SAGE Summative

Test Administration Policies and Procedures 2013–2014

English Language Arts Science Mathematics

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Introduction

The SAGE Summative tests are computer-adaptive assessments aligned to the Utah Core Standards. SAGE Summative tests are not timed. Every student should be provided sufficient opportunity to complete each test.

The SAGE Summative assessments are highly secure and must be treated as such. They are designed to assess the knowledge, skills, and abilities described in the Utah Core Standards for English Language Arts (ELA), Mathematics, and Science.

For questions concerning information presented in this manual or about administration of the SAGE Summative tests, please contact your School's Testing Coordinator.

Manual Purpose and Organization

This *SAGE Test Administration Policy and Procedure* document provides Test Administrators/Proctors with the information needed for administering the 2014 SAGE Summative assessments. The manual also outlines policies and procedures that will ensure test security and standardized administration from classroom to classroom, teacher to teacher, and school to school.

Test Administrators (TAs) should carefully review the contents of this entire manual to familiarize themselves with the assessment terminology and procedures. Understanding the information in this manual is essential to the successful administration of the SAGE Summative assessments.

Additional Resources

Additional resources, including user guides for each component of the SAGE Summative system, technology requirements and secure browser installation instructions, can also be found on the SAGE Portal at http://sageportal.org.

Overview of SAGE Summative Tests

Test Components

The SAGE Summative Testing System is made up of three components:

Test Information Distribution Engine (TIDE): This component is used create non-student accounts; verify student data; set default settings, special codes, and accommodations; and invalidate or reset tests. Local education agency (LEA) and school testing coordinators will primarily use this system.

SAGE Summative Test Administration: This component is used to administer tests to students. Test settings and accommodations from TIDE can be changed for individual test events. Test administrators/proctors will primarily use this system.

Online Reporting System (ORS): This component is used to report test results in terms of both participation (during testing window) and proficiency (starting fall 2014). This component will also be used to verify special codes and cleanup data. LEA-, school-, and teacher-level users will use this component.

Test Security and Ethics

SAGE Summative tests are highly secure and should be treated as such. Access to the SAGE Summative testing system should only be provided to qualified personnel. Because students use the same personal information for each test they take, proctors should only allow access to tests for students who are physically present in the room with them. No access to secure test materials should be granted to anyone who is not a student scheduled to take an exam. Non-students should not access test content at any time.

All test materials should be handled only by qualified personnel, and a system of materials accounting should be in place to ensure that all test materials are accounted for at the conclusion of testing. You are responsible for securely storing all **used and unused** test materials. Students are not allowed to remove test content from a testing session. Students may not store test content or questions on their calculators. All writing done by students on scratch paper, graph paper or formula sheets should be destroyed at the conclusion of the testing window.

It is extremely important that any staff member involved in the administration of these tests receive training in testing ethics and follow the directions for administration very carefully, as outlined in the testing ethics policy located at http://schools.utah.gov/assessment/Testing-Director-Resources/Ethics_Policy-2013-Final.aspx.

Educators may not examine test content, including passages, questions, or answer options, at any time. Under no circumstances should actual passages, prompts or questions from these tests be taught to or reviewed with students.

The validity of the test is compromised when students receive assistance on the test either explicitly by prior knowledge of questions or implicitly by modified instruction by the educator after test content has been examined.

Reproducing the test via electronic or paper means is not permitted. Such practices violate test security and are testing ethics. According to state law, evidence of these illegal activities can result in disciplinary action and/or the loss of teacher licensure.

Educators may not read passages, questions, or answer options to a student. All students have access to the text-to-speech tool throughout each test, with the exception of the reading passages in the English Language Arts (ELA) tests.

For further information regarding testing ethics and test security, see the Utah State Board of Education-approved *Standard Test Administration and Testing Ethics Policy*. This document is available at the following URL:

http://schools.utah.gov/assessment/Testing-Director-Resources/Ethics_Policy-2013-Final.aspx

Scheduling Make-Up Testing and Test Completion Sessions

Test completion sessions may include students working on different tests.

