



**SAGE Interim
Test Administration Manual
2017-2018**

**English Language Arts
Mathematics
Science**



Sydnee Dickson
State Superintendent of Public Instruction

Patty Norman
Deputy Superintendent of Student Achievement

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The SAGE Interim Assessments

As required by [Board Rule R277-404](#), all staff members involved in the administration of SAGE Interim assessments must follow the directions for administering the test as outlined in this document. For questions concerning information presented in this manual or about administration of the SAGE Interim assessments, please contact your School Testing Coordinator or local education agency (LEA) (school district or charter school) Assessment Director.

Purpose. The SAGE Interim assessments are *optional*. Participation is determined locally and is *not required* by the USBE. Student results are provided for LEA and school use; no Interim student results are collected by the USBE. These assessments are designed to assess the knowledge, skills, and abilities described in the Utah Core Standards for English Language Arts (ELA), Mathematics, and Science.

Options. There are two versions of the SAGE Interim assessments which may be administered, Class Period and Full Reporting, as described below.

Subject	Class Period Interim	Full Reporting Interim
ELA: Writing	<ul style="list-style-type: none"> 1 prompt 	<ul style="list-style-type: none"> 1 prompt
ELA: Reading	<ul style="list-style-type: none"> 30-31 items 	<ul style="list-style-type: none"> 40 items
Mathematics	<ul style="list-style-type: none"> 28-34 items 	<ul style="list-style-type: none"> 35-42 items
Science	<ul style="list-style-type: none"> 30-36 items 	<ul style="list-style-type: none"> 38-48 items 1 simulation

ELA: Writing Test Administrators have the option to select which type of prompt students will see. The options are Random, which is the default, Argumentative, and Informational. For detailed information on selecting which prompt type each student will receive, please refer to the SAGE system TIDE user guide available at http://sageportal.org/wp-content/uploads/SAGE_TIDE_Guide_2017_2018_08.14.17.pdf.

Testing Windows and Scheduling. Students may participate in only ONE Interim assessment per subject area per Interim window—one in the fall, and one in the winter. The testing schedule is sent out in August to all assessment directors. For more information about testing windows and schedules, please contact Kim Rathke kim.rathke@schools.utah.gov or Jared Wright jared.wright@schools.utah.gov.

The Assessment Director in the LEA is responsible for ensuring that each student has an appropriate opportunity to demonstrate knowledge, skills, and abilities related to SAGE-assessed courses. This ensures that each student has a standardized (similar and fair) testing experience.

Each LEA is responsible for determining school testing schedules. Under the direction of the LEA, schools may divide the times specified in the table below into multiple testing sessions, depending on local needs. The following table outlines appropriate testing times for the two Interim versions of each assessment.

Subject	Appropriate Testing Times Per Student	
	Class Period Interim	Full Reporting Interim
ELA: Writing	60-90 minutes	60-90 minutes

ELA: Reading Mathematics Science	45-60 minutes per assessment	90-135 minutes per assessment
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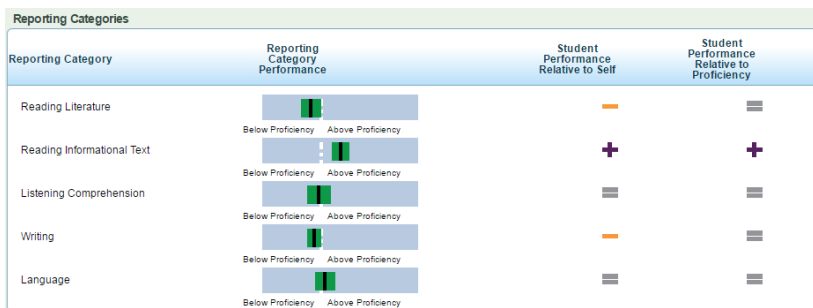
Extra Testing Time. It is inappropriate for the Test Administrator to allow students to take excessive time to test. In rare circumstances, a student may need longer than the times specified here; in those cases, only the LEA Assessment Director may approve extra testing time for a specific student due to individual student needs or circumstances.

Unexpected/Unforeseen Circumstances. Some students may be unable to participate in regular testing schedules due to absence, technical difficulties, or other unforeseen circumstances. Opportunities for these students to complete each assessment must be provided within the school’s testing window. Other circumstances, such as fire drills and power failures, may interrupt testing for groups of students. Test completion sessions should be scheduled when normal conditions are restored. Interruptions should not reduce the total amount of time students are given to complete tests.

