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Test Administration Manual

User Guide and Scripts

2022-2023

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Utah RISE Assessments

Introduction

Teachers and test administrators (TAs) play a key role in ensuring that students are provided with the directions they need to participate fully in a secure, standardized test administration process. This manual provides resources to assist educators in establishing and managing a positive student experience in the RISE test administration environment. Details about the benchmark modules, the remote administration of benchmark modules, interim and summative assessments, including checklists for test days, instructions for navigating the platform, suggestions for active classroom monitoring, and the required standardized testing scripts are included in the pages that follow. The manual is arranged to provide complete information about administering each type of RISE assessment—the training tests; the benchmark modules; interim assessments; and summative assessments.


As required by Board Rule R277-404, all staff members involved in the administration of the RISE assessments must follow the directions for administering the tests as outlined in this document. For questions concerning the information presented in this manual or about the administration of the RISE assessments, please contact your school administrator or local education agency (LEA) (school district or charter school) assessment director.

Organization of the Test Administration (TA) Manual

This manual includes the following sections:

- **How TAs Proctor Test Sessions in the TA Site**
 - Provides instructions for accessing and proctoring all RISE assessments
- **How Students Sign in to the Student Testing Site and Complete Tests**
 - Provides information about how students access and complete all RISE assessments
- **How to Administer the Training Tests, the Benchmark Modules, the Interim assessments and RISE Summative assessments**

There is also an [Appendix](#) with additional information and instructions.

 Please note: To return to the page in this manual that you were on before clicking a link to the appendix, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

Understanding the Online Testing System's Sites

The Online Testing System delivers Utah's online tests and consists of training sites and operational testing sites. The training site functions identically to the operational testing sites.

Training Site

- **TA Training Site:** Allows TAs to practice administering tests
- **Student Training Site:** Allows students to practice taking tests online and using test resources/tools. Students can sign into the testing site with their name and ID or as guests. They can either take proctored tests in sessions created by TAs in the TA Training Site or they can take non-proctored tests.

Operational Testing Sites

- **TA Interface:** Allows TAs to administer operational tests
- **Student Testing Site:** Allows students to take operational tests

Throughout the rest of this manual, "TA Site" refers to both the TA Interface and TA Training Site.

How TAs Proctor Test Sessions in the Test Administration Site

Administering online tests in the Test Delivery System (TDS) is a straightforward process, and the basic workflow is as follows:

1. The TA selects tests and starts a test session in the TA Site.
2. Students sign in to the Student Testing Site and request approval for tests.
3. The TA reads the appropriate script to the students.
4. The TA reviews students' requests and accommodations.
5. The TA approves students for testing.
6. Students review and use, as necessary, online tools in the TDS.
7. Students complete and submit their tests.
8. The TA stops the test session and logs out.

This section describes the following tasks that TAs must perform to successfully administer any RISE online tests:

- Selecting Tests and Starting a Test Session
- Approving Students for Testing
- Managing a Test Session

For information about the testing process from a student's perspective, see the section *How Students Sign into the Student Testing Site and Complete Tests*.

Selecting Tests and Starting a Test Session

The first step in administering online tests is to select the tests that you wish to administer and start a test session. You can select tests and start a test session from the **Test Selection** window that opens automatically when you sign into the TA Site.

Only the tests that you select will be available to students who join your session. You can have only one session open at a time. You cannot reopen closed sessions, but students can resume a test in a new session.

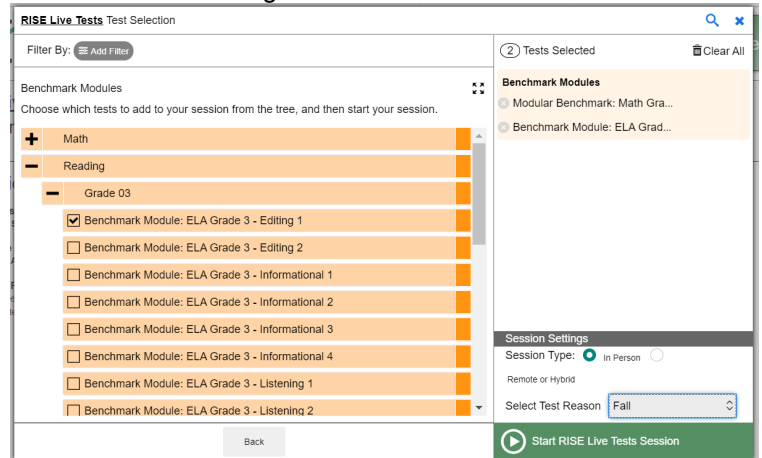
How to Create a New Test Session

1. If the **Test Selection** window is not open, click **Select Tests** in the upper-right corner of the TA Site (see Figure 1); otherwise, skip to Step 2.
2. To select tests for the session, do one of the following:
 - To select individual tests, mark the checkbox for each test you want to include.
 - To select all the tests in a test group, mark the checkbox for that group.
 - An alert message will appear when adding summative tests to the session. Please review the message and select ok to proceed.
 - **The best practice is to select the specific test(s) to be delivered to prevent students from starting an incorrect test.**

Figure 1. Select Tests Button



Figure 2. Test Selection Window

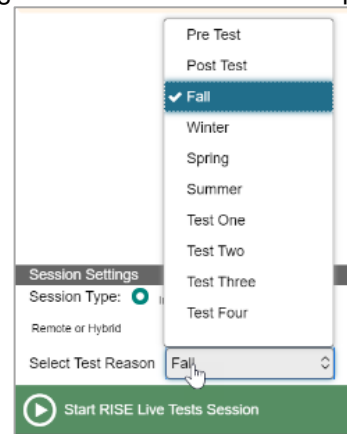


Please note, the **Test Selection** window color-codes tests and groups them into various categories. A test group may include one or more sub-groups. All test groups and sub-groups appear collapsed by default, and you may have to expand the test group to view individual tests. See Figure 2.

- To expand a test group, click **+**. To collapse an expanded test group, click **–**.

3. Under **Session Settings**, there will be a drop-down menu where you will select your test reason. Specifying a test reason is required for each session. TAs will select the appropriate test reason for the session from the drop-down menu (see Figure 3) and then click “OK” to proceed.

Figure 3. Session Attributes Pop-Up



4. The Session ID will appear on the TA Site. See Figure 4. Provide the Session ID to your students. Please remember to write down the Session ID in case you accidentally close the browser window and need to return to the active test session.

Figure 4. Test Session ID



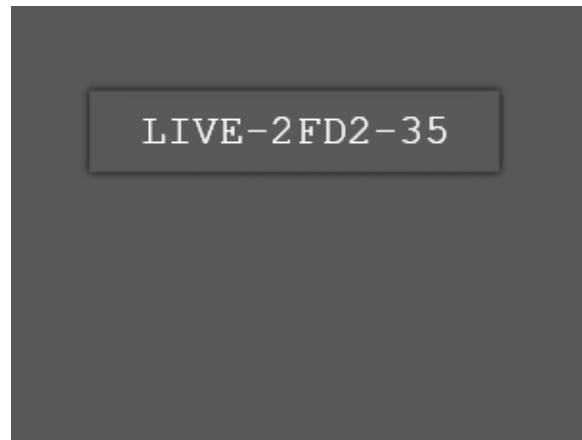
Note: Session IDs include three parts: the first part will be 'LIVE' for operational tests or 'TRAIN' for training tests.

- Click the icon in the upper right-hand corner of the Session ID box (see Figure 5) to activate the screensaver (see Figure 6). The screensaver makes the Session ID easy to see as well as hides the TA Interface.

Figure 5. Session ID Screensaver Icon



Figure 6. TA Interface Screensaver



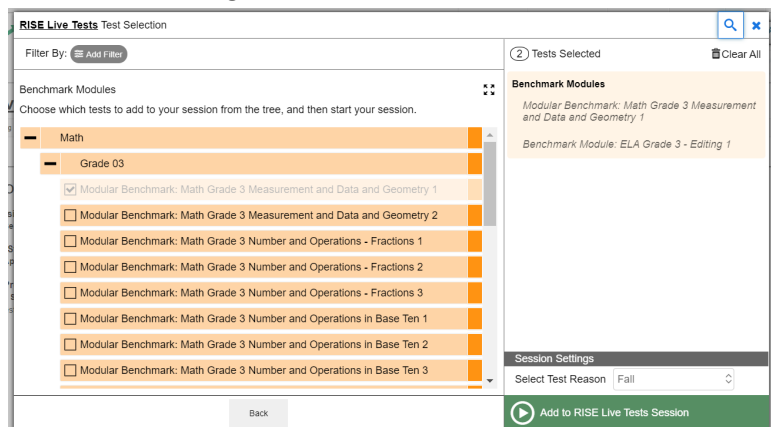
How to Add Tests to an Active Test Session

If necessary, you can add additional tests to an ongoing test session.

While you can add tests to an active test session, you cannot remove tests from an active test session.

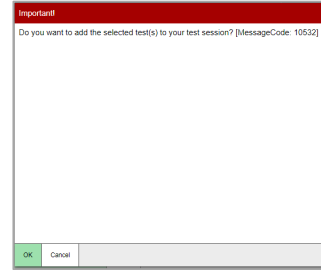
- In the upper-right corner of the TA Site, click **Select Tests**.
- In the **Test Selection** window (see Figure 7), mark the checkbox for the test(s) you wish to add and click **Add to RISE Live Tests Session** in the lower-left corner. (If you are on the Training Test site, this will say **Add to Training Session**).

Figure 7. Add to Session Button



3. In the confirmation message that appears (see Figure 8), click **OK**.

Figure 8. Confirm Test Addition



Approving Students for Testing

After students sign into the Student Testing Site and select tests, you must verify that their settings and accommodations are correct **before** approving them for testing. Additionally, the grade 6 mathematics tests include segments requiring TA approval. You must follow the same procedure you do for approving students to enter whole tests when approving students' entry to test segments. See [Grade 6 mathematics instructions](#) for more guidance on approving test segments.


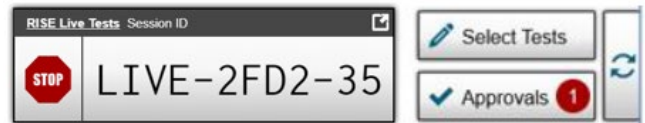
When students are awaiting approval, the **Approvals** button next to the Session ID becomes active and shows you how many students are awaiting approval (see Figure 9). The **Approvals** notification updates regularly, but you can also click  in the upper-right corner to update it manually.

Figure 9. Students Awaiting Approval



How to Approve Students for Testing


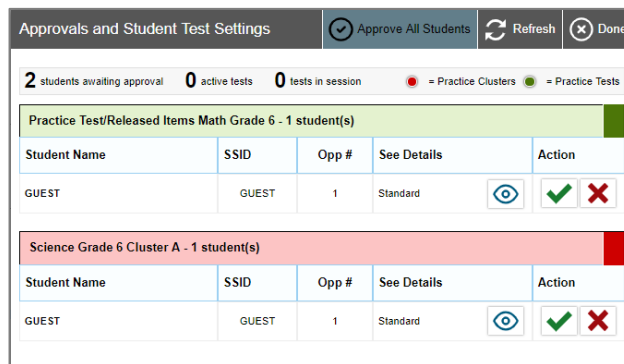
1. Click **Approvals**. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by test (and test segment, if applicable). See Figure 10.
2. To check a student's test settings and accommodations, click  for that student. The student's information appears in the Test Settings window (see Figure 11 on the next page). This window groups test settings by their test.
 - a. If any settings are incorrect, update them as required. Students should not begin testing until their settings are correct.

Figure 10. Approvals and Student Test Settings Window



- Editable settings must be updated in this window, while non-editable settings must be updated in the Test Information Distribution Engine (TIDE). For more information on editable vs. non-editable test settings, see the [Accommodations section](#) of this manual and the *TIDE User Guide*.

Figure 11. Test Settings Window for a Selected Student

Test Settings for: Sanderson, Thomas

[Set] [Set & Approve] [Cancel]

You must select [Set] or [Set & Approve] to confirm these test settings. Use [Set] to confirm the settings and return to the main Approvals screen to approve this student.

SSID: 7772952 | Benchmark Module: ELA Grade 3 - Editing 1 | Opp # 1

Visual Assistance Tools

- Color Choices: Black on White
- Descriptive Audio: ON
- Mouse Pointer: System Default
- Streamlined Mode: OFF

Presentation

b. Do one of the following:

- To confirm the settings, click **Set**. With this option, you must then separately approve the student for testing (see Step 5).
- To confirm the settings and approve the student simultaneously, click **Set & Approve**.
- To return to the **Approvals and Student Test Settings** window without confirming settings, click **Cancel**.

- Repeat Step 2 for each student in the **Approvals and Student Test Settings** list. Since the **Approvals and Student Test Settings** window does not automatically refresh, click **Refresh** at the top of the window to update the list of students awaiting approval. See Figure 10.
- If you need to deny a student access to testing, do the following (otherwise skip to Step 5):
 - Click for that student.
 - Optional:* In the window that appears, enter a brief reason for denying the student.
 - Click **Deny**. The student receives a message explaining the reason for the denial and is logged out. The student can request access to the test again.
- If you wish to approve students directly from the **Approvals and Student Test Settings** window, do the following:
 - To approve individual students, click for each student.
 - To approve all students for a given test or segment, click **Approve All Students** for that test or segment.

Managing a Test Session

After you approve students for testing, you can monitor the testing progress for each student logged in to your session, approve a student's print request for an accommodated test, and pause a student's test if necessary.

How to Monitor Students' Test Progress

You can monitor the testing progress for each student logged in to your session from the table(s) displayed on the TA Site.

At the start of the test, all your students will be listed in the **Tests without issue** table. If TDS detects that a student requires assistance, such as a student with a pending print request, or if a student's test has been paused due to an environment security breach or due to the launching of a forbidden application, the **Tests with potential issues** table appears at the top. See Figure 12 on the next page. The top table lists the students who need intervention, and the bottom table lists the other students in your session.


The table(s) refresh at regular intervals, but you can also refresh them manually by clicking  in the upper-right corner of the TA Site. You can also sort the tables by a given column by clicking the column header. See Table 1 below.

Figure 12. Table(s) for Monitoring Students' Test Progress



RISE Live Tests Test Session						
0 students awaiting approval 1 print requests 1 tests = Benchmark Modules						
Tests with potential issues						
Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
test, Test SSD 8919731	1	Braille Benchmark Cluster: Science Standard 4.1.3	<div></div>	Started More Info	Custom	 
Tests without issue						
Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
test, Test SSD 8919731	1	Benchmark Module: ELA Grade 3 - Editing 1	<div>33%</div>	Paused .10 min More Info	Standard	
test, Test SSD 8919731	1	Benchmark Module: Writing Grade 3 Informative 1	<div></div>	Paused .13 min More Info	Standard	
test, Test SSD 8919775	1	Braille Benchmark Cluster: Science Standard 4.1.3	<div></div>	Paused More Info	Custom	

Table 1 on the next page, describes each column in the tables for monitoring students' test progress.

Table 1. Columns in the Table(s) for Monitoring Students' Test Progress



Column	Description
Student Information	Name and SSID of the student in the session
Opp #	Opportunity number for the student's selected test
Test	Name of the test the student selected. For segmented tests, this column also displays the name of the test segment that the student is currently testing.
Progress	<p>Indicates the student's test progress. It will display a progress bar to indicate how far the student has progressed in the test.</p> <p>The progress bar indicates the percentage of questions the students have answered out of the total number of questions.</p>
Test Status	<p>Current status for each student in the session. For more information about the statuses in this column, see Table 2.</p> <p>If TDS detects that a student may be experiencing technical difficulties or requires assistance (e.g., if the student is experiencing connection issues, has a pending print request, has paused his test), a "more information" icon  is displayed in this column. When you hover over the icon, a message is displayed providing details about the issue.</p>
Test Settings	<p>This column displays one of the following:</p> <ul style="list-style-type: none"> • Standard: Default test settings are applied for this test opportunity. • Custom: One or more of the student's test settings or accommodations differ from the default settings. <p>To view the student's settings for the current test opportunity, click .</p>
Actions	<p>Allows you to perform any available actions for an individual student's test.</p> <p>The Pause button in this column pauses the student's test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. However, the information button is not displayed if the TA pauses a student's test.</p> <p>A Printer button appears in this column when the student requests a printout of test material; this option is available to students with the Print-on-Request accommodation. For information on how to approve students' print requests, see the following section, "How to Approve a Student's Print Request."</p>

Table 2 below describes the codes in the Test Status column of the table(s) for monitoring students' test progress.

Table 2. Student Testing Statuses


Column	Description
Approved	You approved the student, but the student did not yet start or resume the test.
Started	Student has started the test and is actively testing.
Review	Student has visited all questions and is currently reviewing answers before completing the test.
Completed	Student has submitted the test. The student can take no additional action at this point.
Submitted	Test was submitted for quality assurance review and validation.
Reported	Test passed quality assurance and is undergoing further processing.
Paused*	Student's test is paused. The time listed indicates how long the test has been paused.
Expired*	Test was not completed by the end of the testing window, and the opportunity expired.
Pending*	Student is awaiting approval for a new test opportunity.
Suspended*	Student is awaiting approval to resume a test opportunity.

*Appears when the student is not actively testing. The student's row grays out in such cases.

How to Approve a Student's Print Request for Print-on-Request Accommodation

One of the available accommodations students can have is Print-on-Request, which allows them to print test content on demand. To do this, students with this accommodation request printouts of test passages and questions in the Test Delivery System (TDS). These requests appear in the TA Site. You must view and approve these print requests. When students send print requests, the request notification appears in the **Tests with potential issues** table (see Figure 13).

You can also view a list of every print request you approved during the current session. For more information, please refer to the "Print Approved Requests Information" section in the appendix of this manual.

 Please note: To return to this page after following this link to the appendix, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.


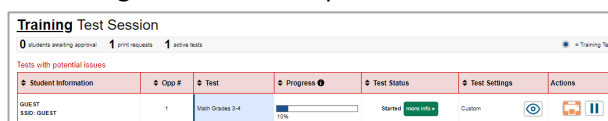
1. Click  in the Actions column of the **Tests with potential issues** table for a student. The request notification appears for students who have sent print requests.

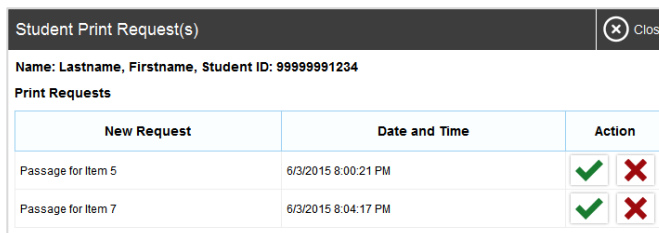
Figure 13. Print Request Notification





Student Information	Opp #	Test	Progress	Test Status	Test Settings	Actions
QUEST TEST REQUEST	1	Math Grades 3-4	10%	Started	Custom	

2. Review the request in the **Student Print Request(s)** window (see Figure 14) and do one of the following:

Figure 14. Student Print Request Window




New Request	Date and Time	Action
Passage for Item 5	6/3/2015 8:00:21 PM	
Passage for Item 7	6/3/2015 8:04:17 PM	

- a. To approve the request, click . A cover sheet appears in a new browser window.
 - b. To deny the request, click . In the window that appears, enter a brief reason for denying the request and click **Deny**. Do not proceed to Step 3.
3. In the new window, click **Print** to open the printer dialog box.
 4. Click **OK** to print the requested test elements.

For more information on how to administer and print braille tests (including how many items for which a TA can print braille at once), see the [Assistive Technology Manual](#).

How to Pause a Student's Test

You can pause a student's test if necessary.

1. In the Actions column of the table(s) for monitoring students' test progress, click  for the student whose test you wish to pause.
2. Click **Yes** to confirm. The Online Testing System logs the student out.

Pause Rules

TAs and students can pause a test to temporarily log the student out of the test session. Students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review.

However, in the specific case where a student begins a multi-part item or a science cluster but does not respond to all sections of the item or cluster and then pauses their test, the system will reopen on that multi-part item or cluster on test resumption to allow completion of that specific item or cluster before progressing. In this case the student still will not be able to return to previously answered items if pause time has exceeded 20 minutes.

The only exceptions to this pause rule are if a student pauses the test before answering all the questions/parts of the cluster on the current page for that specific incomplete item, if this is a writing test, or if the school administrator submits a grace period extension appeal in TIDE.

These pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 20 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

How to Stop a Test Session

When students finish testing, or the current testing time has ended, you should stop the test session. Stopping a session automatically logs out all the students in the session and pauses their tests.

Once you stop a test session, you cannot resume it. To resume testing students, you must start a new session. Please note, the Online Testing System automatically logs you out after 20 minutes of both user and student inactivity in the session. This action automatically stops the test session.


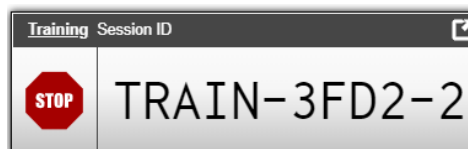
In the upper-right corner of the TA Site, click  (see Figure 15), then click **OK** in the confirmation message that appears. The test session stops.

Figure 15. Stop Test Session Button



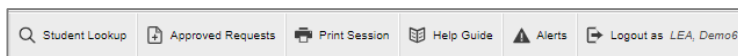
How to Log Out of the Test Administration Site

You should log out of the TA Site only after stopping a test session to prevent stopping a test session that is in progress. Please note that navigating away from the TA Site also logs you out. If you need to access another application while administering tests, open it in a separate browser window.

If you log out from another RISE system, such as TIDE, you will also log out of the TA Site.

1. In the banner, click  (see Figure 16). A warning message appears.

Figure 16. Log Out Button



2. In the warning message, click **Yes**. The RISE Portal appears.

How Students Sign in to the Student Testing Site and Complete Tests

This section describes the student sign-in process for the Student Testing Site that students follow when starting a new test or when resuming a paused test. It also describes how students can view stimuli, respond to questions, pause a test, review previously answered questions, and submit a test. It is highly recommended that teachers and students review the assessment process, including sign in procedures, reviewing testing tools, accommodations, and item types by using the RISE TA-proctored training tests prior to any assessment. The RISE TA-proctored training tests can be accessed via the RISE portal [here](#).

How Students Sign in and Select Tests

When testing, students must sign into the appropriate testing site. For sessions created in the TA Interface, students sign in

to the Student Testing Site on the Secure Browser



or Take a Test app



Students may also take training tests in the Student Training Site to familiarize themselves with the online testing process. Aside from the sign-in process, the Student Training Site has the same appearance and functionality as the Student Testing Site. For information on how students sign in to the Student Training Site, please see the following sections.

How Students Sign in to the Secure Browser or Take a Test App

1. Launch the Secure Browser or Take a Test app on the student's testing device. The **Student Sign-In** page appears (see Figure 17).
2. Next, students enter the following information:
 - a. In the *First Name* and *SSID* fields, students enter their first name and SSID as they appear in TIDE.
 - b. In the *Session ID* field, students enter the Session ID as it appears on the TA Site. The first part of the three-part session ID that indicates whether a student is on the Student Testing Site or the Student Training Site is pre-filled.
3. Students select **Sign In**. The **Is This You?** page appears.

Figure 17. Student Testing Site Student Sign-In Page

How Students Verify Their Information

After signing in to the Student Testing Site, students must verify their personal information on the **Is This You?** page (see Figure 18).

If all the information on the **Is This You?** page is correct, the student selects **Yes** to proceed. If any of the information is incorrect, the student must select **No**.

You must notify the appropriate school personnel that the student's information is incorrect. Incorrect student demographic information must be updated before the student begins testing

Figure 18. Is This You? Page

How Students Select a Test

Students can select their tests from the **Your Tests** page that appears after students verify their personal information (see Figure 19). The **Your Tests** page displays all the tests that a student is eligible to take. Students can select only tests that are included in the session and still need to be completed. It is highly recommended that teachers and students review the assessment process, including sign in procedures, reviewing testing tools, accommodations, and item types by using the RISE TA-proctored training tests prior to any assessment. The RISE TA-proctored training tests can be accessed via the RISE portal [here](#).

If a student is eligible for only one test, the **Your Tests** page is skipped. The test is automatically selected, and the student is taken directly to the **Waiting for Approvals** page. It is highly recommended that teachers assign students one assessment at a time this procedure helps eliminate student confusion and reduces the chance that students will select and begin an incorrect test.

- From the **Your Tests** page that lists a student's eligible tests in color-coded categories, the student selects the name of the test.

- If a student's required test is inactive or not displayed, the student should log out. You should verify the test session includes the correct tests and add additional tests, if necessary.

Figure 19. Your Tests Page (Training Tests)

- The student's request is sent to the TA for approval, and the student is taken to the **Waiting for Approval** page (see Figure 20). After you approve the student for testing, the student can proceed to the next step:

- If starting a new test, a student must complete the login process before beginning testing.
- If resuming a paused test, the student will be taken directly to the test page where the student stopped the test based on the applicable pause rules.

Figure 20. Waiting for Approval Page

First Name	Last Name	Session ID	Test
GUEST	GUEST	TRAIN-7FE1-1	Math Grades 3-4

How Students Check Device Functionality

Depending on the test content and the specified test settings, students may need to verify that their testing device is functioning properly from the **Audio/Video Checks** page (see Figure 21). If a test does not require functionality checks, this page is skipped.

- From the **Audio/Video Checks** page that displays each required functionality check in its own panel, the student verifies each functionality as explained below.
- Once all functionality checks have been verified, the student selects **Continue** to proceed to the **Instructions and Help** page.

To proceed without verifying any functionality, the student selects **Skip TTS Checks** (if available) at the bottom of the page, and then selects **Yes** in the affirmation message that appears.

Figure 21. Audio/Video Checks Page


Audio Playback Check
 Make sure audio playback is working.
 To play the sample sound, press the speaker button.
 Next Step:
 If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.
 I heard the sound I did not hear the sound

Text-to-Speech Sound Check
 Make sure text-to-speech is working.
 Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."
 Sound Settings

How Students Check Text-to-Speech Functionality

The **Text-to-Speech Sound Check** panel appears for all students (see Figure 22). Students can use TTS only within the Secure Browser, a supported Chrome or Firefox browser, or the Take a Test app.

Please note: If TTS does not work, students should log out. You can work with students to adjust their audio or headset settings or move them to another device.

From the **Text-to-Speech Sound Check** panel, students select  and listen to the audio.


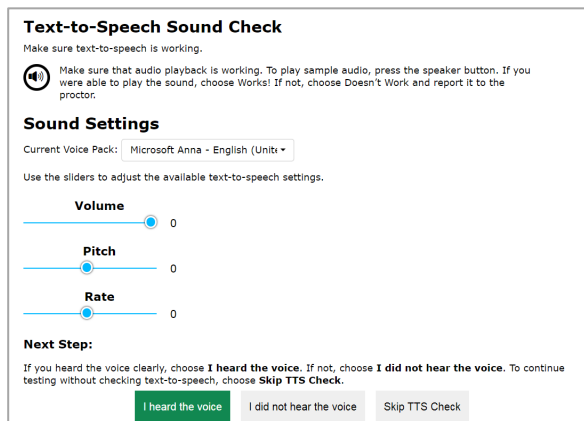

- If the voice is clearly audible, students select **I heard the voice**. A green check appears at the upper-right corner of the panel, and students can proceed to the next functionality check.
- If the voice is not clearly audible, students adjust the settings using the sliders and select  to listen to the audio again.

Figure 22. Text-to-Speech Sound Check Panel



Text-to-Speech Sound Check
 Make sure text-to-speech is working.

 Make sure that audio playback is working. To play sample audio, press the speaker button. If you were able to play the sound, choose Works! If not, choose Doesn't Work and report it to the proctor.

Sound Settings
 Current Voice Pack: Microsoft Anna - English (Unit)

Use the sliders to adjust the available text-to-speech settings.

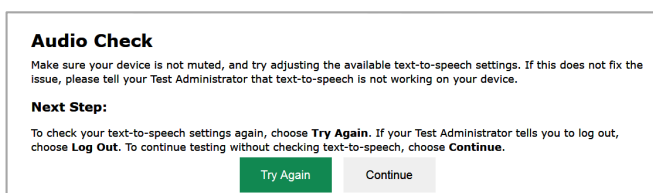
Volume 0
Pitch 0
Rate 0

Next Step:
 If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice **I did not hear the voice** **Skip TTS Check**

- If students still cannot hear the voice clearly, they select **I did not hear the voice** to open the **Audio Check** panel (see Figure 23).

Figure 23. Audio Check Panel



Audio Check
 Make sure your device is not muted, and try adjusting the available text-to-speech settings. If this does not fix the issue, please tell your Test Administrator that text-to-speech is not working on your device.

Next Step:
 To check your text-to-speech settings again, choose **Try Again**. If your Test Administrator tells you to log out, choose **Log Out**. To continue testing without checking text-to-speech, choose **Continue**.


Try Again **Continue**

- Students can select **Try Again** to return to the **Text-to-Speech Sound Check** panel and retry.
- Students can select **Continue** to skip verifying the TTS functionality. Students can also do this from the **Text-to-Speech Sound Check** panel by selecting **Skip TTS Check**.

How Students Check Audio Playback Functionality

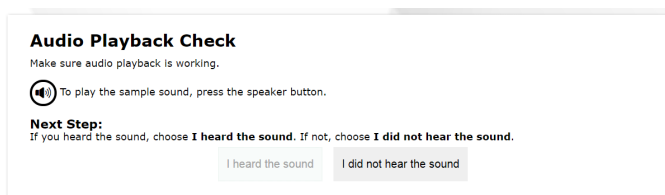
The **Audio Playback Check** panel appears for tests with listening questions and allows students to verify that they can hear the sample audio.

Please note: If the audio does not work, students should log out. You should troubleshoot the device and headphones or move the student to another device with working audio.


From the **Audio Playback Check** panel (see Figure 24), students select  and listen to the audio.

- If the sound is clearly audible, students select **I heard the sound**. A green check appears at the upper-right corner of the panel, and students can proceed to the next functionality check.

Figure 24. Audio Playback Check Panel



Audio Playback Check
 Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:
 If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound **I did not hear the sound**

- If the sound is not clearly audible, students select **I did not hear the sound** to open the **Sound Check: Audio Problem** panel.
- Students can select **Try Again** to return to the **Audio Playback Check** panel and retry.

How Students Check Sound and Video Playback Functionality

The **Sound and Video Playback Check** panel appears for tests where the American Sign Language accommodation is applied and allows students to verify that they can view the sample video and hear its associated sound.

Please note: If the video or audio does not work, students should log out. You should troubleshoot the device and headphones or move the student to another device with working audio and video.


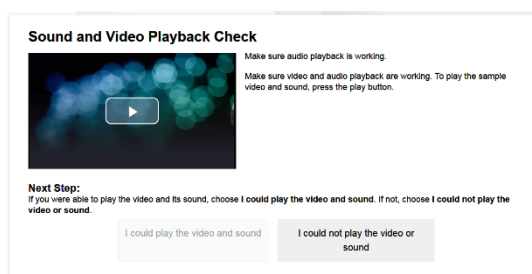
From the **Sound and Video Playback Check** panel (see Figure 25), students select  to play the video and sound.

Figure 25. Sound and Video Playback Check Panel



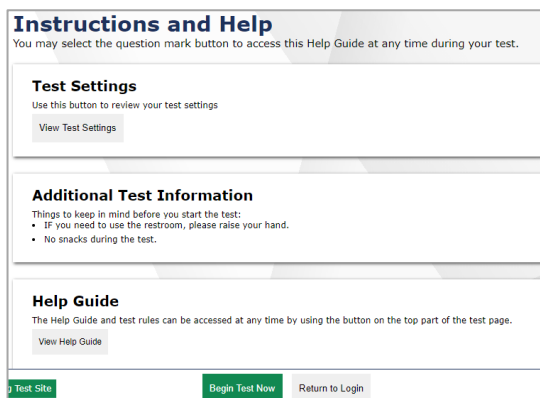
- If the video can be played and the sound is clearly audible, students select **I could play the video and sound**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.
- If students are not able to play the video or hear the sound, students select **I could not play the video or sound** to open the **Video Playback Problem** panel.
- Students can select **Try Again** to return to the **Sound and Video Playback Check** panel.

How Students View Online Instructions and Begin Testing

The **Instructions and Help** page (see Figure 26) is the last step of the sign-in process. Students should review this page to understand how to navigate the test and use test resources/tools. Students may also review their test settings from this page. The TA needs to read aloud all scripting prior to approving students for testing. Scripting is provided in this manual for all RISE Benchmark Modules, Interim and Summative assessments.

1. *Optional:* To view the help guide, students select **View Help Guide**. To close the window, students select **Back**.
2. *Optional:* To review their test settings, students select **View Test Settings**. To close the window, students select **OK**.
3. To start the test, students select **Begin Test Now**.

Figure 26. Instructions and Help Page



How Students Navigate the Student Testing Site

A test page (see Figure 27) can include the following sections:

The *Global Menu* section displays the global navigation and tool buttons. It also includes the **Questions** menu, test information, help button, pause button, system settings button, and timer (if available).

The *Stimulus* section, which appears only for questions associated with a stimulus, contains the stimulus content, context menu, and the reading mode button.

The *Question* section contains one or more test questions (also known as “items”). Each question includes a number, context menu, stem, and response area. Each question also displays the student’s name and the question’s most recent save date.

The following sections provide details about how to navigate the Student Testing Site.

How to Navigate Between Items

Some test pages may have only one question and others may have more or may consist of multiple parts that students must answer.

- After students respond to all the questions on a page, they select **Next** in the upper-left corner to proceed to the next page (see Figure 28).
- NOTE: Students must respond to all parts of a question, or all questions when applicable, on a page before they can proceed to the next page. Students must respond to a question, even if marking it to review later.
- To navigate to a previous question in a test, students select **Back** (see Figure 28).

To jump directly to an item, select an item number from the pop-up window that appears when you select the **Questions** menu (see Figure 29).

Figure 27. Test Layout

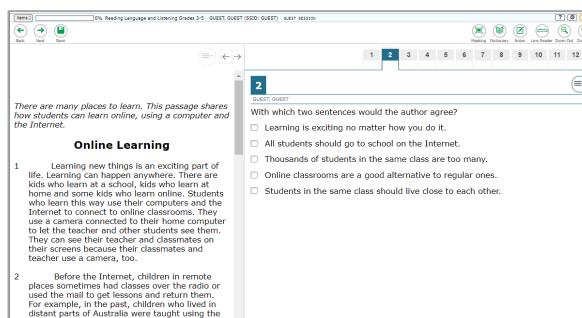


Figure 28. Navigation Buttons

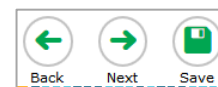
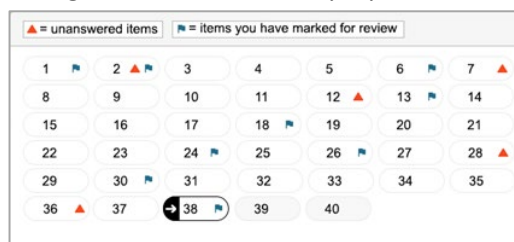




Figure 29. Questions Pop-up Window



- Students can mark answered items to come back to later for review (see the [How to Use Context Menu Resources/Tools](#) section for more information). If an item has been marked for review,  is displayed next to the item.
- If an item has not been answered,  is displayed next to the item.

Pause Rules

TAs and students can pause a test to temporarily log the student out of the test session. Students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review.

However, in the specific case where a student begins a multi-part item or a science cluster but does not respond to all sections of the item or cluster and then pauses their test, the system will reopen on that multi-part item or cluster on test resumption to allow completion of that specific item or cluster before progressing. In this case the student still will not be able to return to previously answered items if pause time has exceeded 20 minutes.

The only exceptions to this pause rule are if a student pauses the test before answering all the questions/parts of the cluster on the current page for that specific incomplete item, if this is a writing test, or if the school administrator submits a grace period extension appeal in TIDE.

These pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 20 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

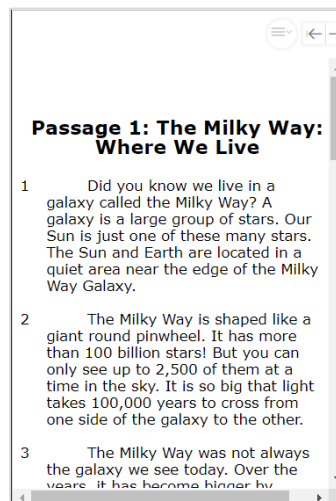
How to View Stimuli

When a test question is associated with a stimulus, students should review that stimulus before responding to the question. A stimulus is a reading passage or other testing material (such as a video or graphic) that students review in order to answer associated questions.

Reading Passages: When the stimulus is a reading passage (see Figure 30), the content is paginated.

- To expand or contract the reading passage, students can click on the right and left arrows in the upper right-hand corner of the passage.
- Students can use the passage scroll bar to view the entire passage or multiple passages.

Figure 30. Reading Passage



Videos: When the stimulus is a video (see Figure 31), students can use standard video features to control the playback.






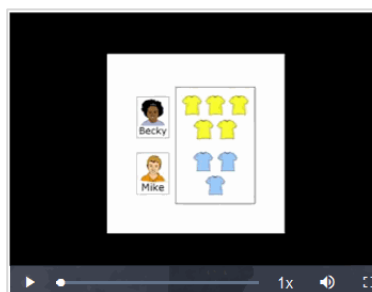
- To play a video, select  in the lower-left corner.
- To jump to a different point in the video, drag the slider to the required location.
- To adjust the speed at which the video plays, select , and then select the required speed from the menu that appears.
- To mute or unmute the video, select  in the lower-right corner.
- To expand the video to full screen mode, select  in the lower-right corner. To exit full screen mode, select  again.

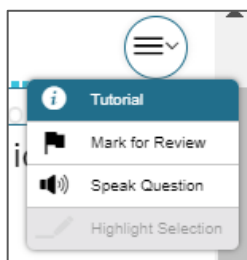
Figure 31. Video Playback Features



How to Respond to Test Questions

The items presented in TDS are of various types, and students may need to respond to them differently. Students should use the Student Training Site to familiarize themselves with the question types that may appear on their operational tests. Additionally, there are tutorials for each item type for students to access in TDS. The figure below shows how students can access these tutorials in the context menu of TDS, but please see the [How to Use Context Menu Resources/Tools](#) section for more information on how students can access these tutorials. The tutorials are also available on the RISE portal [here](#).

Item Tutorial in Context Menu



All responses are saved automatically. Students can also manually save their responses to questions by selecting **Save** in the upper-left corner.

Test questions may require students to do any of the following tasks:

Select one or more choices from a list of answer options.

- For multiple-choice items, students can re-click a selected radio button to deselect the response option (provided this feature is enabled).


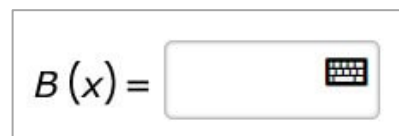
Use an on-screen keypad (see Figure 32) to generate an answer.
 Students can select  in the answer space to open the keypad.

Figure 32. Answer Space with Keypad Button



Select graphic objects or text excerpts.

Place points, lines, or bars on a graph.

Drag and drop text or graphic objects.

Enter text in a text box or table.

Match answer options together.

Modify a highlighted word or phrase in a reading selection.

Enter input parameters to run an on-screen simulation.

Copy content from a passage to a text box.

Expand categories and select options within them.

How to Pause Tests

Students can pause the test at any time. Pausing a test logs out the student. To resume testing, students must repeat the sign-in process.

- To pause a test, students select **Pause** in the global menu and then select **Yes** in the confirmation message that appears.

Please note: If students are testing on Chromebooks, please ensure that they pause the test before closing the lid of the Chromebook. If the lid is closed before the test pauses, whomever opens the Chromebook next will be able to see the last question that the student was viewing (and any response they entered).

Pause Rules

TAs and students can pause a test in order to temporarily log the student out of the test session. Students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review. The only exceptions to this rule are if a student pauses the test before answering all of the questions on the current page, if this is a writing test, or if a School-level user submits a grace period extension appeal in TIDE.

These pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 20 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

How Students Use Testing Resources/Tools


A number of testing resources/tools are available for students in TDS. Some resources/tools are available for all tests, while others are available only for a particular subject, accommodation, or type of question. There are primarily three types of test resources/tools available:

Resources/Tools Set for the Student: These resources/tools are set by users in TIDE or in the TA interface when approving the test and will be applied to all test screens.

Global resources/tools: These resources/tools appear in the global menu at the top of the test page and are available to all students for all items in a test.

Context Menu resources/tools: These resources/tools are specific to the passage or question being viewed.

Students can access resources/tools using a mouse or keyboard commands. For information about keyboard commands, please see the relevant “Keyboard Commands in the Student Testing Site” section in the appendix of this manual.

 Please note: To return to this page after following this link to the appendix, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

How to Set Resources/Tools for the Student

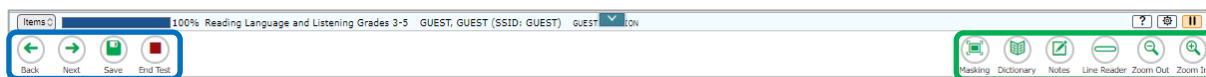
A number of resources/tools can be set in TIDE or in the TA interface when approving the test. Best practice is to have the students use the training tests to determine their preferences and then set all resources/tools and accommodations in TIDE before students take any operational tests.

Tool Name	Instructions
Mouse Pointer	<p>Sets the size and color of the mouse pointer.</p> <p>NOTES:</p> <p>If a student needs the mouse pointer accommodation for testing, the changes should be made to the TDS settings in TIDE as well as to the settings of the device used for testing.</p> <p>For iPads with iOS, TDS does not have the ability to apply mouse pointer settings to change the gray dot cursor; however, there are options for accessibility on iOS, which can be found here: https://support.apple.com/guide/iphone/pointer-control-iphec6e1e60b/ios</p>
Color Choices	Sets the color of the text and the background.
Streamlined Mode	Streamlined mode removes frames from the item and stimulus formatting and is required for any tests using a screen reader or for students with a visual impairment when a high magnification (print size) is set.
Print Size	<p>Sets the zoom level for all test content. Zoom levels of 5X or more require streamlined mode to be turned on.</p> <p>NOTE: Certain Chromebooks may have difficulty rendering the highest levels of zoom onscreen. It is recommended that those needing high levels of magnification be placed on an alternative supported operating system with a large screen.</p>

How to Use Global Resources/Tools





















The global menu (see Figure 33) consists of navigation buttons on the left and tool buttons on the right. Table 3, seen on the next page, lists the resources/tools available in the global menu.

Figure 33. Global Menu



To use a global test tool, select the button for the tool. The selected test tool activates.

Table 3. Global resources/tools

Tool Name	Instructions
Calculator 	To use the on-screen calculator, select Calculator in the global menu.
Change Language 	To toggle a student's view between Spanish and English content, when a student's Language setting is set to Spanish for RISE Math and Science assessments.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select Dictionary in the global menu. NOTE: Students should use the singular form of a word when looking it up in the dictionary (e.g., search "mineral" for "minerals," "decompose" for "decomposed," "trial" for "trials.")
Help 	To view the on-screen Help Guide window, select the question mark  button in the upper-right corner.
Line Reader 	To highlight an individual line of text in a passage or question, select Line Reader in the global menu. This tool is not available while the Highlighter tool is in use.
Masking 	The Masking tool temporarily covers a distracting area of the test page. To use this tool: <ul style="list-style-type: none"> • Select Masking in the global menu. • Click and drag across the distracting area. • To close the Masking tool, select Masking again. To remove a masked area, select X in the upper-right corner of that area.
Notes 	To enter notes in an on-screen notepad, select Notes in the global menu. The text entered in this tool cannot be copied and pasted into an item's response area.
Pause 	To pause a test, select  . If you pause the test, you will be logged out.
Print Page 	For students with the Print-on-Request accommodation, to print the entire test page, select Print Page in the global menu.
Print Item	For students with the Print-on-Request accommodation, to send a print request for an individual question, select Print Item from the context menu. After sending the request, a printer icon  appears next to the question number on the test page.
Print Passage 	For students with the Print-on-Request accommodation, to print a reading passage, select Print Passage in the global menu.
Scoring Guide 	To view the on-screen scoring guide, select Scoring Guide in the global menu.
System Settings 	To adjust audio volume during the test, select  in the upper-right corner. Students testing with Text-to-Speech (TTS) can also use this tool to adjust TTS settings. Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control.
Zoom Buttons  	To enlarge the text and images on a test page, select Zoom In  . Multiple zoom levels are available. To undo zooming, select Zoom Out  .

How to Use the Masking Tool

The Masking tool allows students to hide distracting areas of the test page.

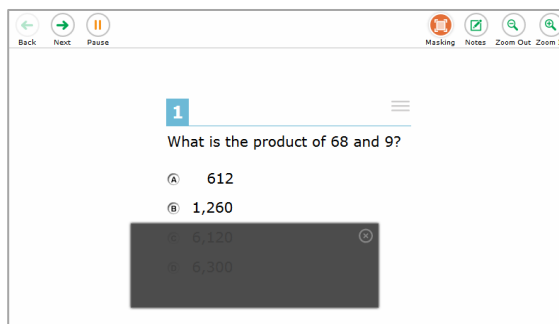
To mask an area of a test page:

- Select **Masking** in the global menu. The button becomes orange.
- Click and drag across the distracting area of the test page. The selected area becomes dark gray (see Figure 34). The tool remains active until you deactivate it.

To deactivate the masking tool, select **Masking** in the global menu again. The button becomes green. Please note that masked areas will remain on the screen until you remove them.

To remove a masked area from a test page, select **X** in the upper-right corner of a masked area.

Figure 34. Test Page with Masked Area



How to Use Context Menu Resources/Tools

A test page may include several elements, such as the question, answer options, and stimulus. The context menu for each element contains resources/tools that are applicable to that element (see Figure 35 and Figure 36). Table 4 on the next page lists the available context menu resources/tools.

Figure 35. Context Menu for Questions

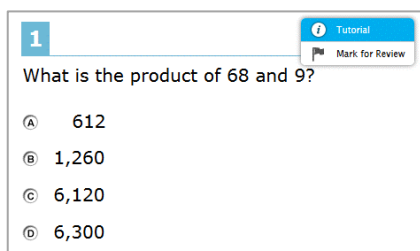
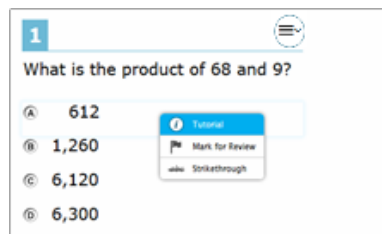



Figure 36. Context Menu for Answer Options



If a question has multiple parts, a context menu may be available for each part of the question. In such cases, the active context menu (i.e., the context menu for the item or stimulus currently in focus) appears enabled while the other context menus look grayed out.




Furthermore, when enabled, the item number and context menu of the item a student is attempting remains visible on the screen even when scrolling through the item's content to allow easy access to an item's context menu.

To use a context menu tool for a stimulus or question, open the context menu by clicking the context menu  or by right-clicking the required elements, and then select the tool.

To use a context menu tool for answer options, open the context menu for answer options and select the required tool. To open the context menu for answer options, do one of the following:

- If you are using a **two-button mouse**, right-click an answer option.
- If you are using a **single-button mouse**, click an answer option while pressing **Ctrl**.
- If you are using a **Chromebook**, click an answer option while pressing **Alt**.
- If you are using a **tablet**, tap the answer option and then tap the context menu button (this selects the answer option until you select a different option).

Table 4. Context Menu resources/tools

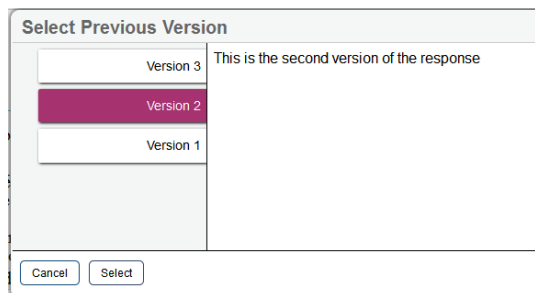
Tool Name	Instructions
American Sign Language	<p>For students with the American Sign Language accommodation (ASL), to watch videos that translate test content into American Sign Language (ASL).</p> <p><i>To view ASL videos:</i></p> <p>From the context menu, select American Sign Language.</p> <ul style="list-style-type: none"> If only one ASL video is available, the video opens automatically. <p>If multiple ASL videos are available, sign language () icons appear next to the test content for each video. Select the icon for the test content you wish to translate into ASL.</p>
Glossary (Word List)	To open the glossary, click a word or phrase that has a border around it.
Highlighter	<p>To highlight text, select the text on the screen and then select Highlight Selection from the context menu. If multiple color options are available, select an option from the list of colors that appears.</p> <p>To remove highlighting, select Reset Highlighting from the context menu.</p> <p>Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.</p>
Mark for Review	<p>To mark a question for review, select Mark for Review from the context menu. The question number displays a flap  in the upper-right corner and a flag icon  appears next to the question number on the test page. The Questions pop-up window also displays a flag icon next to the question number.</p>
Select Previous Version	To view and restore responses previously entered for a Text Response question, select the Select Previous Version option from the context menu. A list of saved responses appears. Select the appropriate response and click Select .
Strikethrough	<p>For selected-response questions, you can cross out an answer option to focus on the options you think might be correct. There are two options for using this tool:</p> <ul style="list-style-type: none"> Option A: <ol style="list-style-type: none"> To activate Strikethrough mode, open the context menu and select Strikethrough. Select each answer option you wish to strike out. To deactivate Strikethrough mode, press Esc or click outside the question’s response area. Option B: Right-click an answer option and select Strikethrough.
Text-to-Speech	<p>To listen to passages and questions, select a Speak option from the context menu.</p> <p>Note: if the descriptive audio accommodation is set in TIDE, the system will also read the interactive answer spaces.</p>
Tutorial	To view a short video demonstrating how to respond to a particular question type, select Tutorial from the context menu.

How to Use the Select Previous Version Tool

The Select Previous Version tool allows students to view and restore responses they previously entered for a text response question. For example, if students type a response, click **Save**, delete the text, and enter new text, they can use this tool to recover the original response. Please note that if the student’s test pauses, any responses entered prior to pausing will no longer appear in the **Select Previous Version** window.

1. To recover a previously entered response, select the **Select Previous Version** option from the context menu. The **Select Previous Version** window appears (see Figure 37), listing all the saved responses for the question in the left panel.
2. Select a response version from the left panel. The text associated with that response appears in the right panel.
3. Click **Select**. The selected response appears in the text box for the question.

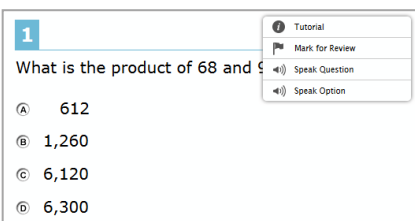
Figure 37. Select Previous Version Window



How to Use the Text-to-Speech Tool

The Text-to-Speech tool allows students to listen to writing passages, questions, and answer options using the TTS options available in the selected element’s context menu. Text-to-Speech will not read reading comprehension passages or excerpts. If a student is using Text-to-Speech tracking, the words become highlighted as they are read aloud.

Figure 38. TTS Options for Questions



To listen to a passage, students open the passage context menu (see Figure 38) and select a **Speak** option. Students can also select a portion of text to listen to, such as a word or phrase. To do this, students select the text, open the passage context menu, and select **Speak Selection**.

- Please note that when listening to passages, students can pause TTS and then resume it at the point where it was paused. While this functionality is available on Windows, Mac, and iOS, it is not available on Chrome OS. Students testing on a Chrome OS can resume a paused TTS passage by selecting the remaining text to be read aloud and selecting **Speak Selection** from the context menu.



To listen to a question with its answer options or just each answer option, students open the question context menu and select one of the following **Speak** options:



- To listen to a multiple-choice question and all answer options, students select **Speak Question**.
- To listen to only an answer option, select **Speak Option** from the context menu and then select the answer option. Students could also right-click the answer option and select **Speak Option**.

To listen to a question starting from where the mouse pointer is, students right click the intended starting point and select the **Start Speaking from Here** option in the right click context menu. *This option is not available on tablet devices, as it requires the ability to invoke a right-click menu.*

How to Use the Expand Buttons

In addition to the global resources/tools and context menu resources/tools, there are some expand buttons that may be available to students depending on the test page layout. You can use them to expand the passage section or the question section for easier readability.

To expand the passage section, select the right arrow icon  below the global menu. To collapse the expanded passage section, select the left arrow icon  in the upper-right corner.

To expand the question section, select the left arrow icon  below the global menu. To collapse the expanded question section, select the right arrow icon  in the upper-left corner.

Essay Response Questions

For essay-response item types in the Student Testing Site, students can use a formatting toolbar. This toolbar is available above the response field for text response questions (see Figure 39 below) and also appears whenever students right-click anywhere in the text area. The formatting toolbar allows students to apply styling to text and use standard word-processing features. The lower-right corner of the response field displays the word count and character count for the student's response. Table 5, on the next page, provides an overview of the formatting resources/tools available.

Figure 39. Essay Response Question with Formatting Toolbar

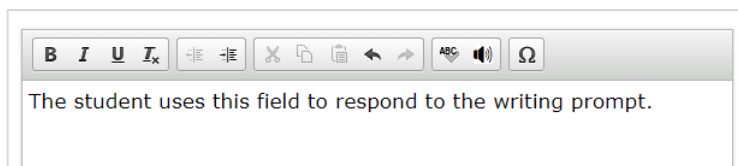


Table 5. Description of Formatting resources/tools

Tool	Description of Function
	<ul style="list-style-type: none"> Bold, italicize, or underline selected text.
	<ul style="list-style-type: none"> Remove formatting that was applied to the selected text.
	<ul style="list-style-type: none"> Indent a line of selected text.
	<ul style="list-style-type: none"> Decrease indent of text.
	<ul style="list-style-type: none"> Cut selected text.
	<ul style="list-style-type: none"> Copy selected text.
	<ul style="list-style-type: none"> Paste copied or cut text.
	<ul style="list-style-type: none"> Undo the last edit to text or formatting in the response field.
	<ul style="list-style-type: none"> Redo the last undo action.
	<ul style="list-style-type: none"> Use spell check to identify potentially misspelled words in the response field.
	<ul style="list-style-type: none"> Add special characters in the response field.
	<ul style="list-style-type: none"> Speak the text entered in the response field.

Spell Check Feature

The spell check tool identifies words in the response field that may be misspelled.

1. Select a language for the spell check tool from the Spell Check drop-down list, if necessary (see Figure 40).
2. In the toolbar, select . Potentially incorrect words change color and become underlined.
3. Select a misspelled word. A list of suggestions appears (see Figure 41).
4. Select a replacement word from the list. If none of the replacement words are correct, close the list by clicking anywhere outside it.
5. To exit spell check, select again.

Figure 40. Spell Check Drop-Down List

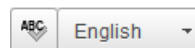
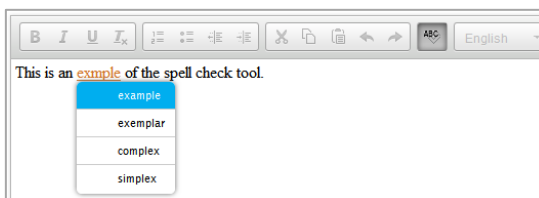


Figure 41. Spell Check Tool



Special Characters Feature

Students can add mathematical, accented, and other symbols.

1. To add a special character, in the toolbar, select .

2. In the window that pops up, select the required character.

How Students Complete a Test

After students have completed their test, they need to submit their test.

How to Complete a Grade 6 Mathematics Test Segment

In the grade 6 mathematics segmented tests, the **End Segment** page appears after students finish the last question in a segment where students can review questions from the current segment or proceed to the next segment (see Figure 42).

Please note that students cannot return to the segment after selecting **Next**. The TA will then need to approve the student to begin the second segment.

To review questions, students select a question number.

- A flag (🚩) icon appears for any questions marked for review. A warning (⚠️) icon appears for any unanswered questions.

To move to the next segment, students select **Next** in the global menu.

Figure 42. End Segment Page

You have reached the end of this segment:

Please review your answers before you continue testing. You **will not** be able to come back to these questions later.

Click on a question number on the left to review it.

Questions:

1 - 3	6	9	12	15	18	21
4	7	10	13	16	19	22

How to Submit a Test

To complete the testing process, students must submit their tests when they are finished answering questions. Note: The **End Test** button will be available only once a student has responded to all questions on the test or segment. As students' progress through their tests, they must answer all parts of a question on a page (or all questions on a page, as applicable) before they can move on to the next page

Please note that once students submit their tests, they cannot return to the test or modify answers.

1. Students select **End Test** in the upper-left corner, which appears after students respond to the last test question (see Figure 43). A confirmation message appears.
2. Students select **Yes**. The **End Test** page appears, allowing students to review answers and submit the test for scoring (See Figure 44).
 - A flag (🚩) icon appears for any questions marked for review. A warning (⚠️) icon appears for any unanswered questions.
3. *Optional:* To review previous answers, students select a question number. When finished reviewing, they can return to the **End Test** page by selecting **End Test** again.
4. To submit the tests, students select **Submit Test**, then select **Yes** in the confirmation message that appears. The **Your Results** page appears (see Figure 45), displaying the student's name, the test name, and the completion date.
5. To exit the Student Testing Site, students select **Log Out**, and then close the Secure Browser.

Figure 43. Global Menu with End Test Button



Figure 44. End Test Page

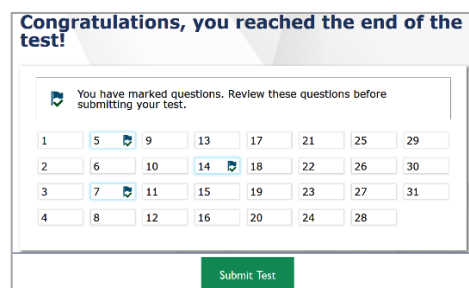
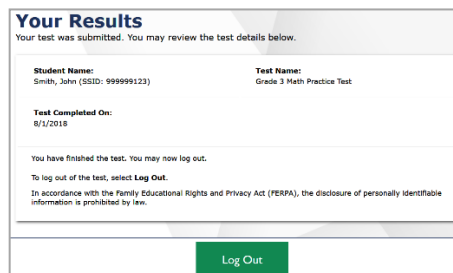


Figure 45. Your Results Page



Resources/Tools and Accommodations

Students may access and use a variety of resources/tools for any RISE Assessment. Students should be familiar with and be able to use these resources/tools prior to taking an assessment. It is recommended that students gain this familiarity by accessing and using these features with the RISE Training Tests available through the [RISE Portal](#).

Most Utah students are able to participate in the RISE Assessments through accessing available resources/tools. However, to meet the needs of some students, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge.

These decisions apply to:

- Students with an Individualized Educational Program (IEP)
- Students with a Section 504 Plan
- Students who are English Learners (EL)

Accommodations are determined by an EL, IEP, or Section 504 Plan team. Federal and state laws require that all students enrolled in public schools participate in assessments designed to provide accountability for the effectiveness of instruction in schools. These include the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Therefore, all students are expected to participate in the state accountability system, including students who are ELs, students with an IEP, and students with a Section 504 Plan.

Decisions regarding accommodations and modifications must be made by an EL, IEP, or Section 504 Plan team and documented in the student’s file. EL team members, IEP team members, and Section 504 Plan 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.**

If an IEP, 504 or EL team has designated an accommodation needed for a student to receive FAPE and that accommodation is not found in the accommodations tables on pages 23-26, 33-34, or is not an accommodation typically used/allowed in RISE, please submit an “Exceptional Accommodation Request” form to Tracy Gooley at tracy.gooley@schools.utah.gov, prior to using that accommodation on RISE. You can find the “Exceptional Accommodations Request” form on the Special Education Assessment Accommodations webpage.

To obtain detailed information about the official state policy for assessment accommodations, refer to the USBE Special Education website: <https://schools.utah.gov/specialeducation/programs/accessibilityaccommodationsassessment>

For assistance with questions about special education accommodations, contact Tracy Gooley at tracy.gooley@schools.utah.gov

Student Test Settings

Test settings, located in the Test Information Distribution Engine (TIDE), is where online accessibility resources/tools and/or accommodations that need to be enabled for a student during a testing session are identified. The test settings simplify the task of maintaining student records by allowing district or school personnel to provide information directly in TIDE. This information will direct a student to a specific form or set of items. Accommodations are set based on a student’s IEP, Section 504 Plan, or EL plan. Online resources/tools are available based on student preference.


Resources/tools and accommodations must be enabled separately for each content area. Once accommodations have

been set in TIDE, they are available on all applicable RISE assessments, including the Benchmark Modules, Interim, and Summative assessments.

For detailed instructions on enabling online accessibility resources/tools and/or accommodations in TIDE, see the *TIDE User Guide*, found at UtahRISE.org

Online Resources/Tools

The following sections detail the online resources/tools available in the Test Delivery System (TDS) for all students. The complete set of resources/tools and accommodations is available in the [How Students Use Resources/Tools](#) section of this manual.

 *Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.*


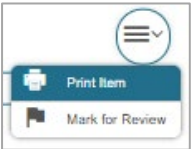


Students should access the Training Test to familiarize themselves with the online resources/tools available during testing. The Training Test is available at UtahRISE.org.


Accommodations

Table 6 on the next page details the accommodations allowed for students on the Utah RISE Assessments, as outlined in their IEP, Section 504 Plan, or EL plan. Accommodations are assigned to students via their Student Record in TIDE and are delivered in the Test Delivery System (TDS).

IMPORTANT: Remember to always select the specific test for which you would like to assign accommodations for students by clicking **Change** at the top of the TIDE page. Once the accommodations have been set in TIDE, they are available on all applicable RISE assessments, including the Benchmark Modules, Interim, and Summative assessments.

Table 6. Testing Accommodations

Accommodation	Description
American Sign Language/ASL 	<p>Note: This accommodation is available only for ELA listening stimuli.</p> <p>You can watch videos that translate test content into American Sign Language (ASL).</p> <p>To view ASL videos:</p> <p>From the context menu above the stimulus, select American Sign Language.</p> <p>Designed for hearing-impaired students, this accommodation offers ASL videos for audio items. An ASL certified interpreter may interpret parts of the assessment in which the ASL videos are not available, except for the ELA reading passages. See Utah’s Interpreter Guidelines for State Standardized Assessment on the USBE website. https://schools.utah.gov/file/af2f237b-0f7a-4ee2-9487-f918352825a7</p>
Hearing Impairment Filter	<p>This accommodation provides item filtering for hearing-impaired students and is currently only available for science tests.</p> <p>Note: If a student in Grade 4 or Grade 8 needs both the Hearing Impairment filter and braille settings, please contact Tracy Gooley at tracy.gooley@schools.utah.gov</p>
Assistive Technology	<p>The Assistive Technology setting allows students to use a range of third-party devices and software with the Test Delivery System (TDS) during a secure testing session, such as Speech-to-Text, switches, and other communication devices.</p> <p>IMPORTANT: Contact Tracy Gooley at tracy.gooley@schools.utah.gov if a student requires this accommodation. Only the USBE will be able to enable this accommodation for students.</p>
Print-on-Request: 	<p>The Print-on-Request option allows for on-site printing of an item or stimulus. From the global menu, the student can Print Page to print the entire page, Print Passage to print a passage, or Print Item to print an individual question. After sending the request, a printer icon  appears next to the question number on the test page.</p> <p>The student’s responses should be transcribed as they take the test. Procedures for securely destroying these materials once testing has completed must be followed.</p> <p>IMPORTANT: This accommodation must be enabled in TIDE prior to the student beginning testing in the Test Delivery System (TDS).</p>
Print-on-Request: Braille 	<p>The Print-on-Request option allows for on-site printing of the embossed braille form, including tactile graphics. Students taking the braille form may use tactile manipulatives that they use in the classroom such as sticky dots and base 10 blocks. The student’s responses should be transcribed as they take the test.</p> <p>IMPORTANT: This accommodation must be enabled in TIDE prior to the student beginning testing in the Test Delivery System (TDS). Contact Tracy Gooley at tracy.gooley@schools.utah.gov if a student requires this accommodation.</p>

Accommodation	Description
Refreshable Braille	<p>When enabled, this accommodation allows a third-party program (Job Access with Speech, JAWS®) to translate digital text to braille characters on a student’s assistive braille device. Test administrators need to assist students and provide the additional Accommodated Test Script specified in the <i>Test Administration Manual</i> (TAM, this manual).</p> <p>This accommodation is available for use only on devices that have JAWS® software installed and a refreshable braille display connected to the Windows operating system.</p> <p>For information on assisting students navigating the TDS using a Screen Reader, see the Assistive Technology Manual located at UtahRISE.org.</p> <p>IMPORTANT: This accommodation must be enabled in TIDE prior to the student beginning testing in the TDS. Contact Tracy Gooley at tracy.gooley@schools.utah.gov if a student requires this accommodation.</p>
Speech-to-Text (STT)	<p>Speech-to-Text allows students testing with the appropriate accommodations to dictate responses to constructed-response items. To use STT, select the microphone icon  in the formatting toolbar of the item response area and begin speaking. The dictated response will be transcribed in the item response area.</p> <p>For more information, see the section How to Use the Speech-to-Text.</p> <p>IMPORTANT: This accommodation must be enabled in TIDE prior to the student beginning testing in the TDS. Contact Tracy Gooley at tracy.gooley@schools.utah.gov if a student requires this accommodation.</p>
Word Prediction	<p>When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually.</p> <p>For more information, see the section How to Use the Word Prediction Tool.</p> <p>IMPORTANT: This accommodation must be enabled in TIDE prior to the student beginning testing in the TDS. Contact Tracy Gooley at tracy.gooley@schools.utah.gov if a student requires this accommodation.</p>

Spanish Adaptive

The **Language [Braille or Spanish]** setting sets the language presentation for the test content. This setting provides the full translation of each item and the item directions. For students who are literate in Spanish and who use dual language features in the classroom, the use of Spanish in the **Language [Braille or Spanish]** setting may be appropriate. Students participate in the assessment regardless of the language, and this feature will increase reading load and cognitive load.

NOTE: When the TTS tool is used on a Spanish Test, TTS will read the test content aloud in Spanish. Please refer to the [RISE Assistive Technology Manual](#) to ensure a supported voice pack is installed prior to testing.

Determining Spanish Adaptive Eligibility

When determining if the Spanish Adaptive accommodation is appropriate, there are several factors that must be considered. The decision needs to be determined by the LEA’s language services team while eliciting the student’s and parent’s/guardian’s preference. The Spanish Adaptive accommodation is appropriate for EL students that meet at least one of the following criteria:

- WIDA ACCESS Listening domain score of 2.5 or lower
- WIDA ACCESS Reading domain score of 2.5 or lower
- WIDA Screener Listening domain score of 2.5 or lower
- WIDA Screener Reading domain score of 2.5 or lower

AND

The student has proficient academic Spanish language reading and/or listening capabilities for their age/grade as

indicated by the student and parent/guardian if academic records are not available.

Offline Accommodations

There are other student accommodations that are provided locally to the student, not through the Test Delivery System (TDS). These offline accommodations need to be indicated for use in TIDE in the student’s test settings (see Figure 46). Once the offline accommodations have been set in TIDE, they are available on all applicable RISE assessments, including the Benchmark Modules, Interim, and Summative assessments.

Figure 46. Other Accommodations Window in TIDE

Other Accommodations				
Other Accommodations	ELA	Mathematics	Science	Writing
Calculator 6th grade ?	<input type="checkbox"/>	No	No	<input type="checkbox"/>
Scribe ?	No	No	No	No
Visual Representation ?	No	No	No	No

These offline accommodations, found in TIDE on the student’s search results screen, include:

- Visual Representation
- Calculator 6th Grade—please note a four-function, non-internet accessible calculator is the approved model
- Scribe (requires USBE notification; contact Tracy Gooley at tracy.gooley@schools.utah.gov)

If the student requiring a scribe also requires the use of an assistive device, such as Speech-to-Text, you must contact Tracy Gooley at tracy.gooley@schools.utah.gov for approval to ensure that the assistive technology accommodation is also enabled for that student.

For details on enabling accommodations for students in TIDE, please see the *TIDE User Guide*, also available at UtahRISE.org.

How to Use the Speech-to-Text Tool

Students with the appropriate accommodations may use the Speech-to-Text (STT) tool when responding to text response items. In supported items, the STT tool allows a student to dictate a spoken response that is transcribed in the item response area.


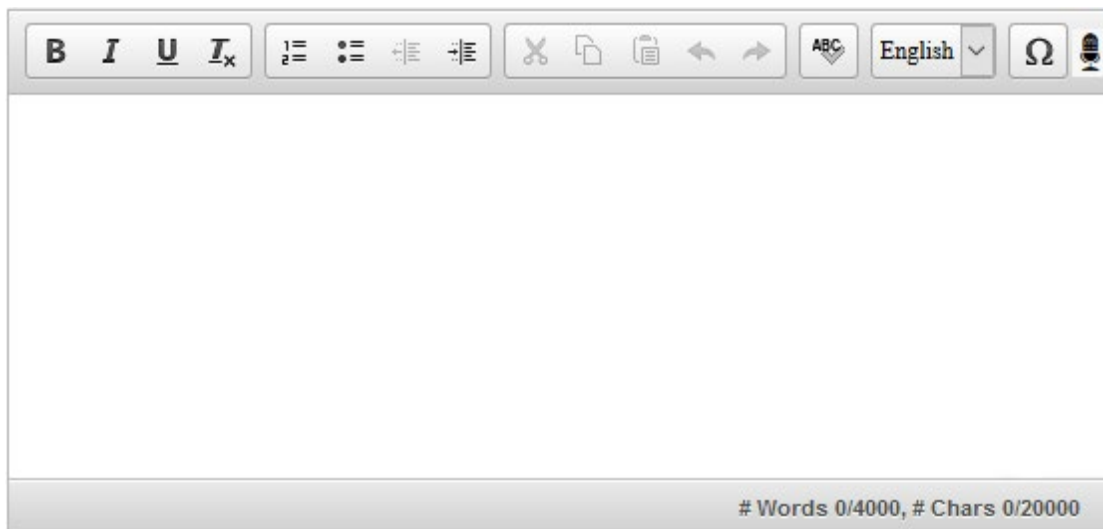

To begin dictating, the student selects the microphone button  in the formatting toolbar of the item's text response area. Students with the appropriate accommodations can also select whether to dictate text in English or Spanish from the language drop-down list in the formatting toolbar.

Figure 47. Text-Response Area with STT Tool



As the student speaks, the words are transcribed in the text response area. There may be a slight delay while the text is being transcribed. Dots appear in the text response area to indicate that the transcription is in process.

The student can stop the dictation by selecting the **stop** button  that appears while dictating. Note that the button automatically reverts to the **microphone** button if no sound is detected for a specified period. Students can click the **microphone** button again to resume dictation. Students can dictate for five minutes at a time.

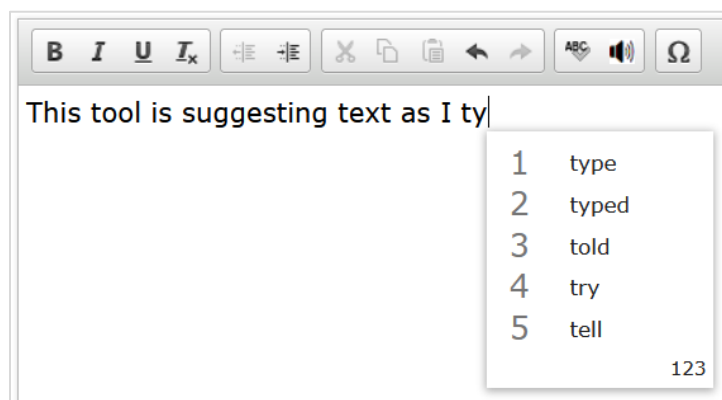
Depending on the tool settings, the entered text may be auto punctuated. Students can also control the punctuation and grammar of the text through speech commands to some extent. For example, students can say, “New Paragraph” to create a new paragraph. It is ultimately the student’s responsibility to ensure the accuracy of the transcription, as well as grammar and punctuation.

