



SAGE Spring Summative
Test Administration Manual
2016-2017

English Language Arts
Mathematics
Science



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SAGE Spring Summative Test Administration Manual

As required by [Board Rule R277-404](#), all staff members involved in the administration of SAGE Summative 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 Summative assessments, please contact your School Testing Coordinator or local education agency (LEA—school district or charter school) Assessment Director.

SAGE Summative Assessments

Purpose. The SAGE Spring Summative assessments are required for course instruction completed after March 4, 2017. 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. Here is a link to the Core Codes of courses which will require SAGE Summative assessments following instruction:

<http://www.schools.utah.gov/assessment/Data-Management.aspx>

Testing Windows and Scheduling. The state testing schedule is found at

<http://www.schools.utah.gov/assessment/Directors/Resources/2016TestingSchedule.aspx>

The LEA Assessment Director 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 table outlines appropriate testing times for each SAGE Summative assessment.

Expected Test Times

Course	Test Administration	Most Students Should Be Finished	All Students Should Be Finished
Science	All	90 minutes	135 minutes
Math	All	90 minutes	135 minutes
ELA	Reading, Language, Listening	90 minutes	135 minutes
	Writing, First Prompt Opinion/Argument	60 minutes	90 minutes
	Writing, Second Prompt Informative/Explanatory	60 minutes	90 minutes

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 Spring Summative assessments are **secure** assessments that follow the 2017 Spring SAGE Summative blueprints for each assessed course. **SAGE Summative assessments may not be used as formative assessments.** Summative 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. Personnel involved in test administration need to have ethics training. The ethics policy can be found at <http://schools.utah.gov/assessment/Directors/Resources/EthicsPolicy.aspx>.

Reporting. The SAGE Spring Summative student scores are available to schools and LEAs.

SAGE Summative 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. In order 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.

As a student completes the SAGE Spring Summative 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 Result Screen

Your Results

Student Name: Doe, Jane (SSID: 9999999123)
Test Name: Summative Biology
Test Completed On: 5/12/2017
Proficiency Level: 4
This is your scale score: 862

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

[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 Result Screen

Your Results

Your test was submitted. You may review the test details below.

Student Name: Doe, Jane (SSID: 9999999123)
Test Name: Summative Grade 10 ELA: Reading
Test Completed On: 5/12/2017

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

Next Step:
To log out of the test, select **Log Out**.

[Log Out](#)

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

Administering SAGE Spring Summative Assessments

This section is designed to go chronologically, step-by-step, through 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 every staff member involved in the administration of the SAGE Summative assessments receive training in testing ethics and follows the directions for administration carefully as outlined in the *Standard Test Administration and 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 updated as needed.

- Standard Test Administration and Testing Ethics Policy is located at <http://schools.utah.gov/assessment/Directors/Resources.aspx>.

Step 2: Read the Test Administration Manual

Make sure to read through the test administration manual and be familiar with the TA User Guide. Also refer to these manuals as you continue to prepare for administering Summative assessments.

- SAGE Spring Summative Test Administration Manual
- SAGE Online Testing System Test Administrator User Guide located at http://sageportal.org/wp-content/uploads/TA_User_Guide_2016-2017.pdf

Step 3: 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. Information regarding user roles can be found in the User Roles and Access Guide located at http://sageportal.org/wp-content/uploads/User_Roles_and_Access_2016-2017.pdf
 - For instructions on managing user accounts, refer to the *TIDE User Guide*, Section IV, pages 15-24, located at <http://sageportal.org/wp-content/uploads/2013/09/TIDE-User-Guide-2015-16.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.
 - Please refer to pages 2-3 of the USBE testing schedule located at <http://www.schools.utah.gov/assessment/Directors/Resources/2016TestingSchedule.aspx>

Step 5: Review Eligibility of Students for SAGE Spring Summative Assessments

- Ensure that all students are appropriately registered in the school's student information system (SIS), and that these data are accurately represented in TIDE within the SAGE 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 to the assessment.