Security. The SAGE Interim assessments are **secure** assessments that follow the 2016 Spring SAGE Summative blueprints for each assessed course. **SAGE Interim assessments may not be used as formative assessments.** Interim reading passages, writing prompts and test questions may not be reviewed with students, discussed as a class, or reviewed during instructional conversations. All test security requirements of the SAGE Summative must be met. In addition, all ethics policies of the SAGE Summative assessments also apply to SAGE Interim assessments. For information on the ethics policy, please contact Kim Rathke kim.rathke@schools.utah.gov or Jared Wright jared.wright@schools.utah.gov.

Reporting: The SAGE Interim student scores are available to schools and LEAs to support local instruction. **SAGE Interim assessment results are not collected at a state level.**

- Full-reporting Individual Student Report (ISR):
 - Identical to the SAGE Summative ISR
 - Display scale scores for Reporting Categories



- Class Period ISR:
 - No Reporting Category information at the student level

SAGE Interim Assessments	Students	School and LEA
ELA: Writing ELA: Reading	No immediate results are reported onscreen	Student results are available in the Online Reporting System (ORS) according to the user role in TIDE. To receive an overall ELA score both assessments need to be completed.
Mathematics Science	Immediate results are reported onscreen upon completion of the assessments.	Student results are available in the Online Reporting System (ORS) according to the user role in TIDE.

Student Reporting. As a student completes the SAGE Interim Mathematics and/or Science assessment, an immediate scale score and proficiency level will be displayed. English Language Arts results are provided to teachers via the SAGE Online Reporting System (ORS) after a student completes both the writing and reading sections of the assessment.

Students' Results Screen Examples:

Mathematics and Science Results Screen

Your Results

Student Name: Doe, Jane (SSID: 9999999123)
 Test Name: Interim Class Period Grade 4 Math
 Test Completed On: 9/29/2017
 Proficiency Level: 3
 This is your scale score: 503

You have finished the test. You may now log out.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

English Language Arts Results Screen

Your Results

Student Name: Doe, Jane (SSID: 9999999123)
 Test Name: Interim Class Period Grade 4 ELA: Reading
 Test Completed On: 9/29/2017

You have finished the test. You may now log out.
 Your score will be available when both the Reading and Writing tests are completed and scored.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

Administering the SAGE Interim Assessments

This section is set up to go through chronologically, step-by-step what needs to be done before, during and after testing.

Before Testing

Step 1: Complete Standard Test Administration and Testing Ethics Training

It is extremely important that any staff member involved in the administration of the SAGE Interim assessments receive training in testing ethics and follows the directions for administration carefully, as outlined in the testing ethics policy. Ethics training is provided under the direction of each LEA Assessment Director. This policy is approved by the Utah State Board of Education and is updated as needed. Please contact Kim Rathke kim.rathke@schools.utah.gov or Jared Wright jared.wright@schools.utah.gov for all information regarding the Standard Test Administration and Testing Ethics Policy.

Step 2: Read This SAGE Interim Test Administration Manual and Refer to the Test Administrator User Guide as Needed

- SAGE Interim Test Administration Manual
- The SAGE Online Testing System Test Administrator (TA) User Guide is located at: http://sageportal.org/wp-content/uploads/SAGE-TA-User-Guide_2017-2018_final-081817.pdf.

Step 3: Verify LEA and School Staff User Accounts

- Each school must ensure that current staff members have appropriate user accounts in SAGE. User accounts will use the common login to access all aspects of SAGE, including the SAGE test administration.
 - User accounts are role based. Please ensure that the account role is appropriate for the user.
 - For instructions on managing user accounts refer to the *TIDE User Guide* http://sageportal.org/wpcontent/uploads/SAGE_TIDE_Guide_2017_2018_08.14.17.pdf.

Step 4: Check Local Testing Windows and Schedules

- Follow local testing windows established by each LEA and school. Ensure that the assessments are scheduled to be administered during times when the SAGE system is available. The USBE testing schedule is sent to assessment directors in August. Please contact Kim Rathke kim.rathke@schools.utah.gov or Jared Wright jared.wright@schools.utah.gov for information regarding the USBE testing schedule.

Step 5: Ensure Eligibility of Students for SAGE Interim assessments

- Ensure that all students are appropriately registered in the school's student information system (SIS), and that these data are accurately represented in the TIDE system.
 - Verify proper test assignments.
 - Compile documentation concerning unique student circumstances that affect testing.
 - Check that all students who are expected to test are assigned the assessment.