The buttons in the formatting toolbar are disabled while dictation is on. The buttons reactivate once students stop the recording. Students cannot navigate away from the test page while dictation is on.

How to Use the Word Prediction Tool

The Word Prediction tool is available for students with the appropriate accommodations who are testing on Chromebooks on Writing assessments. This tool automatically predicts each word as students type a written response, allowing them to select a word from a suggested list instead of typing it manually.

Figure 48. Co:Writer Word Prediction Tool



6. To use the Word Prediction tool, students begin to type in the text box for an item with a written response. Suggested words automatically pop up based on what students type.
7. To select a suggested word, students do either of the following:
 - To select a word with the mouse, click it in the list of words.
 - To select a word using keyboard navigation, press the number key associated with that word in the list. For example, in the figure above, students would press **1** to select “type” from the list.
 - Note: Since number keys are used to select options in the menu, students may not be able to use some number keys to enter numerals in the text box. If a student needs to enter a numeral when Co:Writer is enabled, they should select 123 in the corner of the pop-up. A list of numerals appears. Students can select a numeral or select abc to return to the list of suggested words.

RISE Training Tests

Purpose

The Training Tests are available on the RISE Portal, located at UtahRISE.org.

The RISE Training Tests are intended to:

- familiarize all users with the design, format, procedures, and item types on the RISE assessments
- certify that local technology is configured properly
- ensure local technology can successfully deliver RISE assessments via the Secure Browser
- demonstrate assertion-based scoring for the science clusters

The RISE Training Tests are NOT:

- Aligned to standards at all students' grade levels
- Intended to provide information about subject knowledge

Predictive of how students will perform on other RISE platforms Schools are encouraged to have students take the appropriate TA-proctored Training Test which require accessing the secure browser, prior to both the in-person and remote administration of the RISE Benchmark modules and/or the Interim, and Summative assessments. There is no remote administration of the RISE Summative assessments. Each local education agency (LEA) and school should be strategic in deciding how it wants to use these recommended resources with its students.

Best practices for using the Training Tests include

- working through the test items as a class while discussing how to navigate the assessment, how to use testing resources/tools, and how to answer each item type; and/or
- having faculty and staff members use the tests to experience the RISE Test Delivery System (TDS) firsthand during a staff meeting or professional learning community (PLC).
- Inviting parents/guardians to experience the RISE Test Delivery System (TDS) firsthand to understand the different item types their student will encounter with RISE at back-to-school nights or parent/teacher conferences.

Format

The Training Tests are divided into separate grade bands and content areas as follows (see Table 7):

Table 7. Training Test

Mathematics	Science	Language Arts and Literacy	Writing
Grades 3-5	Grades 4-5	Reading, Language, and Listening Grades 3-5	Grades 3-5
Grade 6	Grades 6-8		Grade 6
Grades 7-8	Science Braille	Reading, Language, and Listening Grades 6-8	Grades 7-8
Math Braille		Reading Braille	Writing Braille

Each Training Test aligns to the Utah Core Standards by individual grade band and represents the variety, in

terms of both difficulty and item format, that students may see on the RISE Benchmark Modules, Interim, and Summative assessments. The TA-proctored Training Tests which require accessing the secure browser, can be administered both in-person and remotely. Students may have difficulty with content aligned to higher grades within the grade band of each test; this should not interfere with students’ ability to interact with an item for its intended training purpose. If an item appears to be too difficult, encourage your students to experiment with the resources/tools, choose the best answer, and move on to the next item.

Security

The items included in the Training Tests are not secure. They should be used to help students understand how to enter responses, access testing resources/tools, and navigate through a test.

Reporting

The Training Tests are not aligned to grade-level standards and do not cover any intentional breadth of standards. For this reason, the math and ELA Training Tests **do not provide scores for students. The science training tests provide scores only to show how assertion-based scoring works for clusters. The scoring should not be used to measure students’ content knowledge.**

Training Test Site Student Sign-in Process

The Student Training Site allows students to take the RISE Training Tests. Aside from the sign-in process, the Student Training Site has the same appearance and functionality as the Student Testing Site.

Students can take RISE Training Tests in proctored sessions created in the TA Training Site or in non-proctored/guest sessions. Students also have the option to sign into the test sessions with their RISE log-in credentials to take tests specific to their grades or sign in as guests to take tests for any grade level.

- To access the Student Training Site, do one of the following:
 - From the RISE Portal (www.UtahRISE.org), select the **Training Tests** card (see Figure 49).
 - In the Secure Browser, select the **Take the Training Test** button.
- To sign in, students do the following:
 - To sign in as a guest, students set the Guest User toggle to **On**. Otherwise, to use their RISE log-in credentials, students set the Guest User toggle to **Off** and then enter their first name and SSID.

Figure 49. Student Training Test Card

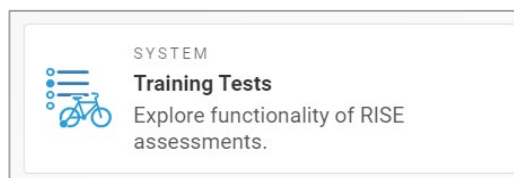


Figure 50. Student Training Site Login Page

Training Test Sign In

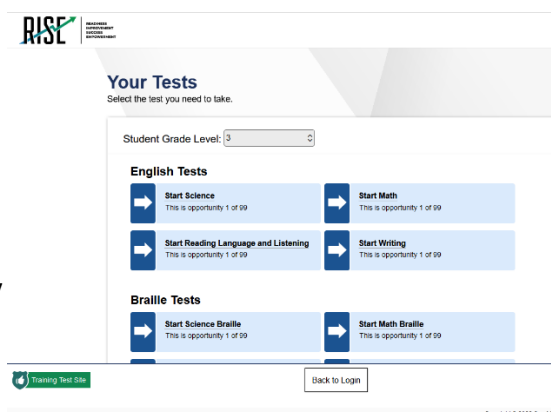
☒ **ON** Guest User
 Toggle to sign in as yourself

☐ **OFF** Guest Session
 Toggle to join an active session

Session ID:
 TRAIN - 7FE1 - 1

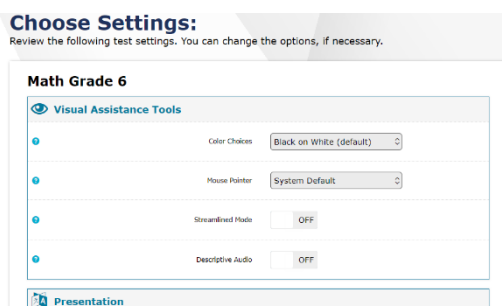
- To join a guest session, students set the Guest Session toggle to **On**. Or else, to join a proctored session, students set the Guest Session toggle to **Off** and enter the Session ID from the TA Training Site (see Figure 50).
- Students select **Sign In**.
 - If signed in with their RISE log-in credentials, the **Is This You?** page appears. Students verify their information and click **Yes** to proceed to the **Your Tests** page.
 - If signed in as guest users, students are directly taken to the **Your Tests** page (see Figure 58).

Figure 51. Your Tests Page



3. On the **Your Tests** page, students do one of the following:
 - If signed in with their RISE log-in credentials, students select a test from the ones available for their grade.
 - Students signed in as guests select their grade level from the drop-down list to view the tests available for that grade and then select a test.
4. If the students signed into a guest session, they must select the test settings they wish to use from the **Choose Settings** page (see Figure 52) and then select the **Select** button. When selecting the color of the text and background, mouse-pointer, and print size settings, students can see a live preview of their selected settings.
5. If the test includes audio content or text-to-speech settings, the **Audio/Video Checks** page appears displaying the functionality checks that need to be performed. Students must follow the instructions on this page to ensure their device is working properly.
6. On the final sign-in page, students may review the help guide, their test settings, and the additional test information, then select **Begin Test Now** to start or resume their test opportunity.

Figure 52. Choose Settings Page



Suggested Script to Familiarize Students with Test Resources and Functionality

SAY: *“You will now take the RISE Training Test. This test is designed to help prepare you for taking a RISE assessment.”*

SAY: *“The directions I will give you now will help you learn about how to take your test.”*

SAY: *“The Help Guide and Pause can be found in the upper-right corner of the screen during the test. Press the question mark link to see the Help Guide again at any point during your test. Press Pause to pause and sign out of your test without submitting it.”*

SAY: *“The ‘Items’ button can be found in the upper-left corner of the screen during the test. Press this button to see your progress on the test and quickly move between questions. This is also where the ‘End Test’ button will appear for you to submit your test when you are finished.”*

SAY: *“The right and left arrow buttons will be located in the upper-left corner of the screen during the test. Move between different questions on your test by using these buttons. The right arrow takes you forward. The left arrow takes you back.”*

SAY: *“Some items on your test may be split into side-by-side areas. This is so you can easily go back and forth between the two sides while you answer questions. If you want to focus more on one side, you can move the dividing line left or right by using the arrow buttons in the top right corner of the item.”*

SAY: *“There are also some resources/tools you may find helpful to use during the test. Zoom can be used to make words and pictures on the screen bigger or smaller. Press the ‘zoom out’ button to decrease the size of the words and pictures. Press the ‘zoom in’ button to increase the size of the words and pictures on the screen.”*

SAY: *“You may select Mark for Review from the context menu to mark a question you want to return to at a later time. Anything you have marked for review can be seen from the Review screen.”*

Spanish Suggested Script to Familiarize Students with Test Resources and Functionality

Students can also take Spanish versions of the RISE Training Tests in proctored sessions created in the TA Training Site or in non-proctored/guest sessions. Students still have the option to sign into the test sessions with their RISE log-in credentials to take tests specific to their grades or sign in as guests to take tests for any grade level. The Training Test Site Student Sign-in Process is the same when administering Spanish RISE Training Tests, and TAs can refer to this Suggested Script in Spanish:

SAY: *“Ahora van a tomar la prueba RISE de preparación. Esta prueba está diseñada para ayudarles a prepararse para tomar la evaluación RISE”.*

SAY: *“Las instrucciones que les voy a dar ahora les ayudarán a saber cómo prepararse para su prueba”.*

SAY: *“La Guía de ayuda y Pausa se pueden encontrar en la esquina superior derecha de la pantalla durante la prueba.”*

Presionen el enlace con el signo de interrogación para ver la Guía de ayuda nuevamente en cualquier momento durante su prueba. Presionen Pausa para hacer una pausa y cerrar la sesión de su prueba sin enviarla”.

SAY: *“El botón de ‘Preguntas’ se puede encontrar en la esquina superior izquierda de la pantalla durante la prueba. Presionen este botón para ver su avance en la prueba y desplazarse rápidamente entre las preguntas. Aquí es también donde va a aparecer el botón ‘Finalizar prueba’ para que entreguen su prueba una vez que hayan terminado”.*

SAY: *“Los botones con las flechas a la derecha y a la izquierda estarán localizados en la esquina superior izquierda de la pantalla durante la prueba. Desplácese entre las diferentes preguntas de su prueba usando estos botones. La flecha a la derecha hace que avancen. La flecha a la izquierda los regresa”.*

SAY: *“Algunas preguntas en su prueba pueden estar divididas en áreas una al lado de la otra. Esto es para que ustedes puedan moverse fácilmente entre los dos lados mientras contestan las preguntas. Si quieren enfocarse más en un lado, pueden mover la línea divisoria a la izquierda o a la derecha usando los botones con las flechas en la esquina superior derecha de la pregunta”.*

SAY: *“También hay algunos recursos/herramientas que les pueden ser de utilidad durante la prueba. El acercamiento puede usarse para hacer más grandes o más pequeñas las palabras y las imágenes en la pantalla. Presionen el botón ‘alejar’ para disminuir el tamaño de las palabras y las imágenes. Presionen el botón ‘acercar’ para aumentar el tamaño de las palabras y las imágenes en la pantalla”.*

“Pueden seleccionar Marcar para revisión en el menú de contexto para marcar una pregunta a la que quieran volver posteriormente. Cualquier cosa que tengan marcada para revisión se puede encontrar en la pantalla de Revisión”.

RISE Benchmark Modules

The RISE Benchmark Modules are a productivity tool for Utah teachers and students that focus on specific strands within the Utah Core Standards. Participation is determined locally and is *not required* by the USBE. Student results are provided for LEA and school use; no Benchmark Module student results are collected by the USBE.

The Benchmark Modules are fixed-form assessments—typically 8–22 items, depending on the content area, grouped under overarching strands—that are designed to give teachers and students an opportunity to identify strengths and weaknesses about the specific knowledge, skills, and abilities outlined in the Utah Core Standards. A list of available Benchmark Modules for mathematics, English language arts (ELA), writing, and science is available on the RISE Portal at UtahRISE.org. The RISE Benchmark Modules are not predictive of how students will perform on the RISE Summative assessments.

NOTE: Students are currently permitted to take specific Benchmark Modules remotely, using the Secure Browser. For a list of the Benchmark Modules that are permitted to be accessed remotely, see the [Benchmark Modules Directory](#) on the RISE portal. Detailed instructions for providing the remote administration of the RISE Benchmark Modules are provided in this manual in the [Administering RISE Benchmark Modules Remotely](#) section.

Security

- The RISE Benchmark Modules are secure and not public assessments. After students have completed a benchmark module, educators can review and share items and classroom-level responses with students in a whole class setting. Individual student results can be shared one-on-one in a conference setting or online via Zoom, Google Classroom, or other third-party communication software. Student results should not be shared over unsecured communication methods such as personal email or text messages.
- Educators cannot copy, paste, photograph, place test questions, writing prompts, reading passages, or science clusters into presentations or other assessments, record themselves sharing student responses, or share test items outside of the classroom instructional level.

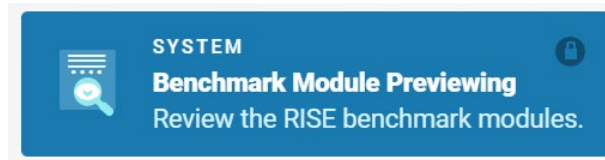
Considerations for sharing Benchmark Module results in a classroom setting should include:

- How to discuss/present classroom-level data without revealing Personally Identifiable Information (PII) on any test item
- How to provide equitable instruction to students with a Parental Exclusion for Benchmark Modules who do not have access to the assessment
- How to maintain the integrity of the Interim and Benchmark Module shared item banks since both items and individual student responses can be reviewed following the assessment

The Benchmark Modules are available for Utah educators to schedule for their classrooms between August 1, 2022, and June 9, 2023. Students can take multiple Benchmark Module assessments throughout the year, and they can take a specific Benchmark Module more than once. The Utah State Board of Education (USBE) does not recommend that schools administer both the Benchmark Module assessments and the RISE Interim assessments because these assessments share item banks

RISE Benchmark Module Previewing System

A Benchmark Module Previewing System is available to all users, except students, registered in TIDE. This system allows users to preview all Benchmark Modules available at any time to determine appropriate instructional use. It is not appropriate to use the Benchmark Previewing System to review the Benchmark Modules with students or to copy the items to be used in another format. To access this system, users click on the Benchmark Previewing card on the UtahRISE.org home page.



Authorized users can access the Benchmark Module Previewing System via the RISE Portal.

1. Select **Benchmark Previewing**. The **Login** page appears (see Figure 53).

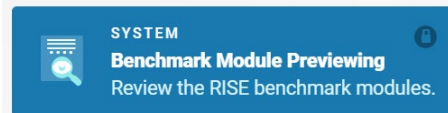
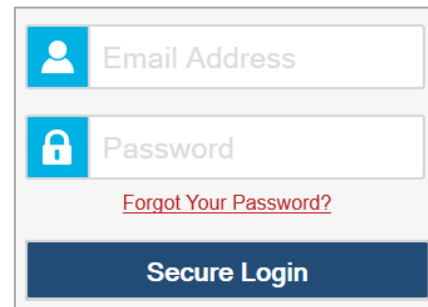


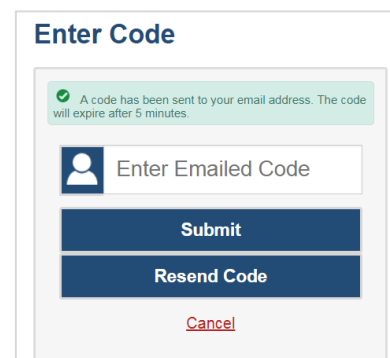
Figure 53. Login Page

2. Enter your email address and password.
3. Click **Secure Login**. The **Available Tests** page appears.
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears (see Figure 54) and an email containing an authentication code is sent to your address.
 - b. In the *Enter Emailed Code* field, enter the emailed code.
 - c. Click **Submit** to access the **Available Tests** page.



A login form with two input fields: "Email Address" and "Password". Below the "Password" field is a link that says "Forgot Your Password?". At the bottom is a blue button labeled "Secure Login".

Figure 54. Enter Code Page



A form titled "Enter Code". At the top, a green message box says: "A code has been sent to your email address. The code will expire after 5 minutes." Below this is an input field labeled "Enter Emailed Code". At the bottom are two blue buttons: "Submit" and "Resend Code", and a red link labeled "Cancel".

Note: You must use the authentication code within five minutes of the email being sent. If the code has expired, click **Resend Code** to request a new code.

Previewing Benchmark Modules for Instructional Use

This section explains how to select tests to review in the Benchmark Module Previewing System.

Step 1 – Choosing a Benchmark Module Grade and Benchmark Module

On the **Available Tests** page, you select the grade level of the benchmark module you wish to review and then select a benchmark module.

Available Benchmark Modules Page

Available Benchmark Modules

Choose a test for data entry.

Student Grade Level:

Benchmark Modules

➔ Start Benchmark Module: ELA Grade 3 - Editing 1 This is opportunity 1 of 99	➔ Start Benchmark Module: ELA Grade 3 - Editing 2 This is opportunity 1 of 99
➔ Start Benchmark Module: ELA Grade 3 - Informational 1 This is opportunity 1 of 99	➔ Start Benchmark Module: ELA Grade 3 - Informational 2 This is opportunity 1 of 99
➔ Start Benchmark Module: ELA Grade 3 - Informational 3 This is opportunity 1 of 99	➔ Start Benchmark Module: ELA Grade 3 - Informational 4 This is opportunity 1 of 99
➔ Start Benchmark Module: ELA Grade 3 - Listening 1 This is opportunity 1 of 99	➔ Start Benchmark Module: ELA Grade 3 - Literature 1 This is opportunity 1 of 99

Braille Benchmark Modules

➔ Start Braille Benchmark Module: Math Grade 3 - Measurement, Data and Geometry 1 This is opportunity 1 of 99	➔ Start Braille Benchmark Module: Math Grade 3 - Number and Operations Base Ten 1 This is opportunity 1 of 99
➔ Start Braille Benchmark Module: Math Grade 3 - Number and Operations Base Ten 2 This is opportunity 1 of 99	➔ Start Braille Benchmark Module: Math Grade 3 - Number and Operations Fractions 1 This is opportunity 1 of 99
➔ Start Braille Benchmark Module: ELA Grade 3 - Editing 1 This is opportunity 1 of 99	➔ Start Braille Benchmark Module: ELA Grade 3 - Informational 1 This is opportunity 1 of 99
➔ Start Braille Benchmark Module: Math Grade 3 - Operations and Algebraic Thinking 1 This is opportunity 1 of 99	➔ Start Braille Benchmark Module: ELA Grade 3 - Informational 2 This is opportunity 1 of 99

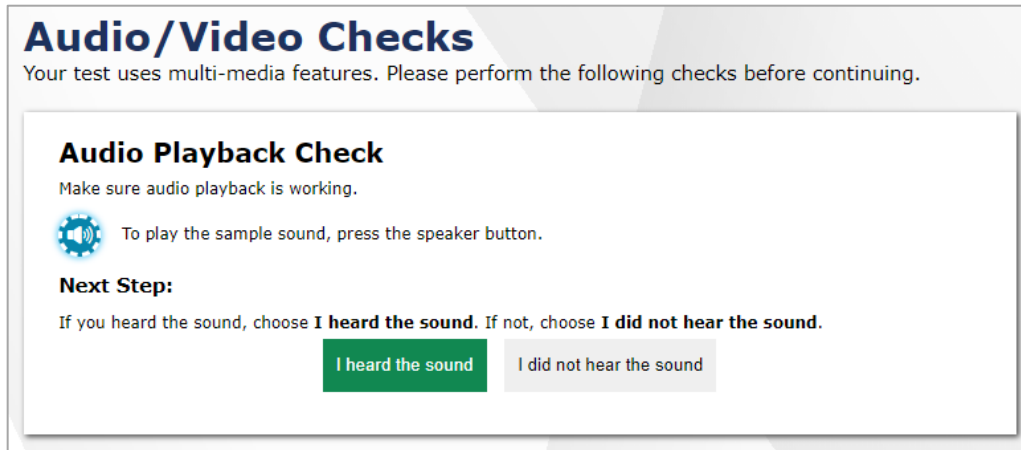
To select a grade and benchmark module:

1. From the drop-down list, select the required grade level. The tests available for the selected grade appears.
2. Click the required benchmark module name.

Step 2 – Functionality Checks

Depending on the assessment content, you may need to verify that your device is functioning properly from the **Audio/Video Checks** page (see Figure 55).

Figure 55. Audio/Video Checks Page



Each functionality check appears in its own panel. To proceed to the first assessment page, do the following:

- Verify each functionality, then click **Continue**. A green check mark will appear in the upper-right corner of the functionality panel that you have verified.

The page may consist of any of the following functionality checks:

- [Audio Playback Check](#)
- [Sound and Video Playback Check](#)



*Please note: To return to the page in this manual that you were on before clicking a link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.*


Audio Playback Check

The *Audio Playback Check* panel appears for assessments with listening questions. On this panel, you must verify that you can hear the sample audio.

Audio Playback Check Panel

Audio Playback Check

Make sure audio playback is working.




To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound

I did not hear the sound

To check audio settings:

1. Select the  icon and listen to the audio.
2. Depending on the sound quality, do one of the following:
 - If the sound is audible, select **I heard the sound**.
 - If the sound is not audible, select **I did not hear the sound**. The *Sound Check: Audio Problem* panel appears.
 - To try again, click **Try Again**. This takes you back to the *Audio Playback Check* panel.

Sound and Video Playback Check

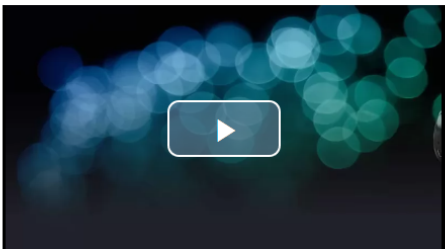
The *Sound and Video Playback Check* panel appears for assessments with video content. On this panel, you must verify that you can view the sample video and hear its associated sound.



Note: If this panel is available on the **Audio/Video Checks** page, the *Audio Playback Check* panel is not displayed, since the *Sound and Video Playback Check* panel also verifies audio functionality.

Video Check Panel

Sound and Video Playback Check




Make sure audio playback is working.


Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:
If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

To check sound and video settings:

1. Select the  icon to play the video and audio.
2. Depending on the playback quality, do one of the following:
 - If you can play the video and sound, select **I could play the video and sound**.
 - If you cannot play the video or sound, select **I could not play the video or sound**. The *Video Playback Problem* panel appears.
 - To try again, click **Try Again**. This takes you back to the *Sound and Video Playback Check* panel.



Note: If the audio or video does not work, you can click  in the upper-right corner of the page to log out. You can troubleshoot the device and headphones or move to another device.

Understanding the Benchmark Module Previewing System

The figure below displays a sample benchmark module page. Some pages may have only one question, and others may have multiple questions. Questions may also be associated with a stimulus, such as a reading passage or video.



Note: Depending on how an item has been composed, part of the item may be included within the stimulus section.

Sample Benchmark Module Page

The screenshot displays the Benchmark Module Previewing System interface. The top navigation bar includes a 'Global Menu' and various utility icons like 'Masking', 'Notes', 'Line Reader', 'Zoom Out', and 'Zoom In'. The main content area is divided into two sections:

- Stimulus Section:** Contains 'Passage 1: from *The Life and Adventures of Robinson Crusoe* by Daniel Defoe'. It includes an excerpt from the novel and two numbered paragraphs of text.
- Question Section:** Contains a question labeled '5'. The question stem reads: 'Read these sentences from Passage 2. "All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother's assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us . . ." (paragraph 5) What does Wyss's word choice reveal about the characters upon arriving on the island?'. Below the stem are four response options labeled A, B, C, and D.

Red boxes and arrows highlight specific elements: 'Number' points to the question number '5'; 'Stem' points to the question text; 'Context Menu' points to the menu icon; and 'Response Options' points to the list of answer choices.


Benchmark Module Rules and Navigation While Previewing

This section describes how to navigate a benchmark module, pause a benchmark module, and complete a benchmark module review in the Benchmark Module Previewing System.

Responding to Questions

When viewing a benchmark module, you can practice responding to the questions. The responses you enter will not be scored when you complete the test review.



Note: Grouped questions may be paginated to appear individually. Tabs for each question in the group appear in the upper-right corner of the page. These tabs may also include a stimulus icon  that you can click to view the stimulus associated with the grouped questions.

Question Buttons



Navigating to Questions


You can navigate to questions page-by-page or jump directly to a question's page.

- To navigate page-by-page, click the **Back** or **Next** buttons at the top of the screen.
- To jump directly to a benchmark module page, select the required question number from the drop-down list.

Pausing Benchmark Modules

You may pause the benchmark module at any time but pausing the benchmark module automatically logs you out of the Benchmark Module Previewing System. To return to the benchmark module, you must log back in and select the benchmark module again.

To pause the test:

- Click  in the upper-right corner. A confirmation message appears.
- Click **Yes** to confirm that you want to pause the test.

Benchmark Module Timeout

The Benchmark Module Previewing System automatically pauses the benchmark module and logs you out after 20 minutes of inactivity.



Note: Before the Benchmark Module Previewing System logs you out, a warning message appears on the screen. If you do not click **OK** within 30 seconds, you are logged out.

Finishing the Benchmark Module Review

After viewing all the questions in a test, the **Finished** button appears in the global menu.

Figure 56. Finished Button in Global Menu



When you click **Finished**, a confirmation message appears, giving you two options:

- To complete the benchmark module, click **Yes**.
- To continue reviewing the benchmark module, click **No**.


Reviewing Marked Questions

The **You are done entering data.** page gives you one more opportunity to review questions.

You are Done Entering Data Page

You are done entering data.


If you wish to review your entries, select a question number below.

 = You have marked questions. Review these questions before submitting your test.

1

2

3

4 

5

6

Next Step:

When you are done reviewing your entries, select **Submit Test**. You cannot change entries after you submit the test.

I'm done here

To review questions again:

1. Click the question number you want to review. The page for that question appears.
 - You can navigate the benchmark module as you did when initially entering responses. The navigation buttons are still available in the global menu.
 - To return to the **You are done entering data.** page, click **Finished**.
2. To complete your review, click **I'm done here**.

Completing the Review and Logging Out

After reviewing the questions, the Benchmark Module Previewing System displays a final warning message asking if you are sure you are done reviewing the benchmark module. The warning message gives you two options:

- To return to the ***You are done entering data.*** page, click **No**.
- To complete your review of the benchmark module, click **Yes**.

The ***Done Reviewing Benchmark Module*** page appears when your review is complete.

Done Reviewing Benchmark Module Page

Done Reviewing Benchmark Module

The test was submitted. You may view the test details below.

Test Reviewed As:
 GUEST, GUEST (SSID: GUEST)

Test Name:
 Benchmark Module: ELA Grade 3 - Editing 1

Data Entry Completed On:
 7/28/2020

Scores are not shown for this test. If you wish to review another test, you must log out and then log in again.

Log Out

- Click **Log Out**. The Benchmark Module Previewing System ***Login*** page appears. If you wish to review another benchmark module, you must log in again.

RISE Interim Assessments

Purpose

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

Testing Windows and Scheduling

Students may participate in one grade-level Interim assessment per subject in the fall testing window and one grade-level Interim assessment per subject area in the winter testing window. For more information about state testing windows, please contact Kim Rathke, kim.rathke@schools.utah.gov. For more information about local testing windows, please contact the LEA assessment director. The LEA assessment director is responsible for ensuring that each student has an appropriate opportunity to demonstrate their knowledge, skills, and abilities related to RISE-assessed courses. This ensures that each student has a standardized (similar and fair) testing experience.

Each LEA is responsible for determining school testing schedules for the optional RISE Interim assessments. Under the direction of the LEA, schools may divide the times specified in the table into multiple testing sessions, depending on local needs. Table 8 outlines appropriate testing times for the RISE Interim assessments.

Table 8. Appropriate Interim Testing Times

Subject	Appropriate Testing Times Per Student
	Interim
ELA, Mathematics	45–60 minutes per assessment

The RISE Interims are available for Utah educators to schedule for their classrooms between August 1, 2022, and December 21, 2022, and again between January 3, 2023, and March 3, 2023. The USBE does not recommend that schools administer both the Benchmark Modules assessments and RISE Interim assessments because these assessments share item banks.

Extra Testing Time

It is inappropriate for the test administrator to allow students to take excessive time to test. In rare circumstances, a student may need longer than the times specified here. The RISE Interims are not timed assessments, so technically, extended time is not an accommodation that needs to be marked in participation codes. All students should be allotted the appropriate amount of time they need to complete the assessment. However, unlimited time is not appropriate or feasible for any student. When IEP, Section 504 Plan, or EL teams are determining the appropriate amount of extended time for a student on a state-provided assessment, it should be based upon the amount of extended time a student uses during instruction, classroom, and LEA assessments. For example, if a student typically takes twice the amount of time to complete an assignment or classroom test, then that should be the amount of extended time the student should take for a state-provided assessment. Decisions should also be made on a case-by-case basis, keeping in mind the type of assessment.

Unexpected/Unforeseen Circumstances

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

Security

- The RISE Interim assessments are secure and not public assessments. After students have completed an interim assessment, educators can review and share items and classroom-level responses with students in a whole class setting. Individual student results can be shared one-on-one in a conference setting or online via Zoom, Google Classroom, or other third-party communication software. Student results should not be shared over unsecured communication methods such as personal email or text messages.
- Educators cannot copy, paste, photograph, place test questions, writing prompts, reading passages, or science clusters into presentations or other assessments, record themselves sharing student responses, or share test items outside of the classroom instructional level.

Considerations for sharing Interim results in a classroom setting should include:

- How to discuss/present classroom-level data without revealing Personally Identifiable Information (PII) on any test item
- How to provide equitable instruction to students with a Parental Exclusion for the Interim who do not have access to the assessment
- How to maintain the integrity of the Interim and Benchmark Module shared item banks since both items and individual student responses can be reviewed following the assessment.

Administering the RISE Benchmark Modules and Interim Assessments

This section is designed to guide the test administrator chronologically through the process of test administration for either the RISE Benchmark Modules or Interim assessments.

For students to take specific Benchmark Modules or Interim assessments, they must use the Secure Browser, which should be installed on all student computers prior to testing. No Summative assessments can be administered in a remote setting. For a list of the Benchmark Modules that are permitted to be accessed remotely with the Secure Browser, see the [Benchmark Modules Directory](#) on the RISE portal.

- For questions concerning the Secure Browser, please contact your school administrator or local education agency (LEA) (school district or charter school) assessment director.

Before Testing for Teachers

Step 1: Complete Standard Test Administration and Testing Ethics Training

It is important that every staff member involved in the administration of the RISE assessments receive training in testing ethics and carefully follow the directions for administration as outlined in the Standard Test Administration and Testing Ethics Policy. Testing Ethics training is provided under the direction of each LEA assessment director. This policy is approved by the USBE and updated as needed.

- For information regarding the Standard Test Administration and Testing Ethics Policy Training, please contact Kim Rathke, kim.rathke@schools.utah.gov.

Step 2: Sign into TIDE and Perform the Following Tasks:

- Review and enable online resources and accommodations to applicable student records in TIDE.
- Optional: Print test tickets and keep them secure.

Step 3: Use the RISE TA-Proctored Training Test to Prepare for Benchmark Module or Interim Administration

- Ensure that each device students will use is able to support RISE testing.
- Ensure that keyboards and headphones are in working order.
- Ensure that each student and test administrator has participated in the Training Test.
- Practice the functionality of the Test Delivery System (TDS):
 - * Answer various item types.
 - * Navigate in the interface and through the assessment.
 - * Become familiar with the available settings and resources/tools.

Please refer to the Training Test section of this manual for more detailed information on this step.

Step 4: Evaluate the Testing Environment Where Your Students Will Be Completing Their Assessments

- Eliminate distracting noises—do not play music during standardized assessments.
- Cover or remove materials that may provide hints or answers to students.
- If possible, arrange the room to prevent students from viewing other computer screens.
- Notify students of electronic device policy—no devices allowed during testing—and how devices will be collected. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or

any other internet-capable device.

Step 5: Prepare Testing Materials

- Optional: Student Test Tickets
 - Ensure that students have access to their seven-digit SSID, as this information is used to sign into any RISE assessment.
 - Follow school test ticket security procedures, if provided.
 - TAs may provide sign-in information to students using test tickets generated from TIDE or may follow local procedures to help students sign in. For information on generating optional test tickets or locating student sign-in information in TIDE, refer to the *TIDE User Guide*, located at UtahRISE.org.
- Allowed Materials
 - Headphones
 - Scratch and/or graph paper
 - Calculators, as appropriate

Headphones

All students will need headphones to listen to online testing resources/tools instructions as well as audio in the assessments.

- Students can use Text-to-Speech to listen to stimuli or test items being read aloud.
- Some assessments contain several items that have recorded audio.

Students with a braille accommodation can use the Job Access with Speech (JAWS®) screen-reading software.

Scratch/Graph Paper

The scratch/graph paper becomes part of the secure testing materials. Students may not take their scratch/graph paper with them or bring scratch/graph paper to a testing session. The use of graph paper with coordinate lines, sticky notes, white boards, or teacher-provided graphic organizers, including teacher-created graph paper, even if specified on a student's IEP, is not allowed. The test administrator (TA) should always collect scratch/graph paper at the end of every session. If a student wants to reuse scratch/graph paper on a later session (e.g., notes from the writing session), they may, as long as the scratch paper is for the same test and is securely stored between sessions. After the testing session has closed, the TA must ensure that all scratch/graph paper is securely destroyed.

Calculators—Mathematics

Please note: The [RISE Calculator Manual](#) is available on the portal.

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

Grades 3–5: Calculators are NOT allowed.

- Calculators are not available onscreen.
- Students cannot use handheld calculators.

Grade 6: Calculator is embedded and provided for the Geometry and Statistics/Probability Benchmark Module.

- The calculator is available ONLY onscreen.
 - Students cannot use handheld calculators. (Students with a calculator accommodation documented in an IEP or Section 504 Plan can bring in a handheld four-function calculator with no internet access to use on items for which a calculator is available onscreen.)
 - For additional information, see the [RISE Calculator Manual](#) available on the portal.

Grade 7 and Grade 8: Calculators are allowed on all items.

- The calculator is available onscreen.
- Students may also provide their own calculators or use a classroom calculator that was used during classroom instruction (e.g., scientific, graphing, or basic).
- No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices. Calculators—Science

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

- An onscreen calculator is available to ALL students.
 - Grades 4-5 will have a basic four-function calculator (i.e., add, subtract, multiply, and divide).
 - Grades 6-8 Benchmark module assessments will have a scientific calculator.
- Students may also provide their own calculators or use a classroom calculator that was used during course instruction (e.g., scientific, graphing, or basic).
 - No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices.
 - For detailed information on the embedded calculator and links to provide on student desktops, see the [RISE Calculator Manual](#) available on the portal.