Step 6: Use SAGE Training Tests to Prepare for Spring Summative Administration

- Ensure that each device students will use is able to support SAGE Summative testing.
 - Check local configuration, including bandwidth.
 - Ensure up-to-date secure browser is downloaded. The secure browser can be found on the SAGE Portal: <http://sageportal.org/browsers/>
 - Information about the secure browser is located at: http://sageportal.org/wp-content/uploads/SAGE_SecureBrowserManual_2016-2017_081916_final1.pdf
 - Ensure keyboards and headphones are in working order.
 - Please refer to the SAGE systems Technology Specifications located at http://sageportal.org/wp-content/uploads/SAGE_TechSpecs_Manual_2015-20166.pdf
- Ensure that each student has participated in the training tests.
 - Practice the functionality of the Test Delivery System (TDS):
 - Answering various item types
 - 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 manual for more detailed information on this step.

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

- Use TIDE to mark appropriate accommodations, test settings, and special codes.
- Please refer to the information below for accommodations, test settings, and special codes.

Accommodations

Most 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 learners (EL).
- Students with an Individualized Educational Plan (IEP).
- Students with Section 504 plans.

Accommodations are determined by an EL, 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’s Accountability Systems. Additional laws include the ESEA Act of 2001 and subsequent flexibility waivers, and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Students are expected to participate in the state accountability system. This principle of full participation includes EL 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 EL, IEP, or Section 504 team and documented in the student’s file. EL 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://www.schools.utah.gov/sars/Assessment/AccommodationsPolicy.aspx>.

Available Accommodations

The SAGE Spring assessments allow for seven 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 handheld 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 a non-accommodation. The full scribe guidelines can be found at <http://www.schools.utah.gov/sars/Assessment/ScribeGuidelines.aspx>.
- **Sign Language:** American 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.
- **Visual Representation:** Visual Representations are manipulatives such as cubes, tiles, rods, blocks, models, etc. They may be used on all sections of the mathematics assessment.

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 assessments invalidates the student’s score.

Answer documents will not be produced for any student. Each student should enter his or 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, EL, or Section 504 plan, an appropriate educator may enter the student 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 Scribe accommodation will need to be marked in TIDE and should be documented in the student’s IEP, EL, or Section 504 plan. The educator must enter the student responses in the presence of another educator, under the direction of the School Testing Coordinator or LEA Assessment Director.

Test Settings

For detailed information about student test settings, please refer to pages 28-35 in the *TIDE User Guide*, available at <http://sageportal.org/wp-content/uploads/TIDE-User-Guide-2015-16.pdf>.

Student Test Settings	Description
American Sign Language	American Sign Language video setting for ELA: Reading tests
Braille	Test in Braille in the indicated subject
Color choices	Color of text and background for tests in indicated subject
Descriptive audio	Audio descriptions of interactive answer spaces in test questions
Interim writing prompt selection	Allows users to select specific writing prompt type (Used for Interim Assessments only)
Permissive mode	Permissive mode setting for tests in the indicated subject
Print on request	Print-on-demand (POD) accommodation for tests in the indicated subject
Print size	Print-size accommodation for tests in the indicated subject
Scribe	Student scribe setting for tests in the indicated subject
Streamlined interface	Streamlined interface setting for tests in the indicated subject

Special Codes

- Special codes are used to explain why a student did not participate in an expected assessment, or why a student participated in the assessment non-standard way. For these special instances, special codes control and document how the test record is handled for reporting aggregates and accountability calculations.
- Special codes are not intended to explain data errors present in UTREx. As per R277-404, LEAs are responsible for updating local student information systems (SISs) so that UTREx data is accurate.

Note: Once any special code is marked in TIDE, the special code persists in the system until it is changed.

When special codes are used, only one code can be selected. Special codes are classified as “non-participation” or “participation” codes. A description of special code usage is provided on below.