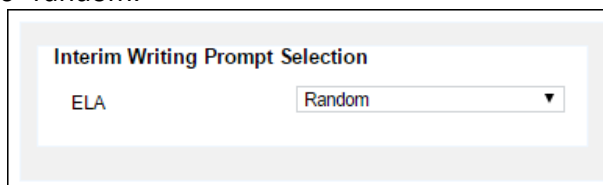
Step 6: Use SAGE Training Tests to Prepare for Interim Administration

- Ensure that each device students will use is able to support SAGE Interim testing.
 - Check local configuration, including bandwidth.
 - Secure browser is downloaded.
 - Keyboards and headphones are in working order.
 - Please refer to the SAGE systems Technology Specifications located at http://sageportal.org/wpcontent/uploads/SAGE_TechSpecs_Manual_2017-2018-1.pdf.
- Ensure that each student has participated in the training tests.
 - Practice the functionality of the Test Delivery System (TDS):
 - Answering various itemtypes
 - Navigating in the interface and through the assessment
 - Becoming familiar with the accessibility tools
- Ensure that each Test Administrator uses the training tests:
 - To practice creating training test sessions and administer training tests.
 - To learn the functionality of the Test Administrator (TA Interface).

Please refer to the Training Tests section of this TAM for more detailed information in accomplishing this step.

Step 7: Check Student Accommodations, Special Codes, and Test Settings

- Use TIDE to mark appropriate accommodations and test settings:
 - **ELA: Writing**—TIDE allows for the selection of prompt-type at the genre level (random, argumentative, informative) for an individual student. The default setting for all students is “random.”



- For more details, refer to the TIDE User Guide located at http://sageportal.org/wpcontent/uploads/SAGE_TIDE_Guide_2017_2018_08.14.17.pdf.

Step 8: Prepare Testing Materials

- **Student Test Tickets**
 - Ensure that students have access to their legal name (as used in the SIS) and seven-digit SSID, as this information is used to log into any SAGE assessment.
 - For more details on printing student test tickets refer to the TIDE User Guide located at http://sageportal.org/wpcontent/uploads/SAGE_TIDE_Guide_2017_2018_08.14.17.pdf.
- **Allowed Materials**
 - Headphones
 - Scratch and/or graph paper
 - Calculators as appropriate according to SAGE policy

- Reference sheets available for download
 - Physics
 - Chemistry

Headphones

All students will need headphones to listen to audio in the assessments.

- Students can use text-to-speech to listen to stimuli or test items being read aloud.
- Some assessments contain several items that have recorded audio.
- Students with a Braille accommodation can use the Job Access with Speech (JAWS) screen reading software.

School testing coordinators should determine the number of headphones needed prior to testing.

Scratch/Graph Paper

The scratch/graph paper becomes part of the secure testing materials. Students may not take their scratch/graph paper with them. The proctor should always collect scratch/graph paper at the end of every session. If a student wants to reuse scratch/graph paper on a later session (e.g., notes from the ELA writing section) he or she may do so, as long as the scratch paper is for the same test and was securely stored between sessions. After the testing window has closed, the school testing coordinator must ensure that all scratch/graph paper is destroyed.

Calculators—Math

Working with numbers by hand was purposeful in the design of the Elementary Mathematics Utah Core State Standards. Because of this purpose, calculators aren't allowed in grades 3-5.

Grades 3-5: Calculator NOT allowed.

- Calculators are not available onscreen.
- Students cannot use a handheld calculator.

Grade 6: Calculator is allowed and provided ONLY on the second segment of the test.

- The calculator is available ONLY on screen, and may be downloaded for student use in the classroom.
 - To download, refer to the *Online Calculators in the Test Delivery System* manual located at <http://sageportal.org/wp-content/uploads/Calculator-Manual-2017-18.pdf>.
- Students cannot use a handheld calculator. (Students with a calculator accommodation documented in an IEP or 504 Plan can bring in a handheld calculator to use only on the calculator forms. It can ONLY be used in the calculator segment, on items for which a calculator is available onscreen.)

Grade 7, Grade 8, Secondary Math I, II, and III: Calculator allowed on all items.

- Calculator available onscreen. May be downloaded for student use in classroom.
 - To download, refer to the *Online Calculators in the Test Delivery System* manual located at <http://sageportal.org/wp-content/uploads/Calculator-Manual-2017-18.pdf>.

- Students may also provide their own calculator, or use a classroom calculator that was used during classroom instruction (e.g., scientific, graphing, or basic).
- Phones or other Internet-capable devices are NOT allowed during testing.

