



SAGE Spring Summative Test Administration Manual 2015

**English Language Arts
and Literacy
Mathematics
Science**



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SAGE Summative Test Administration

SAGE Summative Assessments

The SAGE Summative assessments are secure assessments, designed to assess the knowledge, skills, and abilities described of the Utah Core Standards for English Language Arts (ELA), Mathematics, and Science. According to [R277-404](#), SAGE Summative assessments are administered at the end of instruction for a SAGE-assessed course. The teacher, school and LEA responsible for instruction of each course is also responsible for ensuring the assessment is administered appropriately.

Students should be familiar with test administration procedures prior to taking a SAGE Summative assessment. 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. Information about training tests may be found at <http://sageportal.org/training-tests/>

For questions concerning information presented in this manual or about administration of the SAGE Summative assessments, please contact your School Testing Coordinator or LEA Assessment Director.

Manual Purpose and Organization

This *SAGE Summative Test Administration Manual* provides teachers and Test Administrators (TAs) with the information needed to administer the 2014-2015 Student Assessment of Growth and Excellence 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. Consistent procedures ensure test validity and reliability.

SAGE System

The SAGE Testing System is made up of three components:

Test Information Distribution Engine (TIDE): This component is used typically by LEA and school testing coordinators to create educator accounts for SAGE; verify student data; manage student test settings, special codes, and accommodations; and invalidate or reset tests.

Test Delivery System (TDS)/Test Administrator Interface: This component is used by teachers/TAs to administer Summative assessments to students. Test settings and accommodations from TIDE can be changed for individual test events as students request access to testing sessions.

Online Reporting System (ORS): This component is used by teachers, school administrators, LEA staff to access student assessment results ORS is used to review both test participation and student proficiency and assist with reconciling testing anomalies.

The manual is organized around conducting the steps of administering SAGE Summative assessments and the related policies. 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.

Step-by-step instructions for administering SAGE Summative assessments are included. Gray boxes surround the day-of-testing scripts for teachers/Test Administrators. Additionally, the policy section provides guidance around test security, test tools and accommodations, and special codes.

SAGE Summative Test Scheduling Guide

It is important for the TA to allow students a reasonable timeframe to complete each assessment. This ensures that all students have a similar (standardized) experience. Refer to the following table for expected testing times. Local testing schedules may split expected testing times into multiple testing sessions, depending on local needs.

Though these assessments are untimed, it is inappropriate for the Test Administrator to allow students to take excessive time to test.

Completion sessions should be scheduled to allow the few students to finish testing, if they need more time than locally structured testing sessions provide. In rare circumstances, a student may need to take longer than the expected times provided here. These situations must be discussed with the LEA Assessment Director to ensure that students have an appropriate opportunity to complete testing.

Expected Testing Times

Course	Test Administration	Most Students Should Be Finished	All Students Should Be Finished
Science 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

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 an assessment 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 assessment. This limit does not apply to the ELA writing section, which can be modified up to the point of submission.

SAGE Training Tests

The purpose of the *Utah SAGE Training Tests* is to familiarize students and teachers with the design, format, and procedures for answering different types of items that will be included in the SAGE Summative assessments. Every school should also use these tests to certify that its local technology configuration can deliver SAGE Summative tests. Administering the training tests via the secure browser allows schools to determine whether their network and hardware can successfully administer live operational assessments this spring.

These assessments are aligned to the Utah Core Standards according to their individual grade span, and represent the variety in both difficulty and item format that students may see on the SAGE Summative assessments. Each training test will contain items aligned to the indicated content area and grade span. The SAGE Writing training test will provide students with an example stimulus, prompt, and response mechanism. Some students may have difficulty with some of the content aligned to higher grades within the grade span of each training test; nevertheless, 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. 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.

The training tests do not include an item for each of the aligned Core State Standards that will be measured by the operational assessments. The training tests will NOT provide scores for students and should NOT be used to measure students' content knowledge.

Schools are encouraged to have students take the appropriate training test prior to the administration of SAGE Summative assessments; however, each LEA/school may decide how it wants to use the training tests with its students.

Administering Assessments

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 assessment as outlined in this document. Because students use the same personal information for each test they take, proctors may only allow access to assessments for students who are physically present in the room with them. Non-students should not access any secure assessment content at any time.