Basic rules:

- Special codes are used for non-standard administrations and to explain non-participation.
- If a student is eligible for a test, but does not participate in it, a non-participation code must be used to explain the lack of participation.
- A student has participated once he/she answers six questions or responds by typing any text into a writing prompt.
- Special codes are audited for appropriate use. **ALL** student data will be used for scoring, reporting, and accountability.

Special Code	Code Type	Description
No special code		Student took the test under standard testing conditions.
Absent—did not take test	Non-participation	The student was not present during any part of the test administration period and was not able to make up the test.
Student refuses to test	Non-participation	The student chose to give up before answering six questions or refused to start the test.
Excused—Medical Emergency	Non-participation	The student is unable to test during the testing window due to an unanticipated medical circumstance.
Course will Continue Next School Year	Non-participation	The student is enrolled in a course which began instruction this school year, but will be completed next school year.
Course Instruction Not Aligned with Course Code	Non-participation	The student was enrolled in a course using a course code that didn't align to the course instruction that was given.

Special Code	Code Type	Description
Test has already been taken	Non-participation	The student has already taken this SAGE test during a previous test administration year, and therefore is not required to retake the test.
USOE Excused—Approval Needed	Non-participation	This code may only be applied if the USOE Assessment and Accountability section approves it in writing.
Accommodated	Non-standard participation	The student took the test with an allowed accommodation.
Modified	Non-standard participation	The student took the test in a manner which violated the test's construct. <i>Example:</i> Due to language in a student's IEP plan, the student was given a calculator for the non-calculator portion of a math test.
Student Transferred Before Testing Window	Non-participation	The student was enrolled in a SAGE-assessed course, but transferred out of it before the test was scheduled to be given at the school.
Parental Exclusion	Non-participation	A parent or legal guardian has requested that the student not take the test. <i>If assigned, this is the only special code that prevents a student from testing.</i>

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 page 41 of the TIDE User Guide located at http://sageportal.org/wp-content/uploads/SAGE_TIDE_Guide_2016-2017.pdf.
- **Allowed materials**
 - Headphones
 - Scratch and/or graph paper
 - Calculators as appropriate according to SAGE policy
 - Reference sheets are available for download in the following two subjects:
 - 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, 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

- Not available on screen
- No handheld calculators

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

- Available ONLY on screen; 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/2013/11/Calculator-Manual-2015-16.pdf>.)
- No handheld calculators.

- Students with a calculator accommodation documented in an IEP or 504 plans can bring in a handheld calculator to use only on the calculator items. It may 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

- Available onscreen 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/2013/11/Calculator-Manual-2015-16.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 4-6** will have a basic five-function calculator (i.e., add, subtract, multiply, divide, and square root)
 - **Grades 7-8** and Earth Science, Biology, Chemistry, Physics will have a scientific calculator (including logarithms, trigonometric functions, and scientific notation; no graphing)
 - To download, refer to the *Online Calculators in the Test Delivery System* manual located at <http://sageportal.org/wp-content/uploads/2013/11/Calculator-Manual-2015-16.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.

Reference Sheets

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)

<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 of his/her 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 his/her 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, located at: http://sageportal.org/wp-content/uploads/SAGE_TIDE_Guide_2016-2017.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 log in 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. Directions and scripting are the same for most tests. Please note that ELA Writing and Math Grade 6 have unique directions and scripting.

- The ELA assessment is divided into two test sections with different instructions for the Writing and Reading, Listening, and Language sections.
- ELA: Writing assessments have two segments that **do not** require TA approval from one segment to the next.
- Mathematics Grade 6 is the only two-segment SAGE assessment that requires the TA to approve students from one segment to the next.

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_2016-2017.pdf.

Note: A student may use his or 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.