Calculators—Science

Although mathematical calculation is inherent in science instruction, the Utah core standards for science are not calculation heavy. Some students may feel more at ease during testing if a calculator is available. To respond to this student need, two options are available for calculator use on SAGE science assessments:

- An onscreen calculator is available to **ALL** students. This may be downloaded for student use in the classroom.
 - **Grades 4-5** will have a basic five-function calculator (i.e., add, subtract, multiply, divide, and square root).
 - **Earth Science, Biology, Chemistry, Physics** will have a scientific calculator (including logarithms, trigonometric functions, and scientific notation; no graphing).
 - **No Interim tests for Grades 6, 7, 8 due to standards update**
- To download, refer to the *Online Calculators in the Test Delivery System* manual located at <http://sageportal.org/wp-content/uploads/Calculator-Manual-2017-18.pdf>.
- Students may also provide their own calculator, or use a classroom calculator that was used during course instruction (e.g., scientific, graphing, or basic)
- Phones or other Internet-capable devices are NOT allowed during testing.

ReferenceSheets

Please use the reference sheets throughout the year as appropriate, so that the students are familiar with them prior to testing. The reference sheets are located at <http://sageportal.org/wp-content/uploads/2013/11/Science-Reference-Physics.pdf> (Physics) and <http://sageportal.org/wp-content/uploads/2013/11/Science-Reference-Chemistry.pdf> (Chemistry).

Test Irregularities

On rare occasions, a non-standard situation arises during test administration that requires action. Five irregularities that require action in TIDE are described below.

Reset a Test

Resetting a test eliminates all responses for a student. When that student logs into the test again, the test will start over. This should only be done in situations where the test cannot be appropriately completed as-is (e.g., two students accidentally log into each other's tests, a student requiring Braille was not given the accommodation, etc.). A test should never be reset to give a student a second opportunity.

Reopen a Test

Reopening a test changes the test's status from "completed" or "reported" to "paused." This is useful if a student accidentally submits a test prior to reviewing it. After you reopen a test, a

student can resume it. A test should not be reopened once a student sees a score.

Reopen a Test Segment

Reopening a test segment allows a student to return to the first segment if he/she incorrectly exited the segment. This is useful if a student accidentally clicked to complete the first segment of the Grade 6 Math test before he/she had completed and reviewed the items.

Grace Period Extension

Extending the grace period of a test gives a student access to all their previous responses. This should be granted if a test session is unexpectedly interrupted (e.g., fire drill, lockdown). The grace period extension should not be applied if the test session ended normally, or if the student was given time to review their answers before logging out of a test.

Test Invalidation

Tests should be invalidated when a student's performance is not an accurate measure of his/her ability (e.g., the student cheated, used inappropriate materials, etc.). If a test is invalidated, the student is not given another opportunity to take the test. **Invalidating a test requires the approval of an LEA-level user.**

Please refer to the *TIDE User's Guide* for detailed instructions for marking, reviewing, and approving test irregularities. This document is located at http://sageportal.org/wp-content/uploads/SAGE_TIDE_Guide_2017_2018_08.14.17.pdf.

During Testing

While students log in to the assessments through the secure browser, the steps below outline the process for Test Administrators (TAs) to login to the TA Interface and start a test session with a unique session ID and the specific tests to be administered.

TAs will then help students log in to their assessments by reading the directions for administration. All directions are indicated by the word "**SAY**" and are in bold type enclosed in a gray box. **Read these directions exactly as they are written.** Follow the test-specific instructions for administering each test. Sections that will need to be tailored to the specific testing situation are noted.

Note that the ELA test is divided into two test sections with different instructions for the Writing and Reading, Listening, Language sections. Mathematics Grade 6 is the only SAGE assessment with two segments that requires the TA to approve students from one segment to the next.

Directions and scripting are the same for most tests. Please note that ELA Writing and Math Grade 6 have unique directions and scripting; see the "Testing Session Scripts" section below.

Step 1: Distribute Materials

- Ensure that blank scratch/graph paper, headphones, and appropriate test materials are distributed. If you are using student testing tickets, ensure that those are also distributed.

- Follow local procedures to ensure the secure browser is available and launched on each device students will use for testing. Ensure that all students have headphones and a keyboard.
- TAs may provide login information to students using test tickets generated from TIDE or may follow local procedures to help students log in. For information on generating test tickets from TIDE, refer to the TIDE User Guide located at http://sageportal.org/wp-content/uploads/SAGE_TIDE_Guide_2017_2018_08.14.17.pdf.

Note: A student may use his/her scratch paper for multiple sessions of the same test, as long as it was collected and stored securely between sessions.