Follow local procedures to ensure that the Secure Browser is available and launched on each device students will use for testing. Ensure that the student devices are prepared for testing. All background applications, programs, and internet browsers should be closed. Ensure that all students have headphones and a keyboard.

During Testing

The steps below outline the process for test administrators (TAs) to sign into TIDE. The scripts provided for the Benchmark Modules are optional but highly recommended by USBE to both familiarize teachers and students with the process of RISE testing and to ensure a standardized testing experience for students. Students sign into their assessment via the Secure Browser.

TAs will help students sign into their assessments by reading the directions for administration. All directions are indicated by the word **“SAY”** in bold type.

Step 1: Distribute Materials

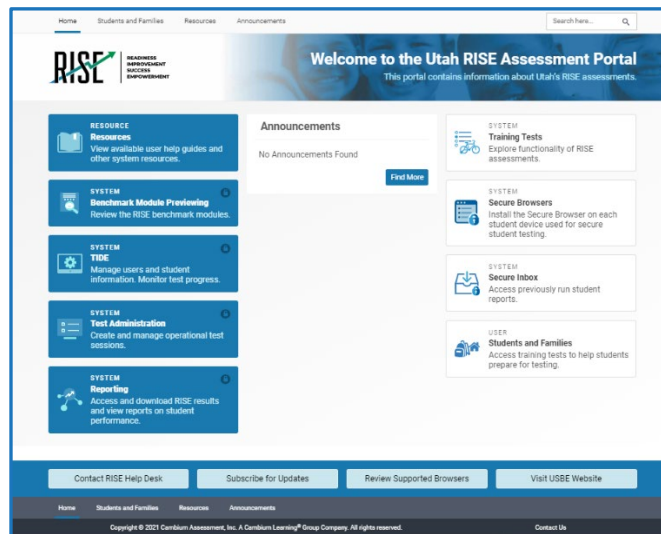
- Ensure that blank scratch/graph paper, headphones, and appropriate test materials are distributed. If you are using student test tickets, ensure that those are also distributed.
- Follow local procedures to ensure that the Secure Browser is available and launched on each device students will use for testing. Ensure that all students have headphones and a keyboard.
- TAs may provide sign-in information to students using test tickets generated from TIDE or may follow local procedures to help students sign in. For information on generating test tickets or locating student sign-in information in TIDE, refer to the *TIDE User Guide* located at UtahRISE.org.

Note: A student may use scratch paper for multiple sessions of the same test as long as the scratch paper is collected and stored securely between sessions.

Step 2: Sign into TDS system

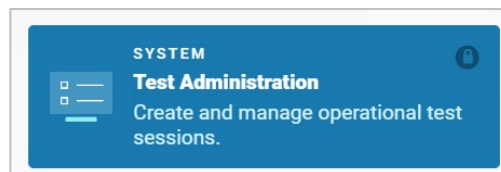
- Navigate to the RISE Portal (see Figure 57) at UtahRISE.org.

Figure 57. RISE Portal Home Page



- Click on the **Test Administration** card (see Figure 58).

Figure 58. Test Administration Card



- You will be directed to the TDS sign-in screen (see Figure 59).

Figure 59. TDS Sign-in Screen

- Enter your username (email address) and password into the respective text fields.
- Click **Secure Login**. The TA site will display with the list of possible tests to add to your session.

Note: If you do not have a username and password, contact your school administrator.

Step 3: Select Tests to Administer

- In the test selection tree (see Figure 60), mark checkboxes for the test or tests you want to include in the session. Best practice is to select only the individual test(s) to be delivered in your session to prevent students from starting the wrong test by mistake. The system does allow users to select groups of tests if needed. To select all tests in a group, mark the checkbox for that group.
- Click **Start RISE Live Tests Session**

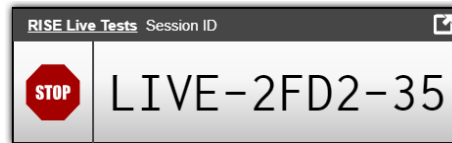
Figure 60. Test Selection Window

NOTE: If you select a Summative test to add to your session, a prompt will appear asking if you are sure you want to administer a Summative test. This is to ensure tests are not added to sessions or administered erroneously.

Step 4: Locate Session ID

- You will see the Session ID for the test(s) to be administered (see Figure 61).

Figure 61. Session ID Window



- Each test session will be automatically assigned a unique Session ID. The Session ID to begin each testing session will be provided to students by the TA.
- If necessary, you can add additional tests to an ongoing test session by selecting **Select Tests** from the Session ID window (see Figure 62).


Figure 62. Select Tests Button



Step 5: Help Students Sign into the Test Session

- Students access RISE assessments through the Secure Browser, which must be downloaded and installed on the testing device.

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Script section](#) of this manual.

 *Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.*

Benchmark Module Instructions

TAs will help students sign into their assessments by reading the directions for administration. These directions, which help guide students as they access the test, are not optional. All directions are indicated by the word **“SAY”** in bold type.

SAY: *“You will now sign into the test. You should see a sign-in screen on your device. If you do not, please let me know now.” [Pause.] “On the sign-in screen, please enter your first name and seven-digit SSID along with the Session ID.” [If sign-in tickets have not been provided, provide students with their first name and SSID as displayed in TIDE system.] “Then click the ‘Sign In’ button.”*

Troubleshooting tips: If a student is unable to sign in, they will be prompted to try again or contact the TA.

- Has the student entered their legal first name, not a nickname?
- Has the student entered the correct SSID?
- Has the student entered the correct Session ID?

Please note: The TA can look up the student’s information using the Student Lookup function on the TA Site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about the Student Lookup Feature.

Student Lookup Function in TA Site

Test Sign-in for Students

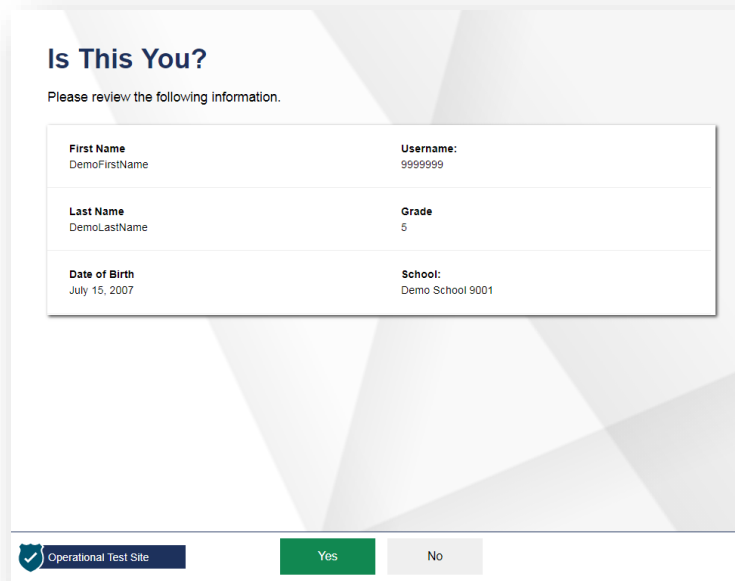
NOTE: Please see the Appendix for information on Common Student Sign-in Errors.

Figure 63. Student Sign In Page

Pause while students sign in (see Figure 63).

SAY: “Please review the information on the screen to make sure it is correct. If any of the information is incorrect, please raise your hand and I will help you; otherwise, select Yes to continue.”

Figure 64. Is This You? Page



Is This You?

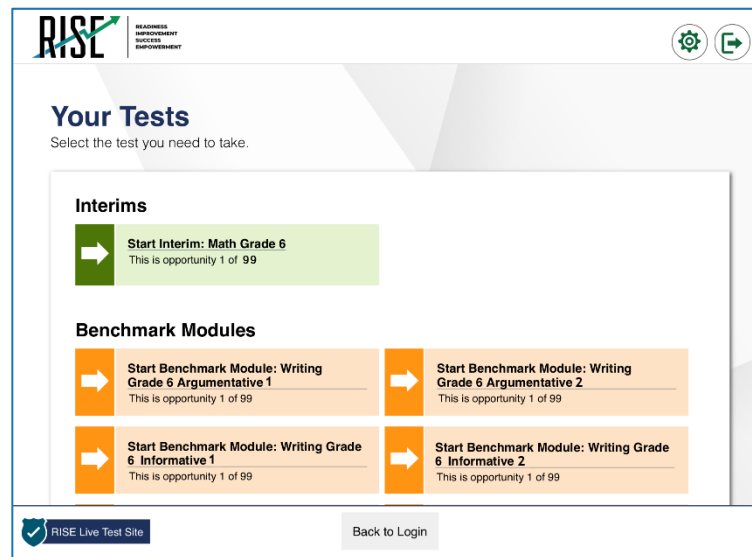
Please review the following information.

First Name DemoFirstName	Username: 9999999
Last Name DemoLastName	Grade 5
Date of Birth July 15, 2007	School: Demo School 9001

☒ Operational Test Site

SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. You should wait for your test to be approved. I will approve your test when I am finished giving instructions.”

Figure 65. Students’ Your Tests Page



RISE READINESS
IMPROVEMENT
SUCCESS
EMPOWERMENT

Your Tests

Select the test you need to take.

Interims

This is opportunity 1 of 99

Benchmark Modules

This is opportunity 1 of 99

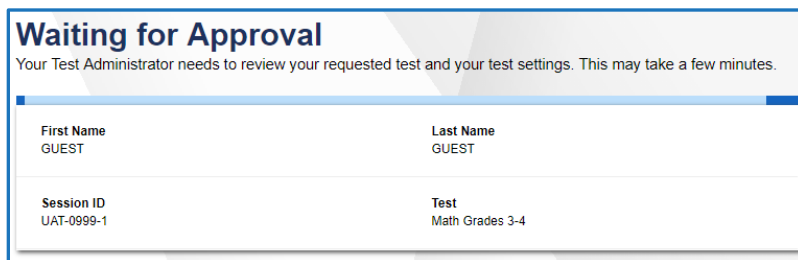
This is opportunity 1 of 99

This is opportunity 1 of 99

This is opportunity 1 of 99

☒ RISE Live Test Site

Figure 66. Waiting for Approval Page

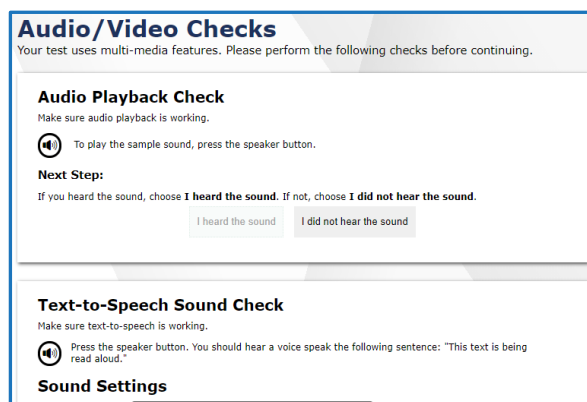


Waiting for Approval
Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

First Name GUEST	Last Name GUEST
Session ID UAT-0999-1	Test Math Grades 3-4

SAY: “Once you have been approved for testing, you will be presented with a series of Audio/Video Checks screens. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the sound’ and raise your hand.”

Figure 67. Audio/Video Checks Screens



Audio/Video Checks
Your test uses multi-media features. Please perform the following checks before continuing.

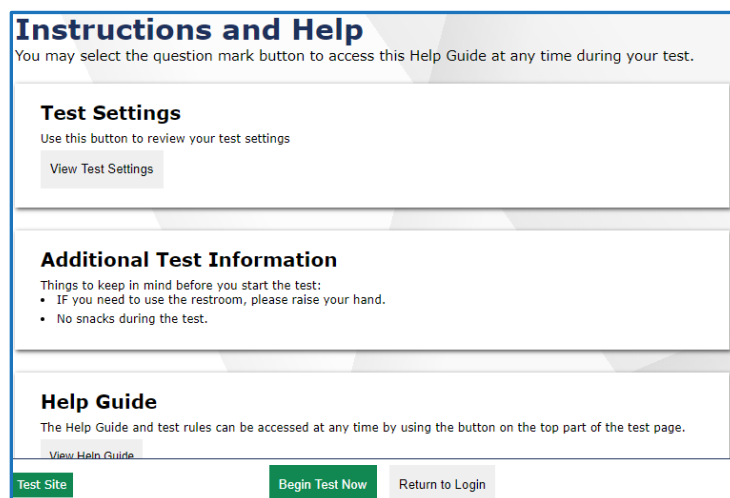
Audio Playback Check
Make sure audio playback is working.
To play the sample sound, press the speaker button.
Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Text-to-Speech Sound Check
Make sure text-to-speech is working.
Press the speaker button. You should hear a voice speak the following sentence: “This text is being read aloud.”

Sound Settings

SAY: “After you complete the audio/video checks, the Instructions and Help page will appear. You can review this page to understand what test resources/tools are available and how to navigate through the test.”

Figure 68. Instructions and Help Page



Instructions and Help
You may select the question mark button to access this Help Guide at any time during your test.

Test Settings
Use this button to review your test settings
[View Test Settings](#)

Additional Test Information
Things to keep in mind before you start the test:

- If you need to use the restroom, please raise your hand.
- No snacks during the test.


Help Guide
The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.
[View Help Guide](#)

[Test Site](#) [Begin Test Now](#) [Return to Login](#)

SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. 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 program.”

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional

scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.

 Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

SAY: “Today’s testing session will go until [insert time the session will end]. To review your test before submitting it, select the ‘End Test’ button and select the items you want to review from the End Test screen. Then select Review again to return to the Review screen. Once you have finished your review, please raise your hand before you click the ‘Submit Test’ button. When you are ready to submit your test, click the ‘Submit Test’ button. You are now ready to take the [insert Benchmark Module]. This test is designed to measure your understanding of the [insert standard or learning objective].”

SAY: “I will now approve your test, allowing you to go through the Audio/Video checks and Help guide. Once you are done, select Begin Test Now.”

Note: Reading the RISE scripted testing instructions of the TAM to students immediately prior to testing is only optional for the Benchmark Modules. Reading the testing scripts is highly recommended to familiarize teachers and students with RISE standardized testing procedures. The scripts for each Benchmark Module are provided below. The scripts reflect the different content provided for the tests.

Writing Benchmark Module Script

Beginning of writing testing session:

SAY: “You are going to respond to one writing prompt for [insert type of prompt]. You will see guidelines that suggest how much you should write and how long it should take you to respond. Most of you will finish in one hour. If you have not completed your writing at the end of the testing session, please select End Test. Do not submit your writing tests until you have completed the entire essay. Please raise your hand before you submit your writing test.

End of writing testing session:

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.”

ELA, Mathematics, or Science Benchmark Module Script

Beginning of ELA, mathematics, or science testing session:

SAY: “You are now ready to take the [insert Benchmark Module name]. This test is designed to measure your understanding of [insert standard or learning objective]. When you have completed your test, please raise your hand before submitting your test.”


End of ELA, mathematics (grades 3,4,5,7,8), or science testing session:

SAY: “There are five minutes remaining in this test session. Please prepare to pause or end your test. If your test is paused, you will not be able to return to items you have responded to, so please review them before you pause the test. You will not be able to return to your test once you have submitted it.”

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.

SAY: “I will now collect your testing materials.”

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.

 Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

SAY: “When you are ready, select Begin Test Now.”

Ending the Test Session

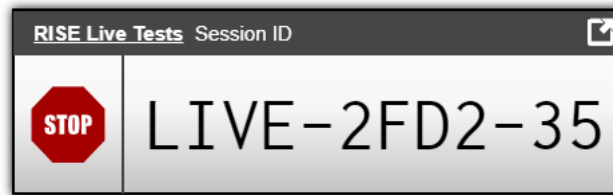
Secure materials should be stored between testing sessions and destroyed at the end of testing according to local procedures.

Ensure the following materials are secure:

- Scratch paper/graph paper written on by students

- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if printed (should already have been collected and placed in a secure location after the students began testing)
- When students finish testing, or the current testing session is over, you should stop the test session. Stopping a session automatically signs out all the students in the session and pauses their tests. Click the **STOP** button in the upper-right corner next to the Session ID (see Figure 69).

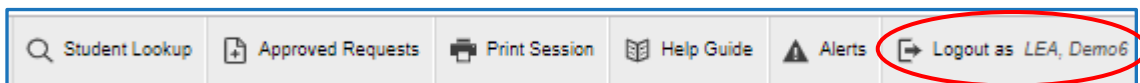
Figure 69. Session ID Window



Test Administrator—Sign Out

After ending the test session, click the **Logout** button in the upper-right corner of the TA site (see Figure 70).

Figure 70. Logout Button on TA Site Banner



After Testing

Please reference the *Reporting User Guide* for instructions on accessing reports following the RISE Benchmark Modules or Interim assessments. For instructions on interpreting the results, please consult the *Reporting User Guide*. The document can be found at UtahRISE.org.

Administering the RISE Benchmark Modules Remotely

Administering the Benchmark Modules to remote students requires additional considerations above what would be encountered in the classroom setting. The tools that are available during remotely administered Benchmark Modules included within the RISE platform with additional capabilities for proctors to monitor and assist remote students as they are completing their assessments. Proctors can administer a hybrid Benchmark Module session where in-class students and remote students are included in the same test session. While completing a Benchmark Module, remote students will be able to communicate with proctors directly by clicking on the icon at the bottom of their Benchmark Module screen. Students cannot see or communicate with other students during the administration of the remote Benchmark Modules.

Students who require the use of accommodations outside the embedded resources—print, braille, assistive technology, scribe, and sign language—will need to submit a request form to USBE. Please review the *TIDE User Guide* for the process to submit a form online through TIDE. This ensures students needing those accommodations will receive the appropriate support to be successful. The “USBE Remote Proctoring Request Form” can be found on the USBE Special Education webpage and should be submitted to Tracy Gooley at tracy.gooley@schools.utah.gov, at least 3 weeks prior to the testing date.

Security

- The RISE Benchmark Modules and Interim Assessments are secure and not public assessments. After students have completed a benchmark module or interim assessment, educators can review and share items and classroom-level responses with students in a whole class setting. Individual student results can be shared one-

on-one in a conference setting or online via Zoom, Google Classroom, or other third-party communication software. Student results should not be shared over unsecured communication methods such as personal email or text messages.

- Educators cannot copy, paste, photograph, place test questions, writing prompts, reading passages, or science clusters into presentations or other assessments, record themselves sharing student responses, or share test items outside of the classroom instructional level.

Creating a Remote/Hybrid Session in the Test Delivery System

When using the remote proctoring features in the RISE TDS, teachers and students can communicate via text and video & audio chat; additionally, the system allows enhanced capability for the teacher to monitor students directly. Students connect to the Remote/Hybrid benchmark test session using the Secure Browser.

Remote Administration of Benchmark Modules for Teachers

- Teachers and students do not need to buy or install any additional software to enable the remote administration feature. Teachers sign into the RISE test administration site they use when students are in the classroom. From this site, teachers can select a remote Benchmark Module session or an assessment session in the classroom. Teachers can schedule sessions in advance and provide a session ID to the session for students to join the session when it starts.
- The option to assess students remotely is built into RISE. Teachers and students will not be asked to share any additional personally identifiable information than they would share in an assessment session in a classroom.

The remote administration option should be used when students need to complete Benchmark Modules in an online setting.

How to Prepare for Remote Administration

To ensure teachers can administer a benchmark module to a student when that student is in an online setting, there are several tasks that need to be completed before administering the Benchmark Modules to students. The checklist below is designed to help teachers complete these tasks in advance of the assessment.

The sections below explain how to complete each task on the checklist:

Task	Status
Make sure the teacher's computer or iPad has the Chrome, Firefox, or Safari web browser installed so they can access the RISE test administration site.	
Make sure the teacher's computer has a built-in or plug-in webcam.	
Make sure the teacher's computer has a built-in or plug-in microphone.	
Make sure the teacher's computer has a built-in or plug-in speaker.	
Make sure each student's testing device has a built-in or plug-in webcam.	
Make sure each student's testing device has a built-in or plug-in microphone.	
Make sure each student's testing device has a built-in or plug-in speaker.	
Use the diagnostic checker to make sure the teacher's webcam, microphone, and speaker are working properly.	
Make sure the diagnostic checker has been run on each student's testing device to test their webcam, microphone, and speaker.	
Highly recommended: Make sure each student has taken a remote TA-proctored training test to ensure their technology is working properly and to familiarize teachers and students with the remote administration process	
Highly recommended: Schedule a Benchmark Module session in advance and share the session ID to the test session with students.	

How to Prepare the Teacher’s Computer to Administer Benchmark Modules Remotely

To prepare the teacher’s computer to administer Benchmark Modules to students who are in an online setting, teachers should have the proper hardware and software and a strong internet connection. ***It is highly recommended that teachers and students use the RISE TA-proctored Training Tests to practice using the technology built into the RISE remote administration system.***

What Technology do Teachers Need?

The technology requirements to administer a Benchmark Module to students when they are in an online setting are similar as those used for assessments completed in a classroom, except teachers and students also need a webcam, microphone, speaker, and a means of securely communicating with each other.

The following charts describe the hardware and software requirements for the teacher’s machine.

Hardware Requirements for Teachers

Type	Required Hardware
Desktop, laptop, or iPad	Any modern desktop or laptop computer running any modern version of Windows, macOS, Ubuntu, Fedora, or Chrome OS or any modern iPad running any modern version of iPadOS.
Webcam	Any built-in or plug-in webcam.
Microphone	Any built-in or plug-in microphone.
Speaker	Any built-in or plug-in speaker, headphone, or headset.

Software Requirements for Teachers


Type	Required Software
Operating System	Any modern version of Windows, macOS, Ubuntu, Fedora, Chrome OS, or iPadOS.
Web Browser	Any modern version of Chrome, Firefox, or Safari.

Before Testing Day: Checking your Technology

To ensure the teacher’s webcam, microphone, and speaker meet the minimum requirements necessary for remote testing, run the diagnostic checker at https://demo.tds.airast.org/systemdiagnostic/pages/default.aspx?c=ClearSight_PT

From this site, select **Audio and Video Checks** to access audio and video checks for your device.

Teachers can ensure their webcam is working properly by following the steps below:


1. In the *Camera Check* field, mark the **I agree to grant Browser permission to use camera.** checkbox.
2. Select the **Camera** icon ().
3. A pop-up window appears in your web browser, requesting access to your camera. Select **Allow**. If you do not select Allow, the RISE system will not be able to access your camera and you will be unable to proceed.
4. Do one of the following:

- If live video from your webcam appears, select **Works!** A checkmark appears in the upper right corner of the *Camera Check* field. Your camera works.
- If live video from your webcam does not appear, select **Doesn't Work** and contact your school's technology coordinator to troubleshoot the problem.

Camera Check

Make sure you are able to use camera. Click the checkbox to grant permission, then test your camera

☐ I agree to grant Browser permission to use camera.






Next Step:

If you see live stream of your camera, choose Works!. If not, choose Doesn't Work.


Works!
Doesn't Work
Skip

Teachers can ensure their microphone is working properly by following the steps below:


1. In the *Recording Device Check* field, select the **Microphone** icon ().
2. Speak into your microphone.
3. When you are done speaking, select the **Stop** icon () to stop recording.
4. To listen to your recording, select the **Play** icon () to listen to your recording.
5. Do one of the following:
 - If you hear the audio you recorded from your speaker, select **I heard my recording**. A checkmark appears in the upper right corner of the *Recording Device Check* field. Your microphone works.
 - If you do not hear the audio you recorded from your speaker, select **I did not hear my recording** and contact your school's technology coordinator to troubleshoot the problem.

Recording Device Check

Make sure your recording device is working.



1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.




Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.


I heard my recording
I did not hear my recording

Teachers can ensure their speaker is working properly by following the steps below:

1. In the *Audio Playback Check* field, select the **Play Audio** icon (.
2. Do one of the following:
 - If you hear the sound from your speaker, select **I heard the sound**. A checkmark appears in the upper right corner of the *Audio Playback Check* field. Your speaker works.
 - If you do not hear the sound from your speaker, select **I did not hear the sound** and contact your school's technology coordinator to troubleshoot the problem.

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

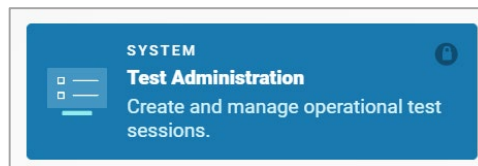
I heard the sound
I did not hear the sound

How to Log in the Test Administration Site in an Online Setting


Teachers access the RISE test administration site in an online setting the same way they would access it in a classroom. From the test administration site, teachers can start a Benchmark Module session immediately or schedule a Benchmark Module session to start in the future.


Teachers can access the test administration site in an online setting by following the steps below:

1. Access the RISE portal at www.utahrise.org
2. Select the Test Administration card.



3. The *Test Administration* login page opens in a new window. Enter the same credentials you would use in school and select **Secure Login**. If you have forgotten your password, select **Forgot Your Password?** and follow the on-screen instructions to set a new password.





[Forgot Your Password?](#)

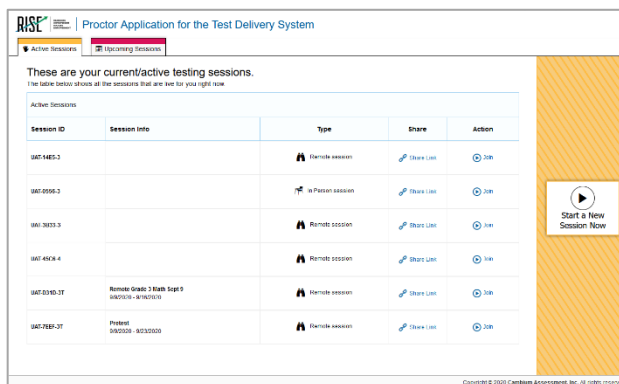
Secure Login

First Time Login This School Year?

The password you used during the previous school year has expired.

[Request a new one for this school year.](#)

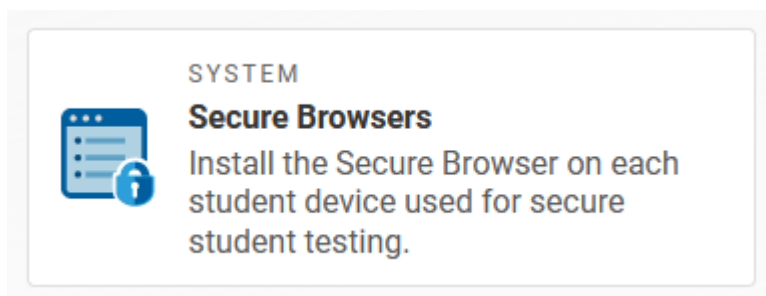
Once you have logged in, the *Test Administration* site appears, displaying the *Active Sessions* page. In addition to allowing teachers to create Benchmark Module sessions for students in the classroom like they have done in the past, this site has been redesigned to allow teachers to create Benchmark Module sessions for students who are testing in an online setting and to schedule Benchmark Module sessions for students in an online setting or in the classroom in advance.



How to Schedule a Benchmark Module Session in Advance

To help ensure the day of remote Benchmark Module administration runs as smoothly as possible, teachers can schedule Benchmark Module sessions in advance. When a teacher schedules a Benchmark Module session in advance, RISE provides a session ID to the Benchmark Module session. Teachers provide this information to their students so students can join the session when it begins. Students who are completing their Benchmark Module in the classroom will use the RISE Secure Browser to enter the session ID when they are signing in to take the Benchmark Module if the teacher is administering the Benchmark Module in a hybrid session. **Please note: two proctors are required for simultaneous administration of the Benchmark Modules to ensure remote students and in-class students have an optimal assessment experience.** Remote administration requires a proctor to constantly monitor students in an online setting via the computer screen

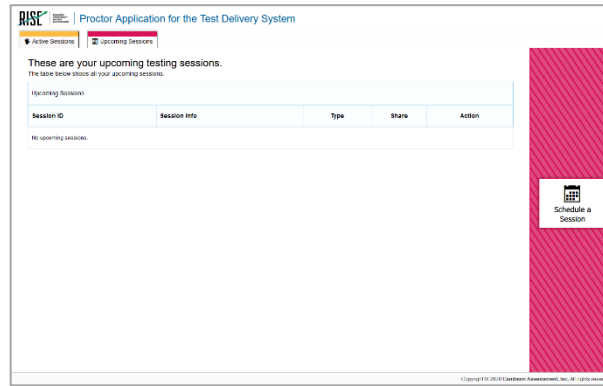
Students completing the Benchmark Module in an online setting will use the Secure Browser program. The Secure Browser can be downloaded directly from the RISE Portal by clicking on the Secure Browsers card on the right sidebar and selecting the appropriate supported operating system.



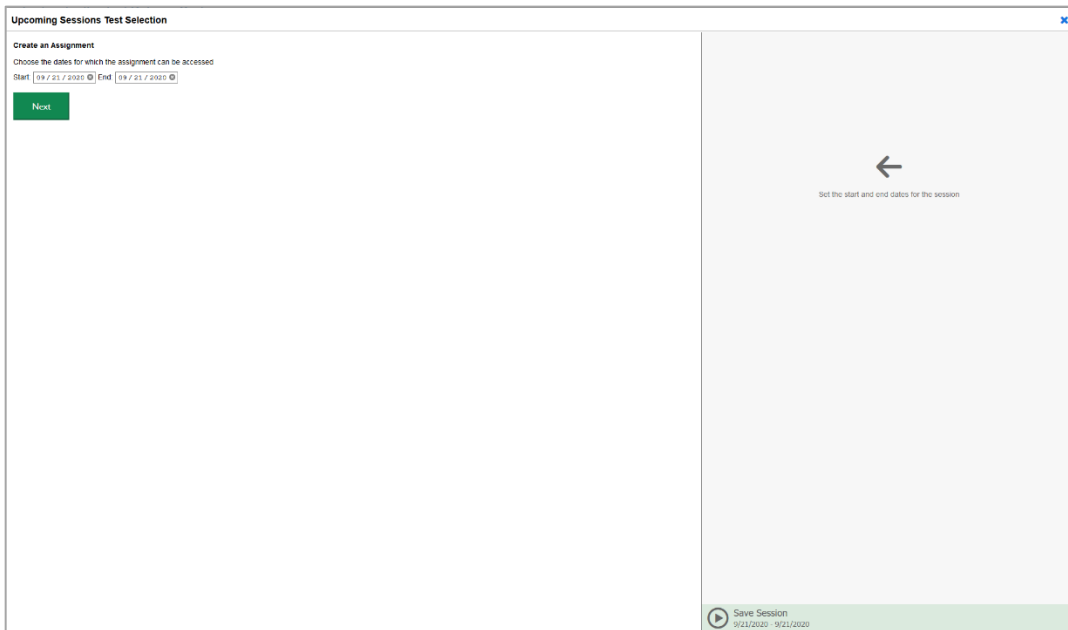
For information about communicating session information to students, see the section [How to Communicate Session Information Securely to Students](#).

Teachers can schedule a Benchmark Module session in advance by following the steps below:

1. Access the RISE test administration site by following steps in the section [How to Log in the Test Administration Site](#).
2. The *Test Administration* page appears. Select **Upcoming Sessions**.



- The *Upcoming Sessions* page appears. Select **Schedule a Session**.
- The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next**.



5. The *Test Selection* page appears. From the list of color-coded test categories, select the Benchmark Module that you wish to include. To alleviate student confusion, assign one Benchmark Module per session for students, unless students are completing make-up assessments.

6. The Benchmark Modules or Interim Assessments appear. Select a Benchmark Module to add to the session by marking the checkbox(es) by the test(s). Expand a group of Benchmark Modules by selecting the **Plus Sign** icon (+) next to that group. Please note: only Form 1 or the science benchmarks can be administered remotely.

7. Once you have selected a Benchmark Module to add to the session, the *Session Settings* fields appear. Do the following:
 - a. In the *Session Name* field, enter a name for the session. It is recommended you make the name descriptive as to the benchmarks and timeframe being administered. As an example: 'Geometry Benchmark October 16'. Do not use special characters in the name.
 - b. In the *Session Type* field, do one of the following:
 - For an in-person session, select **In Person**.

- For a remote session, select **Remote**.
- c. Select **Save Session**.

8. The *Session Information* pop-up window appears. This pop-up window provides the session ID teachers need to share with students so students can join the session when it starts. Note the guidance for securely communicating with students in the section [How to Communicate Session Information Securely to Students](#). Teachers should also copy this session ID for themselves and save it in a secure location in case they need it later.

After providing the session ID to students and copying it, select **Close**.

- The *Test Administration* site appears again, displaying the *Upcoming Sessions* page. The scheduled session appears in the table.



RISE | Proctor Application for the Test Delivery System

Active Sessions | Upcoming Sessions

These are your upcoming testing sessions.

The table below shows all your upcoming sessions.

Upcoming Sessions				
Session ID	Session Info	Type	Share	Action
UAT-CDAG-3T	Geometry September 30 9/30/2020 - 9/30/2020	Remote session	Share Link	Edit Delete

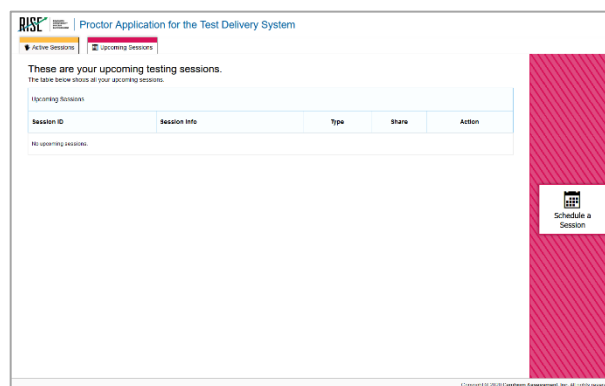
- To edit an upcoming session before it begins, select the **Edit** icon ().
- To delete an upcoming session before it begins, select the **Delete** icon ().

How to Modify a Benchmark Module Session Scheduled in Advance but has Not Started Yet

A teacher may want to modify a session after it was created to change the start or end date of the session.

Teachers can modify Benchmark Module sessions that were scheduled in advance but have not started yet by following the steps below:

- Access the RISE test administration site by following steps in the section [How to Log in the Test Administration Site](#) .
- The *Test Administration* site appears. Do one of the following:
 - To modify a Benchmark Module session, select **Upcoming Sessions**. The *Upcoming Sessions* page appears.



- To edit an upcoming Benchmark Module session, select **Edit** for that Benchmark Module session and do one of the following:
 - To modify a Benchmark Module session, complete steps [4-9](#) in the section [How to Schedule a Benchmark Module Session in Advance](#).

How to Communicate Session Information Securely to Students

Teachers need to communicate session IDs for the Benchmark Module session and student IDs to their students so students can complete the Benchmark Modules that were scheduled in advance. This information should not be shared over unsecured communication methods like personal email or text messages. Instead, teachers should communicate this information to students using a secure method such as an encrypted email or a classroom management system teachers and students are already using for remote instructional and communication purposes. It is highly recommended that teachers and students use the RISE TA-proctored Training Tests to practice using the technology built into the RISE remote administration system.

