

SAGE Training Tests

SAGE Training Tests

Purpose: Train students in each of the types of items, tools, and accessibility features available in SAGE

This is not a practice test.



Content Areas and Grade Bands

SAGE ELA and Literacy:

- 3-5
- 6-8
- 9-11

Writing

Reading, Listening, Language



Content Areas and Grade Bands

SAGE Mathematics:

- 3-4
- 5-6
- 7-8
- Secondary I, II, III



Content Areas and Grade Bands

SAGE Science:

- 4-6
- 7-8
- Secondary (Earth Science, Biology, Chemistry, Physics, etc.)



Training Test

Explicit Instruction

- Items
- Tools
- Accessibility Features

Reduce anxiety
Efficient use of time
Enable performance



Options

- Computer Lab
- Mobile Lab
- Teacher Projector
- Together
- One/Day

Students should not be assigned to complete the Training Test without guidance.

Training Test Video

http://connect.schools.utah.gov/p6mwvc70ly7/

- Introduction
- Julie Benson: ELA Reading, Listening, Language
- Daron Kennett: ELA Writing
- Jennie DeFriez: Math Elementary
- Nolan Fawcett: Math Secondary
- Brad Talbert: Science



SAGE Portal

http://sageportal.org/



SAGE Summative Updates from Trimester Testing



From UAAD

- The whole SAGE system is overwhelmingly working for almost all students and almost all classes. It has been a really positive experience. There were only a few issues with the system itself.
- The actual testing time is in reality much longer than the recommended testing time (particularly for ELA Writing). We should all look closely at our test windows.



Actual Testing time to date:

Observed testing time in minutes						
	Students	Mean	Median	80%	90%	
	Tested			complete	complete	
Science Grade 5	49	59	59	69	77	
Science Grade 6	88	65	62	75	87	
Science Grade 7	78	58	57	72	76	
Science Grade 8	266	58	57	69	76	
Biology	809	58	56	69	75	
Chemistry	568	70	69	83	91	
Earth Science	479	58	57	70	79	
Physics	491	67	66	83	93	
ELA Grade 9	119	70	67	96	108	
ELA Grade 10	448	78	77	97	106	
ELA Grade 11	355	73	72	90	102	
Writing Grade 9	58	94	86	123	138	
Writing Grade 10	492	89	86	110	130	
Writing Grade 11	543	87	85	110	125	
Secondary Math 1	151	86	84	105	125	
Secondary Math 2	529	90	87	115	132	
Secondary Math 3	477	95	92	116	134	



Notes on Testing Times

- Use the data to set testing schedules
 - o Writing and Secondary Math are taking slightly longer than projected
 - Each LEA has different class lengths so plan accordingly
 - o May have a large make-up session or more students waiting up to each LEA
- Higher level classes appear to be taking longer (e.g. AP English Students)
 - o You may want to schedule additional testing time/days for these students
 - o (Note: Longer writing, does not mean better writing)
- This is the first year of a new test, will most likely not take as long next year.



Writing length

• There is not a required length for student response, but guidance is given as part of the prompt.

	Opinion/Argument	Informative/Explanatory
3 rd	at least one well-organized paragraph	at least one well-organized paragraph
4 th	at least three well- organized paragraphs	at least two well-organized paragraphs
5 th -11 th	Multi-paragraph essay 60 minutes *including time reading, planning, writing, revising, and editing	Multi-paragraph essay 30 minutes *including time reading, planning, writing, revising, and editing



Ways to reduce testing time

- Read the TAM in advance
- Have tests ready for testing in advance to cut down on initial proctor time at the beginning of the test.
- Take a training test in the system in advance to actual testing
 - o Identify test setting preferences for students in advance, mark in TIDE
 - o Test Administrators practice confirming settings and approving students
 - o Students become familiar with new item types
- Use SAGE Formative to familiarize students with "haptic" item types
- Writing
 - o Follow the guidelines of the exemplars
 - o Follow the grade level guidelines for length and time
 - o Use the additional 3 week window for writing
- Multiple subjects may be given at the same time to complete tests



Notes from UAAD

- Canyons -- <u>Strongly recommends</u> doing ELA (read, speak, listen) and ELA (writing) at the same session so students who finish one can go on to the other piece. It really makes the whole testing experience more coherent for students.
 - (This can only be done in the regular testing window)
- Active proctoring makes all the difference in student engagement. When tests are actively proctored well, students stay engaged with the test. The student experience was positive for almost every student!
- We <u>absolutely</u> need to announce the "10 minutes left" and "5 minutes left" statements in the TAM. It allows students to wrap up on the question they are working on before pausing. (*Thanks Hal*)



Lessons from the Field

- Please have proctors use the TAM
- Supplemental instructions for launching the secure browser must not alter TAM instructions
- Have proctors read before administering tests
- Be sure to give the 5 minute warning to review questions



Lessons from the Field

- Use the training site before test day.
- Be sure to use the TA Training site and not the SAGE Test Administration site
- Teachers should never use student information to enter a test as if they were a student on training site or the live site.
- Teachers use guest student account on training site

















Live Testing

Training

Please know the difference!



Lessons from the Field

- System volume can be an issue
- All tests require headphones
- Text-to-Speech volume can be adjusted by student at beginning of test
- Listening passages in ELA test instead use system volume. Please make sure it isn't turned up all the way.