Step 2: Test Administrator Logs in to the SAGE Testing System

- Navigate to the SAGE Portal (<http://sageportal.org/>).
- Select the *Test Administrators* user card.
- You will be directed to the selected “Welcome” page, which includes links to the available SAGE applications.
- Select “**SAGE Live Test Administration.**” You will be directed to the login screen.
- Enter your username (e-mail address) and password into the respective text fields.
- Click “**Log In.**” You will be directed to the TA Interface.



If you do not have a username and password, contact your school’s Test Coordinator.

Step 3: Select Tests to Administer

- Once you have logged in, select the test you will administer using the dropdown filters in the Test Selection box. Then click the Start Session button in the top left corner of the screen. Note: Both Interim and Summative tests may be listed. Be sure to select the appropriate Interim test to be administered.

Step 4: Create a Session ID

- Each test session will be automatically assigned a unique Test Session ID. The Test Session ID is provided to students to enter this testing session

Step 5: Help Students Log in to the Test Session

SAY: “You should now see a login screen on your device. If you do not, please let me know now.”
[Pause.] “On the login screen, please enter your legal first name (not your nickname), your seven-digit SSID” [if login tickets have been provided, say, “from the login ticket you have been given”] “and the Test Session ID I have given you into the appropriate areas. Then click the **Sign In** button.”

Live Test Sign in for Students

Pause while students log in.

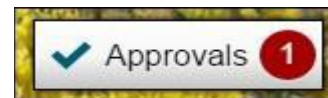
SAY: “Please review the information on the screen, making sure your name and the test you are taking is shown. If any of the information is incorrect, please raise your hand and I will help you; otherwise, select **YES** to continue.

“Then please select the **[name course]** test and wait. Before you begin testing I will provide additional instructions.”

Step 6: Approve Students for Testing

It is the teacher/TA’s responsibility to verify that each student on the list should be in this testing session.

- Click the **Approvals** button in the upper right corner of the page to view the students waiting for approval.



- Click the **Eye Icon** button to verify and adjust the test settings for any students who require it. Details about student test settings can be found in the “[Student Test Settings](#)” section.
- Click the **Check mark** button to approve a single student or the **Approve All Students** button to approve all students.

Approvals and Student Test Settings

Approvals and Student Test Settings
✔ Approve All Students
↻ Refresh
✕ Done

2 students awaiting approval ● = Interim

Interim Full Reporting Grade 4 Math					
Student Name	SSID	Opp #	See Details	Action	
DYR, student	777774994	1	Standard		
DYQ, student	777774993	1	Standard		

Once students have been approved, a list of students currently testing in the session and which test questions they have answered is displayed, as well as how long their tests have been paused.

Students in Your Test Session

Students in your **SAGE Live Tests** Test Session

0 students awaiting approval 0 print requests 2 active tests ● = Interim

Student Name	SSID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
Blog, Lou	9990009102	1	Interim Class Period Grade 4 ELA: Reading		approved: 0/0	Standard	
Blog, Lou	9990009176	1	Interim Class Period Grade 5 ELA: Writing		paused: 0/0	Standard	
Blog, Lou	9990009176	1	Interim Class Period Grade 5 ELA: Reading		started: 16/31	Standard	

Step 7: Read Scripting

Once all students are approved to enter the testing session, read the appropriate scripting, found below, based on the assessment being administered.

Follow local procedures to actively proctor the test session and to document any testing anomalies that occur. Students who finish early should be encouraged to use any remaining time to check their answers before submitting the test for scoring.

To wrap up and end the testing session, read the end-of-session script for the test being administered and the follow the steps to close the testing session, located below.

Interim ELA: Writing All Grades

The Writing section may be completed in multiple testing sessions within the testing times listed in the “[SAGE Interim Test Scheduling Guide](#)” section of this TAM. Testing sessions should be reasonable and fit within local testing schedules.

SAY: “You are going to respond to one writing prompt. You will see guidelines that suggest how much you should write and how long it should take you to respond. Most of you will finish in one hour.

“Today’s testing session will go until **[insert time the session will end]**. If you do not finish during this testing session, you will be able to continue later. Once you have reviewed and finished, click the **End Test** button.

“On the next screen, you may scroll through a help page that describes how to use the SAGE system. You may return to that help page by clicking on the help icon, which appears as a question mark in the upper right-hand corner of your screen. If you do not know how use the system to enter your response, please raise your hand and I will help you. Please remember that I will show you only how to use the program.

“You may now put on your headphones, click on **Yes, Start My Test** and begin.”

Interim ELA: Reading: All Grades

Interim Math: All Grades, except Grade 6 (see below) Interim

Science: Grades 4 and 5; Earth Science, Biology, Physics, Chemistry
(No Grade 6, 7, 8 Science Interim)

SAY: “You are now ready to take the **[course name]** test. This test is designed to measure your understanding of the Utah Standards for **[course name]**.”