All assessment materials should be handled only by qualified personnel, and a system of materials accounting must be in place to ensure that all assessment materials are accounted for

at the conclusion of testing. You are responsible for securely storing all used and unused assessment materials. Students are not allowed to remove assessment content or materials used during testing (e.g., essay drafts, used scratch paper) from a testing session. Students may not store assessment content or questions on their calculators. All writing done by students on scratch paper, graph paper, or formula sheets must be destroyed after testing is finished.

It is extremely important that any staff member involved in the administration of these assessments 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/EthicsPolicy2014-201508082014Final.aspx>

The validity of the assessment is compromised when students receive assistance on the assessment, either explicitly by prior knowledge of questions, or implicitly through modified instruction by the educator after assessment content has been examined. Educators may not examine assessment content, including passages, questions, or answer options, at any time. Under no circumstances should actual passages, prompts, or questions from these assessments be viewed in advance, taught to, or reviewed with students.

Educators may not read passages, questions, or answer options to a student. All students have access to the text-to-speech tool throughout each assessment, with the exception of the reading passages in the ELA assessments, which may not be read aloud.

Overview of Assessment Administration Steps

1. Log in to the SAGE testing system.
2. Acquire a Session ID from the Test Administrator (TA) Interface.
3. Distribute testing materials.
4. Give students the Session ID and help them log in (as needed).
5. Verify student test settings as they request access to the testing session.
6. Approve students into the testing session.
7. Give starting instructions and start students testing.
8. Monitor student progress.
9. At the appropriate time, warn students that the testing session will be ending.
10. End the testing session and make sure students log out of their assessments.
11. Collect testing materials.
12. Stop the testing session and log out of the TA Interface.

Additional Resources

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

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 the scratch paper is for the same assessment and was securely stored between sessions. After the testing window has closed, the school testing coordinator must ensure that all scratch paper is destroyed.

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

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 grade 5. 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 3–5: 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 6: Calculator is allowed and provided on the second segment of the assessment.

- Available ONLY on screen; 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, 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
- 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 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 are allowed during testing.

Accessibility Tools

All students have access to and may use the following accessibility tools for the 2014-2015 SAGE Summative assessments. Students should be familiar with and able to use these tools prior to taking a SAGE Summative assessment, and can gain this familiarity by accessing and using these features with the SAGE Training Tests available through the SAGE Portal (<http://sageportal.org>). Accessibility tools include:

- **Zoom in:** 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.
- **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 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 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 questions that were previously answered).
- **Text-to-speech:** Students may listen to 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 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 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 questions. This audio is provided in addition to text-to-speech as a test setting.

Student Test Settings

Test settings are accessibility tools for which various options are available. They must be set before the student begins testing, either in TIDE (for each student, or for multiple students by upload), or when an individual student logs in and requests access to a testing session.

Test settings include print size, color choice, and descriptive audio options. 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. These functions may be set individually through a web browser, or to multiple students through an Excel upload in TIDE. The following functions can be set through this process. No accommodations are needed to change these settings.

Test Irregularities

On rare occasions, a non-standard situation arises during test administration that requires action. Four 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 an assessment, a student can resume it. An assessment should not be reopened once a student sees a score.

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). 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.

Test Invalidation

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.**

Please refer to the *TIDE User Guide* for detailed instructions for marking, reviewing, and approving test irregularities.

Accommodations

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

These decisions apply to:

- English learners (EL).
- 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 (IDEIA).

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

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

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled *Utah Participation and Accommodations Policy*. This document is available at sageportal.org or from the following URL:

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

Available Accommodations

The SAGE Summative assessments allow for six accommodations. Each accommodation must be documented in the student's IEP, EL or Section 504 plan.

- **Braille/Tactile Graphics:** Braille/tactile graphics and embossing are available on request for students with disabilities. Text and graphics may be provided via a Tiger embosser in the student's school that can print text and/or graphics depending on student need. For more detailed information about administering Braille assessments, please see the *Braille Requirements and Testing Manual*.

- **Calculation Devices (Grade 6 Mathematics Only):** Students on an IEP, EL, or 504 plan can bring in a handheld calculator to use ONLY on the calculator segment. If a hand-held calculator is provided to a student for use on non-calculator items, as documented in the student’s IEP or 504 plan, the assessment is “modified.”
- **Standard-Size Paper:** The *Print on Request* tool provides access to schools for printing test questions. All printouts must be securely destroyed following test sessions.
- **Large-Print Paper:** The *Print on Request* tool, when combined with enlarged *Print Size*, provides access to schools for printing large-print test questions. All printouts must be securely destroyed following test sessions.
- **Scribe:** Allowed for students with disabilities, and for students as necessary due to temporary injury just prior to assessment as non-accommodation. 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.