Vertical Linking Items

- In order to allow SAGE to show growth from year to year in the future (vertical scaling), this first year of administration students will see some items in ELA and Math that are aligned to content above or below grade level. This will be true only for the 2014 Summative administration.
 - o These items are used as important data points for vertical scaling
 - o Except in a few rare circumstances, students will NOT know which items are vertical linking, so students should attempt to do their best on ALL items.
 - o Students will only see a very small number of items not aligned to their grade or course.
 - o These items do not lengthen the test this year, as in future years these items will be replaced with new, grade level, field test items.
 - o These items do NOT count for student scores, or class, teacher, school, or LEA accountability, they are only used to gather data to determine the vertical growth scales.



SAGE Policy Reminders



Ethics

Unethical practices include:

- Providing students with questions from the test to review before taking the test. (This includes writing prompts and passages)
- Viewing a test, then changing instruction or reviewing specific concepts because those concepts appear on the test.
- Rewording or clarifying questions, or using inflection or gestures to help students answer.
- Allowing students to use unauthorized resources to find answers, including dictionaries, thesauruses, mathematics tables, online references, etc.
- Displaying materials on walls or other high visibility surfaces http://schools.utah.gov/assessment/Testing-Director- that provide answers to specific test items (e.g. posters, word walls, formula charts, etc.) to inflate student scores.

- Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test.
- Reviewing a student's answers and instructing the student to, or suggesting that the student should, rethink his/her answers.
- Copying, in whole or in part, specific items appearing on a test.
- Explicitly or implicitly encouraging students to engage in dishonest testing behavior (seating, etc.).

Ethics Policy:

Resources/Ethics Policy-2013-Final.aspx



Calculation Device & Computation Table Reminder



Calculation Device

A *calculation device* is a tool that aides in the students' ability to solve a calculation question. Examples are calculators, slide rules, abacus, etc.

Grades 3-4: Calculator NOT allowed.

- o Not available on screen
- o Cannot bring in their own
- Based on the Utah State Standards and students in these grades needing to build basic computation skills and knowledge
- o If students use a calculation device on this section, the test will be considered modified.



Grades 5-6: Calculator allowed on 2nd segment only.

- o Available onscreen ONLY for non IEP/504 students.
- o Cannot bring in their own (unless specifically designated in an IEP/504)
- o Available on items related to specific standards.
 - If the students use a calculation device during the "non-calculator" segment of the assessment it will modify the test, which will result in a proficiency level of "1".
- An IEP/504 student may use a handheld calculation device on the calculator segment, but it's use MUST be documented in the student's IEP or 504



Computation Table

- A *computation table* is a tool that aids in the students' ability to solve calculation problems. Examples are multiplication, division, subtraction and addition charts, number lines, etc.
- Computation tables are ONLY allowed to be used during the calculator segment of the mathematics assessment.
- If they are used during the "non-calculator" segments of the assessment, it will modify the test, which results in a proficiency level of "1".



Visual Representation

- Visual Representations are manipulatives such as, cubes, tiles, rods, blocks, models, etc.
- Visual representations may be used on **all** sections of the mathematics assessments if they are included in the student's IEP or 504



Graphic Organizers

- Graphic Organizers are NOT allowed.
 - o Students may use blank paper (Lined, Graph, or Blank)
- If Graphic Organizers are used, the test is considered modified
- Follow guidelines in the TAMS



Sign Language (ASL)

- On the SAGE Summative Assessment, students who are receiving ASL, as a documented accommodation in their IEP, may have the assessment questions interpreted, only if the "Text-to-Speech" option is available on the assessment question.
 - o The translator may only translate what is spoken through text to speech.
 - o Translator uses headphones to listen to text to speech, translates the spoken test to the student.
 - o Translators must receive ethics training.
- ASL may be imbedded in the test for students with this accommodation documented on an IEP on all listening items



- Only an ASL certified interpreter may interpret the SAGE assessment.
- The student must engage the "Text-to-Speech" option on each item and the interpreter must only interpret the audio portion.
- Interpreters MAY NOT interpret any item that the "Text-to-Speech" option is not available.
- If ASL is provided onscreen, the interpreter MAY NOT interpret the item. The student MUST use the online interpreter.
- Translators must receive ethics training.



Read Aloud

- Read aloud is available to all students where appropriate
 - o Reading passages may not be read aloud to any student
 - o Reading of passages aloud to students results in a modified assessment
- Teachers and/or Test Administrators may NOT read aloud to students.
 Screen reader must be used.
 - o Available by "right clicking"
 - o Use the training test so students are familiar with the process.



Visually Impaired

- Visually impaired students, who are not significantly cognitively impaired (1% population) are required to take the SAGE summative
- Documentation is being prepared, on case issues, with ways to help visually impaired students access the test items.



Testing Up

- Students receiving instruction for a grade higher than their enrolled grade, manually assign higher grade-level in TIDE.
- Students accelerated into Secondary Math 1, 2, or 3, the student must be enrolled in the actual course.

A student must take the SAGE Summative assessment for the highest math test they are eligible for. The "skip-no-test" policy will not be enforced until at least 2014-2015, when the SAGE Interim assessments are available.



Accommodations Policy

• Accommodations Policy:

http://schools.utah.gov/sars/DOCS/assessment/1314utahaccommodations.aspx



Additional Information:

- www.sageportal.org
- www.schools.utah.gov



Questions?