“Today’s testing session will go until **[insert time the session will end]**. If you do not finish during this testing session, you will be able to continue later, but will not be able to return to the questions you see during this session. I will let you know when there are about five minutes left in the session.

“On the next screen, you may scroll through a help page that describes how to use the SAGE system. You may return to that help page from any question by clicking on the help icon, which appears as a question mark in the upper right-hand corner of your screen. If you find that you do not know how to enter your responses, please raise your hand and I will help you, but please remember that I will only show you how to use the system.

“You may now put on your headphones, click on **Yes, Start My Test**, and begin.”

Interim Math: Grade 6

There are two segments within the Math Grade 6 assessment.

- Segment one is to be taken without a calculator.
- Segment two allows the use of an onscreen calculator.

Students will need to be “approved” from the TA Interface before starting the second segment.

Students will not be able to return to the first segment after you approve them to start the second segment. The approval procedure is found in the [“Approve Students for Testing”](#) section of this TAM.

SAY: “You are now ready to take the Math Grade 6 test. This test is designed to measure your understanding of the Utah Standards for sixth grademath.

“This test is divided into two segments. For the first segment, you will not be allowed to use a calculator. For the second segment, you will be able to use a calculator. When you have reviewed and are finished with the first segment, click **Next**, then raise your hand and I will give you access to the second segment. Once you go to the second segment, you will be unable to return to the first segment.

“Today’s testing session will go until **[insert time the session will end]**. I will let you know when there are five minutes remaining in the session. If you do not finish during this testing session, you will be able to continue later.”

Five-Minute Alert Before the End of the Test Session

Follow appropriate local procedures to attract the students’ attention, and then read the applicable script.

ELA Writing Section

SAY: “There are five minutes remaining in this test session. Please prepare to pause or end your writing test. You will be able to return to your response later if you are not finished.”

All Tests Except the ELA Writing Section

SAY: “There are five minutes remaining in this test session. Please review any test questions you answered now, because you **will not** be able to review them later. If you are not finished with this test, you will have a chance to answer the remaining questions later.”

Ending the Test Session

Students—End the Session and Log Out

SAY: “The test session is now over. If you have not finished, click **Pause**. Then click **Log Out**. If you have completely finished the test, click **Submit Test For Scoring**. Then click **Log Out**. If you do not know how to submit your test, please let me know now.”

[Pause.]

“I will now collect your testing materials.”

Secure materials should be stored between testing sessions and destroyed at the end of testing according to local procedures.

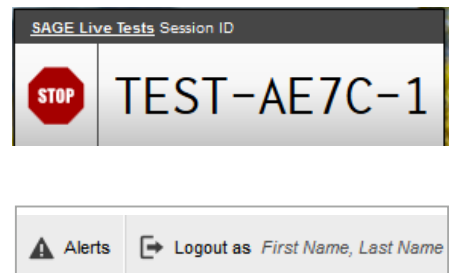
Secure the following materials:

- Scratch paper/graph paper written on by students
- Embossed questions and passages (for students with Braille accommodation)
- Print-on-demand questions and passages (for students with large-print or paper-based accommodations)

Test Administrator—Stop the Test Session and Log Out

Click the red **Stop** button to the left of the session ID to end the test session.

Click **Logout as** in the top right corner of the TA Interface to log out of the test session.



Make-Up Sessions

Work with your local Testing Coordinator to determine the length of completion sessions based on how long students have already tested. Students who have finished an assessment should not be required to sit through additional testing time needed by a few students.

ELA Writing Section

SAY: “You are now ready to resume the English Language Arts Writing test. Your test will begin where you left off the previous test session. Today’s testing session will go until **[insert time the session will end]**. I will let you know when there are five minutes left in the session. If you do not know how to use the system to enter your responses please raise your hand and I will help you. Please remember that I will show you only how to use the software.

“You may now click **Yes, Resume My Test**, put on your headphones, and begin.”

Math Grade 6

SAY: “You are now ready to resume testing for Math Grade 6. Your test will begin where you left off in the previous test session. Today’s testing session will go until **[insert time the session will end]**. I will let you know when there are about five minutes left in the session.”

[Read the italicized text below if students haven’t finished the first segment.]

*“This test is divided into two segments. When you have reviewed and are finished with the first segment, click **Next**, then raise your hand and I will give you access to the second segment. Once you go to the second segment, you will be unable to return to the first segment.”*

“Once you have reviewed and finished answering all the questions, click the **End Test** button. If you do not know how to use the system to enter your responses, please raise your hand and I will help you. Please remember that I will show you only how to use the software.

