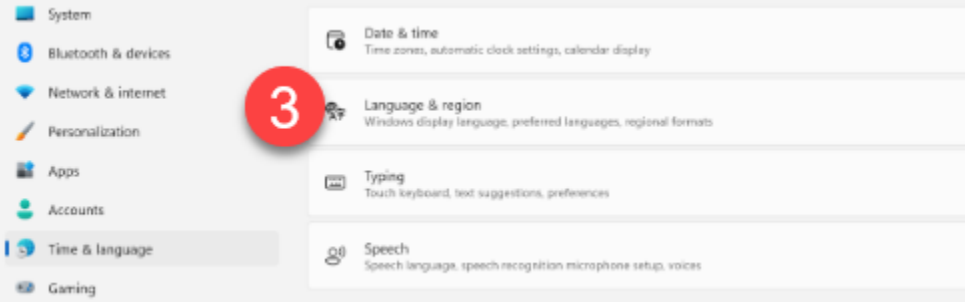
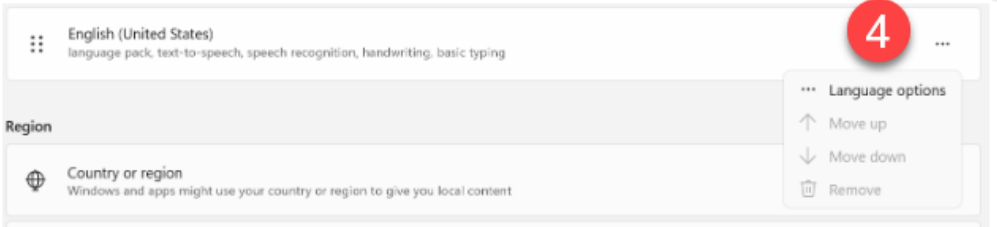
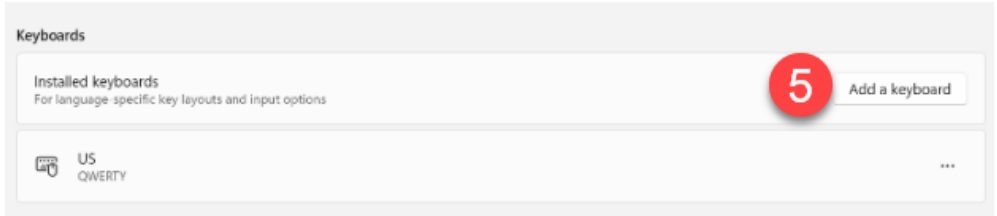
Language	Keyboard
French, German, & Spanish	US International Keyboard
Mandarin	Chinese Simplified

Installation Guide

- 1) Open the computer's settings menu. Type settings in the search bar and select open.

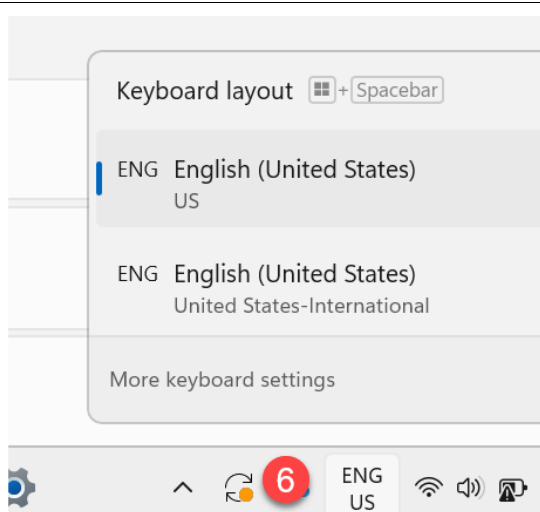




<p>2) Click on Time and Language from the left-hand menu.</p>	
<p>3) Select Language & Region.</p>	
<p>4) Locate the selection for English. Click on the three dots to reveal the menu. Select Language Options.</p>	
<p>5) Select Add Keyboard. Add the desired keyboard.</p>	



- 6) To turn on the keyboard, click on the keyboard from the task bar. From the menu, select the desired keyboard. Remember to turn on the keyboard before logging into Extempore.