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 Summative 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 Summative assessments invalidates the student’s score.

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

English Learners (ELs)

The federal NCLB Act Title III and state U-PASS legislation and policy determine which EL students take the 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 EL students should be informed by the school's EL 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 expected assessment, or why a student participated in the assessment in a 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 that once any special code is marked in TIDE, that special code persists in the system until it is changed (e.g., codes marked during Interim assessment will apply to Summative assessment unless 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 the following page.

Basic rules:

- Special codes are used for non-standard administrations and to explain non-participations.
- 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 they answer six questions or respond with 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	Non-participation	The student was not present during any part of the test administration period and was not able to make up the test.
ELL First Year in U.S. April 15 or later (NP for ELA, Math, Science)	Non-participation	The student is an ELL student and first enrolled in the U.S. enrolled after April 15 of the current school year.
ELL First Year in U.S. Before April 15 (NP for ELA only, not an option for math or science tests)	Non-participation	The student is an ELL student and was first enrolled in the U.S. before April 15 of the current school year but on or after April 15 of the previous school year. <i>Note:</i> This code should be marked for all applicable tests whether taken (Math and Science) or not (ELA).
UAA	Non-standard participation	The student's IEP team has decided the student should take the UAA or DLM instead of the SAGE assessments.
Student refuses to test	Non-participation	The student chooses to give up during testing or refuses to start the assessment.
Excused - Medical Emergency	Non-participation	The student is unable to test during the testing window due to an unanticipated medical circumstance.
Course Instruction Incomplete	Non-participation	The student will not complete course instruction during the current academic year. <i>Example:</i> A student only takes the first semester of Physics this year. If the student completes the course in a later academic year, he/she will be tested at that time.
Course Instruction Not Provided	Non-participation	The LEA has used a core code for a course which has caused the student to be assigned a test for which he/she did not receive instruction. <i>All uses of this special code will be audited by both the Assessment and the Teaching and Learning departments at the USOE.</i>
Test has already been taken	Non-participation	The student has already taken this SAGE assessment during a previous test administration year, and therefore is not required to retake the test.
Unfixable UTREx Error	Non-participation	The student has been mistakenly assigned an assessment which should not have been generated by any LEA's UTREx submission. <i>USOE approval is required prior to using this special code.</i>
Accommodated	Non-standard participation	The student took the assessment with an allowed accommodation.
Modified	Non-standard participation	The student took the assessment in a manner which violated the construct of the test. <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.
Parent Opt Out	Non-participation	A parent or legal guardian has requested that the student not be allowed to take the assessment.

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.

The below responsibilities may be tailored to meet local needs for the SAGE Summative assessments.

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 these data are 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 seven-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 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 seven-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 read 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 TA/ 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 TA system; 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 TA/Proctor).

_____ Follow local policies and procedures when distributing login information (legal name and seven-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 TA/Proctor is ready to begin the testing session.

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

_____ When the TA/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 TA/Proctor).

_____ Return testing materials to the School Testing Coordinator (with the TA/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 training.
- _____ 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 the "[Accommodations](#)" section.
- _____ Receive user name and set password for logging into the SAGE system.
- _____ Receive login information for each student (i.e., first name and seven-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 engage in another quiet, non-electronic activity) in case they finish the test before the rest of the class.
- _____ Become thoroughly familiar with 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 seven-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 the "[Allowed Materials](#)" section)
- _____ 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.

Preparation of Testing Materials

Ensure that headphones, keyboards, and testing devices are in working order and meet minimum technical specifications. Students should be provided with blank scratch/graph paper. It is also recommended that you have testing tickets prepared for students. The tickets should contain students' legal first and last names and their SSID numbers.

Creating Student Test Tickets

Test tickets may be printed from TIDE. These tickets include student login information that may be passed out to individual students at the beginning of a test session.

In TIDE, click [**Rosters**] on the TIDE home page, then [**Manage Rosters**]. Select search criteria for the district, school, and an existing roster, then click [**Next**]. Click [**Print**].