“You may now click **Yes, Resume My Test**, put on your headphones, and begin.”

All Tests Except the ELA Writing Section and Math Grade 6

SAY: “You are now ready to resume testing for **[course name]**. Your test will begin where you left off in the previous test session. Today’s testing session will go until **[insert time the session will end]**. I will let you know when there are five minutes left in the session. Once you have reviewed and finished answering all the questions click the **End Test** button. If you do not know how to use the system to enter your responses please raise your hand and I will help you. Please remember that I will show you only how to use the software.

“You may now click **Yes, Resume My Test**, put on your headphones, and begin.”

After Testing

Step 1: Report any testing anomalies with the School Testing Coordinator and/or LEA Assessment Director.

Step 2: Check that all students who are eligible have completed the assessments.

Step 3: Access student results in ORS, provide students with ISR according to local procedure, and use SAGE Interim data to inform instructional activities according to local policy.

SAGE Help Desk

Please contact your LEA Assessment Director prior to contacting the SAGE Help Desk. If you contact the Help Desk, you will be asked to provide as much detail as possible about the issue(s) you encountered.

Hours of Operation:

Regular Hours: Monday-Friday, 8:00 a.m. to 5:00 p.m. Mountain Time (except holidays)

Fall Summative Window Hours: Monday-Friday, 7:00 a.m. to 7:00 p.m. Mountain Time (except holidays)



Always include the following information:

- Test Administrator name
- SSID(s) of affected student(s)

Do NOT provide any other student information, as doing so may violate FERPA policies.

- Results ID for the affected student test(s)
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration, if known:
 - Secure browser installation (to individual machines or network)
 - Wired or wireless Internet network setup

SAGE Training Tests

Purpose. The SAGE Training tests are provided to help students, teachers, test administrators and technology coordinators prepare for the SAGE Interim and Summative assessments. Whenever a SAGE training test is administered in a school, it is strongly recommended that it be accessed using the SAGE Secure Browser to provide students with access to text-to-speech and certify that local technology configurations can support testing. The training tests are located at <http://sageportal.org/training-tests/>.

Schools are encouraged to have students take the appropriate training test prior to the administration of the SAGE Interim and Summative assessments. Each LEA and school should be strategic in deciding how it wants to use the training tests with its students.

Best practices for using the training tests include:

- Working through training test items as a class, while discussing how to navigate the assessment, use tools, and answer each item type.
- Having individual students use the SAGE Secure Browser, their SSID and legal first name to log into a SAGE Training Test, navigate the assessment, use tools, and answer each item type.
- Having new faculty and staff members use the SAGE Secure Browser to log into SAGE Training Tests as a “Guest” and experience the SAGE system firsthand during a staff meeting or professional learning community (PLC) meeting.

Format. The training tests are organized in grade level bands. They are aligned to the Utah Core Standards according to their individual grade band, and represent the variety, in terms of both difficulty and item format, that students may see on the SAGE Interim and Summative assessments. Students may have difficulty with content aligned to higher grades within the grade band of each training test; this should not interfere with students’ ability to interact with an item for its intended training purpose. If an item appears to be too difficult, encourage your students to experiment with the tools, choose the best answer, and move on to the next item.

Security. Training test questions are not secure and should be used liberally to help students understand how to enter responses, access testing tools, and navigate through a test.

Reporting. The training tests do not include an item for each of the aligned Core State Standards that will be measured by the SAGE Interim or Summative assessments. The training tests **do not provide scores** for students and **should not be used to measure students’ content knowledge**.

SAGE Accessibility Tools

All students have access to and may use the following accessibility tools for the 2015-2016 SAGE Interim assessments. Students should be familiar with and able to use these tools prior to taking a SAGE Interim assessment, and can gain this familiarity by accessing and using these features with the SAGE Training Tests available through the SAGE Portal.

Accessibility tools include:

- **Zoom buttons.** Students can make test questions, text, or graphics larger by clicking the Zoom icon, which has four levels of magnification.
- **Highlighting.** Students can annotate passages or sections of passages and test questions by highlighting. The highlighting will persist across sessions on writing, as long as the student uses the same type of device for all testing sessions.
- **Masking.** Students can select a region of the screen to black-out to reduce distractions.
- **Pausing.** Students can pause the assessment and return to the last unanswered question. If an assessment is paused for more than 20 minutes, a student will not be allowed to return to previously answered test questions (except the ELA writing section, for which students can return to their prior response up to the point of submission).
- **Cross out response options.** Students can cross out text in multiple-choice answer options by using the strikethrough function.
- **Marking a question for review.** Students can mark test questions they have answered to review them later (however, if an assessment is paused for more than 20 minutes, students will not be allowed to return to marked test questions that were previously answered).
- **Text-to-speech.** Students may listen to test questions through a text-to-speech (TTS) feature (requires headphones). The text-to-speech feature will be enabled automatically for all students in TIDE. This will allow students to have test instructions, writing passages, questions, or answer options read or reread to them. TTS is not available for reading passages. This procedure will ensure that all students have the test questions and response options read aloud electronically using the same tone of voice and inflection for all words and symbols included in charts, tables, and graphs.
- **Descriptive audio.** Students may listen to audio descriptions of interactive answer spaces in test questions. This audio is provided in addition to text-to-speech as a test setting.
- **Student test settings.** Color choices, print size, streamlined interface and permissive mode may be set in either TIDE or when the student requests access to a testing session. It is recommended that these options be determined by the student using the training tests, although they can also be changed by the test administrator.

Accommodations

All Utah students are able to participate in SAGE assessments. To meet students' special needs, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge.

These decisions apply to:

- English language learners (ELLs).
- Students with an individualized educational plan (IEP).

- Students with Section 504 Plans.

Accommodations are determined by an ELL, IEP, or Section 504 team. Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. These laws include state statutes that regulate Utah Performance Assessment System for Students (U-PASS). Additional laws include the ESEA Act of 2001 and subsequent flexibility waivers, and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

Students are expected to participate in the state accountability system. This principle of full participation includes ELL students, students with an Individualized Education Program (IEP), and students with a Section 504 plan.

Decisions regarding accommodations and modifications must be made by an ELL, IEP, or Section 504 team and documented in the student's file. ELL team members, IEP team members, and Section 504 team members must actively engage in a planning process that addresses the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments. **Individual teachers may not make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the appropriate team.**

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled *Utah Participation and Accommodations Policy*. This document is available at

<http://sageportal.org/wp-content/uploads/Utah-Participation-and-Accommodations-Policy-2016-2017-3-10-17.pdf>.

Available Accommodations

The SAGE Interim assessment allows for six accommodations. Each accommodation must be documented in the student's IEP, EL or Section 504 plan.

- **Braille/Tactile Graphics.** Braille/tactile graphics and embossing are available on request for students with disabilities. Text and graphics may be provided via a Tiger embosser in the student's school that can print text and/or graphics depending on student need. For more detailed information about administering Braille assessments, please see the *Braille Requirements and Testing Manual*.
- **Calculation Devices (Grade 6 Mathematics Only).** Students on an IEP, EL, or 504 plan can bring in a handheld calculator to use ONLY on the calculator segment of the Grade 6 SAGE mathematics assessment. If a hand-held calculator is provided to a student for use on non-calculator items, as documented in the student's IEP or 504 plan, the assessment is "modified."
- **Standard-Size Paper.** The *Print on Request* tool provides access to schools for printing test questions. All printouts must be securely destroyed following test sessions.
- **Large-Print Paper.** The *Print on Request* tool, when combined with enlarged *Print Size*,

provides access to schools for printing large-print test questions. All printouts must be securely destroyed following test sessions.

- **Scribe.** Allowed for students with disabilities, and for students as necessary due to temporary injury just prior to assessment as non-accommodation. For information regarding all scribe guidelines and requirements, please contact Tracy Gooley, tracy.gooley@schools.utah.gov.
- **Sign Language.** Sign language will be provided via an embedded video of a human signing for students with disabilities. The video is available only on the listening passages for English Language Arts. Human signing on any portion of the ELA, Math, or Science assessments is allowed ONLY for the directions.

Test Administrators/proctors should **not** modify a student's response in any way. For example, if a student indicates that a point should be plotted at a particular position on a grid, the proctor must plot that point exactly where indicated. In this example, if the TA/proctor moves the point to the intersection of two grid lines, the assessment has been modified.

For SAGE assessments, any modification of an assessment must result in the assessment being marked as "modified." Modified assessments result in the student being assigned a proficiency of 1. Modifying SAGE Interim assessments invalidates the student's score.

Answer documents will not be produced for any student. Each student should enter his/her responses directly into the SAGE secure browser at the time of testing. Should a student need a paper version of the test, as documented in his or her IEP, ELL, or Section 504 plan, an appropriate educator may enter the student's responses into the SAGE secure browser after the student finishes testing using the on-demand, printed version of the test. If an educator enters student responses from a printed version, the educator must do so in the presence of another educator, under the direction of the School Testing Coordinator or LEA Assessment Director.