Student Guide

~	! 1	@ 2	# 3	\$ 4	£ 5	% 6	^ 7	& 8	* 9	(0) 1	- 2	+ 3	÷ 4	← Backspace
Tab ↹	Q Ä	W Å	E É	R ®	T Þ	Y Ü	U Ú	I Í	O Ó	P Ö	{ "	} "	_		
Caps Lock ↵	A Á	S Š	D Đ	F	G	H	J	K Œ	L Ø	:	"	'	Enter ↵		
Shift ↵	Z Æ	X	C Ç	V	B	N Ñ	M µ	< Ç	> ¸	?	/	¿	Shift ↵		
Ctrl	Alt												Alt Gr	Ctrl	

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 ģ, press Alt Gr + Shift + 9, release and type g

In some cases you can combine two diacritics like in â; 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

	í												
			é			ü	ú	í	ó				
	á												
						ñ				¿			
								Right Alt					

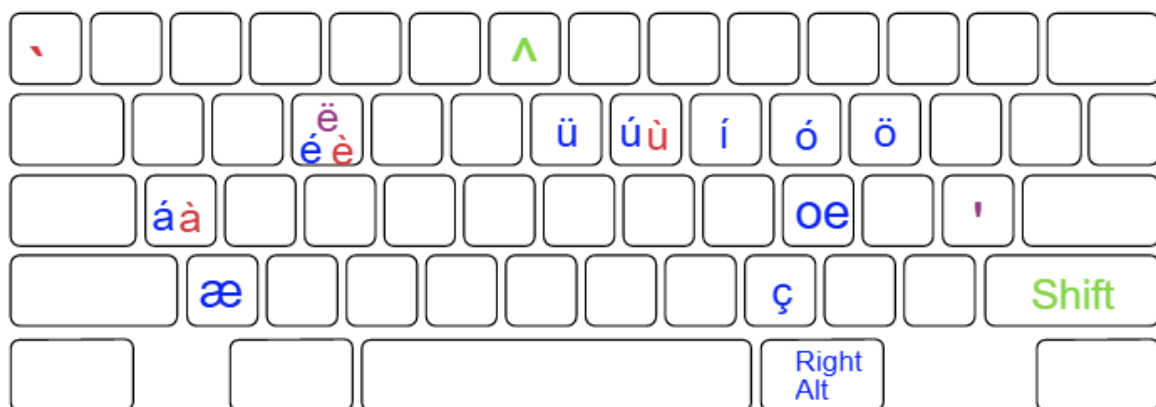
To use these characters, hold Right Alt + the key.
Right Alt+Shift+key will create a capital with the accent mark

French



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

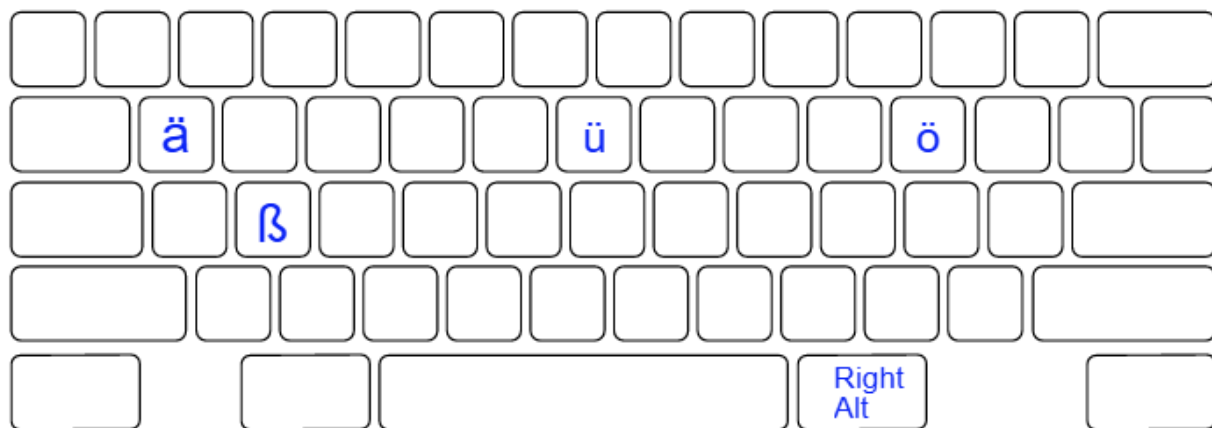
Áccent grave: Type ` (next to the 1) and then the letter.



Áccent 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 [district curriculum maps](#). 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 [Research and Assessment webpage](#) 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 [CUSD Assessment Common Finals webpage](#).

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 7th-8th 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.

Recent	My Assessments	School	District	Inspect	EngageNY	GoMath	Arizona	Linked	Bulk Activations
--------	----------------	--------	----------	---------	----------	--------	---------	--------	------------------

- *District Tab* – Contains secure district assessments (Benchmarks). These assessments are only visible during the testing window
- *My Assessments* – This tab will contain any teacher-made assessments
- *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 [Assessment Support Ticket](#).