Print Student Test Tickets

Manage Rosters

This page displays the school ID, school name, teacher, and students of the selected roster.

To print the roster, click [Print].

To return to the previous page, click [Back].



School ID : 09-999

School Name: DEMO SCHOOL

Teacher Name: Teacher, Demo

Roster Name: 5th Grde-ABCD99A:09

Student Last Name	Student First Name	Student Identifier (SSID)
LastName1	FirstName1	9999991
LastName2	FirstName2	9999992
LastName3	FirstName3	9999993
LastName4	FirstName4	9999994
LastName5	FirstName5	9999995

Instructions to Administer Tests

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.

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

Directions and scripting are the same for most tests. Please note that ELA: Writing and Math Grade 6 have unique directions and scripting, see the [“Testing Session Scripts”](#) section.

Before Students Begin Testing

Test Administrator logs in to the SAGE Testing System

1. Navigate to the SAGE Portal (<http://sageportal.org/>).
2. Select the *Test Administrators* user card.
You will be directed to the selected “Welcome” page, which includes links to the available SAGE applications.

TA User Card

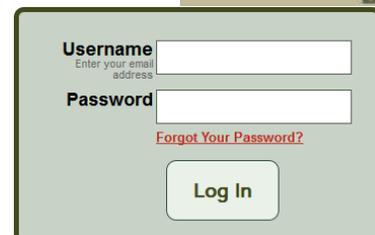


3. Select [**SAGE Live Test Administration**].
You will be directed to the login screen.
4. Enter your username (e-mail address) and password into the respective text fields.
5. Click [**Log In**]. You will be directed to the TA Interface.

TA Interface Card and Login



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



Username
Enter your email address

Password

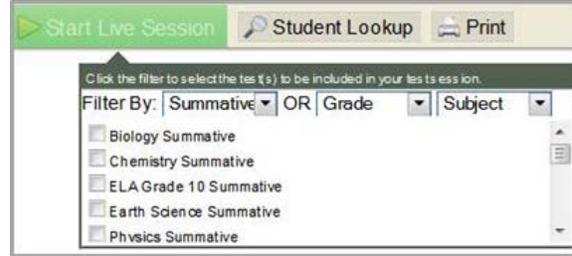
[Forgot Your Password?](#)

Log In

Select Tests to Administer

Test Selection

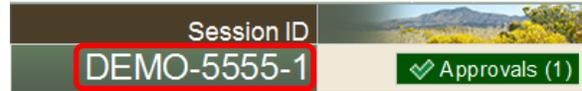
- Once you have logged in, select the tests you will administer and then click the Start Session button in the top left corner. You can filter the list by grade and subject.



Create a Session ID

Sample 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.

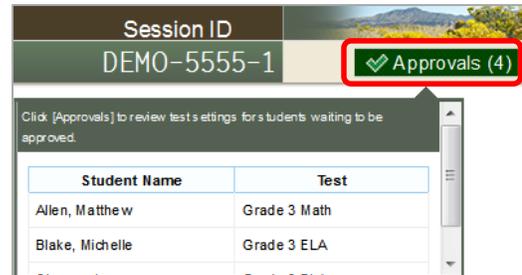


Approve Students for Testing

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

Students Awaiting Approval

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



- Click the **See/Edit Details** button to verify and adjust the test settings for any students who require it. Details about student test settings can be found in the “[Student Test Settings](#)” section.
- Click the **Approve** 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
Math Grade 3							
Student Name	SSID	Opp #	Test Settings	Action			
▶ Chavez, Stephanie	ZZ99999194	1	Standard Settings	See/Edit Details	Approve	Deny	
▶ Feldman, Steven	ZZ99999195	1	Standard Settings	See/Edit Details	Approve	Deny	
Reading, Language & Listening Grade 3							
Student Name	SSID	Opp #	Test Settings	Action			
▶ Burton, Denise	ZZ99999196	1	Custom Settings	See/Edit Details	Approve	Deny	

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

Students in Your Test Session

Students in Your Test Session								
1 Students in Session		Approved Requests		Sort Column By		Requests	New Request	Hide/Show Columns
Student Name	SSID	Opp #	Test	Test Settings		Requests	Student Status	Pause Test
CHAVEZ, STEPHANIE	9999999194	1	Math Grade 3	Standard Settings			started: 5/25	Pause
BURTON, DENISE	9999999227	1	ELA Grade 3	Custom Settings			started: 4/25	Pause
ALLEN, TIMOTHY	9999999027	1	Math Grade 3	Standard Settings			started: 6/25	Pause
ARNOLD, DONNA	9999999170	1	Math Grade 3	Custom Settings			paused: 5/25, 2 min	

Testing Session Begins

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.