Administering to Students in a Classroom and Students in an Online Setting at the Same Time

Teachers can administer Benchmark Module sessions to some students in the classroom and some students in an online setting at the same time. If any students in a Benchmark Module session are completing the Benchmark Module in an online setting, the audio and video features are added to RISE for remote administration. **Please note: two proctors are needed for simultaneous in-person and remote administration of Benchmark Modules due to active proctoring requirements.** Remote administration requires a proctor to constantly monitor students in an online setting via the computer screen. ***It is highly recommended that teachers and students use the RISE TA-proctored Training Tests to practice using the technology built into the RISE remote administration system.***

Tasks to Complete During Remote Administration

This section lists and explains the tasks that teachers will need to complete to administer and monitor a Benchmark Module session while students are in an online setting

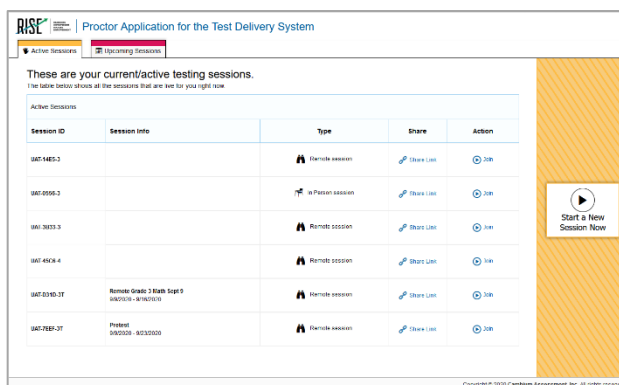
How to Join a Remote Benchmark Module Session Scheduled in Advance

Teachers join a Benchmark Module session they scheduled in advance and approve students into the session so students can complete the Benchmark Module. Teachers should plan to join active sessions in advance to allow students time to log in. Students cannot join a session until the teacher has logged in.

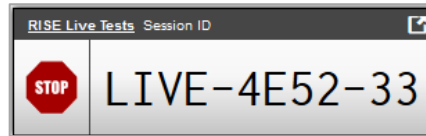
On the RISE Test Administration site, Benchmark Module sessions scheduled in advance move automatically from the *Upcoming Sessions* page to the *Active Sessions* page when the start date for the session arrives. Teachers can join the session from the *Active Sessions* page.




Teachers can join a Benchmark Module session that was scheduled in advance by following the steps below:

1. Access the RISE test administration site by following steps in the section [How to Log in the Test Administration Site](#).
2. The *Test Administration* site appears. Select **Join** for the Benchmark Module session you want to join.



- If the Benchmark Module session is being administered in a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.
- The *Test Administration* site appears. The session will begin and will continue the same way it would if you had created it to start immediately. The session ID appears at the top of the page.



- To stop the session, select the **Stop** icon ().
- To select additional Benchmark Modules to add to the session, select the **Select Tests** icon (). To approve students requesting to join the session, select **Approvals** next to the session ID. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by Benchmark Module. Note, the **Approvals** button becomes active when students are awaiting approval and shows you how many students are awaiting approval. The **Approvals** notification updates regularly, but you can also select the **Refresh** icon () in the upper-right corner to update it manually.

While approving students, you can also view and edit students' test settings and accommodations, if necessary.

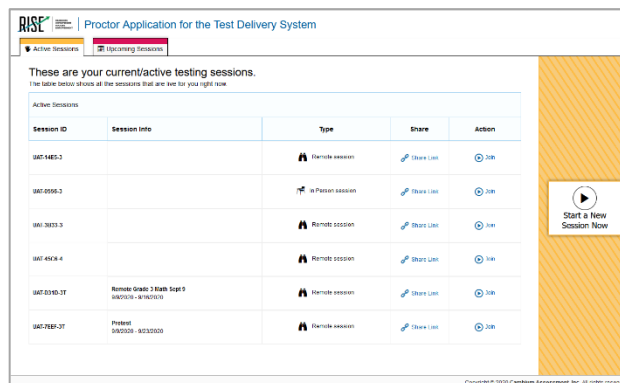
Once students have been approved to join the session, they can begin completing the Benchmark Module.

How to Start Benchmark Module Session Immediately for Students not in the Classroom

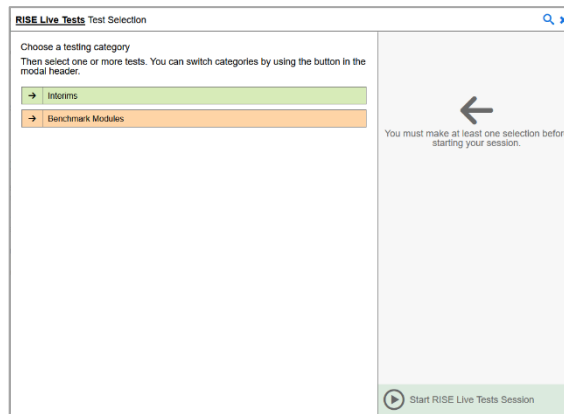
If teachers did not schedule a Benchmark Module session for students who are not in the classroom in advance, they can start a session for students who are not in the classroom immediately. When teachers log in, they see a dashboard with two pages: Active Sessions and Upcoming Sessions. To start a Benchmark Module session immediately, teachers start on the Active Sessions page.


Teachers can start a Benchmark Module session immediately by following the steps below:

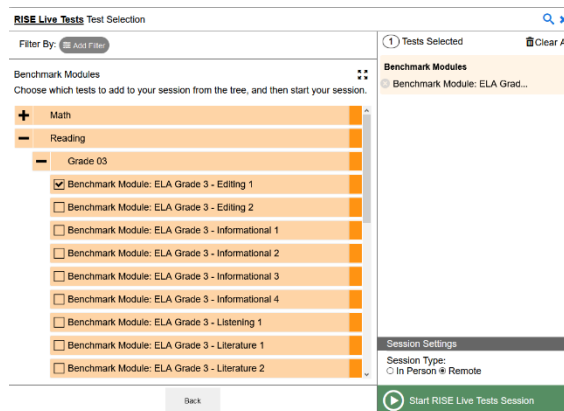
- Access the test administration site by following steps in the section [How to Log in the Test Administration Site](#).
- The *Test Administration* site appears, displaying the *Active Sessions* page. Select **Start a New Session Now**.



3. The *Test Selection* page appears. Select the Benchmark Module you wish to administer. Please note: only Form 1 and science Benchmark Modules are available for remote administration. It is highly recommended that teachers and students use the RISE Training Tests to practice using the technology built into the RISE remote administration system.






4. The Benchmark Modules appear. Select the Benchmark Module (Form 1 or science) that you want to administer. Expand a group of tests by selecting the **Plus Sign** icon () next to that group.



5. Once you have selected a Benchmark Module to add to the session, the *Session Settings* fields appear. Do the following:
 - a. In the *Session Type* field, do one of the following:
 - i. For an in-person session, select **In Person**.
 - ii. For a remote session, select **Remote**.
 - b. Select **Start RISE Live Tests Session**.
6. If the session is a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.

7. The *Test Administration* site appears. The session has started. The session ID appears at the top of the page.



- To stop the session, select the **Stop** icon ().
- To select Benchmark Modules to add to the session, select the **Select Tests** icon ().
- To approve students requesting to join the session, select **Approvals** next to the session ID. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by Benchmark Module. Note, the **Approvals** button becomes active when students are awaiting approval and shows you how many students are awaiting approval. The **Approvals** notification updates regularly, but you can also select the **Refresh** icon () in the upper-right corner to update it manually.

While approving students, you can also view and edit students' test settings and accommodations, if necessary.


Once students have been approved to join the session, they can begin taking the test.

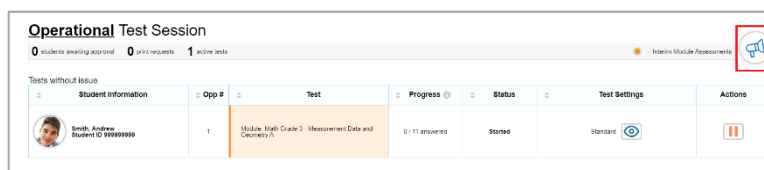
How to Communicate with All Students in a Remote Session at once


Once a remote Benchmark Module session has started and students have joined, teachers can communicate with all students at once through a broadcast feature within the RISE test administration site.

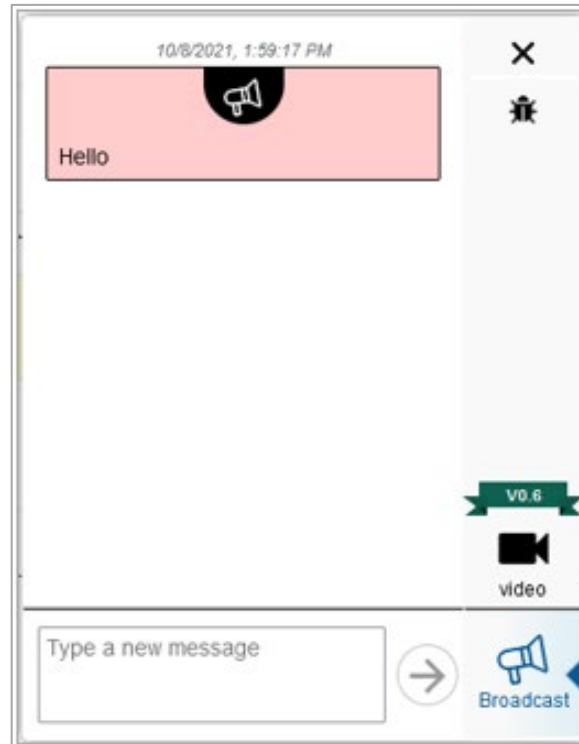
- Broadcasted messages to students pop up automatically as announcements on each student's screen. Students do not need to do anything for these messages to appear.
- Be sure to keep these messages brief. For example, teachers might tell students "Ten minutes left in the test." It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to do so.
- Students can respond to teachers through this communication method. Chat messages sent from students to teachers appear only on the teacher's screen and not on the screens of other students in the session.
- It is highly recommended that teachers and students use the RISE Training Tests to practice using the technology built into the RISE remote administration system.


Teachers can communicate with all students in a remote test session by following the steps below:

- From the test administration site, select the **Megaphone** icon ().





2. The *Broadcast* pop-up window opens. In the *Type a new message* field, type your message and then select the **Send** icon ().



- Your message automatically appears on the testing device of each student in the session. Students do not need to do anything for this message to appear. It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to do so.
 - Note: TAs and students can report bugs in the pop-up window by clicking on the **Bug** icon () in the upper-right hand corner of the window.



Students can respond to messages by typing a message in the *Type a new message* field and selecting the **Send** icon () on their devices. When a student sends a message, a **Message Waiting** icon () appears under their image on the test administration site. To see the student’s message, select their image.

Operational Test Session




0 students awaiting approval

0 print requests

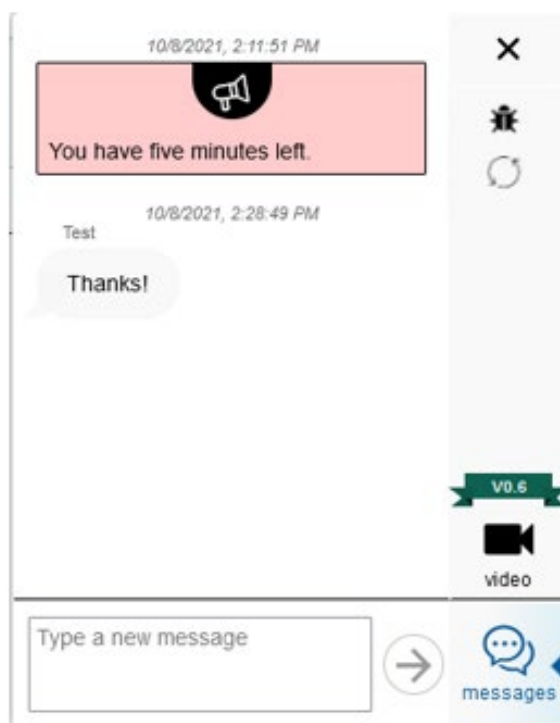
1 active tests

» Inform Module Assessments

Tests without issue

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
<div> Smith, Andrew Student ID: 999999999</div>	1	Module Math Grade 5 – Measurement Data and Geometry A	0 / 11 answered	Started	Standard 	

The *Chat* pop-up window opens. Select the **Messages** icon () to view the message sent by the student.

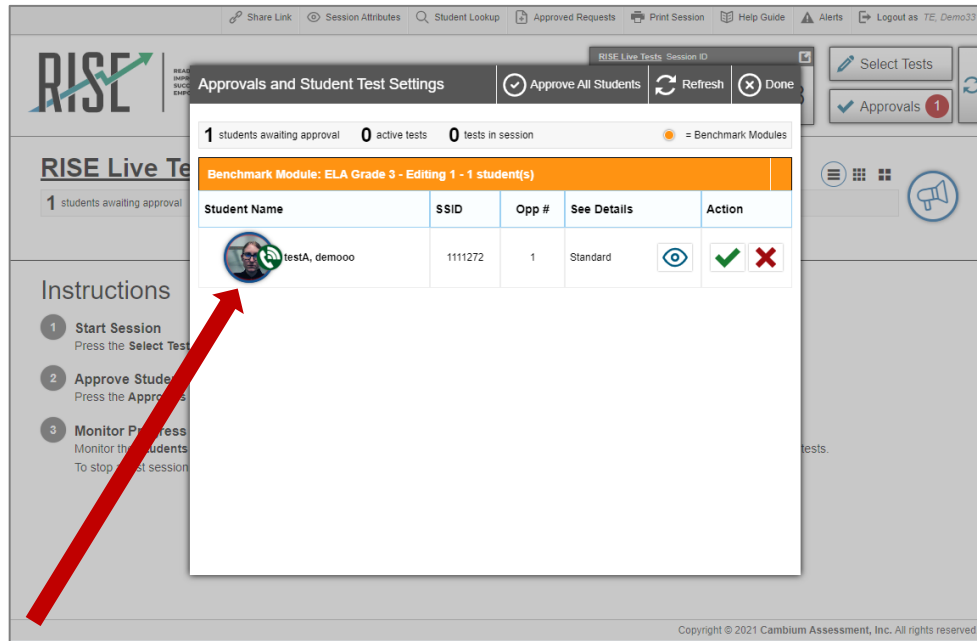


Select **X** to close the *Chat* pop-up window. The test administration site appears.

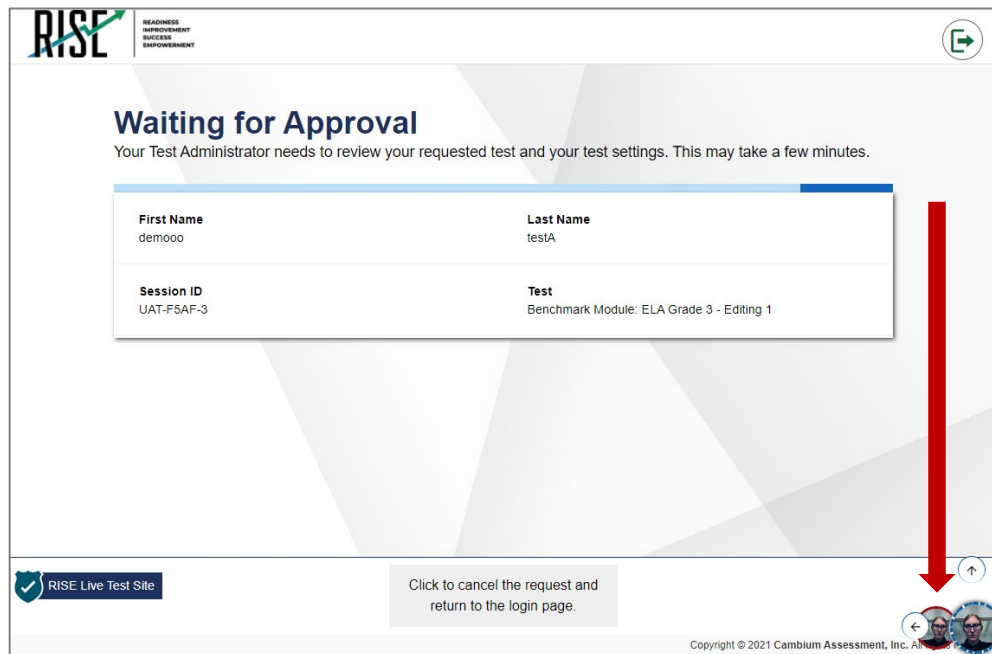
How to Observe Students while they Complete Benchmark Modules Off-Site

While students are testing off-site, teachers can observe low resolution video of all students at once or select one student to view at high resolution.

Low resolution video of all students appears automatically once a student requests to be added to a test session. Teachers will see the video icon appear for students in the pop-up window where the teachers view student test settings and approve students to join test sessions.




For students, when requesting to join a test session, they will see video icons for themselves and the teacher in the bottom-right corner of the “Waiting for Approval” screen.




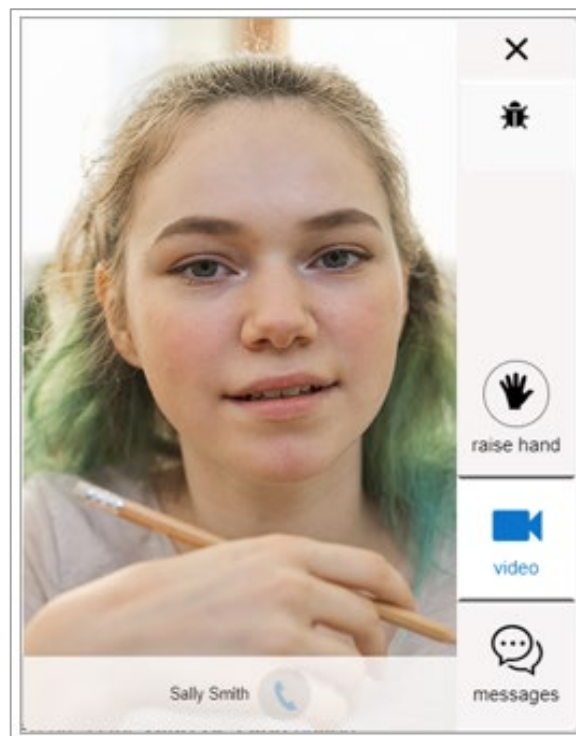
Once teachers approve students to join test sessions, teachers can see the **Student Video** icons on the list of students on the RISE remote Benchmark Module administration site. You may select a larger student view by clicking on the various options to the left of the broadcast icon. Depending on the browser window size and screen resolution, this may change the number of students visible on screen at one time. You can scroll the web page down to continue to view all students currently testing.

While a connection is being made, a **Connection Pending** icon () appears under the student's image on the RISE remote Benchmark Module administration site. The icon disappears once a connection is made.

Training Test Session						
0 students awaiting approval 0 print requests 1 tests						
Tests without issue						
Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
TEST, Hannah SSID 2018660	1	Math Grades 3-5	<div></div>	Paused, 27 min More Info	Custom 	
GUEST SSID GUEST	1	Math Grades 3-5	<div></div>	Paused, 37 min More Info	Standard 	
 Test, Test SSID 9090300	1	Math Grades 3-5	<div></div>	Started	Custom 	

Teachers can view high resolution video of one student at a time by following the steps below:

- From the list of students in the test session, select the **Student Video** icon () for the student you wish to view.
- The *Video Conference* pop-up window appears, displaying high resolution video of the student.






Select **X** to close the *Video Conference* pop-up window. The RISE remote Benchmark Module administration site appears.


How to Start a One-on-one Video Conference with one Student at a time

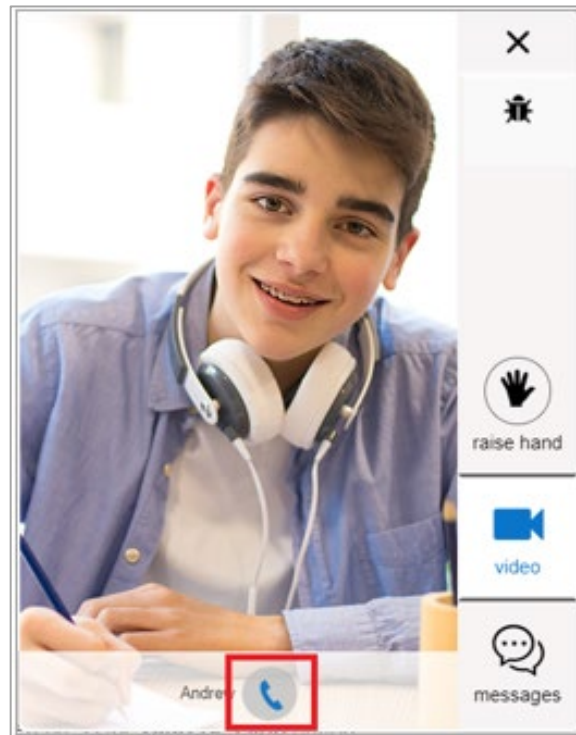
Teachers can start a one-on-one video conference with one student at a time through the RISE remote Benchmark Module administration site. During a video conference, teachers can see and hear the student and, if the teacher allows, the student can see and hear the teacher.

Teachers can start a one-on-one video conference with one student at a time by following the steps below:

- From the list of students in the Benchmark Module session, select the **Student Video** icon () for the student with whom you wish to start a one-on-one video conference.



Training Test Session						
0 students awaiting approval 0 print requests 1 tests						
Tests without issue						
Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
TEST, Hannah SSID 2018660	1	Math Grades 3-5		Paused, 27 min More Info	Custom	
GUEST SSID GUEST	1	Math Grades 3-5		Paused, 37 min More Info	Standard	
 Test, Test SSID 9090300	1	Math Grades 3-5		Started	Custom	


- The *Video Conference* pop-up window opens, displaying high resolution video of the student. Select the **Call** icon () to call the student.

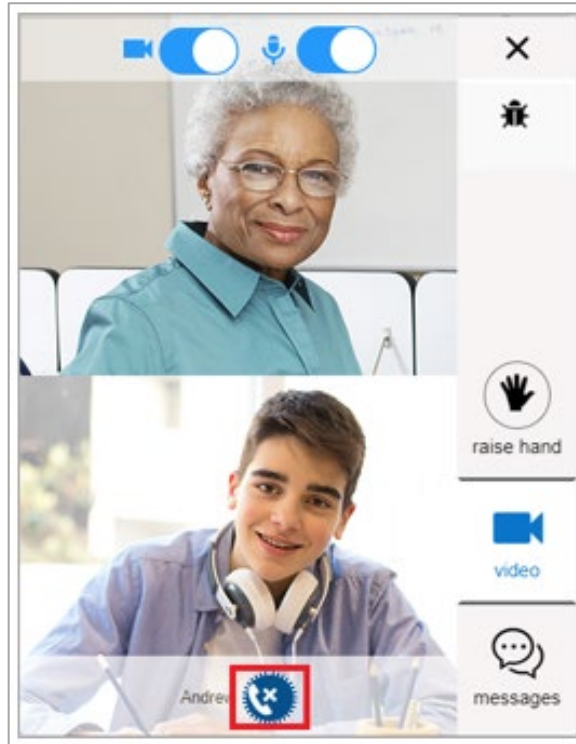


The call is placed. On your device, the *Video Conference* pop-up window displays a split-screen view of you and the student. On the student's device, the *Video Conference* pop-up window displays automatically, displaying the same split-screen view of you and the student.

To toggle your webcam or microphone, do the following:

- To toggle your webcam, select the **Webcam Toggle** icon (). With your webcam off, students are unable to see you.
- To toggle your microphone, select the **Microphone Toggle** icon (). With your microphone off, students are unable to hear you.






To disconnect the call, select the **Disconnect Call** icon ().









How to Respond to Student Requests for Assistance

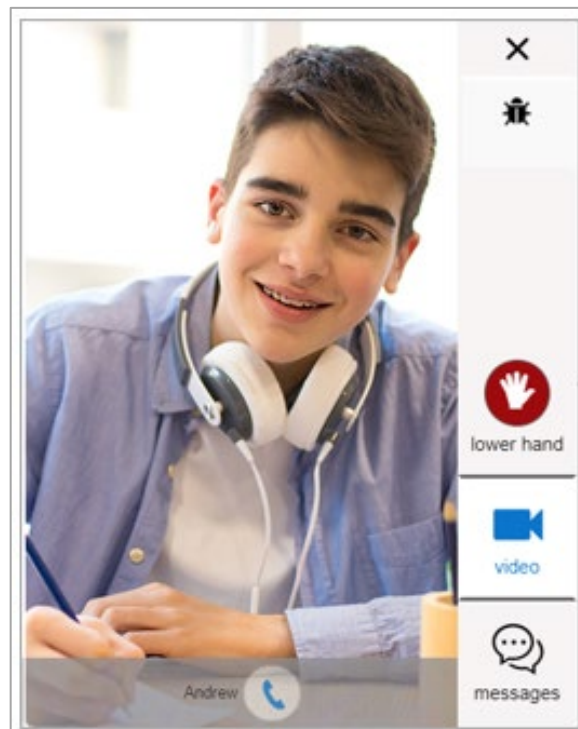
Students who need assistance can request it from their teacher by virtually “raising their hand” while taking a remote Benchmark Module. Students who request assistance will appear at the top of the class list for efficient monitoring.

Students who need assistance will appear with a **Hand Raised** icon next to their name on the list of students on the RISE remote Benchmark Module administration site.

Training Test Session						
0 students awaiting approval 0 print requests 1 tests						
Tests with potential issues						
Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
 Test, Test SSID 9090300	1	Math Grades 3-5	<div></div>	Started	Custom 	
Tests without issue						
Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
TEST, Hannah SSID 2018660	1	Math Grades 3-5	<div></div>	Paused, 51 min More Info	Custom 	
GUEST SSID GUEST	1	Math Grades 3-5	<div></div>	Paused, 61 min More Info	Standard 	

Teachers can respond to student requests for assistance by following the steps below:


1. From the list of students in the Benchmark Module session, select the **Student with Hand Raised** icon () for the student to whom you wish to respond.
2. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:
 - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon (). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.
 - To start a one-on-one video conference with the student, select the **Call** icon (). The student appears in a split-screen. You and the student can see and hear each other.
 - To toggle your webcam, select the **Webcam Toggle** icon (). With your webcam off, students are unable to see you.
 - To toggle your microphone, select the **Microphone Toggle** icon (). With your microphone off, students are unable to hear you.
 - To lower the student's hand, select the **Lower Hand** icon ()
 - To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

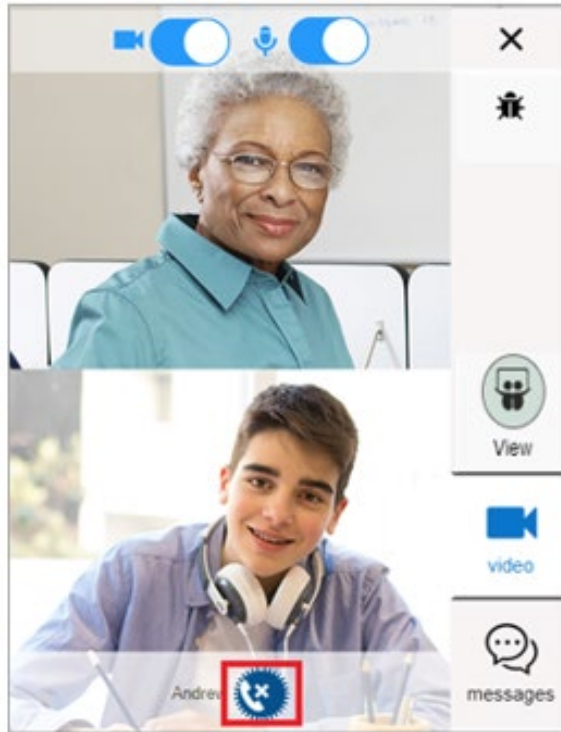


How to View a Student's Screen

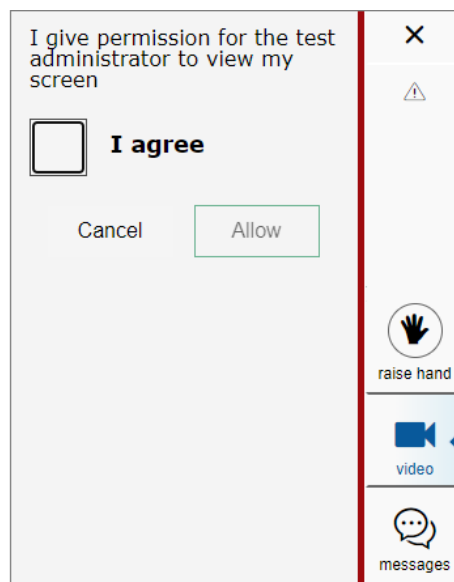
If a student has a question that requires you to see their screen, the system has screensharing functionality.

Teachers can view a student's screen using this functionality by following the steps below:

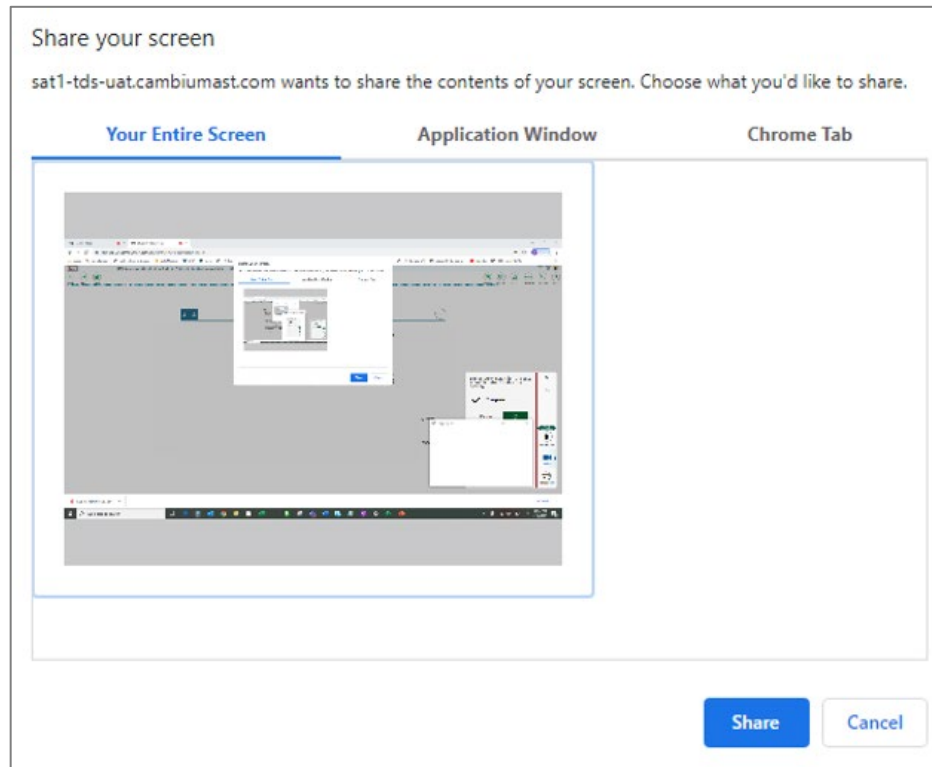
1. In the *Video Conference* pop-up window, select the **View** icon ().




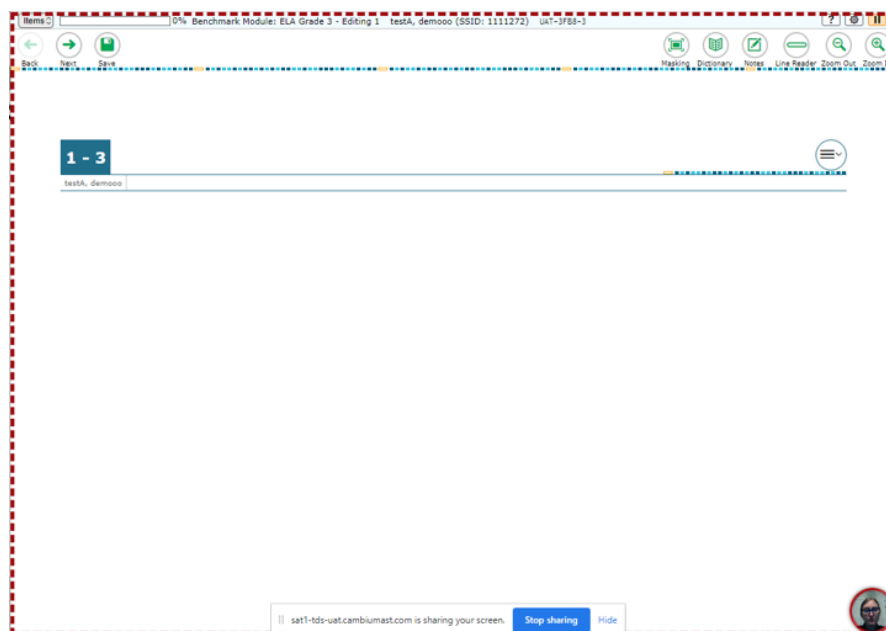
2. A prompt will appear in the student's *Video Conferencing* pop-up window asking them to give permission for the test administrator to view their screen.



- Once the student selects the **I agree** box, the *Share your screen* pop-up window will appear where the student will specify if they want to share their entire screen, an application window, or a browser tab (as applicable).



- Once the student specifies which screen they want to share and selects the **Share** button (), screensharing will begin. A red, dashed border will appear around the student's screen when it is being shared. The teacher will then be able to view the student's screen.






5. There are two ways to end screensharing.

- The student can select the **Stop Sharing** button () on their screen.
- The teacher can select the **End** icon () in the *Video Conferencing* pop-up window on their screen.







How to Respond if a Test Alert Appears for a Student

Test alerts appear on the list of students on the RISE remote Benchmark Module administration site if the RISE online testing system has not detected any activity from the student for some time. This may happen if the student's computer has gone to sleep or if the student is experiencing some interruption. In the event of a test alert, all student responses are saved, so students do not lose test data.

Students with test alerts are moved to a *Tests with potential issues* list at the top of the page

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
 TEST, Hannah SSID 2019660	1	Math Grades 3-5	<div></div>	Paused, 53 min More Info	Test Alert The student paused their test by clicking the [Pause] button.	
 GUEST SSID GUEST	1	Math Grades 3-5	<div></div>	Paused, 63 min More Info		

Teachers can respond to test alerts by following the steps below:

- When a test alert appears, select the **Student Video** icon () for the student.
- The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:
 - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon (). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.
 - To start a one-on-one video conference with the student, select the **Call** icon (). The student appears in a split-screen. You and the student can see and hear each other.
 - To toggle your webcam, select the **Webcam Toggle** icon (). With your webcam off, students are unable to see you.
 - To toggle your microphone, select the **Microphone Toggle** icon (). With your microphone off, students are unable to hear you.
 - To lower the student's hand, select the **Lower Hand** icon ( - To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

How to End a Remote Benchmark Module Session

Once the last student submits their Benchmark Module, teachers can end the remote Benchmark Module session. After the Benchmark Module session is ended or once an individual student logs out of the session, teachers and students will no

longer be able to see or communicate with each other through the RISE system. Guidance will need to be provided to students since no communication within RISE will occur once a student submits their Benchmark Module. It is highly recommended that teachers and students use the RISE Training Tests to practice using the technology built into the RISE remote administration system.

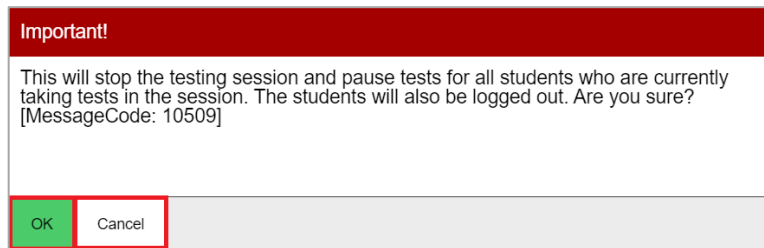
Stopping a session automatically logs out all the students in the session and pauses their Benchmark Module. Once a session is stopped, it cannot be resumed. To resume the Benchmark Module, a new session should be started. Please note: updated session information will need to be provided for students when this occurs.

1. In the upper-right corner of the test administration site, select **Stop**.



2. A confirmation message appears. Do one of the following:

- To stop the session, select **OK**.
- To cancel the action and return to the session, select **Cancel**.



Remote Benchmark Module Student Instructions

Before the Benchmark Module begins and after the student submits the Benchmark Module, it is required that proctors have an outside method of communication (e.g., Zoom, Google Classrooms, local LMS, or alternative secure communication software) to communicate the following instructions with their students who are testing remotely. The enhanced communication features that exist within the RISE testing platform are only active while the test is live, and will cease to function entirely once the student submits their Benchmark Module. It is highly recommended that teachers and students use the RISE TA-proctored Training Tests to practice and familiarize themselves with the remote administration features prior to administering and/or completing the Benchmark Modules.