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.

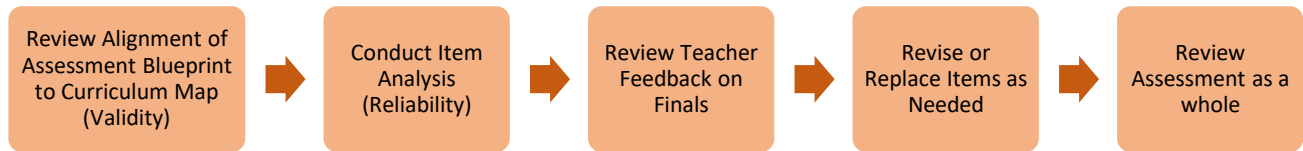
How are Common Finals developed?

- 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 [Common Finals Revision Form](#). 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.
 - [Student Login – Chromebook](#)
 - [Student Login – Dell](#)

What if I have a substitute teacher?

- If the teacher is absent or unable to test, follow site procedures 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 accidentally. 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 [Assessment Support Ticket](#) 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:
 - [ADE Achievement Accommodations](#)
 - [Universal Tools and Testing Conditions](#)
 - [EL Testing Accommodations](#)
- 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 student's 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 [CUSD Balanced Assessment Framework – End-of-Year/Course Summative Assessments](#) 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 [CUSD Data Analysis Protocol](#) 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

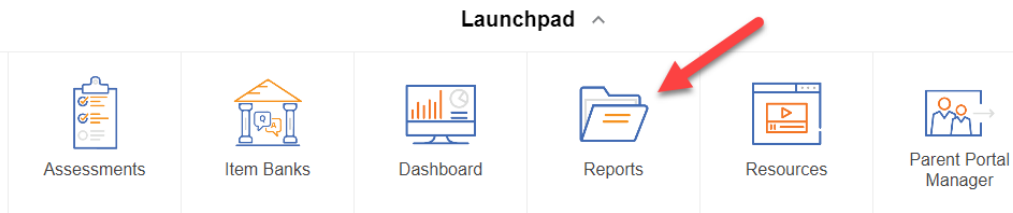
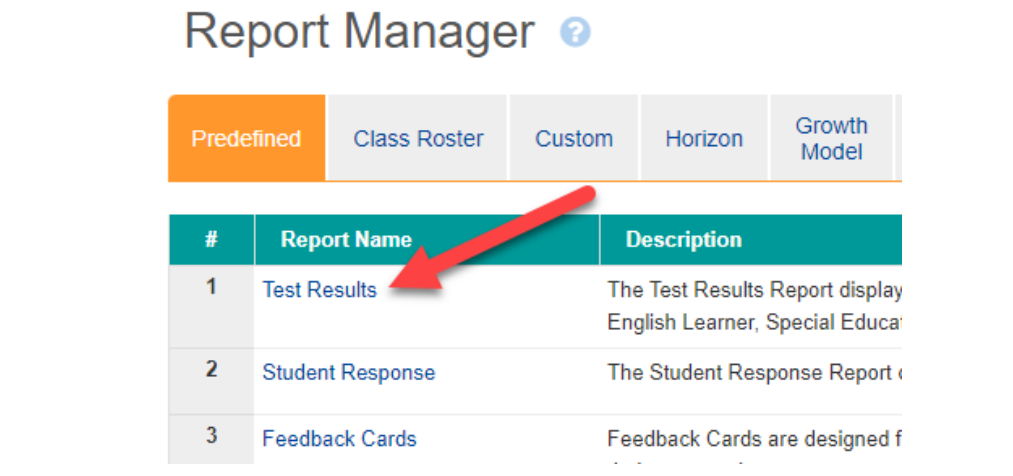
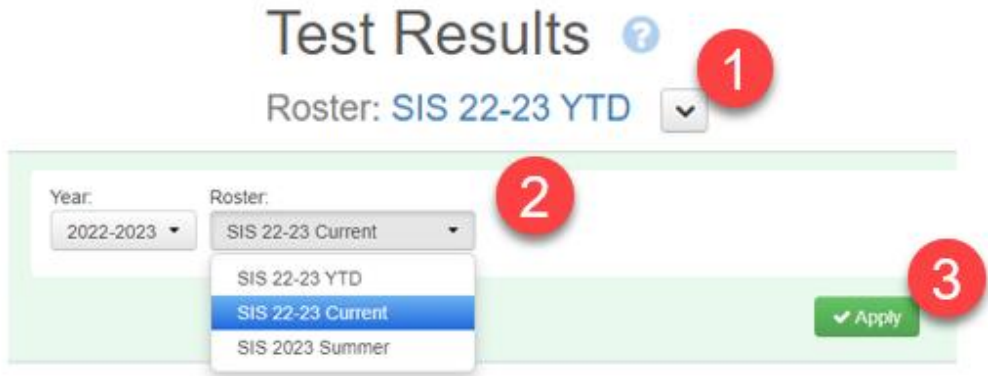
We greatly appreciate your cooperation, feedback, and efforts.