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.

Launch Secure Browsers

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.



Help Students Log In

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 “[Creating Student Test Tickets](#).”

Live Test Sign in for Students

SAGE Live Testing Site

Live Test Sign In

First Name:

SSID:

Session ID: - -

[Run Diagnostics](#) [Browser: Secure v7](#)

[Go to the Training Test Site](#)

Utah State Office of Education

SAY: You should 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.

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.

Testing Session Scripts

Once all students are approved to enter the testing session, read the appropriate scripting, found below.

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 to close the testing session, found in the “[Ending the Testing Session](#)” section.

ELA Writing Section: All Grades

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

SAY: You are going to respond to two writing prompts. With each prompt you will see guidelines that suggest how much you should write and how long it should take you to respond. Most of you will finish your first writing response in one hour. You will have another hour to complete your response to the second prompt.

When you have reviewed and are finished with your first prompt, click “Next” to move to the second prompt. Once you click “Next” and move on to the second prompt, you will be unable to go back to the first prompt.

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

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 either prompt 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 to 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 software.

You may now click on **Yes, Start My Test** and begin.

ELA Reading, Language, Listening section: All Grades

Math: Grades 3–5, 7, 8, Secondary Math 1, 2, and 3 (All Math, Except Grade 6)

Science: All Grades

The Reading, Language, Listening section, Math, and Science assessments may be completed in multiple testing sessions within the testing times listed in the “[SAGE Summative Test Scheduling Guide](#)” section. Testing sessions should be reasonable and fit within local testing schedules.

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]. It is an adaptive test, which means as you answer questions correctly you will get more difficult questions, and as you answer questions incorrectly you will get easier questions. The score you receive at the end of this test is calculated based on the difficulty of the questions you see and how you answer them. Please work through the more difficult questions as best you can.

Most of you will finish this test in an hour and a half. Some of you may take a little extra time, but everyone should be finished in about two hours. 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 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.

Math: Grade 6

The Math Grade 6 assessment may be completed in multiple testing sessions within the testing times listed in the “[SAGE Summative Test Scheduling Guide](#)” section. Testing sessions should be reasonable and fit within local testing schedules.

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.

Please refer to the “[Elementary Math Calculator Policy](#).” Students will need to be “approved” from the TA Interface before starting the second segment.

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

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 6th grade math. It is an adaptive test, which means as you answer questions correctly you will get more difficult questions, and as you answer questions incorrectly you will get easier questions. The score you receive at the end of this test is calculated based on the difficulty of the questions you see and how you answer them. Please work through the more difficult questions as best you can.

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.

Most of you will finish the test in an hour and a half. Some of you may take a little extra time, but everyone should be finished in about two hours. Today’s testing session will go until [insert time the session will end]. I will let you know when there are 5 minutes remaining in the session. 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 from any question by clicking on the help icon, which appears as a question mark in the upper right-hand corner of your screen. If you find that you do not know how to enter your responses please raise your hand and I will help you, but please remember that I will only show you how to use the software.

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

Give Students a Five-Minute Alert Before the End of the Test Session

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

ELA Writing Section

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

All Tests Except the ELA Writing Section

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

Ending the Testing Session

Students—End the Session and Log Out

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

[Pause.]

I will now collect your testing materials.

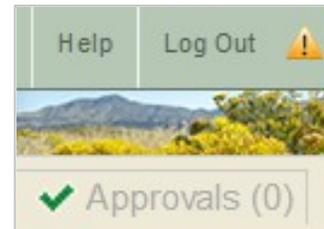
Any used scratch paper or graph paper written on by students during testing sessions are secure materials. Secure materials should be stored between testing sessions and destroyed at the end of testing according to local procedures.

Test Administrator—Stop the Test Session and Log Out

Click the green **Stop Session** button in the top left corner of the TA Interface. This will end the test session.



Click **Log Out** in the top right corner of the TA Interface.



Make-Up Sessions

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

ELA Writing Section

SAY: You are now ready to resume the English Language Arts Writing test. Your test will begin where you left off the previous test session. Today's testing session will go until [insert time the session will end]. I will let you know when there are about five minutes left in the session. 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 software.