Please note that remotely proctored Benchmark Modules taken within a supported web browser do not require a third-party communication software to be disabled on the student’s machine before, while the Benchmark Module is underway, or after a student has submitted their assessment. You may continue to communicate through any third-party platform you typically use in the classroom as needed to provide the following instructions.

Two proctors are required for Benchmark Modules that will be simultaneously administered in a hybrid setting, with students in class as well as students who are in an online setting. Additionally, student computers must have a working camera and microphone in order to complete an assessment in an online setting.

Any instructions below with the directive to ‘**Say**’ should be taken in the context to communicate to the remote students in the method (written or oral) that your third-party communication platform supports.

Steps for Directing Students

Remote students will view the same login interface appearance displayed within the RISE Secure Browser.

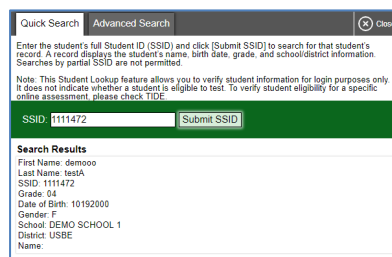
SAY: “You will now sign into the test. You should see a sign-in screen on your device. If you do not, please let me know now.” [Pause.] “On the sign-in screen, please enter your first name and seven-digit SSID along with the Session ID.” [If sign-in tickets have not been provided, provide students with their first name and SSID as displayed in TIDE system.] “Then click the ‘Sign In’ button.” Students who are completing the benchmark module in a remote setting must be provided with test ticket information.

Troubleshooting tips: If a student is unable to sign in, they will be prompted to try again or contact the TA.

- Has the student entered his or her legal first name, not a nickname?
- Has the student entered the correct SSID?
- Has the student entered the correct Session ID?

Please note: The TA can look up the student’s information using the Student Lookup function on the TA site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about the Student Lookup Feature.

Student Lookup Function in TA Site



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.

SSID: 111472 Submit SSID

Search Results

First Name: demoo
Last Name: testA
SSID: 111472
Grade: 04
Date of Birth: 10192000
Gender: F
School: DEMO SCHOOL 1
District: USBE
Name:

Test Sign-in for Students

NOTE: Please see the Appendix for information on Common Student Sign-in Errors.

Figure 71. Student Sign In Page

Pause while students sign in (see Figure 71).

SAY: “Please review the information on the screen, making sure the information on the screen is correct. If any of the information is incorrect, please inform me and I will help you; otherwise, select Yes to continue.”

Figure 72. Is This You? Page

First Name	Username
DemoFirstName	9999999
Last Name	Grade
DemoLastName	5
Date of Birth	School
July 15, 2007	Demo School 9001

SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. You should wait for your test to be approved. I will approve your test when I am finished giving instructions. ”

Figure 73. Students’ Your Tests Page

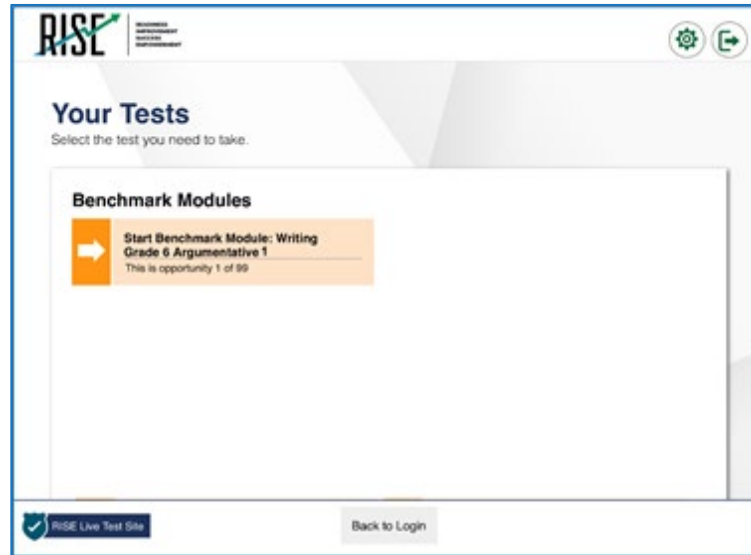
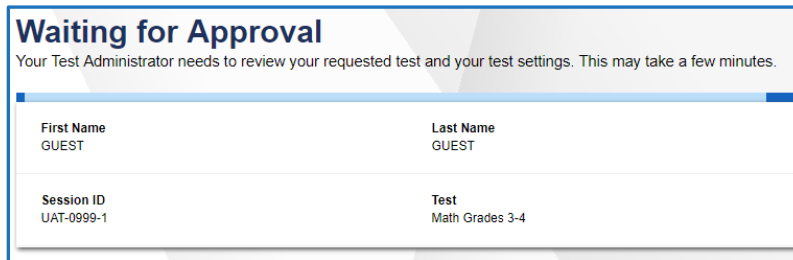


Figure 74. Waiting for Approval Page



SAY: “On the next screen, you will be presented with a series of Audio/Video Checks screens. If you are testing remotely, these screens include checks for your web camera and microphone, as well as audio playback and text to speech functions. You will need select Yes to allow access to the web camera and microphone so that I can see and hear you while you are completing your Benchmark Module. If your computer does not have web camera or microphone, you will not be able to complete the Benchmark Module remotely. If your web browser also requests permission to access your web camera and microphone, please select the option that permits the web page access to your web camera and microphone.”

Figure 75. Audio/Video Checks Screens

Audio/Video Checks


Your test uses multi-media features. Please perform the following checks before continuing.

Camera Check

Ensure you are able to use the camera. Check the box below to grant permission to access the camera, then test the camera functionality.

☐

I agree to grant the browser permission to access the camera.




Next Step:

If you can see a live stream of your camera, choose **I see myself**. If not, choose **I cannot see myself**.

Audio Playback Check

Make sure audio playback is working.



To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Recording Device Check

Make sure your recording device is working.



1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.



Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

Text-to-Speech Sound Check

Make sure text-to-speech is working.



Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings

Current Voice Pack:

Use the sliders to adjust the available text-to-speech settings.

Volume

10

Pitch

10

Rate

10

Next Step:

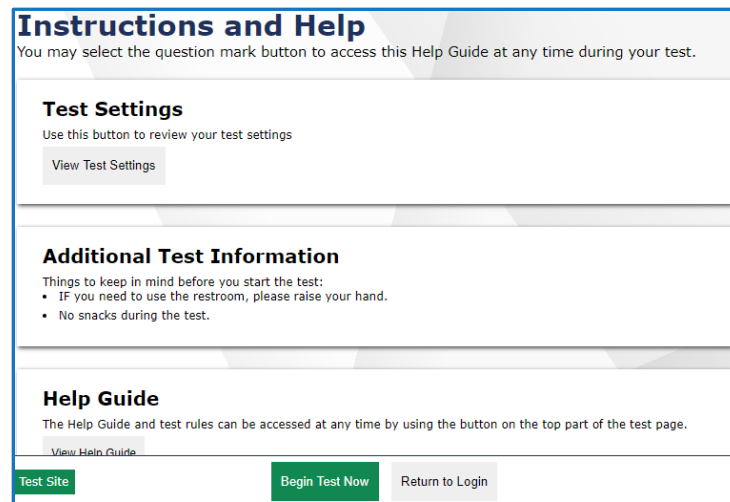
If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

ite

SAY: "Please complete each check and let me know if you have any issues with the technology. If you cannot hear the voice or it isn't clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click 'I did not hear the sound' and inform me of the issue. If you are remote and cannot see yourself or hear yourself during the checks, please click 'I cannot see myself' or 'I did not hear my recording' and inform me of the issue."

SAY: “Once you complete the audio/video checks, the Instructions and Help page will appear. You can review this page to understand what resources and tools are available and how to complete your Benchmark Module.”

Figure 76. Instructions and Help Page



SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. If you do not know how to use the system to enter your response, please inform me and I will help you. Please remember that I will show you only how to use the program.”

SAY: “Today’s testing session will go until [insert time the session will end]. Everyone should complete a test by this time. To review your test before submitting it, select the ‘End Test’ button and select the items you want to review from the End Test screen. It will help you to see if you have answered all the items. You can go back to an item by clicking on the item number. Then select Review again to return to the Review screen. When you have completed your test, please inform me before you click the ‘Submit Test’ button. Once you submit your Benchmark Module, the web cam, microphone, and text chat will no longer be available. Once you have finished your review and you are ready to submit the test, please click the ‘Raise Hand’ button before you submit your Benchmark Module so I can check in with you before you select the ‘Submit Test’ button. You are now ready to take the [insert Benchmark Module]. This assessment is designed to measure your understanding of the [insert standard or learning objective].”

SAY: While you are completing your Benchmark Module remotely, you will see in the bottom right-hand corner of your screen an icon that you may click on to communicate directly with me. If you run into any issues or have any questions, please click on that icon and click on the ‘Raise Hand’ button, and I will assist you.”

SAY: “I will now approve your Benchmark Module, allowing you to go through the Audio/Video checks and Help guide. Once you are done, select ‘Begin Test Now’. When you have finished, please raise your hand to let me know you have completed your test.”

Note: Reading the RISE Benchmark scripted testing instructions of the TAM is optional for the in-person Benchmark Modules. Reading the assessment scripts is highly recommended for all remote administration of the RISE Benchmark Modules. Reading the assessment scripts is recommended to familiarize teachers and students with RISE standardized testing procedures. The scripts for each Benchmark Module are found below.

Remote Writing Benchmark Module Script

Beginning of remote writing Benchmark Module session:

SAY: *“You are going to respond to one writing prompt for [insert type of prompt]. You will see guidelines that suggest how much you should write and how long it should take you to respond. Most of you will finish in one hour. If you have not completed your writing at the end of the assessment session, please select End Test. Do not submit your writing Benchmark Module until you have completed the entire essay. When you are ready to submit your writing, please click the ‘Raise Hand’ button before you submit your Benchmark Module so I can check in with you before you select the ‘Submit Test’ button. Once you submit your writing Benchmark Module, the web cam, microphone, and text chat will no longer be available.”*

End of remote writing Benchmark Module session:

Within the test administration page, click on the ‘Broadcast’ button.

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

Remote ELA, Mathematics, or Science Benchmark Module Script

Beginning of ELA, mathematics, or science remote Benchmark Module session:

SAY: *“You are now ready to take the [insert Benchmark Module]. This Benchmark Module is designed to measure your understanding of [insert standard or learning objective]. When you have completed your assessment, please click the ‘Raise Hand’ button before you submit your Benchmark Module so I can check in with you before you select the ‘Submit Test’ button. Once you submit your Benchmark Module, the web cam, microphone, and text chat will no longer be available.”*

End of ELA, mathematics, or science remote Benchmark Module session:

Within the testing interface, click on the ‘Broadcast’ button.

SAY: *“There are five minutes remaining in this Benchmark Module session. Please prepare to pause or end your Benchmark Module. If your Benchmark Module is paused, you will not be able to return to items you have responded to, so please review them before you pause the assessment. You will not be able to return to your Benchmark Module once you have submitted it.” When you have completed your assessment, please click the ‘Raise Hand’ button before you submit your Benchmark Module so I can check in with you before you select the ‘Submit Test’ button. Once you submit your Benchmark Module, the web cam, microphone, and text chat will no longer be available.”*

Follow local procedures to actively proctor the Benchmark Module 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 Benchmark Module for scoring.

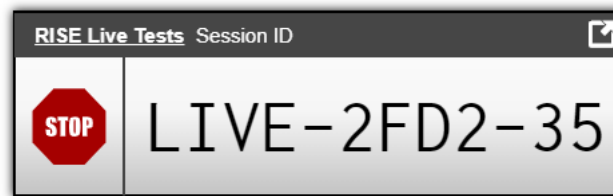
Ending the Remote Benchmark Module Session

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by remote and classroom students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if printed (should already have been collected and placed in a secure location after the students began testing for in-school Benchmark Modules)
- When all students have completed their Benchmark Modules, or the current assessment session is over, you should stop the Benchmark Module session. Stopping a session automatically signs out all the students in the session and pauses their assessments. Click the **STOP** button in the upper-right corner next to the Session ID (see Figure 65). Please note: for remote administration, a new session ID will need to be provided to all students once the session has been stopped.

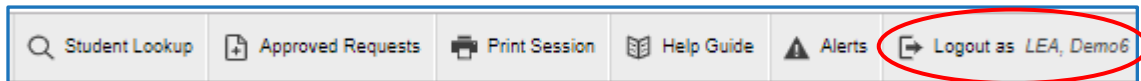
Figure 77. Session ID Window



Remote Test Administrator—Sign Out

After ending the remote Benchmark Module session, click the **Logout** button in the upper-right corner of the TA site (see Figure 78).

Figure 78. Logout Button on TA Site Banner



After Remote Benchmark Module Administration

Please reference the *Reporting User Guide* for instructions on accessing reports following the RISE Benchmark assessments. For instructions on interpreting the results, please consult the *Reporting User Guide*. The document can be found at UtahRISE.org.

Interim Assessment Instructions

TAs will help students sign into their assessments by reading the directions for administration. These directions, which help guide students as they access the test, are not optional. All directions are indicated by the word **“SAY”** in bold type.

SAY: *“You will now sign into the test. You should see a sign-in screen on your device. If you do not, please let me know now.” [Pause.] “On the sign-in screen, please enter your first name and seven-digit SSID along with the Session ID.” [If sign-in tickets have not been provided, provide students with their first name and SSID as displayed in TIDE system.] “Then click the ‘Sign In’ button.”*

Troubleshooting tips: If a student is unable to sign in, they will be prompted to try again or contact the TA.

- Has the student entered their legal first name, not a nickname?
- Has the student entered the correct SSID?
- Has the student entered the correct Session ID?

Please note: The TA can look up the student’s information using the Student Lookup function on the TA Site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about the Student Lookup Feature.

Figure 79. Student Lookup Function in TA Site

Test Sign-in for Students

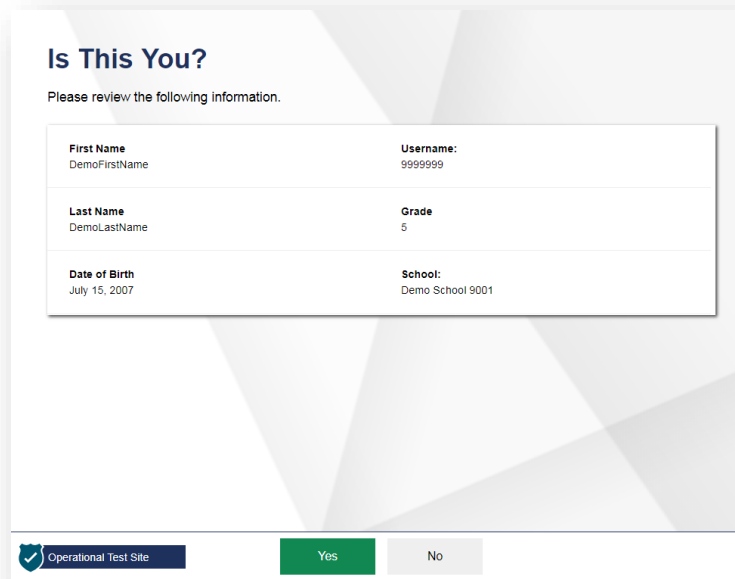
NOTE: Please see the Appendix for information on common sign-in errors.

Figure 80. Student Sign In Page

Pause while students sign in (see Figure 80).

SAY: “Please review the information on the screen, making sure the information on the screen is correct. If any of the information is incorrect, please raise your hand and I will help you; otherwise, select Yes to continue.”

Figure 81. Is This You? Page



Is This You?

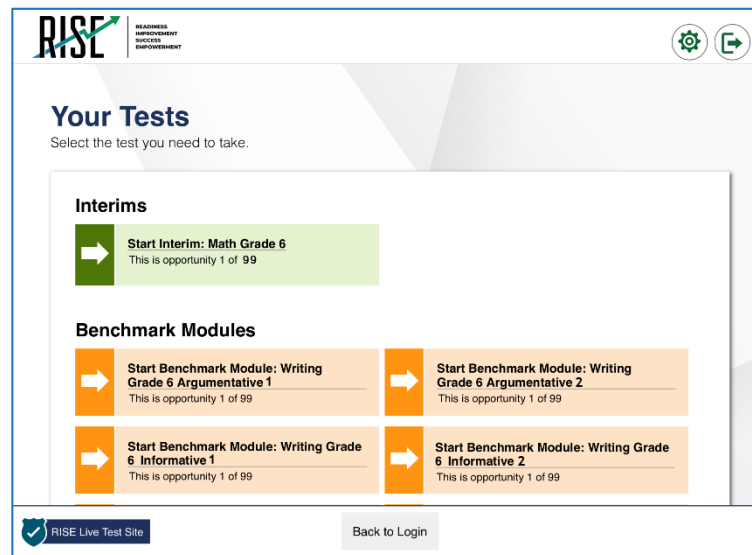
Please review the following information.

First Name DemoFirstName	Username: 9999999
Last Name DemoLastName	Grade 5
Date of Birth July 15, 2007	School: Demo School 9001

Operational Test Site ☒ Yes No

SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. You should wait for your test to be approved. I will approve your test when I am finished giving instructions.”


Figure 82. Students’ Your Tests Page




Your Tests


Select the test you need to take.


Interims


 **Start Interim: Math Grade 6**
This is opportunity 1 of 99

Benchmark Modules

 **Start Benchmark Module: Writing Grade 6 Argumentative 1**
This is opportunity 1 of 99

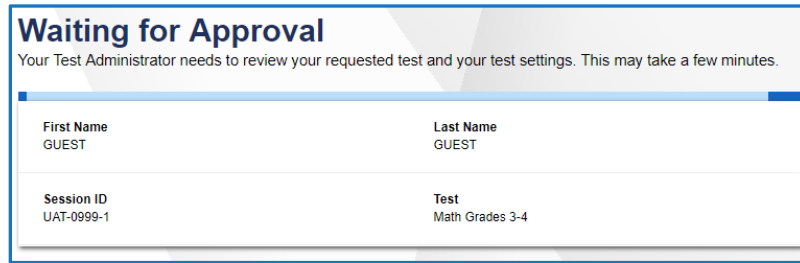
 **Start Benchmark Module: Writing Grade 6 Argumentative 2**
This is opportunity 1 of 99

 **Start Benchmark Module: Writing Grade 6 Informative 1**
This is opportunity 1 of 99

 **Start Benchmark Module: Writing Grade 6 Informative 2**
This is opportunity 1 of 99

RISE Live Test Site ☒ Back to Login

Figure 83. Waiting for Approval Page

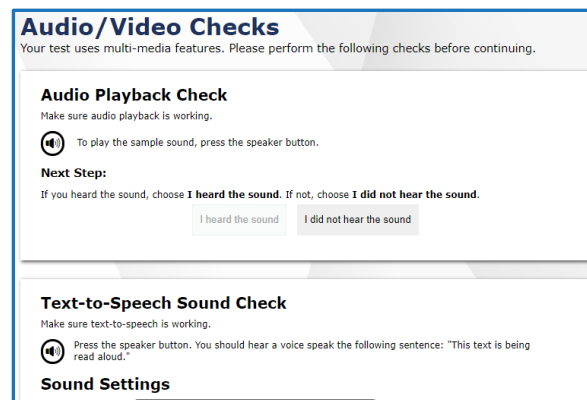


Waiting for Approval
Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

First Name GUEST	Last Name GUEST
Session ID UAT-0999-1	Test Math Grades 3-4

SAY: “Once you have been approved for testing, you will be presented with a series of Audio/Video Checks screens. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the sound’ and raise your hand.”

Figure 84. Audio/Video Checks Screens



Audio/Video Checks
Your test uses multi-media features. Please perform the following checks before continuing.

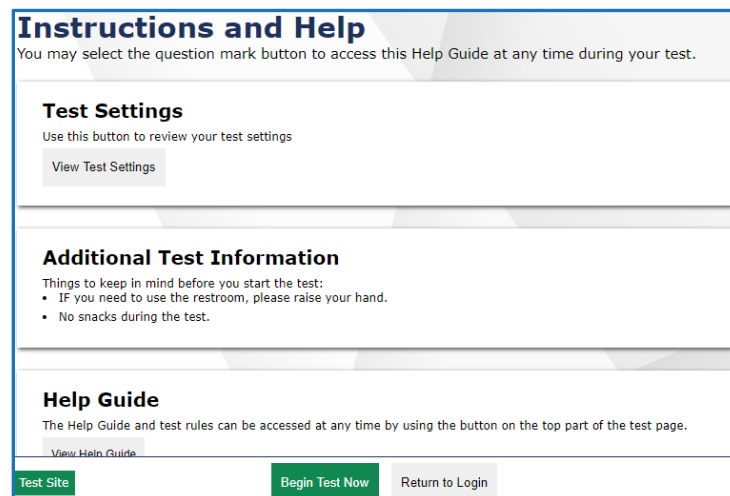
Audio Playback Check
Make sure audio playback is working.
To play the sample sound, press the speaker button.
Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Text-to-Speech Sound Check
Make sure text-to-speech is working.
Press the speaker button. You should hear a voice speak the following sentence: “This text is being read aloud.”

Sound Settings

SAY: “After you complete the audio/video checks, the Instructions and Help page will appear. You can review this page to understand what test resources/tools are available and how to navigate through the test.”

Figure 85. Instructions and Help Page



Instructions and Help
You may select the question mark button to access this Help Guide at any time during your test.

Test Settings
Use this button to review your test settings
[View Test Settings](#)

Additional Test Information
Things to keep in mind before you start the test:

- If you need to use the restroom, please raise your hand.
- No snacks during the test.


Help Guide
The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.
[View Help Guide](#)

[Test Site](#) [Begin Test Now](#) [Return to Login](#)

SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. 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 program.”

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional

scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.

 Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

SAY: “Today’s testing session will go until [insert time the session will end]. Everyone should complete a test by this time. To review your test before submitting it, select the ‘End Test’ button to review any answers you have marked for additional review. You can go back to an item by clicking on the item number. Then select Review again to return to the Review screen. When you have completed your test, please raise your hand before you click the ‘Submit Test’ button. Once you have finished your review and you are ready to submit the test, click the ‘Submit Test’ button. You are now ready to take the [insert Interim test name]. This test is designed to measure your understanding of the [insert standard or learning objective].”

SAY: “I will now approve your test, allowing you to go through the Audio/Video checks and Help guide. Once you are done, select Begin Test Now.”

Note: Reading the testing scripts while administering interim assessments is required to familiarize teachers and students with RISE standardized testing procedures. The scripts for each Interim assessment are provided below. The scripts reflect the different content provided for the tests.

ELA or Mathematics Interim Script

Please note, there are no Writing or Science Interim tests. If you are administering the Grade 6 Mathematics Interim, please go to the following page.

Beginning of ELA or mathematics testing session:

SAY: *“You are now ready to take the [insert Interim test name]. This test is designed to measure your understanding of [insert standard or learning objective]. When you have completed your test, please raise your hand before submitting your test.”*

End of ELA or mathematics (grades 3,4,5,7,8) testing session:

SAY: *“There are five minutes remaining in this test session. Please prepare to pause or end your test. If your test is paused, you will not be able to return to items you have responded to, so please review them before you pause the test. You will not be able to return to your test once you have submitted it.”*

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.

SAY: *“I will now collect your testing materials.”*

Mathematics Grade 6 Interim Script

The grade 6 mathematics assessment contains two segments:

- Segment 1 is to be taken without a calculator.
- Segment 2 allows the use of an embedded onscreen calculator.
 - Note: TAs must approve students to advance to Segment 2 in the TA interface

Students will not be able to return to the first segment after you direct them to start the second segment.

Please note that students should not select “Next” until the TA has been notified by the student that they are moving to second segment. The TA must approve the second segment for the student.

SAY: *“You are now ready to take Segment 1 of the grade 6 mathematics test. This test is designed to measure your understanding of the Utah Core Standards for grade 6 mathematics.”*

SAY: *“You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. Also, you will find tutorials available on each item showing how to work with each item type. 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 program.”*

SAY: “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 the online calculator tool. When you respond to the last item in the first segment, you will see a review screen. Please review your responses **BEFORE clicking the Next arrow to move to the next segment. Raise your hand before you continue to Segment 2. I must approve you to move on to Segment 2.”**

Figure 86. End of Segment Review Screen

SAY: “Once you go to the second segment, you will be unable to return to the first segment.”

Figure 87. End of Segment Attention Screen

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.

↑ Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

SAY: “When you are ready, select Begin Test Now.”

Ending the Test Session

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if printed (should already have been collected and placed in a secure location after the students began testing)
- When students finish testing, or the current testing session is over, you should stop the test session. Stopping a

session automatically signs out all the students in the session and pauses their tests. Click the **STOP** button in the upper-right corner next to the Session ID (see Figure 88).

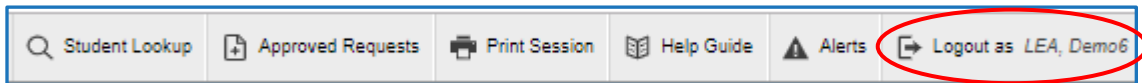
Figure 88. Session ID Window



Test Administrator—Sign Out

After ending the test session, click the **Logout** button in the upper-right corner of the TA site (see Figure 89).

Figure 89. Logout Button on TA Site Banner



After Testing

Please reference the *Reporting User Guide* for instructions on accessing reports following the RISE Benchmark Modules or Interim assessments. For instructions on interpreting the results, please consult the *Reporting User Guide*. The document can be found at UtahRISE.org

Administering the RISE Interims Remotely

Administering Interim Assessments to remote students requires additional considerations above what would be encountered in the classroom setting. Students who are enrolled full-time in an online setting can complete interim assessments off-site. No hybrid proctoring will be permitted for the interim assessments. At the present time, only math and ELA interim assessments are available for remote proctoring.

The tools that are available during remotely administered Interim Assessments are included within the RISE platform with additional capabilities for proctors to monitor and assist remote students as they are completing Interim Assessments. While completing an Interim Assessment, remote students will be able to communicate with proctors directly by clicking on the icon at the bottom of their Interim Assessment screen. Students cannot see or communicate with other students during the administration of the remote Interim Assessments.

Students who require the use of accommodations outside the embedded resources—print, braille, assistive technology, scribe, and sign language—will need to submit a request form to USBE. This ensures students needing those accommodations will receive the appropriate support to be successful. The “USBE Remote Proctoring Request Form” can be found on the [USBE Special Education webpage](https://www.usbe.utah.gov/special-education) and should be submitted to Tracy Gooley at tracy.gooley@schools.utah.gov, at least 3 weeks prior to the testing date.

Security

The **RISE Interim Assessments** are secure and not public assessments. Educators can review student responses with students in a classroom setting but cannot copy, paste, photograph, place test questions, writing prompts, reading passages, or science clusters into presentations or other assessments, record themselves sharing student responses, or share test items outside of the classroom instructional level. Individual student results can be shared with online students via Zoom, Google Classroom, or other third-party communication software in a one-on-one conference with the student. Student results should not be shared over unsecured communication methods like personal email or text messages.

Considerations for sharing Interim Assessment reporting data in a classroom setting should include:

- How to discuss/present classroom-level data without revealing Personally Identifiable Information (PII) on any test item
- How to provide equitable instruction to students with a Parental Exclusion for Interim Assessments who do not have access to the assessment
- How to maintain the integrity of the Interim Assessment shared

Creating a Remote Session in the Test Delivery System

When using the remote proctoring features in the RISE TDS, teachers and students to communicate via text and video & audio chat; additionally, the system allows enhanced capability for the teacher to monitor students directly. Students connect to the Remote interim test session using the Secure Browser.

Remote Administration of Interim Assessments for Teachers

- Students who are enrolled full-time in an online setting can complete interim assessments off-site. No hybrid proctoring will be permitted for the interim assessments. At the present time, only math and ELA interim assessments are available for remote administration.
- The RISE online testing system that teachers and test administrators in Utah have used to administer assessments in the classroom allows teachers to administer Interim Assessments to students who are off-site and not in the

classroom. Features built into RISE allow teachers and students to see and communicate with each other during a remote Interim Assessment. However, once the assessment has been submitted, teachers and students cannot communicate with each other within the RISE system.

- Teachers and students do not need to buy or install any additional software to enable the remote administration feature. Teachers sign into the RISE test administration site they use when students are in the classroom. From this site, teachers can select a remote Interim Assessment session or an assessment session in the classroom. Teachers can schedule sessions in advance and provide a session ID to the session for students to join the session when it starts.
- The option to assess students remotely is built into RISE. Teachers and students will not be asked to share any additional personally identifiable information than they would share in an assessment session in a classroom.

The remote administration option should be used when students who are enrolled full-time in an online setting need to complete math or ELA Interim Assessments in an online setting

How to Prepare for Remote Administration

To ensure teachers can administer an Interim Assessment to a student when that student is in an online setting, there are several tasks that need to be completed before administering the Interim Assessments to students. The checklist below is designed to help teachers complete these tasks in advance of the assessment.

Task	Status
Make sure the teacher's computer or iPad has the Chrome, Firefox, or Safari web browser installed so they can access the RISE test administration site.	
Make sure the teacher's computer has a built-in or plug-in webcam.	
Make sure the teacher's computer has a built-in or plug-in microphone.	
Make sure the teacher's computer has a built-in or plug-in speaker.	
Make sure each student's testing device has a built-in or plug-in webcam.	
Make sure each student's testing device has a built-in or plug-in microphone.	
Make sure each student's testing device has a built-in or plug-in speaker.	
Use the diagnostic checker to make sure the teacher's webcam, microphone, and speaker are working properly.	
Make sure the diagnostic checker has been run on each student's testing device to test their webcam, microphone, and speaker.	
Highly recommended: Make sure each student has taken a remote TA-proctored training test to ensure their technology is working properly and to familiarize teachers and students with the remote administration process	
Highly recommended: Schedule an Interim Assessment session in advance and share the session ID to the test session with students.	

How to Prepare the Teacher's Computer to Administer Interim Assessments Remotely

To prepare the teacher's computer to administer Interim Assessments to students who are in an online setting, teachers should have the proper hardware and software and a strong internet connection. It is highly recommended that teachers

and students use the RISE TA-proctored Training Tests to practice using the technology built into the RISE remote administration system.

What Technology do Teachers Need?

The technology requirements to administer an Interim Assessment to students when they are in an online setting are similar as those used for assessments completed in a classroom, except teachers and students also need a webcam, microphone, speaker, and a means of securely communicating with each other.

The following charts describe the hardware and software requirements for the teacher’s machine.

Hardware Requirements for Teachers

Type	Required Hardware
Desktop, laptop, or iPad	Any modern desktop or laptop computer running any modern version of Windows, macOS, Ubuntu, Fedora, or Chrome OS or any modern iPad running any modern version of iPadOS.
Webcam	Any built-in or plug-in webcam.
Microphone	Any built-in or plug-in microphone.
Speaker	Any built-in or plug-in speaker, headphone, or headset.

Software Requirements for Teachers


Type	Required Software
Operating System	Any modern version of Windows, macOS, Ubuntu, Fedora, Chrome OS, or iPadOS.
Web Browser	Any modern version of Chrome, Firefox, or Safari.

Before Testing Day: Checking your Technology

To ensure the teacher’s webcam, microphone, and speaker meet the minimum requirements necessary for remote testing, run the diagnostic checker at https://demo.tds.airast.org/systemdiagnostic/pages/default.aspx?c=ClearSight_PT

From this site, select **Audio and Video Checks** to access audio and video checks for your device.

Teachers can ensure their webcam is working properly by following the steps below:


1. In the *Camera Check* field, mark the **I agree to grant Browser permission to use camera.** checkbox.
2. Select the **Camera** icon ().
3. A pop-up window appears in your web browser, requesting access to your camera. Select **Allow**. If you do not select Allow, the RISE system will not be able to access your camera and you will be unable to proceed.
4. Do one of the following:
 - If live video from your webcam appears, select **Works!** A checkmark appears in the upper right corner of the *Camera Check* field. Your camera works.

- If live video from your webcam does not appear, select **Doesn't Work** and contact your school's technology coordinator to troubleshoot the problem.

Camera Check




Make sure you are able to use camera. Click the checkbox to grant permission, then test your camera

☐ I agree to grant Browser permission to use camera.




Next Step:
If you see live stream of your camera, choose Works!. If not, choose Doesn't Work.

Teachers can ensure their microphone is working properly by following the steps below:


1. In the *Recording Device Check* field, select the **Microphone** icon ().
2. Speak into your microphone.
3. When you are done speaking, select the **Stop** icon () to stop recording.
4. To listen to your recording, select the **Play** icon () to listen to your recording.
5. Do one of the following:
 - If you hear the audio you recorded from your speaker, select **I heard my recording**. A checkmark appears in the upper right corner of the *Recording Device Check* field. Your microphone works.
 - If you do not hear the audio you recorded from your speaker, select **I did not hear my recording** and contact your school's technology coordinator to troubleshoot the problem.

Recording Device Check

Make sure your recording device is working.




1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.




Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

Teachers can ensure their speaker is working properly by following the steps below:

1. In the *Audio Playback Check* field, select the **Play Audio** icon ().
2. Do one of the following:
 - If you hear the sound from your speaker, select **I heard the sound**. A checkmark appears in the upper right corner of the *Audio Playback Check* field. Your speaker works.
 - If you do not hear the sound from your speaker, select **I did not hear the sound** and contact your school's technology coordinator to troubleshoot the problem.

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound
I did not hear the sound


How to Log in the Test Administration Site in an Online Setting

Teachers access the RISE test administration site in an online setting the same way they would access it in a classroom. From the test administration site, teachers can start an Interim Assessment session immediately or schedule an Interim Assessment session to start in the future.

Teachers can access the test administration site in an online setting by following the steps below:


1. Access the RISE portal at www.utahrise.org
2. Select the Test Administration card.

SYSTEM





Test Administration

Create and manage operational test sessions.



3. The *Test Administration* login page opens in a new window. Enter the same credentials you would use in school and select **Secure Login**. If you have forgotten your password, select **Forgot Your Password?** and follow the on-screen instructions to set a new password.





[Forgot Your Password?](#)

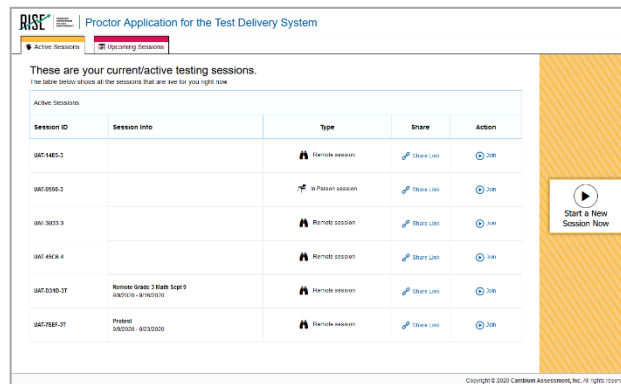
Secure Login

First Time Login This School Year?

The password you used during the previous school year has expired.

[Request a new one for this school year.](#)

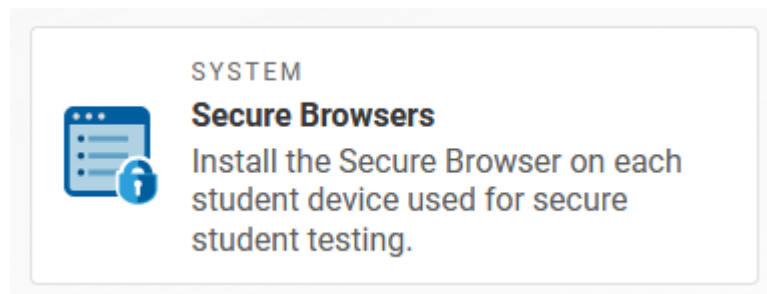
Once you have logged in, the *Test Administration* site appears, displaying the *Active Sessions* page. In addition to allowing teachers to create Interim Assessment sessions for students in the classroom like they have done in the past, this site has been redesigned to allow teachers to create Interim Assessment sessions for students who are testing in an online setting and to schedule Interim Assessment sessions for students in an online setting



How to Schedule an Interim Assessment Session in Advance

To help ensure the day of remote Interim Assessment administration runs as smoothly as possible, teachers can schedule Interim Assessment sessions in advance. When a teacher schedules an Interim Assessment session in advance, RISE provides a session ID to the Interim Assessment session. Teachers provide this information to their students so students can join the session when it begins. Remote administration requires a proctor to constantly monitor students in an online setting via the computer screen.