Unexpected circumstances (e.g., fire drills, power failures) may interrupt testing. 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.

After a test has been paused for 20 minutes, the student will no longer have the ability to view or modify responses from that testing session. Students cannot view or change prior answers during a make-up session. A make-up or completion session is only to finish the remaining portions of the test. This limit does not apply to the ELA writing section which can be modified up to the point of submission.

Allowed Materials

Scratch and Graph Paper Policy

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

Test	Allowed Materials
All SAGE Summative Assessments	Headphones Scratch and/or graph paper Pencil and/or pen
All Science	Any non-Internet-capable calculator the student used during instruction; an onscreen calculator will also be available.
Physics	Physics reference sheet (also embedded in test)
Chemistry	Chemistry reference sheet (also embedded in test)

Elementary Math Calculator Policy

The Elementary Mathematics Utah Core State Standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in kindergarten through 5th grade. Arithmetic is a foundational skill that requires fluency as well as building conceptual richness, which is a precursor for algebraic concepts. The standards were developed to have students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. Thus, working with numbers by hand was purposeful in the design of the standards in the formative grades. Based on this information, the Utah State Office of Education has created the following policy:

Grades 3-4: Calculator NOT allowed.
- Not available on screen
- Cannot use a handheld calculator
    - 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 must be marked as "modified" and the student will be assigned a proficiency of 1.
- Information based on the Utah State Core Standards and students in these grades needing to build basic computation skills and knowledge

Grade 5-6: Calculator allowed on certain items.
- Available ONLY onscreen; may be downloaded for student use in the classroom
- Cannot use a handheld calculator
- 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 can ONLY be used in the calculator segment, on items for which a calculator is available onscreen.
    - 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 must be marked as "modified" and the student will be assigned a proficiency of 1.
- Available on items related to specific standards

Secondary Math Calculator Policy

Grade 7: Calculator allowed on most items.
- Available onscreen; may be downloaded for student use in the classroom
- Can use a handheld calculator ONLY on the items in the calculator segment, for which a calculator is available onscreen
    - 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 must be marked as "modified" and the student will be assigned a proficiency of 1.

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
- Can use a hand-held calculator
- No phone or Internet-capable calculators permitted

Science Calculator Policy

Although mathematical calculation is inherent in science instruction, the Utah core standards for science are not "calculation-heavy"; this is reflected in SAGE with minimal items requiring calculations, as appropriate, relative to the Core Standards.

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 on-screen calculator is available to all students through the SAGE testing system. This calculator includes the following:

    - Elementary science (Grades 4-6) will have a basic five-function calculator (i.e., add, subtract, multiply, divide, and square root).

    - Secondary science (Grades 7-8, Earth Science, Biology, Chemistry, and Physics) will have a scientific calculator (including logarithms, trigonometric functions, and scientific notation; no graphing).

- Students may also provide their own calculator or use a classroom calculator that was used during classroom instruction (e.g., scientific, graphing, or basic).
- No phones or other Internet-capable devices allowed during testing

Test Settings, Accommodations, and Special Codes

All Utah students are able to participate in SAGE Summative 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 (ELL)
- 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 No Child Left Behind Act of 2001 (NCLB) 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 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 sageportal.org or from the following URL:

http://sageportal.org/wp-content/uploads/2013/11/2013-11-19-Accommodations-Policy.pdf

Accessibility Tools

All students will be able to use the following accessibility tools for the 2013–2014 SAGE summative assessments. For specific information on how to access and use these features, refer to the SAGE Training Tests available through the SAGE Portal (sageportal.org).

- **Zoom in:** Students can make test questions, text, or graphics larger by clicking on the Zoom icon that has four levels of magnification.

- **Highlight:** Students can annotate passages or sections of passages and test questions by highlighting.

- **Pause:** Students can pause the assessment and return 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 for 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).