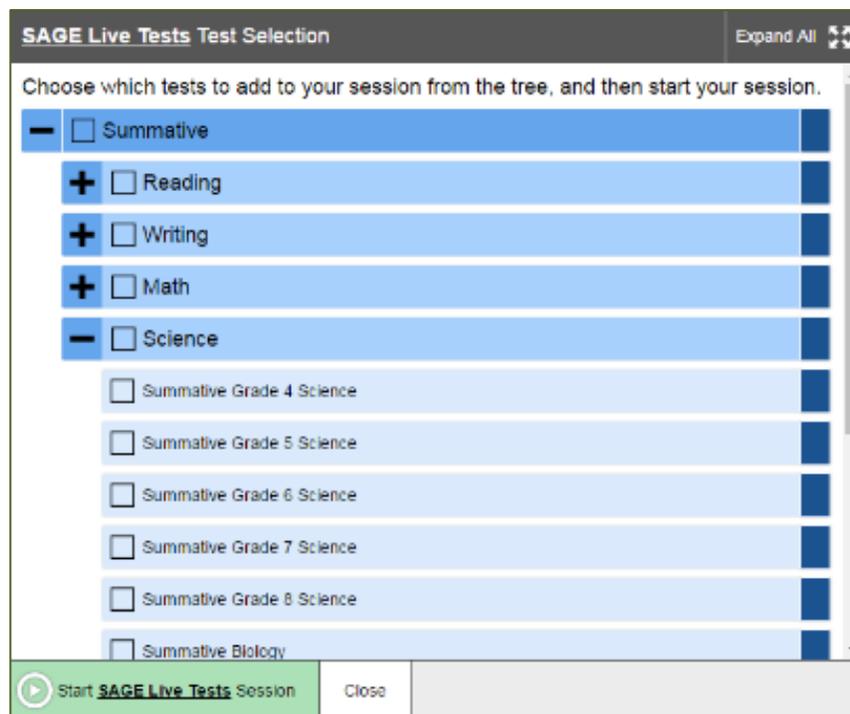
- Select **“SAGE Live Test Administration.”** You will be directed to the login screen.
- Enter your username (e-mail address) and password into the respective text fields.
- Click **“Log In.”** You will be directed to the TA Interface.



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 hierarchy tree. Then click the **“Start SAGE Live Tests Session”** button in the bottom left corner of the screen. Be sure to select the appropriate Summative 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.

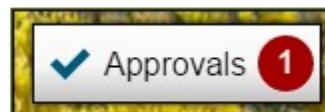
SAY: Please review the information on the screen, making sure your name and the test you are taking is shown. If any of the information is incorrect, please raise your hand and I will help you; otherwise, select **YES** to continue. Then please select the [**name course**] test and wait. Before you begin testing I will provide additional instructions.

Note: Make sure to contact the school test coordinator and/or LEA assessment director if there is any incorrect information that needs to be resolved.

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 at http://sageportal.org/wp-content/uploads/SAGE_TIDE_Guide_2016-2017.pdf
- 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 ● = Summative ● = Interim

Summative Grade 5 Math				
Student Name	SSID	Opp #	See Details	Action
Blog, Lou	9990009863	1	Standard	

Summative Grade 7 Science				
Student Name	SSID	Opp #	See Details	Action
EMERSON, HARLIE	9999999628	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

Student Lookup Approved Requests Print Session Help Guide Alerts Logout as LEA LastName, LEA User

SAGE Student Assessment of Growth and Excellence

SAGE Live Tests Session ID STOP LIVE-9E6D-2 Select Tests

Students in your SAGE Live Tests Test Session

0 students awaiting approval 0 print requests 1 active tests ● = Summative

Student Name	SSID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
GUEVARA, Kassidi	9999999861	1	Summative Earth Science		completed	Standard	
GROW, KASANDRA	9999999855	1	Summative Chemistry		completed	Standard	
HENSHAW, KOURTLAND	9999999963	1	Summative Physics		completed	Standard	
HADZIABDIC, KAYCEE	9999999879	1	Summative Chemistry		started: 19/48	Standard	

Step 7: Read Script for Test Administration

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 then follow the steps located below to close the testing session.

Spring Summative ELA: Writing All Grades

The Writing section may be completed in multiple testing sessions within the testing times listed in the [SAGE Summative Assessments](#) section under *Testing Windows and Scheduling* of this TAM. Testing sessions should be reasonable and fit within local testing schedules.