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 about 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 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 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 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 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 software.

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

Reporting

Immediate results are reported to students onscreen and upon completion of a test. Student results are immediately available to the school and LEA through the Online Reporting System, according to the educator's user role in TIDE.

*Immediate Test Results Page, **Math***

Your Results

Student Name: Student, Demo (SSID: 9999999)

Test Name: Math Grade 5 Summative

Test Completed On: 5/25/2015

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

Proficiency Level: 3

This is your Scale Score: 392

[Log Out](#)

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

*Immediate Test Results Page, **Science***

Your Results

Student Name: Student, Demo (SSID: 9999999)

Test Name: Science Grade 5 Summative

Test Completed On: 5/25/2015

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

Proficiency Level: 3

This is your Scale Score: 845

[Log Out](#)

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

Immediate Test Results Page, ELA (Reading, Listening, Literacy)

Your Results

Student Name: Student, Demo (SSID: 9999999)

Test Name: ELA Grade 5 Summative

Test Completed On: 4/25/2015

You have finished the test. You may now log out. No score is provided for this test.

Log Out

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

Immediate Test Results Page, ELA (Writing)

Your Results

Student Name: Student, Demo (SSID: 9999999)

Test Name: Writing Grade 5 Summative

Test Completed On: 2/25/2015

You have finished the test. You may now log out. No score is provided for this test.

Log Out

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

System users are able to monitor students' completion of the SAGE Summative assessments 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 *Online Reporting System User Guide* posted at <http://sageportal.org> has specific instructions on how to access and navigate reports.

Frequently Asked Questions

What if I don't have a username and password?

If you do not have a username or password, please contact your school's Test Coordinator in order to be assigned login information. See page 24 for more details.

How do I create a session ID?

Each test session will be automatically be assigned a unique Test Session ID. See page 24 for more details.

How do I approve a student for testing?

In the TA Interface, click the **Approvals** button in the upper right corner of the page to view the students that are currently waiting for approval.

Click the **Approve** button to approve a single student or the **Approve All Students** button to approve all students.

Approvals and Student Test Settings					✓ Approve All Students	🔄 Refresh	✖ Done
Math Grade 3							
Student Name	SSID	Opp #	Test Settings	Action			
▶ Chavez, Stephanie	ZZ99999194	1	Standard Settings See/Edit Details	✓ Approve ✖ Deny			
▶ Feldman, Steven	ZZ99999195	1	Standard Settings See/Edit Details	✓ Approve ✖ Deny			
Reading, Language & Listening Grade 3							
Student Name	SSID	Opp #	Test Settings	Action			
▶ Burton, Denise	ZZ99999196	1	Custom Settings See/Edit Details	✓ Approve ✖ Deny			

See page 25 for more details.

How do students access the test?

Upon opening the secure browser students should see a login screen, they will need to enter their *legal* first name, SSID, and the Session ID you provide, then click **Sign In**.

SAGE Live Testing Site

Live Test Sign In

First Name:

SSID:

Session ID: - -

Run Diagnostics Browser: Secure 17

[Go to the Training Test Site](#)

Utah State Office of Education

See page 26 for more details.

What do I do if a student cannot login?

Use the Student Lookup feature to confirm the student’s legal first name or their SSID number. Use the Quick Search tab to find a student using their SSID or use the Advanced Search tab to find a student by their legal first and last name.



Search: Quick Search **Advanced Search** ✖ Close

Enter the student's full Student ID (SSID) and click [Submit SSID] to search for that student's record. A record displays the student's name, birth date, grade, and school/district information. Searches by partial SSID are not permitted.

Note: This Student Lookup feature allows you to verify student information for login purposes only. It does not indicate whether a student is eligible to test. To verify student eligibility for a specific online assessment, please check TIDE.

How do I end a test session?

Click the green **Stop Session** button in the top left corner of the TA Interface. This will end the test session. See page 31 for more details.



User Support

If this document does not answer your questions, contact your Assessment Director prior to contacting the SAGE Help Desk. If you must 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

Supported Operating Systems

As a reminder, AIR provides official technical support only for the systems and browsers that are used for student testing and related applications. For information regarding which operating systems and browsers are supported, refer to the *System Requirements* document, which is available on the SAGE Portal (<http://sageportal.org>).