- **No time limit:** Testing may be split across multiple sessions so that the testing does not interfere with class schedules.

- **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.

The Technology Coordinator at each school should preset the volume level for each computer before testing begins. Students may adjust the audio settings during the Sound Check. Students encounter the Sound Check after they have been approved in the test session by the Test Administrator. The Sound Check contains a sample audio clip the student can play. An audio wizard on this page allows the student to adjust both the volume and speed of the TTS sample. After adjusting the audio settings to his or her needs, the student is able to start the assessment.

Student Test Settings

Settings for SAGE assessments can be set in TIDE prior to test administration. These functions may be set individually through a web browser, or to multiple students through an EXCEL upload. The following functions can be set through this process:

- **Test Settings**: These include the default Print Size, Color Choice, and Descriptive Audio options. No accommodations are needed to change these settings. It is recommended that these options be determined by the student by using the training tests. If needed, these settings can be changed by the proctor.

Available Accommodations

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/her IEP, ELL, or Section 504 plan, an appropriate educator may enter the student's responses into the SAGE secure browser after the student has interacted with the on-demand printed version of the test. If this option is used, educators are encouraged to enter student responses in the presence of another educator.

Test Administrators/Proctors should **not** modify a student's response in any way. 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 must be marked as "modified." 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 Test Administrator/Proctor moves the point to the intersection of two grid lines, the assessment has been modified.

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.

The SAGE Summative assessments allow for six accommodations. Each accommodation must be documents in the student's IEP 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 which can print text and/or graphics depending on student need.

- **Calculation Devices (Grade 5, 6 Mathematics Only)**: Students on an IEP or 504 plan can bring in a handheld calculator to use ONLY on the calculator segment. See pages 8 and 9 of this document for the full mathematics calculator policy.

- **Standard-Size Paper**: The *Print on Request* tool provides access to schools for printing test questions. All printouts must be secure 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. The full scribe guidelines can be found at http://www.schools.utah.gov/sars/DOCS/assessment/usoescribeglines.aspx.
- **Sign Language**: Available only on the listening passages for English language arts. Sign language will be provided via an embedded video of a human signing for students with disabilities. Human signing on any portion of the ELA, Math or Science assessments is allowed ONLY for directions.

English Language Learners (ELLs)

The federal NCLB Act Title III and state U-PASS legislation and policy determine which ELL students take SAGE Summative assessments. This determination is based on the student's **number of years in the United States**. The pertinent guidance related to these policies is **summarized** below. All assessment decisions related to CRTs regarding ELL students should be informed by the school's ELL team.

Years in U.S./Proficiency Level	ELA	Math	Science
Less than 1 full year Enrolled on or after April 15 of the current year	No	No	No
Less than 1 full year Enrolled before April 15 of the current year	No	Yes	Yes
1-2 years Enrolled on or after April 15 of the previous year	No	Yes	Yes
1-2 years Enrolled before April 15 of the previous year	Yes	Yes	Yes
3 years or more	Yes	Yes	Yes

Special Codes

Special codes are used to explain why a student did not participate in an assigned 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.

When special codes are used, only one code can be selected. A description of special code usage is provided below.

Basic rules:
- Special codes are used for non-standard administrations and to explain non-participants.

- A blank assessment will be interpreted as "not participating," and a special code must be marked for the assessment.

- Less than six questions answered on an assessment will be interpreted as "not participating" and a special code must be marked for the assessment.

- **Special codes are audited for appropriate use. ALL student data will be used for scoring, reporting, and accountability.**

For special codes, select one of the following:
- "Absent" if the student was not present during any part of the test administration period and was not able to make up the test.

- "Withdraw from test" if the student should not have been assigned this test.

- "ELL First Year in U.S. after April 15" if the student is an ELL student and enrolled after April 15 of the current school year.

- "ELL First Year in U.S. before April 15" if the student is an ELL student and enrolled before April 15 of the current school year. *This special code is only valid for ELA assessments.*

- "Accommodated" if accommodations are provided.