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

<p>From the Launchpad, select Reports.</p>	 <p>Launchpad ^</p> <p>Assessments Item Banks Dashboard Reports Resources Parent Portal Manager</p>												
<p>From the Report Manager, select Test Results.</p>	 <p>Report Manager ?</p> <p>Predefined Class Roster Custom Horizon Growth Model</p> <table border="1"><thead><tr><th>#</th><th>Report Name</th><th>Description</th></tr></thead><tbody><tr><td>1</td><td>Test Results</td><td>The Test Results Report display English Learner, Special Educa</td></tr><tr><td>2</td><td>Student Response</td><td>The Student Response Report c</td></tr><tr><td>3</td><td>Feedback Cards</td><td>Feedback Cards are designed f</td></tr></tbody></table>	#	Report Name	Description	1	Test Results	The Test Results Report display English Learner, Special Educa	2	Student Response	The Student Response Report c	3	Feedback Cards	Feedback Cards are designed f
#	Report Name	Description											
1	Test Results	The Test Results Report display English Learner, Special Educa											
2	Student Response	The Student Response Report c											
3	Feedback Cards	Feedback Cards are designed f											
<p>Check the selected roster. To change the roster, click on the carrot. Select the SIS Current for the current year to see only students currently enrolled. Then, click the green Apply button.</p>	 <p>Test Results ?</p> <p>Roster: SIS 22-23 YTD</p> <p>Year: 2022-2023 Roster: SIS 22-23 Current</p> <p>SIS 22-23 YTD SIS 22-23 Current SIS 2023 Summer</p> <p>✓ Apply</p>												



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*.

Student Level: Collection: Subject: Tags: Assessment:

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 ✓

ALGEBRA 1 (Per P1 - S2, Sect 4 - S2) ✓

ALGEBRA 1 (Per P1 - YEAR, Sect 3 - YEAR) ✓

The top of the report shows a summary including the average % correct for the test as a whole and for each performance level.

Test Results	Student Response	Standard Analysis	Feedback Cards	Item Analysis	Demographics F
Average Raw Score		Average % Correct			
22.26		67.46%			
Performance Level Summary		#	%	✓	
Number of Students Tested:		19	0.04		
1 - Minimally Proficient		3	15.79%	✓	
2 - Partially Proficient		3	15.79%	✓	
3 - Proficient		12	63.16%	✓	
4 - Highly Proficient		1	5.26%	✓	

Scroll to the bottom of the report to view individual student scores.

First Name	School	Level Tested	Raw Score	% Correct	Performance Level
District Average		Grade 10	22.26	67.46%	
		Grade 10	19	57.58%	Partially Proficient
		Grade 12	13	39.39%	Minimally Proficient
		Grade 10	26	78.75%	Proficient

You can select additional information to view including:

- A. Time Spent
- B. District, School, and Class Averages

Show: ☐ Demographics ☐ Time Spent ☒ Chart ☐ Averages ☐ Proficient / Not Proficient ☒ By Performance Levels