Students completing the Interim Assessment in an online setting will use the Secure Browser program. The Secure Browser can be downloaded directly from the RISE Portal by clicking on the Secure Browsers card on the right sidebar and selecting the appropriate supported operating system.

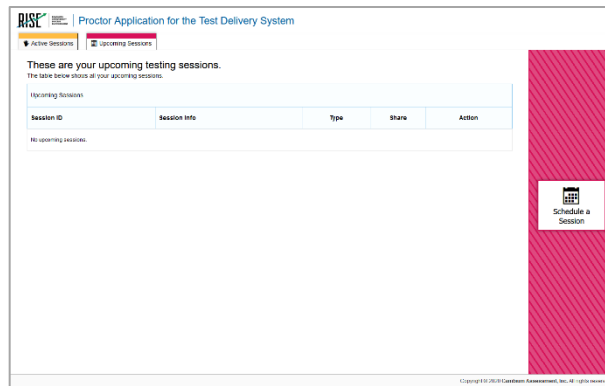


For information about communicating session information to students, see the section [How to Communicate Session Information Securely to Students](#).

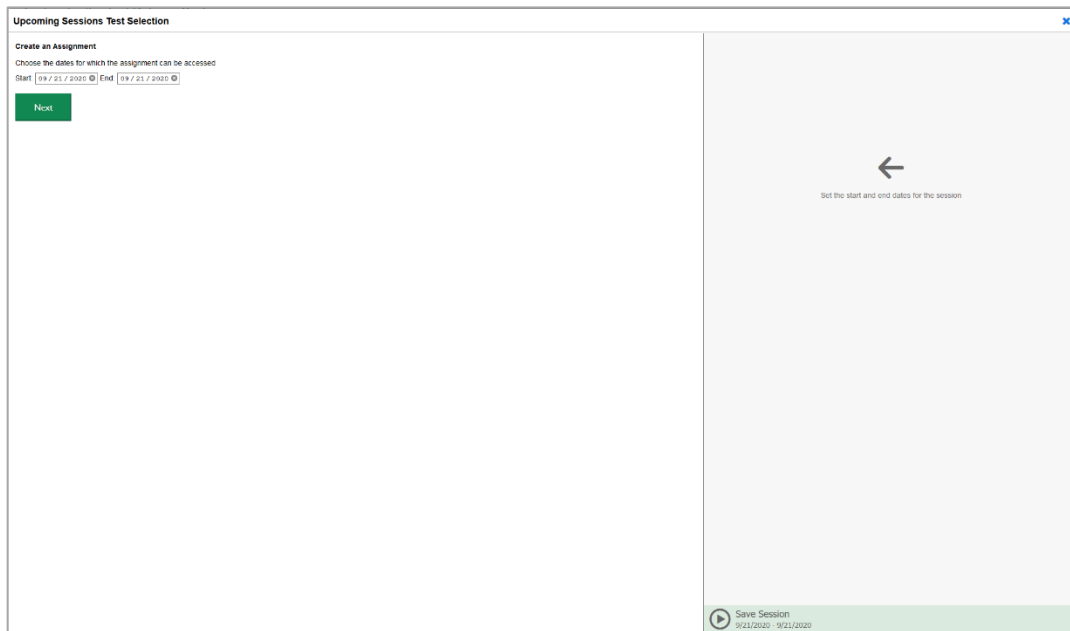
Teachers can schedule an Interim Assessment session in advance by following the steps below:

1. Access the RISE test administration site by following steps in the section [How to Log in the Test Administration Site](#).

- The *Test Administration* page appears. Select **Upcoming Sessions**.



- The *Upcoming Sessions* page appears. Select **Schedule a Session**.
- The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next**.



5. The *Test Selection* page appears. From the list of color-coded test categories, select the Interim Assessment that you wish to include. To alleviate student confusion, assign one Interim Assessment per session for students, unless students are completing make-up assessments.

6. The Interim Assessments appear. Select an Interim Assessment to add to the session by marking the checkbox(es) by the test(s). Expand a group of Interim Assessments by selecting the **Plus Sign** icon (+) next to that group.

7. Once you have selected an Interim Assessment to add to the session, the *Session Settings* fields appear. Do the following:
 - a. In the *Session Name* field, enter a name for the session. It is recommended you make the name descriptive as to the interim and timeframe being administered. As an example: 'Grade 3 Math Interim October 16'. Do not enter special characters in the name.
 - b. In the *Session Type* field, do one of the following:
 - For an in-person session, select **In Person**.
 - For a remote session, select **Remote**.
 - c. Select **Save Session**.

The screenshot shows the 'RISE Live Tests Test Selection' window. On the left, under 'Interims', there is a tree view with 'ELA' expanded, showing checkboxes for 'Interim: ELA Grade 3' through 'Interim: ELA Grade 8'. 'Interim: ELA Grade 3' is selected. Below this is a 'Math' section with an unchecked checkbox. On the right, a summary shows '1 Tests Selected' and 'Interim: ELA Grade 3'. At the bottom right, there are 'Session Settings' including 'Session Type' (In Person, Remote or Hybrid) and 'Select Test Reason' (Fall). A 'Start RISE Live Tests Session' button is at the bottom right.

8. The *Session Information* pop-up window appears. This pop-up window provides the session ID teachers need to share with students so students can join the session when it starts. Note the guidance for securely communicating with students in the section [How to Communicate Session Information Securely to Students](#). Teachers should also copy this session ID for themselves and save it in a secure location in case they need it later. After providing the session ID to students and copying it, select **Close**.

The screenshot shows the 'Session Information' pop-up window. It has a title bar with a 'Close' button. The main text says: 'If your students will use the Secure Browser, please share this Session ID:'. Below this, the session ID 'UAT-D6E8-3' is displayed in large, bold text. A 'Copy' button is located below the session ID.

9. The *Test Administration* site appears again, displaying the *Upcoming Sessions* page. The scheduled session appears in the table.

These are your upcoming testing sessions.

The table below shows all your upcoming sessions.

Upcoming Sessions				
Session ID	Session Info	Type	Share	Action
UAT-CD49-3T	Geometry September 30 9/30/2020 - 9/30/2020	Remote session	Share Link	Edit Delete

- To edit an upcoming session before it begins, select the **Edit** icon ().
- To delete an upcoming session before it begins, select the **Delete** icon ().

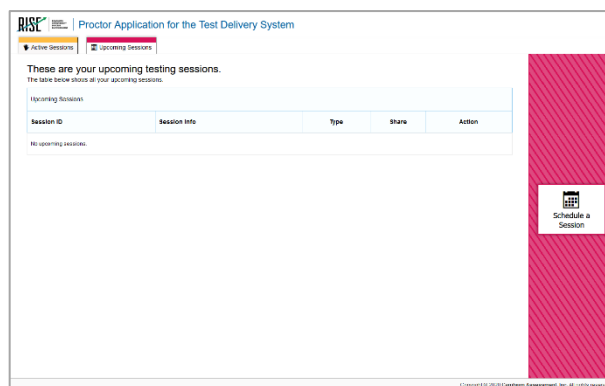
How to Modify an Interim Assessment Session Scheduled in Advance but has Not Started Yet

Teachers can modify Interim Assessment sessions that were scheduled in advance but have not started yet.

For example, a teacher may want to modify a session after it was created to change the start or end date of the session.

Teachers can modify Interim Assessment sessions that were scheduled in advance but have not started yet by following the steps below:

1. Access the RISE test administration site by following steps in the section [How to Log in the Test Administration Site](#).
2. The *Test Administration* site appears. Do one of the following:
 - To modify an Interim Assessment session, select **Upcoming Sessions**. The *Upcoming Sessions* page appears.



3. To edit an upcoming Interim Assessment session, select **Edit** for that Interim Assessment session and do one of the following:
 - To modify an Interim Assessment session, complete steps [4-9](#) in the section [How to Schedule an Interim Assessment Session in Advance](#).

How to Communicate Session Information Securely to Students

Teachers need to communicate session IDs to the Interim Assessment session and student IDs to their students so students can complete Interim Assessments that were scheduled in advance. This information should not be shared over unsecured communication methods like personal email or text messages. Instead, teachers should communicate this information to students using a secure method such as an encrypted email or a classroom management system teachers and students are already using for remote instructional and communication purposes.

Tasks to Complete During Remote Administration

This section lists and explains the tasks that teachers will need to complete to administer and monitor an Interim

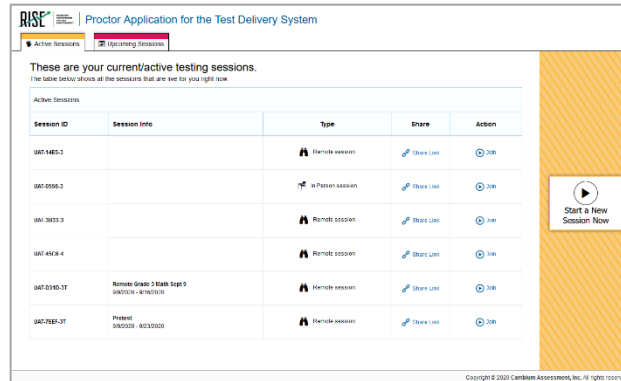
How to Join a Remote Interim Assessment Session Scheduled in Advance

Teachers join an Interim Assessment session they scheduled in advance and approve students into the session so students can complete the Interim Assessment. Teachers should plan to join active sessions in advance to allow students time to log in. Students cannot join a session until the teacher has logged in.

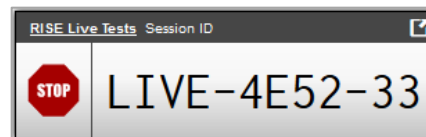
On the RISE *Test Administration* site, Interim Assessment sessions scheduled in advance move automatically from the *Upcoming Sessions* page to the *Active Sessions* page when the start date for the session arrives. Teachers can join the session from the *Active Sessions* page.




Teachers can join an Interim Assessment session that was scheduled in advance by following the steps below:

1. Access the RISE test administration site by following steps in the section [How to Log in the Test Administration Site](#).
2. The *Test Administration* site appears. Select **Join** for the Interim Assessment session you want to join.



3. If the Interim Assessment session is being administered in a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.
4. The *Test Administration* site appears. The session will begin and will continue the same way it would if you had created it to start immediately. The session ID appears at the top of the page.



- To stop the session, select the **Stop** icon ().
- To select additional Interim Assessments to add to the session, select the **Select Tests** icon (). To approve students requesting to join the session, select **Approvals** next to the session ID. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by Interim Assessment. Note, the **Approvals** button becomes active when students are awaiting approval and shows you how many students are awaiting approval. The **Approvals** notification updates regularly, but you can also select the **Refresh** icon () in the upper-right corner to update it manually.

While approving students, you can also view and edit students' test settings and accommodations, if necessary.

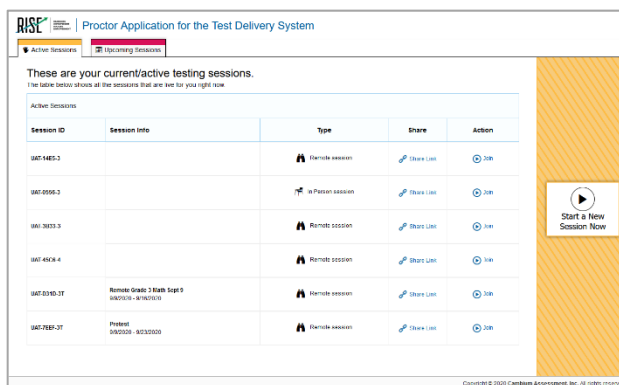
Once students have been approved to join the session, they can begin completing the Interim Assessment.

How to Start Interim Assessment Session Immediately for Students in an Online Setting

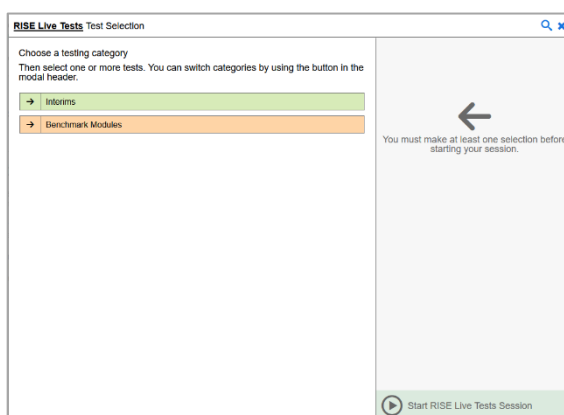
If teachers did not schedule an Interim Assessment session for students who are in an online setting in advance, they can start a session for students who are not in the classroom immediately. When teachers log in, they see a dashboard with two pages: Active Sessions and Upcoming Sessions. To start an Interim Assessments session immediately, teachers start on the Active Sessions page.


Teachers can start an Interim Assessments session immediately by following the steps below:

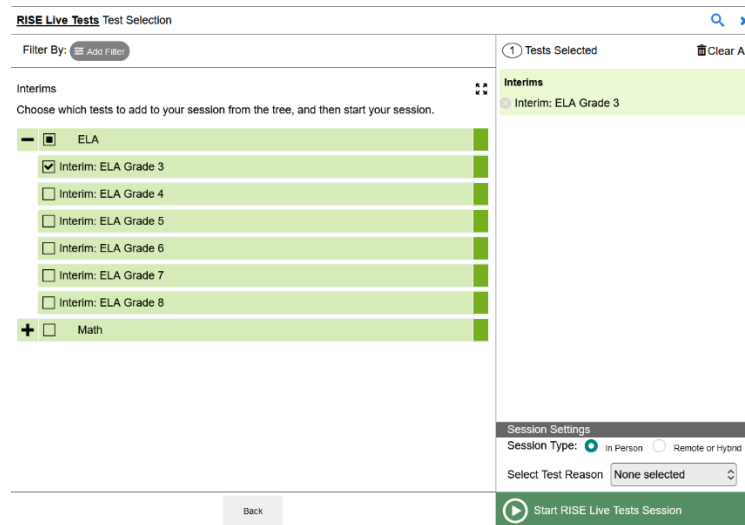
1. Access the test administration site by following steps in the section [How to Log in the Test Administration Site](#).
2. The *Test Administration* site appears, displaying the *Active Sessions* page. Select **Start a New Session Now**.



3. The *Test Selection* page appears. Select the Interim Assessment you wish to administer. It is highly recommended that teachers and students use the RISE Training Tests to practice using the technology built into the RISE remote administration system.


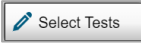



4. The Interim Assessments appear. Select the Interim Assessments that you want to administer. Expand a group of tests by selecting the **Plus Sign** icon () next to that group. Please note that only math and ELA interim assessments are available for remote proctoring.



5. Once you have selected an Interim Assessment to add to the session, the *Session Settings* fields appear. Do the following:
 - a. In the *Session Type* field, do one of the following:
 - i. For an in-person session, select **In Person**.
 - ii. For a remote session, select **Remote**.
 - b. Select **Start RISE Live Tests Session**.
6. If the session is a remote session, a pop-up window appears in your web browser, requesting access to your microphone and camera. Select **Allow**. If you do not select Allow, students taking the test will be unable to see or hear you during video conferences.
7. The *Test Administration* site appears. The session has started. The session ID appears at the top of the page.



- To stop the session, select the **Stop** icon ().
- To select Interim Assessments to add to the session, select the **Select Tests** icon ().
- To approve students requesting to join the session, select **Approvals** next to the session ID. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by Interim Assessment. Note, the **Approvals** button becomes active when students are awaiting approval and shows you how many students are awaiting approval. The **Approvals** notification updates regularly, but you can also select the **Refresh** icon () in the upper-right corner to update it manually.

While approving students, you can also view and edit students' test settings and accommodations, if necessary.


Once students have been approved to join the session, they can begin taking the test.

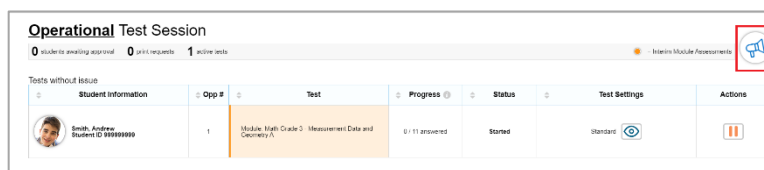
How to Communicate with All Students in a Remote Session at once


Once a remote Interim Assessment session has started and students have joined, teachers can communicate with all students at once through a broadcast feature within the RISE test administration site.

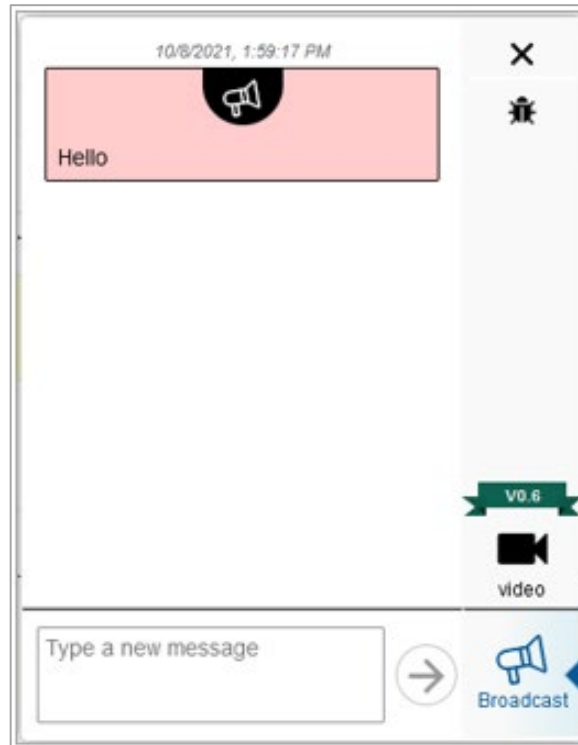
- Broadcasted messages to students pop up automatically as announcements on each student’s screen. Students do not need to do anything for these messages to appear.
- Be sure to keep these messages brief. For example, teachers might tell students “Ten minutes left in the test.” It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to do so.
- Students can respond to teachers through this communication method. Chat messages sent from students to teachers appear only on the teacher’s screen and not on the screens of other students in the session.
- It is highly recommended that teachers and students use the RISE Training Tests to practice using the technology built into the RISE remote administration system.


Teachers can communicate with all students in a remote test session by following the steps below:

1. From the test administration site, select the **Megaphone** icon ().





2. The *Broadcast* pop-up window opens. In the *Type a new message* field, type your message and then select the **Send** icon ().



- Your message automatically appears on the testing device of each student in the session. Students do not need to do anything for this message to appear. It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to do so.
 - Note: TAs and students can report bugs in the pop-up window by clicking on the **Bug** icon () in the upper-right hand corner of the window.



Students can respond to messages by typing a message in the *Type a new message* field and selecting the **Send** icon () on their devices. When a student sends a message, a **Message Waiting** icon () appears under their image on the test administration site. To see the student's message, select their image.

Operational Test Session




0 students awaiting approval

0 print requests

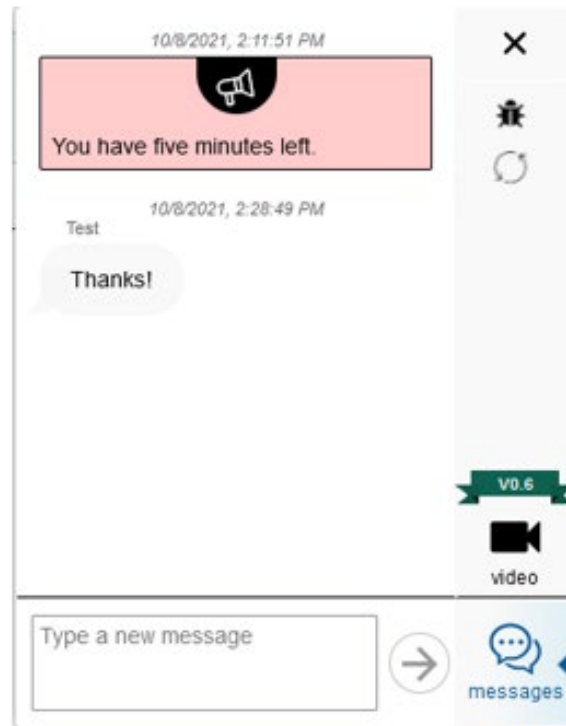
1 active tests

» Interim Module Assessments

Tests without issue

Student information	Opp #	Test	Progress	Status	Test Settings	Actions
<div><div></div><div><div>Smith, Andrew</div><div>Student ID: 000000000</div></div></div>	1	Module Math Grade 3 - Measurement Data and Geometry A	0 / 11 answered	Started	Standard <div></div>	<div></div>

The *Chat* pop-up window opens. Select the **Messages** icon () to view the message sent by the student.

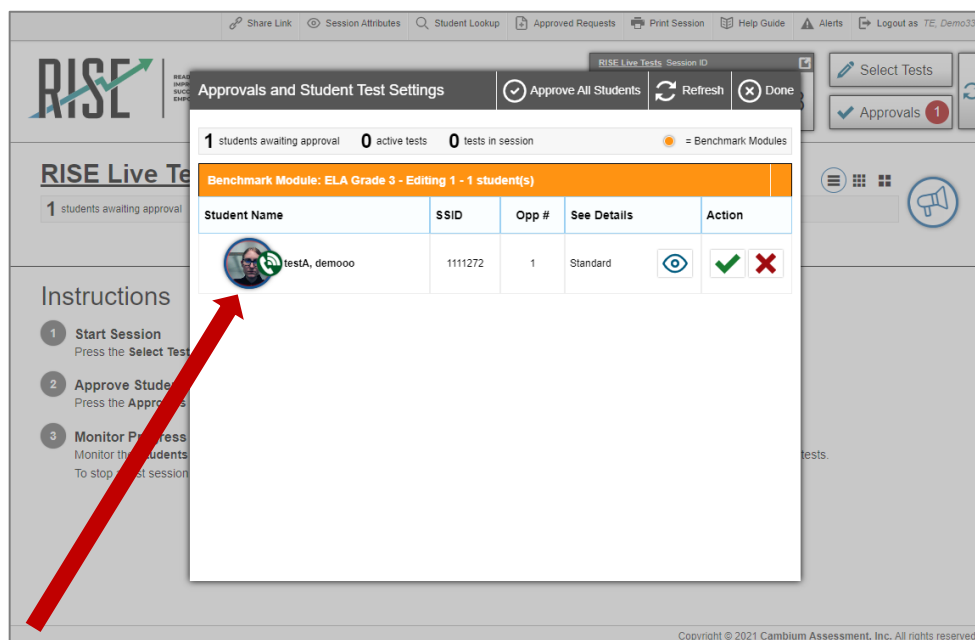


Select **X** to close the *Chat* pop-up window. The test administration site appears.

How to Observe Students while they Complete Interim Assessments Off-Site

While students are testing off-site, teachers can observe low resolution video of all students at once or select one student to view at high resolution.

Low resolution video of all students appears automatically once a student requests to be added to a test session. Teachers will see the video icon appear for students in the pop-up window where the teachers view student test settings and approve students to join test sessions.



For students, when requesting to join a test session, they will see video icons for themselves and the teacher in the bottom-right corner of the “Waiting for Approval” screen.

Waiting for Approval
Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

First Name demo00	Last Name testA
Session ID UAT-FSAF-3	Test Benchmark Module: ELA Grade 3 - Editing 1

RISE Live Test Site
 Click to cancel the request and return to the login page.


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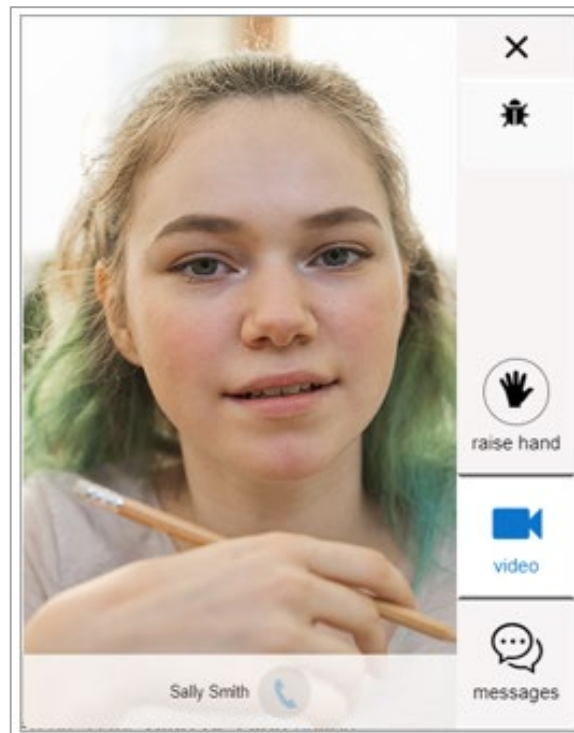
Once teachers approve students to join test sessions, teachers can see the **Student Video** icons on the list of students on the RISE remote Interim Assessment administration site. You may select a larger student view by clicking on the various options to the left of the broadcast icon. Depending on the browser window size and screen resolution, this may change the number of students visible on screen at one time. You can scroll the web page down to continue to view all students currently testing.

While a connection is being made, a **Connection Pending** icon () appears under the student's image on the RISE remote Interim Assessment administration site. The icon disappears once a connection is made.



Teachers can view high resolution video of one student at a time by following the steps below:

1. From the list of students in the test session, select the **Student Video** icon () for the student you wish to view.
2. The *Video Conference* pop-up window appears, displaying high resolution video of the student.




Select **X** to close the *Video Conference* pop-up window. The RISE remote Interim Assessment administration site appears.


How to Start a One-on-one Video Conference with one Student at a time

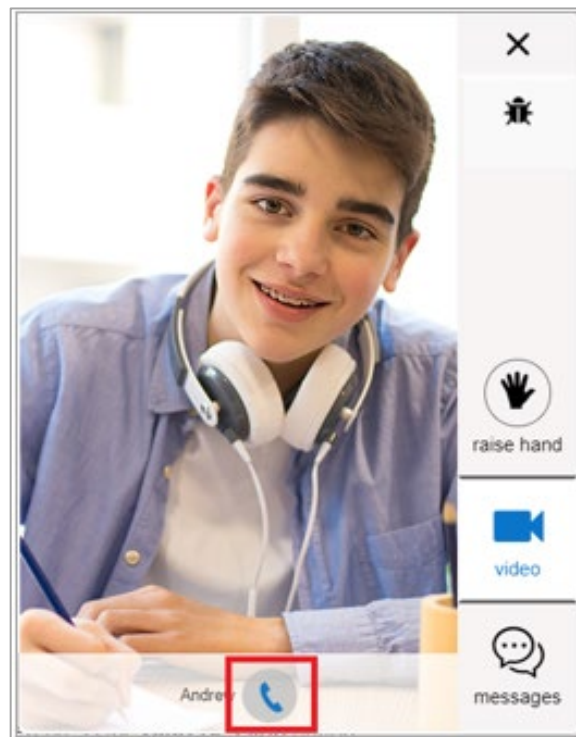
Teachers can start a one-on-one video conference with one student at a time through the RISE remote Interim Assessment administration site. During a video conference, teachers can see and hear the student and, if the teacher allows, the student can see and hear the teacher.

Teachers can start a one-on-one video conference with one student at a time by following the steps below:

1. From the list of students in the Interim Assessment session, select the **Student Video** icon () for the student with whom you wish to start a one-on-one video conference.



2. The *Video Conference* pop-up window opens, displaying high resolution video of the student. Select the **Call** icon () to call the student.




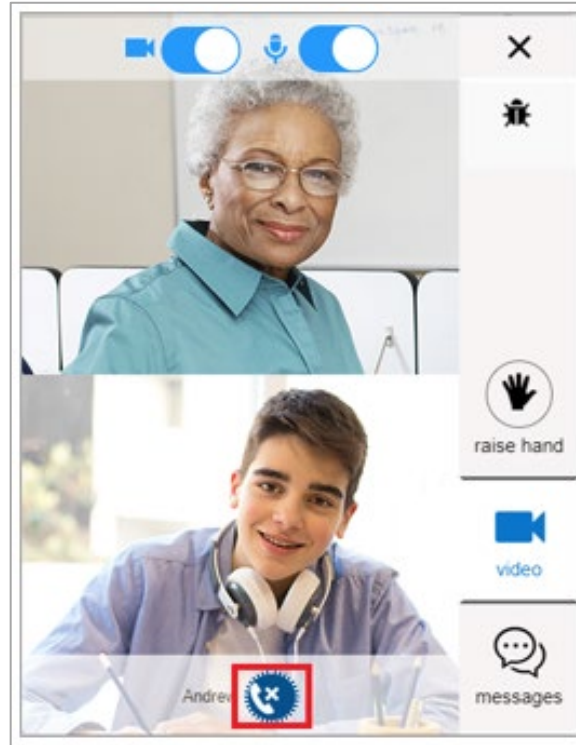
The call is placed. On your device, the *Video Conference* pop-up window displays a split-screen view of you and the student. On the student's device, the *Video Conference* pop-up window displays automatically, displaying the same split-screen view of you and the student.

To toggle your webcam or microphone, do the following:

- To toggle your webcam, select the **Webcam Toggle** icon (). With your webcam off, students are unable to see you.


- To toggle your microphone, select the **Microphone Toggle** icon (). With your microphone off, students are unable to hear you.

To disconnect the call, select the **Disconnect Call** icon ().




How to Respond to Student Requests for Assistance






Students who need assistance can request it from their teacher by virtually “raising their hand” while taking a remote Interim Assessment. Students who request assistance will appear at the top of the class list for efficient monitoring.

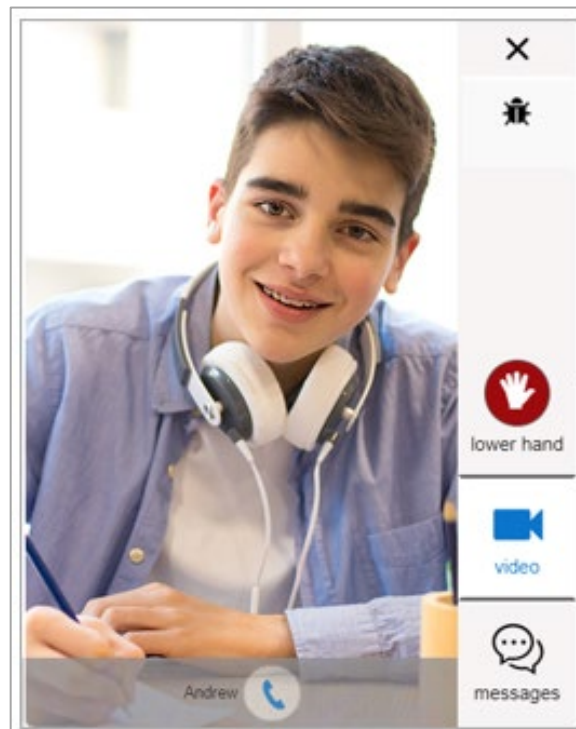
Students who need assistance will appear with a **Hand Raised** icon () next to their name on the list of students on the RISE remote Interim Assessment administration site.



Teachers can respond to student requests for assistance by following the steps below:

- From the list of students in the Interim Assessment session, select the **Student with Hand Raised** icon () for the student to whom you wish to respond.
- The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:


- To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon (). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.
- To start a one-on-one video conference with the student, select the **Call** icon (). The student appears in a split-screen. You and the student can see and hear each other.
 - To toggle your webcam, select the **Webcam Toggle** icon (). With your webcam off, students are unable to see you.
 - To toggle your microphone, select the **Microphone Toggle** icon (). With your microphone off, students are unable to hear you.
- To lower the student's hand, select the **Lower Hand** icon ().
- To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

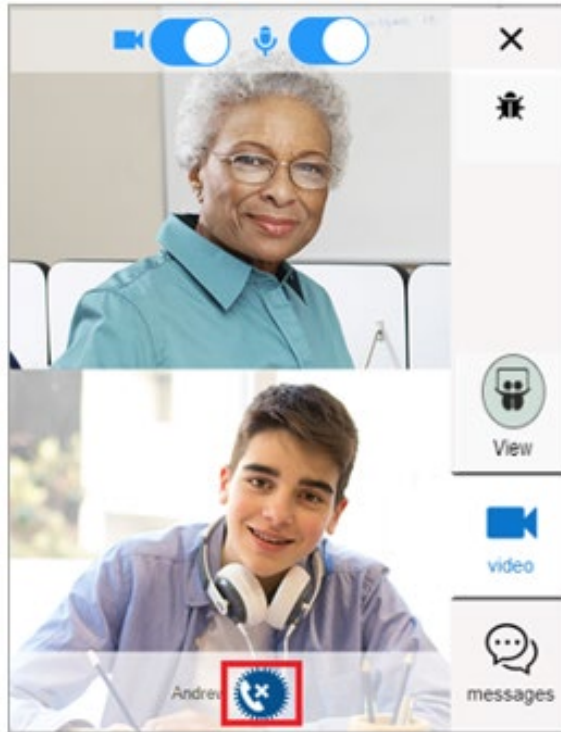


How to View a Student's Screen

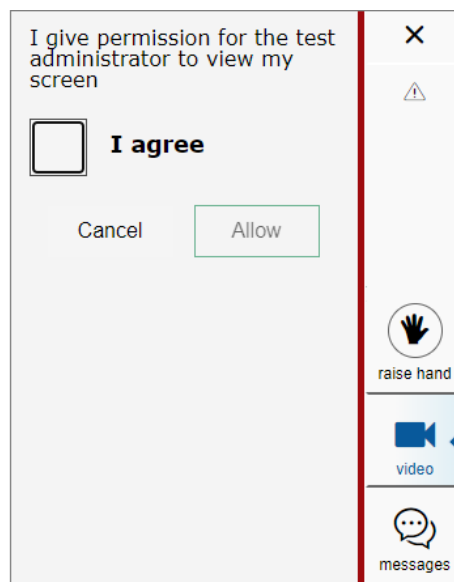
If a student has a question that requires you to see their screen, the system has screensharing functionality.

Teachers can view a student's screen using this functionality by following the steps below:

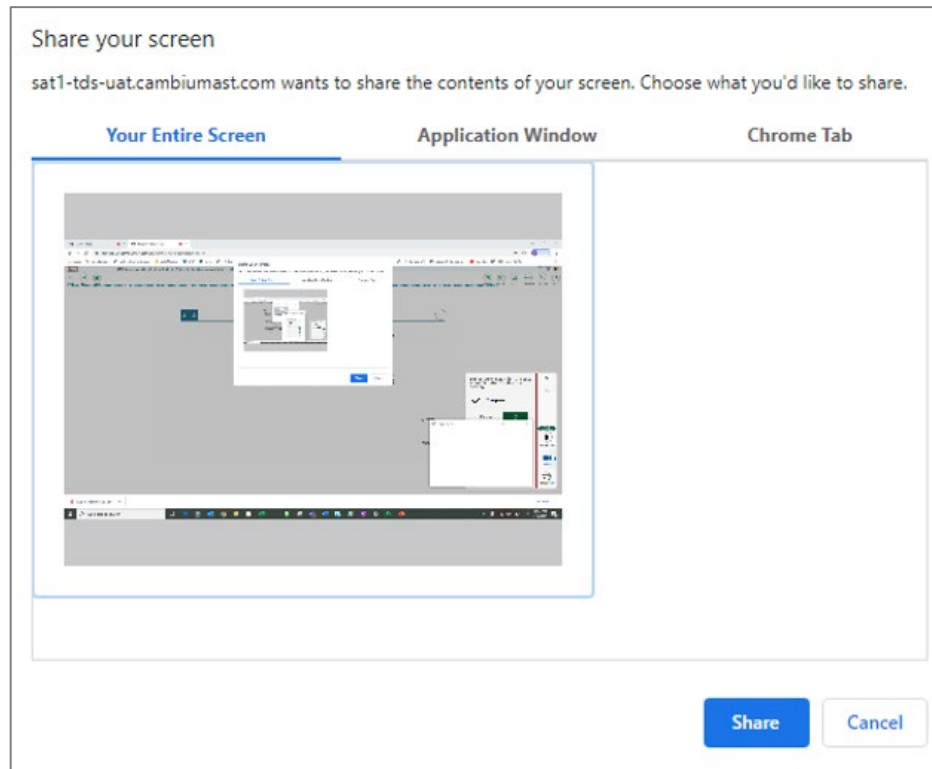
1. In the *Video Conference* pop-up window, select the **View** icon ().