- "Modified" if a modified assessment was administered.

- "UAA" if the IEP Team has determined this mode of participation.

- "Refuse to Test (RT)" if the student refuses to answer questions, or the parent has requested an "opt out."

Test Irregularities

On rare occasions, a non-standard situation arises during test administration. Three ways to account for irregularities are provided.

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 the test cannot be appropriately completed as is (e.g., two students accidentally log into each other's test, a student requiring Braille was not given the accommodation, etc.). A test should never be reset to give a student a second opportunity.

Grace Period Extension

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

Invalidate a Test

Tests should be invalidated when a student's performance is not an accurate measure of his or 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.**

Responsibilities for SAGE Summative Administration

The administration of SAGE Summative tests requires involvement of multiple individuals at each testing site, representing four different roles: School Testing Coordinator, Technology Coordinator, Lab/Session Manager, and Test Administrator/Proctor. Depending on local policy, a single individual may engage in multiple roles if qualified for each (e.g., the Test Administrator/Proctor may also act as the Lab/Session Manager). These roles and responsibilities are outlined below.

School Testing Coordinator

- Oversee all aspects of testing under the direction of the LEA Assessment Director.

- Ensure that all policies and procedures required for standardized test administration are carried out.

- Work with the LEA Assessment Director to ensure that all students are appropriately registered in the school's student information system (SIS) and that this data is accurately represented in the TIDE system.

- Ensure that appropriate staff members have user accounts in SAGE. User accounts will use the common login to access all aspects of SAGE including the SAGE Test Administration.

- Ensure that Lab/Session Managers have access to students' legal names and 10-digit SSIDs according to local policy for those students they will oversee during testing.

- Compile documentation concerning unique student circumstances that affect testing.

- Use TIDE and TDS systems to mark special codes and accommodations for appropriate students.

- Verify proper test assignments for students.

- Work with the Test Administrator/Proctor to check Participation Reports in the Online Reporting System to ensure that all students who were expected to test are accounted for, and that special codes are accurately marked.

- Work with LEA Assessment Personnel to resolve issues with testing.

- Ensure that all students have either been tested or have an appropriate special code marked.

Technology Coordinator

- Ensure that each computer that students will use is able to support SAGE Summative testing.

- Ensure that each computer that students will use has the SAGE Summative secure

browser installed.

- Use training tests to ensure that the local configuration, including bandwidth, can support testing.

- Troubleshoot technical issues that interrupt testing.

- Communicate with LEA technical personnel if problems occur that prevent students from testing.

Lab/Session Manager

- Work with the School Testing Coordinator and/or Test Administrator/Proctor to distribute student login information (i.e., student first name and 10-digit SSID).

- Start, stop, and pause SAGE Summative testing sessions.

- Approve students for entry into the testing event using TDS.

- Document any situations that affect testing (e.g., fire drills, technical issues).

Test Administrator/Proctor (This is a licensed educator and is typically the students' classroom teacher.)

- Ensure that only students present in the room are approved in the TA interface to access the testing session.

- Actively proctor testing.

- Follow all requirements outlined in the *Test Administration Manual*.

- Work with the Lab/Session Manager to document and resolve problems that arise during testing.

- Work with the Lab/Session Manager and School Testing Coordinator to schedule make-up or completion sessions for students to finish testing.

- Review each Participation Report in the Online Reporting System with the School Testing Coordinator, making sure that the students who should test have tested and that special codes are accurate for each student and test.

Lab/Session Manager Checklist

General:

_____ Ensure you have access to the *Test Administrator User Guide* and *Test Administration Manual*.

_____ Ensure that all computers have been prepared for testing (with Technical Support).

Before Testing:

_____ Coordinate overall testing schedule and logistics with the School Testing Coordinator.

_____ Administer training tests to familiarize students with the testing system, ensuring that students can successfully navigate and use its tools (with the Test Administrator/ Proctor).