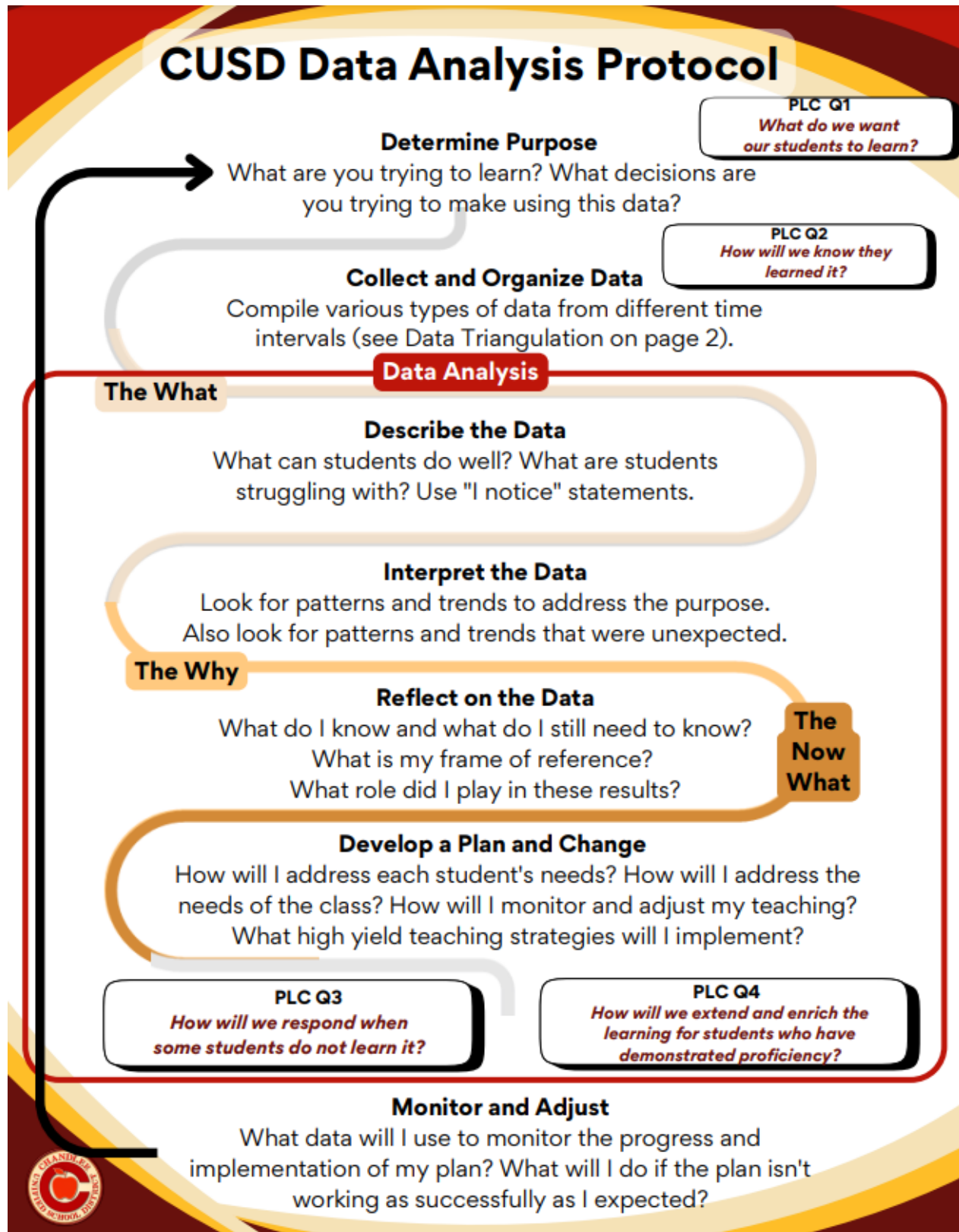
Accessing Individual Test Results

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

Type the student's last name or Student ID number into the Search bar in the upper right corner of the screen.	
Make sure student is selected and click Submit.	
Locate the student. Select the eye icon to view the Student History Report.	
Click on the All Assessments tab. Locate the assessment. Click the + sign for additional information	



CUSD Data Analysis Protocol





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

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

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.

**Select the quality data
sources from your list**

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



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?*



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: <i>What do you want students to learn?</i>	Data Protocol Step: <i>Determine Purpose/Collect & Organize Data</i>
-------------------------------------------------------------	-----------------------------------------------------------------------------

Student Work Selected:

Content Standard:

Learning Objective:

PLC Question: <i>How will we know they have learned it?</i>	Data Protocol Step: <i>Describe the Data</i>
----------------------------------------------------------------	-------------------------------------------------

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.*

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 Expectations	Exceeding Expectations

PLC Question:
How will we respond when some students do not learn?
How will we extend learning for those who are already proficient?

Data Protocol Step:
Develop 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 [CUSD assessment framework](#) 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 [Data Analysis Protocol](#) 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 [CUSD Common Finals website](#) 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 [CUSD Curriculum maps](#) 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.

Signed By: _____ Date: _____

Printed Name: _____

Title: _____ School: _____

**Please return signed copy as per instructions from your school/district test coordinator.
Signed copies will be maintained by school/district administrators for 6 years.**