SAY: You are going to respond to two writing prompts. Each writing prompt will have passage sets and guidance to support you in your writing. For each prompt, most of you will finish responding in one hour. All of you should be finished in 90 minutes.

When you have finished responding to the first prompt click the **“Next”** button to go to the second prompt. Once you move to the second prompt you will not be able to return to the first prompt. After you review and finish responding to both prompts, click the **“End Test”** button.

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.

On the next screen, you may scroll through a help page that describes how to use the SAGE software. 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 system.

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

Spring Summative ELA: Reading: All Grades

Spring Summative Math: All Grades, except Grade 6

Spring Summative Science: All Grades

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 software. 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 use the system 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.

Spring Summative 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 [During Testing – Step 6](#) 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 grade math.

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 about 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.

Spring Summative 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 Spring Summative Tests Except the ELA Writing Section

SAY: There are five minutes remaining in this test session. Now, please review any test questions you answered, 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.

Students—End the Test 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.

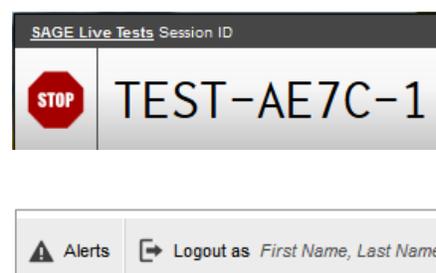
Secure materials should be stored between testing sessions and destroyed at the end of testing according to local procedures. Secure materials include:

- 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—End 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.



Step 8: Read Script for Make-Up Testing 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 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 Testing Anomalies

- Report any testing anomalies to the School Testing Coordinator and/or LEA Assessment Director.

Step 2: Check That All Eligible Students Have Tested

- Check that all students who are eligible have completed the assessments.
- Instructions are provided below; for more detailed instructions refer to page 64 of the *ORS User Guide* at http://sageportal.org/wp-content/uploads/2014/02/SAGE_ORIS-UserGuide_2015-20161.pdf.

Instructions:

- Log in to the Online Reporting System.
- Click on “Plan and Manage Testing.”

To view Participation Reports, click here:



Plan and Manage Testing

- Select the What, Who, and specifics.

Step 1: Choose What

Test	<input type="text" value="SAGE Summative"/>
Administration	<input type="text" value="Summative 2015-2016"/>
Test Name	<input type="text" value="All"/>
Enrolled Grade	<input type="text" value="All"/>
Test Settings:	<input type="text" value="ALL"/>

Step 2: Choose Who

LEA	<input type="text" value="Select LEA"/>
-----	---

Step 3: Get Specific

students who opportunity in the selected administration

students on their opportunity in the selected administration, and have a status of

students whose most recent was between and

Note: If no TA or Session ID is specified, date range cannot exceed 15 days

Step 3: Access Student Results

- Access student results in Online Reporting System (ORS), provide students with ISR according to local procedure, and use SAGE Summative data to inform instructional activities.
 - For student results via *Plan and Manage Testing*, refer to page 57 of the *ORS User Guide*.
 - For student results via *Score Reports*, refer to page 17 of the *ORS User Guide*.

ORS User Guide:

http://sageportal.org/wp-content/uploads/2014/02/SAGE_ORIS-UserGuide_2015-20161.pdf

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)

Spring 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 is 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, discussing how to navigate the assessment, use tools, and answer each item type.
- Having individual students use the SAGE Secure Browser, with 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 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 both difficulty and item format that students may see on the SAGE 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 Summative assessments. Students should be familiar with and able to use these tools prior to taking a SAGE Spring Summative assessments, and can gain this familiarity by accessing and using these features with the SAGE Training Tests available through the SAGE Portal (<http://sageportal.org/training-tests/>).

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.
- **Highlight:** 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.
- **Pause:** 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.
- **Mark 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 or excerpts from these 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, though they can also be changed by the test administrator.