_____ Verify in TIDE that all students who are expected to test are assigned the assessment (for course-based assessments) or have the correct grade (for grade-based assessments).

_____ Enter special codes for appropriate students into TIDE (with the School Testing Coordinator). The Lab/Session Manager may enter this information at the time of testing via the Test Administration system (TDS); however, the School Testing Coordinator is responsible for the decisions concerning what should be entered.

_____ Make arrangements for those students requiring accommodations during testing (with the Test Administrator/Proctor).

_____ Follow local policies and procedures when distributing login information (legal name and 10-digit SSID) to students.

During Testing:

_____ Log into SAGE Summative Test Administration (TDS) system.

_____ Launch a testing session which includes all tests to be administered.

_____ After a test session is launched, provide students with the Session ID when the Test Administrator/Proctor is ready to begin the testing session.

_____ Document any appropriate comments about student testing circumstances or testing anomalies that may occur.

_____ When the Test Administrator/Proctor indicates that the test session is finished, stop the test session.

After Testing:

_____ Report all testing anomalies, interruptions, etc. to the School Testing Coordinator.

_____ Make arrangements for any students who have not finished all sections of the test to complete the test (with the Test Administrator/Proctor).

_____ Return testing materials to the School Testing Coordinator (with the Test Administrator/Proctor).

Depending on the organization of the LEA and school, these roles may be combined as needed. Individuals responsible for each role should receive training specific to that role.

Test Administrator/Proctor Checklist

Before Testing:

_____ Meet with the School Testing Coordinator:

  _____ Review testing procedures.

  _____ Complete *Standard Test Administration and Testing Ethics* training.

  _____ Verify completion of trainings.

  _____ Ensure that appropriate accommodation codes have been marked in TIDE for students who qualify.

  _____ Review assessment accommodation guidelines and make arrangements for students who qualify. Refer to page 10.

  _____ Receive user name and set password for logging in to the SAGE System.

  _____ Receive login information for each student (i.e., first name and 10-digit SSID).

_____ Administer training tests to familiarize students with the testing system, ensuring that students can successfully navigate through tests and use testing system tools.

_____ Document student test setting preferences and update these settings in TIDE.

_____ Notify students and parents about testing.

_____ Encourage students to bring a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class.

_____ Become thoroughly familiar the *Test Administration Manual*.

_____ Ensure that you have the appropriate materials. Needed materials are as follows:

  _____ Login information for each student (i.e., first name and 10-digit SSID)

  _____ Scratch paper and pencil for each student to be used during the test

  _____ A "TESTING, DO NOT DISTURB" sign for the door

  _____ Any additional supplies or materials specified for the subject area test; refer to page 8.

_____ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

During Testing:

_____ Administer the test, following the script in the *Test Administration Manual* word for word.

_____ Provide students with login information when necessary (with the Lab/Session Manager).

_____ Distribute Session ID to students after proctor session has started.

_____ Confirm that student test settings are correct and approve students to enter the testing session.

_____ Actively proctor to ensure that students are engaged in testing and that they are successfully navigating through the test.

_____ Limit distractions to students by minimizing interactions between everyone in the room.

_____ Let students know that it is okay if they do not know a specific answer, and encourage them to answer to the best of their ability.

_____ Follow local procedures to make note of any irregularities during testing, including who will require a make-up or test completion opportunity (with the Lab/Session Manager).

_____ Maintain and oversee the security of all test materials.

After Testing:

_____ Stop the testing session (with the Lab/Session Manager).

_____ Arrange make-up and test completion sessions for students who miss all or part of the test.

_____ Actively proctor make-up and test completion sessions.

_____ Organize all test materials and return them to the School Testing Coordinator.

_____ Review each Participation Report in the Online Reporting System with the School Testing Coordinator, making sure that the students who tested appear on the report and that special codes are accurate.

_____ Review each Participation Report in the Online Reporting System with the School Testing Coordinator to identify any anomalies in testing procedures.

Detailed Test Administration Procedures

On Test Day

Launching the Secure Browsers

A secure browser is required to access the SAGE Summative assessments. The secure browser provides a secure environment for student testing by disabling the hot keys, copy, and screenshot capabilities and access to the desktop (Internet, email, and other files or programs installed on school machines).

The secure browser will not display the IP address or URL for the secure testing website. Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The "back" and "forward" browser options are not available, except as

allowed in the testing environment as navigation tools. Students will not be able to print from the secure browsers. During testing, the desktop is locked down, and students must "Pause" (to save the assessment for another session) or answer all test items and complete the assessment in order to exit the secure browser.

Launch the SAGE Secure Browser according to locally determined procedures. This may be done prior to students testing. Before students arrive to take an assessment, make sure that the student login screen is showing on each computer that will be used for testing. Click the Utah Secure Browser icon on each computer to open the secure browser. It is recommended that Test Administrators, rather than students, launch the browsers in order to prevent students from accessing other applications. Once the secure browser is launched, students can no longer access other applications. In the event of technical difficulties with the secure browser, contact your Technology Coordinator or the SAGE Help Desk.

Launching a Testing Session

Once you have logged in, select the test(s) to be administered by clicking the subject and grade in the box.

The words "Operational Test" should appear adjacent to the Test Selection Table to confirm that you have logged into the Test Administrator (TA) Site and not the TA Training Site. Please confirm that this text appears on your screen to ensure that you are administering an operational assessment and NOT a training test to students.
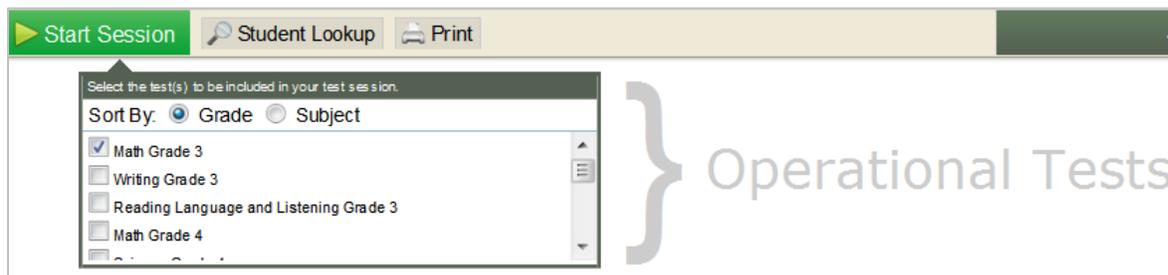
After you select the test(s) to be administered, the **Start Session** button will turn green. When the button turns green, click the **Start Session** button to create the test session.

When the session starts, a Session ID will be displayed. The unique Session ID assigned by the system will need to be provided to the students in order for them to access the test(s) in that session. Students must enter the Session ID to request approval into the testing session. It must be entered exactly.
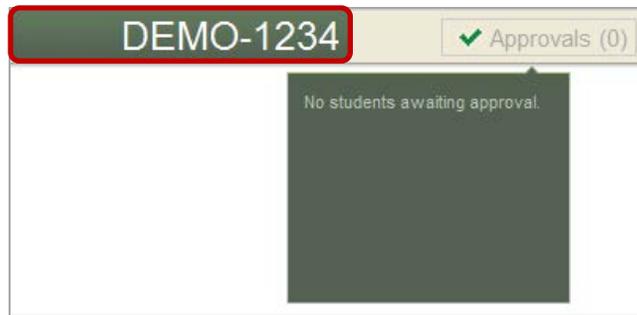
Test sessions are created at the time of testing. Test Session IDs are secure. Any student assigned to the test being administered, who has the Session ID, can enter the test if approved by the Test Administrator.

Test Administrators may assist students with logging in, if necessary. Test Administrators may distribute student login information according to local procedures. However, please remember that 10-digit State Student Identification Numbers (SSIDs) are secure, and any printed copies must be collected and stored in a secure location after each test session.

Distribute Materials

Refer to the approved materials list on page 8 of this document for guidance.

Read the Directions for Administration

To ensure that all students are tested under the same conditions, you must adhere strictly to the *Directions for Administration*, located in the Test Administration Manual (TAM). All directions that you are to read to students are indicated by the word **SAY** and are in bold type. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, "I made a mistake. Listen again." Then read the direction again.

Approve Students for Testing

After students log in, you must confirm that these are the students present in the room at this time and approve or deny the students' requests to begin testing. If any student names are listed in the request for approvals box for students not physically present in the room, these requests should be denied. You will see a box in the upper right corner that tells you which students have logged in and are waiting for your approval. Students cannot proceed without the approval of the Test Administrator. Click the **Approvals** button in the upper right corner of the page to approve or deny the waiting students.
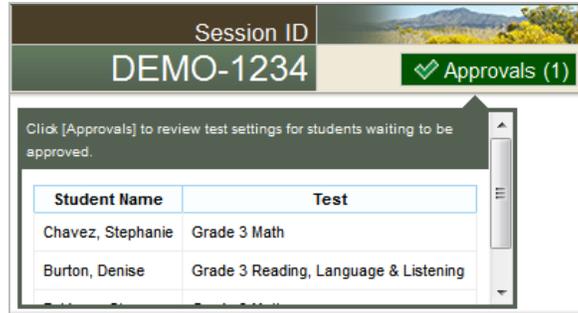
It is important to note that the student approval screen refreshes automatically every 30 seconds. This means that any students who log in after you are on this page will not be displayed for 30 seconds. However, you can manually refresh your screen as often as you like by clicking the **Refresh Now** button near the middle top of the screen. When you click the **Refresh Now** button, or the system automatically refreshed, the list of students you see will no longer include those students who have already been approved.

Be sure that the students use their legal first name, as listed in your local student information system and TIDE. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid 10-digit State Student Identification Number [SSID], for example). If the student is still having difficulty, the Test Administrator can look up the student's information using the Student Lookup function on the Test Administrator (TA) Site.

The students who are waiting for approval in the session will be listed in the Approvals screen. On this screen you will see the students' names, 10-digit State Student Identification Numbers (SSIDs), and their test settings. Special codes and accommodations previously marked in TIDE should be confirmed or updated now. If any changes are appropriate, they may be made prior to the student testing by clicking the **See/Edit Details** button.
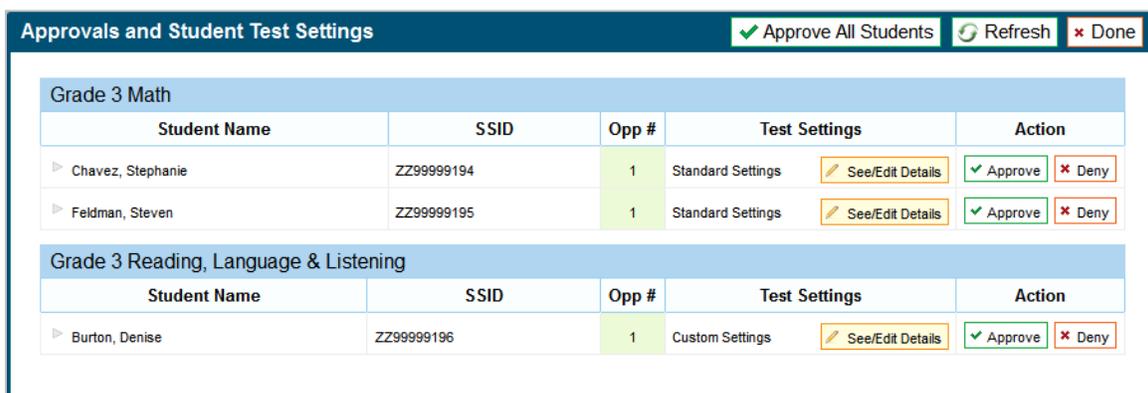
After verifying each student's settings, and that the student is present in the room, click the **Approve** button for each individual student. When your mouse cursor is over this button, it will turn green. As an alternative, you can click the **Approve All** button to approve all of your

students at once, after ensuring that each student is physically present in the room.

Special codes and test settings may be changed for a student after testing has begun; however, the student's test will need to be paused and he or she will need to log out of the test session in order for the Test Administrator/Proctor to change the accommodation in the Test Administration live site. The accommodation will be in effect once the student logs back in to the test session.

Braille may not be provided after a student has begun a test. Once a student has started a SAGE assessment in English or Braille, the setting cannot be changed. If a student has started a test with the incorrect Braille setting, the student's test should be immediately paused, and the Test Coordinator should contact the SAGE Help Desk for further assistance.

Monitor Testing

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

Approve Students in Segmented Tests (Math Grade 6 and 7 Only)

Students taking the Math Grade 6 and 7 tests will need to be approved to start the calculator segment. Approve those students as they finish the first segment and are ready to advance to the calculator segment, using the same procedures outlined above.

Alert Students Before the End of the Test Session

When there are approximately five minutes left for the session, give students a brief alert.

Ending the Test Session

After answering the last test question, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all test questions available or to end the assessment. After answering the last question and reviewing any marked test questions, students must pause or end their assessment. They do so by clicking **Submit Test for Scoring**.

Students must then click **Log Out** to exit the testing site. Students who have not finished can click **Pause**.

Collect any scratch paper and other materials.

Click the **Stop Session** button in the upper left corner of the screen. An "Important!" box will

appear, requesting verification to end the session and log students out. Click **OK** to continue.

Any students who need to continue their assessments will do so in a new test session. When you are finished with test administration, log out of the TA Interface by clicking **Log Out** in the upper right corner of the screen.

After Testing

The following test materials must be securely handled and stored immediately following each test session:

- Scratch and graph paper and all other paper handouts written on by students during online testing (For additional information on allowable resources, see page 8.)

- Any printed material with personally identifiable student information need to be collected and stored in a secure location after each test session.

-

After all testing is completed, follow local procedures to securely destroy the above testing materials.

Reporting

Test Coordinators and others will be able to monitor students' completion of the SAGE summative assessment and plan for makeup testing through the Plan and Manage Testing application of the online Reporting System. This application allows users to see how many students have not yet started testing, have started testing, or have completed testing. The *Guide to the Online Reporting System* has specific instructions on how to access and navigate this system.

Student results for 2013-2014 SAGE Summative assessments will be available during the fall of 2014. Questions related to score reporting at that time may be directed to your school testing coordinator or LEA assessment director.

User Support (Technical Help)

Questions related to 2013-2014 SAGE Summative testing may be directed to the SAGE Help Desk. The SAGE Help Desk will be open Mondays–Fridays from **7:00 a.m. to 7:00 p.m. MT** (except Federal holidays) throughout the summative testing window.

> **SAGE Help Desk Contact Information**
>
> Toll-Free Phone Support: 1-855-570-7239
>
> E-mail Support: SAGEHelpDesk@air.org

E-mails to the Help Desk will be automatically logged and will be responded to by project staff within one working day (typically sooner). Urgent requests will be given priority. If you contact the Help Desk, you will be asked to provide as much detail as possible about the issue(s) you encountered.

Please <u>always</u> include the following information:

- Test Administrator name and IT/Network contact person and contact information
- SSID(s) of affected student(s)
  - Do not send identifiable student information via email. Only the student's SSID may be emailed to the help desk. Student names and other student demographics may not be sent to the help desk via email.
- 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:
  - Secure browser installation (to individual machines or network)
  - Wired or wireless Internet network setup

Supported Operating Systems

As a reminder, AIR provides official technical support only for the systems listed in the System Requirements document found on the SAGE Portal (http://sageportal.org).