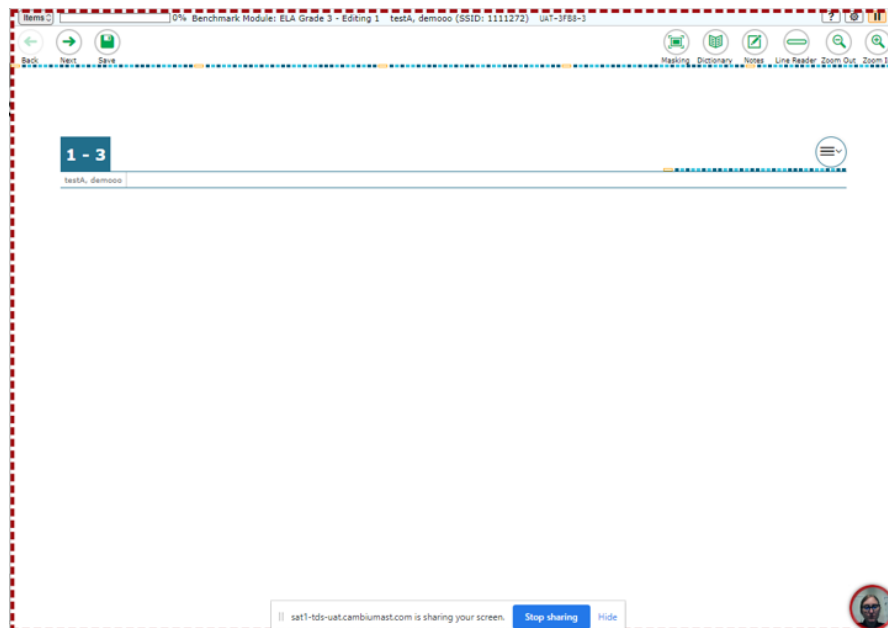
2. A prompt will appear in the student's *Video Conferencing* pop-up window asking them to give permission for the test administrator to view their screen.



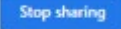
- Once the student selects the **I agree** box, the *Share your screen* pop-up window will appear where the student will specify if they want to share their entire screen, an application window, or a browser tab (as applicable).



- Once the student specifies which screen they want to share and selects the **Share** button (), screensharing will begin. A red, dashed border will appear around the student's screen when it is being shared. The teacher will then be able to view the student's screen.



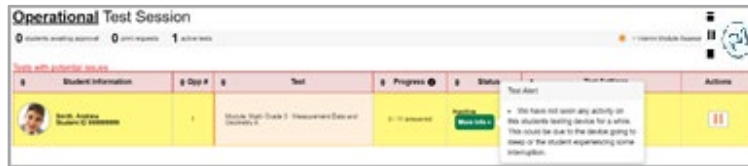
- There are two ways to end screensharing.

- The student can select the **Stop Sharing** button () on their screen.
- The teacher can select the **End** icon () in the *Video Conferencing* pop-up window on their screen.







How to Respond if a Test Alert Appears for a Student

Test alerts appear on the list of students on the RISE remote Interim Assessment administration site if the RISE online testing system has not detected any activity from the student for some time. This may happen if the student's computer has gone to sleep or if the student is experiencing some interruption. In the event of a test alert, all student responses are saved, so students do not lose test data.

Students with test alerts are moved to a *Tests with potential issues* list at the top of the page



Teachers can respond to test alerts by following the steps below:

1. When a test alert appears, select the **Student Video** icon () for the student.
2. The *Video Conference* pop-up window appears, displaying high resolution video of the student. Do one of the following:
 - To send the student a chat message, select **Messages**, enter your message in the *Type a new message* field and select the **Send** icon (). Your message appears automatically on the student's screen. Students can respond to your message with a chat message of their own.
 - To start a one-on-one video conference with the student, select the **Call** icon (). The student appears in a split-screen. You and the student can see and hear each other.
 - To toggle your webcam, select the **Webcam Toggle** icon (). With your webcam off, students are unable to see you.
 - To toggle your microphone, select the **Microphone Toggle** icon (). With your microphone off, students are unable to hear you.
 - To lower the student's hand, select the **Lower Hand** icon (.
 - To close the *Video Conference* pop-up window, select **X**. The list of students in the session appears.

How to End a Remote Interim Assessment Session

Once the last student submits their Interim Assessment, teachers can end the remote Interim Assessment session. After the Interim Assessment session is ended or once an individual student logs out of the session, teachers and students will no longer be able to see or communicate with each other through the RISE system. Guidance will need to be provided to students since no communication within RISE will occur once a student submits their Interim Assessment. It is highly recommended that teachers and students use the RISE Training Tests to practice using the technology built into the RISE remote administration system.

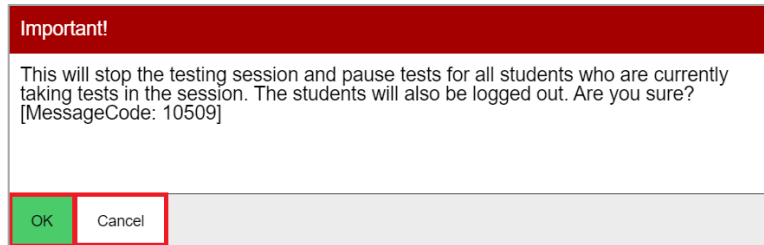
Stopping a session automatically logs out all the students in the session and pauses their Interim Assessment. Once a session is stopped, it cannot be resumed. To resume the Interim Assessment, a new session should be started. Please note: updated session information will need to be provided for students when this occurs.

3. In the upper-right corner of the test administration site, select **Stop**.



4. A confirmation message appears. Do one of the following:

- To stop the session, select **OK**.
- To cancel the action and return to the session, select **Cancel**.



Remote Interim Assessment Student Instructions

Before the Interim Assessment begins and after the student submits the Interim Assessment, it is required that proctors have an outside method of communication (e.g., Zoom, Google Classrooms, local LMS, or alternative secure communication software) to communicate the following instructions with their students who are testing remotely. The enhanced communication features that exist within the RISE testing platform are only active while the test is live, and will cease to function entirely once the student submits their Interim Assessment. It is highly recommended that teachers and students use the RISE TA-proctored Training Tests to practice and familiarize themselves with the remote administration features prior to administering and/or completing the Interim Assessments.

Please note that remotely proctored Interim Assessments taken within the Secure Browser do require a third-party communication software to be disabled on the student’s machine Interim Assessment is underway. You may continue to communicate through any third-party platform you typically use in the classroom as needed to provide the following

Any instructions below with the directive to ‘**Say**’ should be taken in the context to communicate to the remote students in the method (written or oral) that your third-party communication platform supports.

Steps for Directing Students

Remote students will view the same login interface appearance displayed within the RISE Secure Browser.

SAY: “You will now sign into the test. You should see a sign-in screen on your device. If you do not, please let me know now.” [Pause.] “On the sign-in screen, please enter your first name and seven-digit SSID along with the Session ID.” [If sign-in tickets have not been provided, provide students with their first name and SSID as displayed in TIDE system.] “Then click the ‘Sign In’ button.”

Troubleshooting tips: If a student is unable to sign in, they will be prompted to try again or contact the TA.

- Has the student entered his or her legal first name, not a nickname?
- Has the student entered the correct SSID?
- Has the student entered the correct Session ID?

Please note: The TA can look up the student’s information using the Student Lookup function on the TA site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about the Student Lookup Feature.

Student Lookup Function in TA Site

Quick Search Advanced Search Class

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.

SSID: 111472 Submit SSID

Search Results

First Name: demooo
 Last Name: testA
 SSID: 111472
 Grade: 04
 Date of Birth: 10192000
 Gender: F
 School: DEMO SCHOOL 1
 District: USBE
 Name:

Test Sign-in for Students

NOTE: Please see the Appendix for information on common sign-in errors

Figure 90. Student Sign In Page

Pause while students sign in (see Figure 90).

SAY: “Please review the information on the screen, making sure the information on the screen is correct. If any of the information is incorrect, please inform me and I will help you; otherwise, select Yes to continue.”

Figure 91. Is This You? Page

SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. You should wait for your test to be approved. I will approve your test when I am finished giving instructions. ”

Figure 92. Students' Your Tests Page

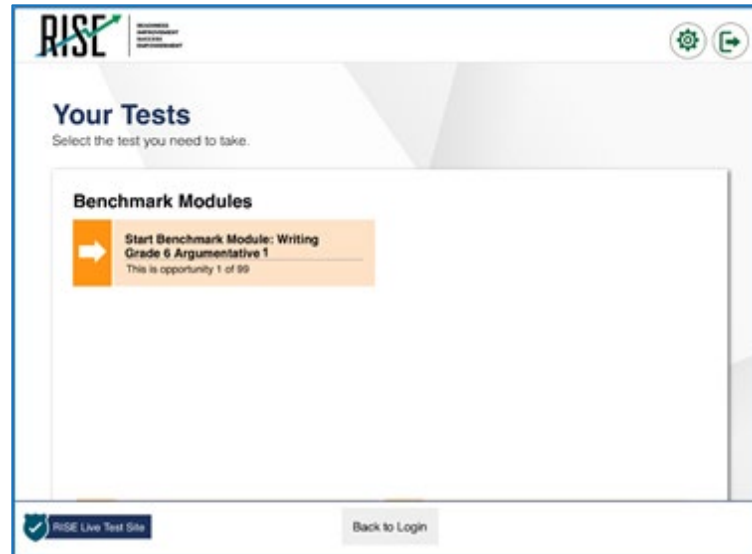
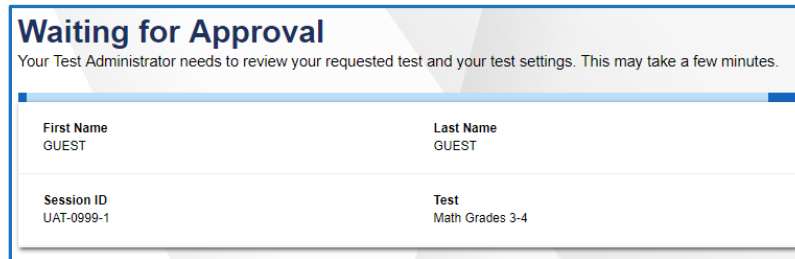


Figure 93. Waiting for Approval Page



SAY: “On the next screen, you will be presented with a series of Audio/Video Checks screens. If you are testing remotely, these screens include checks for your web camera and microphone, as well as audio playback and text to speech functions. You will need select Yes to allow access to the web camera and microphone so that I can see and hear you while you are completing your Interim Assessment. If your web browser also requests permission to access your web camera and microphone, please select the option that permits the web page access to your web camera and microphone.”

Figure 94. Audio/Video Checks Screens

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Camera Check

Ensure you are able to use the camera. Check the box below to grant permission to access the camera, then test the camera functionality.

☐

I agree to grant the browser permission to access the camera.

Next Step:

If you can see a live stream of your camera, choose **I see myself**. If not, choose **I cannot see myself**.

I see myself

I cannot see myself

Skip

Audio Playback Check

Make sure audio playback is working.

To play the sample sound, press the speaker button.

Next Step:


If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound


I did not hear the sound

Recording Device Check

Make sure your recording device is working.



1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.




Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

Text-to-Speech Sound Check

Make sure text-to-speech is working.



Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings

Current Voice Pack: Microsoft David Desktop - English (United States)

Use the sliders to adjust the available text-to-speech settings.

Volume

10

Pitch

10

Rate

10

Next Step:

If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

SAY: “Please complete each check and let me know if you have any issues with the technology. If you cannot hear the voice or it isn’t clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the sound’ and inform me of the issue. If you are remote and cannot see yourself or hear yourself during the checks, please click ‘I cannot see myself’ or ‘I did not hear my recording’ and inform me of the issue.”

SAY: “Once you complete the audio/video checks, the Instructions and Help page will appear. You can review this page to understand what resources and tools are available and how to complete your Interim Assessment.”

Figure 95. Instructions and Help Page

Instructions and Help
 You may select the question mark button to access this Help Guide at any time during your test.

Test Settings
 Use this button to review your test settings
[View Test Settings](#)

Additional Test Information
 Things to keep in mind before you start the test:
 • If you need to use the restroom, please raise your hand.
 • No snacks during the test.

Help Guide
 The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.
[View Help Guide](#)

[Test Site](#) [Begin Test Now](#) [Return to Login](#)

SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. If you do not know how to use the system to enter your response, please inform me and I will help you. Please remember that I will show you only how to use the program.”

SAY: “Today’s testing session will go until [insert time the session will end]. Everyone should complete a test by this time. To review your test before submitting it, select the ‘End Test’ button and select the items you want to review from the End Test screen. It will help you to see if you have answered all the items. You can go back to an item by clicking on the item number. Then select Review again to return to the Review screen. When you have completed your test, please inform me before you click the ‘Submit Test’ button. Once you submit your Interim Assessment, the web cam, microphone, and text chat will no longer be available. Once you have finished your review and you are ready to submit the test, please click the ‘Raise Hand’ button before you submit your Interim Assessment so I can check in with you before you select the ‘Submit Test’ button. You are now ready to take the [insert Interim Assessment]. This assessment is designed to measure your understanding of the [insert standard or learning objective].”

SAY: While you are completing your Interim Assessment remotely, you will see in the bottom right-hand corner of your screen an icon that you may click on to communicate directly with me. If you run into any issues or have any questions, please click on that icon and click on the ‘Raise Hand’ button, and I will assist you.”

SAY: “I will now approve your Interim Assessment, allowing you to go through the Audio/Video checks and Help guide. Once you are done, select Begin Test Now. When you have finished, please raise your hand to let me know you have completed your test.”

Note: Reading the assessment scripts is required for all remote administration of the RISE Interim Assessments to familiarize teachers and students with RISE standardized testing procedures. The scripts for each Interim Assessment are found below.

Remote ELA or Mathematics Interim Assessment Script

Beginning of ELA or mathematics remote Interim Assessment session:

SAY: *“You are now ready to take the [insert Interim Assessment]. This Interim Assessment is designed to measure your understanding of [insert standard or learning objective]. When you have completed your assessment, please click the ‘Raise Hand’ button before you submit your Interim Assessment so I can check in with you before you select the ‘Submit Test’ button. Once you submit your Interim Assessment, the web cam, microphone, and text chat will no longer be available.*

End of ELA or mathematics remote Interim Assessment session:

Within the testing interface, click on the ‘Broadcast’ button.

SAY: *“There are five minutes remaining in this Interim Assessment session. Please prepare to pause or end your Interim Assessment. If your Interim Assessment is paused, you will not be able to return to items you have responded to, so please review them before you pause the assessment. You will not be able to return to your Interim Assessment once you have submitted it.” When you have completed your assessment, please click the ‘Raise Hand’ button before you submit your Interim Assessment so I can check in with you before you select the ‘Submit Test’ button. Once you submit your Interim Assessment, the web cam, microphone, and text chat will no longer be available.*

Follow local procedures to actively proctor the Interim Assessment 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 Interim Assessment for scoring.

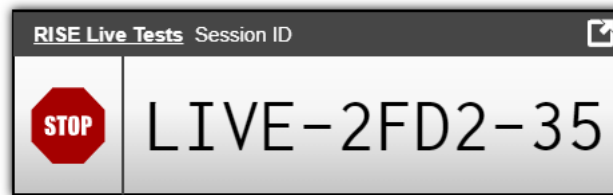
Ending the Remote Interim Assessment Session

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by remote and classroom students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- When all students have completed their Interim Assessments, or the current assessment session is over, you should stop the Interim Assessment session. Stopping a session automatically signs out all the students in the session and pauses their assessments. Click the **STOP** button in the upper-right corner next to the Session ID (see Figure 96). Please note: for remote administration, a new session ID will need to be provided to all students once the session has been stopped.

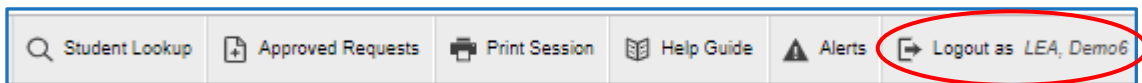
Figure 96. Session ID Window



Remote Test Administrator—Sign Out

After ending the remote Interim Assessment session, click the **Logout** button in the upper-right corner of the TA site (see Figure 97).

Figure 97. Logout Button on TA Site Banner



After Remote Interim Assessment Administration

Please reference the *Reporting User Guide* for instructions on accessing reports following the RISE Interim Assessments. For instructions on interpreting the results, please consult the *Reporting User Guide*. The document can be found at UtahRISE.org.

RISE Summative Assessments

RISE provides students, teachers, and parents a baseline for student learning, while ensuring that student proficiency and growth reflect what they know and can do.

Purpose

Assessments are an essential element of the learning process. Teachers use a variety of assessments. The RISE Summative assessments are designed to assess the knowledge, skills, and abilities described in the Utah Core Standards for English language arts (ELA), writing for grades 5 and 8, mathematics, and science. For information regarding course codes that will require RISE Summative assessments, please contact Maureen.rushing@schools.utah.gov

Testing Windows and Scheduling

For information regarding LEA testing windows, please contact the LEA assessment director. Information regarding state assessment windows is found on the Assessment and Accountability website, www.schools.utah.gov, or users can contact Kim Rathke, kim.rathke@schools.utah.gov.

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

Each LEA is responsible for determining school testing schedules. Under the direction of the LEA, schools may divide the times specified in the table below into multiple testing sessions, depending on local needs. Table 9 outlines required testing times for each RISE Summative assessment.

Expected Testing Times

Table 9. Required Testing Times

Subject	Test Administration	Most Students Should Be Finished	All Students Should Be Finished
English language arts (ELA)	Reading, Language, Listening	90 minutes	135 minutes
Mathematics	All	90 minutes	135 minutes
Science	All	90 minutes	135 minutes
Writing	Writing Grades 5 and 8, one prompt either Opinion/ Argument or Informative	60 minutes	90 minutes

Extra Testing Time

It is inappropriate for the TA (teacher or test administrator) to allow students to take excessive time to test. In rare circumstances, a student may need longer than the times specified here; in those cases, only the LEA assessment director may approve extra testing time for a specific student due to individual student needs or circumstances. RISE is not a timed assessment, so technically, extended time is not an accommodation that needs to be marked in

participation codes. All students should be allotted the appropriate amount of time they need to complete the assessment. However, unlimited time is not appropriate or feasible for any student. When IEP, Section 504 Plan, or EL teams are determining the appropriate amount of extended time for a student on a statewide assessment, it should be based upon the amount of extended time a student uses during instruction, classroom, and LEA assessments. For example, if a student typically takes twice the amount of time to complete an assignment or classroom test, that should be the amount of extended time the student should take for a statewide assessment. Decisions should also be made on a case-by-case basis, keeping in mind the type of assessment.

Unexpected/Unforeseen Circumstances

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

Security

The RISE Summative assessments are secure assessments that follow the 2022–2023 RISE Summative blueprints for each assessed course in either fall or spring. Summative reading passages, writing prompts, and test items may not be reviewed with students, discussed as a class, or reviewed during instructional conversations. All test security requirements of the RISE Summative assessments must be met. Personnel involved in test administration must have Testing Ethics training. For information regarding the Standard Test Administration and Testing Ethics Policy, please contact Kim Rathke, kim.rathke@schools.utah.gov.

Administering the RISE Summative Assessments

This section is designed to guide the test administrator (TA) chronologically through the process of test administration.

Before Testing for Teachers

Step 1: Complete Standard Test Administration and Testing Ethics Policy Training

It is important that every staff member involved in the administration of the RISE assessments receive training in testing ethics and carefully follow the directions for administration as outlined in the Standard Test Administration and Testing Ethics Policy. Testing Ethics Policy training is provided under the direction of each LEA assessment director. This policy is approved by the Utah State Board of Education and updated as needed.

- For information regarding the Standard Test Administration and Testing Ethics Policy Training, please contact Kim Rathke, kim.rathke@schools.utah.gov.

Step 2: Read and Review all RISE User Guides, Manuals, and Documentation

- Ensure you have read all the necessary information for test administration in the [Resources](#) section of the RISE portal; this includes the sections in this *TAM* on how to access RISE systems and on the specific scripts to use for test administration.

Step 3: Review Eligibility of Students for RISE Summative Assessments

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

Step 4: Use the RISE TA-proctored Training Test site to prepare for Summative Administrations

- Ensure that each student and TA has completed a RISE Training Test in each content area prior to administering or completing a RISE summative assessment.
 - Practice the functionality of the Test Delivery System (TDS).
 - * Answer various item types.
 - * Navigate in the interface and through the assessment.
 - * Become familiar with the available settings and resources/tools.

Step 5: Check Student Accommodations, Online Resources, and Participation Codes

- Use TIDE to mark and/or check appropriate accommodations, online resources, and participation codes for Parental Exclusion.
- For more details, refer to the [TIDE User Guide](#) located at UtahRISE.org.

Step 6: Evaluate the Testing Environment Where Your Students Will Be Completing Their Assessments

- Eliminate distracting noises—do not play music during standardized assessments.
- Cover or remove materials that may provide hints or answers to students.
- If possible, arrange the room to prevent students from viewing other computer screens.

- Notify students of electronic device policy—no devices allowed during testing—and how devices will be collected. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable device.

Step 7: Prepare Testing Materials


- Ensure that students have access to their seven-digit SSID, as this information is used to sign into any RISE assessment.
 - Test tickets can be printed from TIDE if needed.
 - For more details on printing student test tickets, refer to the [TIDE User Guide](#), located at [UtahRISE.org](#).
- Allowed Materials
 - Headphones (required for all RISE assessments)
 - Scratch and/or graph paper (required for all RISE assessments)
 - Calculators, as appropriate

Headphones

All students will need headphones to listen to online testing resources/tools instructions as well as audio in the assessments.

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

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.

 *Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.*

Scratch/Graph Paper

The scratch/graph paper becomes part of the secure testing materials. Students may not take their scratch/graph paper with them or bring scratch/graph paper to a testing session. The use of sticky notes, white boards, or teacher-created graph paper, or graphic organizers, even if specified on a student's IEP, is not allowed. The TA should always collect scratch/graph paper at the end of every session. If a student wants to reuse scratch/graph paper on a later session (e.g., notes from the writing session), they may, as long as the scratch/graph paper is for the same test and is securely stored between sessions. After the testing session has closed, the TA must ensure that all scratch/graph paper is destroyed.

Calculators—Mathematics

Please note: the [RISE Calculator Manual](#) is available on the portal.

Working with numbers by hand was purposeful in the design of the Elementary Mathematics Utah Core Standards. Because of this purpose, calculators are not allowed in grades 3–5.

Grades 3–5: Calculators are NOT allowed.

- Calculators are not available onscreen.
- Students cannot use handheld calculators.

Grade 6: Calculator is embedded and provided ONLY on the second segment of the session for Geometry and Statistics/Probability section.

- The calculator is available ONLY onscreen.
 - Students cannot use handheld calculators. (Students with a calculator accommodation documented in an IEP or Section 504 Plan can bring in a handheld four-function, non-internet accessible calculator to use ONLY on the calculator segment, on items for which a calculator is available onscreen.)

Grade 7 and Grade 8: Calculators are allowed on all items.

- The calculator is available onscreen.
- Students may also provide their own calculators or use a classroom calculator that was used during classroom instruction (e.g., scientific, graphing, or basic).

No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices.

Calculators—Science

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

- An onscreen calculator is available to ALL students.
 - **Grades 4–6** will have a basic four-function calculator (i.e., add, subtract, multiply, and divide).
 - **Grades 7–8** will have a scientific calculator (including logarithms, trigonometric functions, and scientific notation; no graphing).
- Students may also provide their own calculators or use a classroom calculator that was used during course instruction (e.g., scientific, graphing, or basic).
- No electronic devices that can be used as calculators are allowed during testing. Electronic devices include, but are not limited to, cellphones, smart phones, smart watches, or any other internet-capable devices.

Test Irregularities Requiring a Test Appeal

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

Grace Period Extension

Grace Period Extension (GPE) allows the student to review previously answered questions upon resuming a test or test segment after expiration of the 20-minute pause timer. Upon receiving a GPE, a student can review previously answered questions when resuming the test. The normal pause rules apply to this opportunity. Grace Period Extensions can be created by an LEA- or School-level User but require approval by an LEA-Level user.

Pause and Test Timeout Rules

Pause Rules

TAs and students can pause a test to temporarily log the student out of the test session. Students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review.

However, in the specific case where a student begins a multi-part item or a science cluster but does not respond to all sections of the item or cluster and then pauses their test, the system will reopen on that multi-part item or cluster on test resumption to allow completion of that specific item or cluster before progressing. In this case the student still will not be able to return to previously answered items if pause time has exceeded 20 minutes.

The only exceptions to this pause rule are if a student pauses the test before answering all the questions/parts of the cluster on the current page for that specific incomplete item, if this is a writing test, or if the school administrator submits a grace period extension appeal in TIDE.

These pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 20 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

Reset a Test

Resetting a test eliminates all responses for a student. When that student signs into the test again, the test will start over. This should be done only in situations where the test cannot be appropriately completed as is (e.g., two students accidentally sign 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. Test Resets can be created by an LEA- or School-Level User but require approval by an LEA-Level user.

Reopen a Test

Reopening a test changes the test's status from completed or reported to paused. This is useful if a student accidentally submits a test prior to reviewing it. After you reopen a test, a student can resume it. A test should not be reopened once a student sees a score. Test Reopens can be created by an LEA- or School-Level User but require approval by an LEA-Level user.

Reopen a Test Segment

Reopening a test segment changes the test segment's status from completed to paused. (Only the grade 6 mathematics test is a segmented test.) This is useful if a student accidentally submits the first segment of a grade 6 mathematics test prior to reviewing it. After you reopen a test segment, a student can resume it. A test segment should not be reopened once a student sees a score. Test Segment Reopens can be created by an LEA- or School-Level User but require approval by an LEA-Level user.

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 material or a parental exclusion was received after the test was started or completed, etc.). If a test is invalidated, the student is not given another opportunity to take the test. Test Invalidations can be created by an LEA- or School-Level User but require approval by an LEA-Level user.

Please refer to the [TIDE User Guide](#) for detailed instructions on creating appeals, including test invalidation and grace period extensions, located at UtahRISE.org.

During Testing

The steps below outline the process for test administrators (TAs) to sign into TIDE. Students sign to RISE via the Secure Browser. It is highly recommended that all TAs review the scripts and test administration procedures prior to the day of administration.

TAs will help students sign into their assessments by reading the directions for administration. Reading the scripted instructions is required as part of each standardized test administration. All directions are indicated by the word “**SAY**” in bold type. Read these directions exactly as they are written. Follow the test-specific instructions for administering each test. Sections that will need to be tailored to the specific testing situation are noted. Directions and scripting are the same for most tests. Please note that there are unique directions and scripting for writing; mathematics grades 6, 7, and 8; and for students with screen reader and/or braille accommodations.

Step 1: Distribute Materials

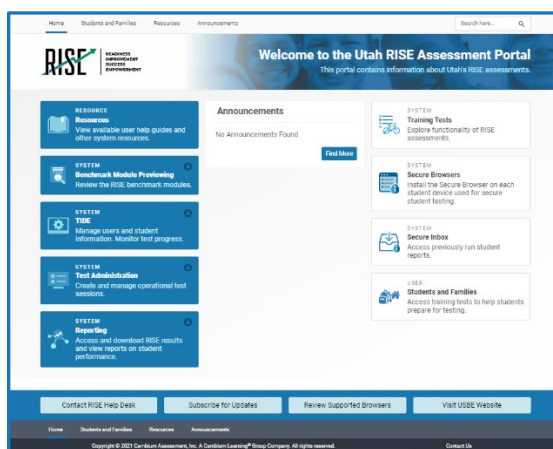
- Ensure that blank scratch/graph paper and headphones are distributed. If you are using student test tickets, ensure that those are also distributed.
- Follow local procedures to ensure that the Secure Browser is available and launched on each device students will use for the test. Ensure that all students have headphones and a keyboard.
- TAs may provide sign-in information to students using test tickets generated from TIDE or may follow local procedures to help students sign in. For information on generating test tickets or locating student sign-in information in TIDE, refer to the [TIDE User Guide](#), located at [UtahRISE.org](#).

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

Step 2: Sign into TDS system

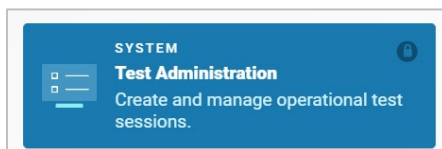
- Navigate to the RISE Portal (see Figure 98) at [UtahRISE.org](#).

Figure 98. RISE Portal Home Page



- Click on the **Test Administration** card (see Figure 99).

Figure 99. Test Administration Card



- You will be directed to the TDS sign-in screen (see Figure 100).

Figure 100. Test Delivery System Sign-in Screen

- Enter your username (email address) and password into the respective text fields.
- Click **Secure Login**. The TA site will display with the list of possible tests to add to your session.

Note: If you do not have a username and password, contact your school administrator.

Step 3: Select Tests to Administer

- In the test selection tree (see Figure 101), mark checkboxes for the test or tests you want to include in the session. Best practice is to select only the individual test(s) to be delivered in your session to prevent students from starting the wrong test by mistake. The system does allow users to select groups of tests if needed. To select all tests in a group, mark the checkbox for that group.
- Click **Start RISE Live Tests Session**

Figure 101. Test Selection Window

Step 4: Locate Session ID

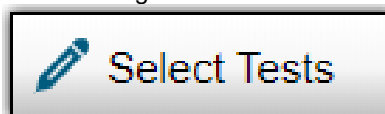
- You will see the Session ID for the test(s) to be administered (see Figure 102).

Figure 102. Session ID Window



- Each test session will be automatically assigned a unique Session ID. The Session ID to begin each testing session will be provided to students by the TA.
- If necessary, you can add additional tests to an ongoing test session by selecting **Select Tests** from the Session ID window (see Figure 103).

Figure 103 Select Tests



Step 5: Help Students Sign into the Test Session

- Students access RISE assessments through the Secure Browser, which must be downloaded and installed on the testing device.

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.



*Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.*

Summative Student Instructions—Required for every assessment

The following directions provide the necessary detail for students to enter RISE to begin testing. These are required to be read to students before every testing session and are applicable for every test, no matter the content.

SAY: “You will now sign into the test. You should see a sign-in screen on your device. If you do not, please let me know now.” [Pause.] “On the sign-in screen, please enter your first name and seven-digit SSID along with the Session ID.” [If sign-in tickets have not been provided, provide students with their first name and SSID as displayed in TIDE system.] “Then click the ‘Sign In’ button.”

Troubleshooting tips: If a student is unable to sign in, they will be prompted to try again or contact the TA.

- Has the student entered his or her legal first name, not a nickname? Please note: some students have two first names. If two first names are listed e.g., John Henry, both names must be entered
- Has the student entered the correct SSID?
- Has the student entered the correct Session ID?

Please note: The TA can look up the student’s information using the Student Lookup function on the TA site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about the Student Lookup Feature.

Student Lookup Function in TA Site

Test Sign-in for Students

NOTE: Please see the Appendix for information on common sign-in errors.

Figure 104. Student Sign In Page

Pause while students sign in (see Figure 104).

SAY: “Please review the information on the screen, making sure the information on the screen is correct. If any of the information is incorrect, please raise your hand and I will help you; otherwise, select Yes to continue.”

Figure 105. Is This You? Page

SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. I will approve your test when I am finished giving instructions about the system checks you will see next.”

Figure 106. Waiting for Approval Page

First Name GUEST	Last Name GUEST
Session ID UAT-0999-1	Test Math Grades 3-4

SAY: “After I’ve approved your test, you will be presented with a series of Audio/Video Checks screens. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the sound’ and raise your hand.”

Figure 107. Audio/Video Checks Screens

Audio Playback Check
 Make sure audio playback is working.
 To play the sample sound, press the speaker button.
Next Step:
 If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Text-to-Speech Sound Check
 Make sure text-to-speech is working.
 Press the speaker button. You should hear a voice speak the following sentence: “This text is being read aloud.”

Sound Settings

SAY: “Once you complete the audio/video checks, the Instructions and Help page will appear. You can review this page to understand what test resources/tools are available and how to navigate through the test.”

Figure 108. Instructions and Help Page

Test Settings
 Use this button to review your test settings
 View Test Settings

Additional Test Information
 Things to keep in mind before you start the test:
 • If you need to use the restroom, please raise your hand.
 • No snacks during the test.

Help Guide
 The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.
 View Help Guide

Test Site Begin Test Now Return to Login

SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. 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 program.”

Please note: If you have students using the Refreshable Braille, Spanish Adaptive, or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.



Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

ELA, Mathematics (grades 3, 4, 5, 7, 8), or Science Summative Script

Please note: If you are administering a Grade 6 mathematics assessment, please turn to page 162. If you are administering a Grade 5 or 8 summative writing assessment, please turn to page 158.

SAY: “You are now ready to take the [insert grade level, course name] test. This test is designed to measure your understanding of the Utah Core Standards for [insert grade level, course name]. You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. Also, you will find tutorials available on each item showing how to work with each item type. If you find that you do not know how to enter your responses, please raise your hand. If you do not finish during this testing session, you may be able to continue later. I will let you know when there are about five minutes left in the session.”

For ELA, Writing, or Math Tests:

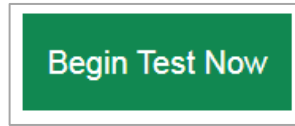
SAY: “You must answer all the questions on each page before you can move to the next page. As you go through the test, you can mark questions you have answered that you want to come back to review before you pause or submit your test today. Even if you don’t mark questions for review, you will have a chance to review your answers to all questions before you pause or submit your test today. However, you will not be able to return to previous marked questions in the next testing session, so please make sure to review your test and check any questions marked for review at the end of today’s session. You will not be able to return to the test once you have submitted it. To review your test before submitting it, select the ‘End Test’ button and select the items you want to review from the End Test screen. You can go back to an item by clicking on the item number. Once you have completed your review and are ready to submit the test, please raise your hand.”

For Science Tests:

SAY: “You must answer all the questions on each page before you can move to the next page. As you go through the test, you can mark questions you have answered that you want to come back to review before you pause or submit your test today. Even if you don’t mark questions for review, you will have a chance to review your answers to all questions before you pause or submit your test today. If you partially begin but do not respond to all parts of an item cluster, the test will resume on that item cluster in the next testing session for you to complete. However, you will not be able to return to previous marked questions in the next testing session, so please make sure to review your test and check any questions marked for review at the end of today’s session. You will not be able to return to the test once you have submitted it. To review your test before submitting it, select the ‘End Test’ button and select the items you want to review from the End Test screen. You can go back to an item by clicking on the item number. Once you have completed your review and are ready to submit the test, please raise your hand.”

Follow local procedures to actively proctor the test session and to document any testing anomalies that occur.

Figure 109. Begin Test Now Button



SAY: *“I will now approve your test, allowing you to go through the Audio/Video checks and Help guide. Once you are done, select Begin Test Now.”*

Five-Minute Alert Before the End of the Test Session

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

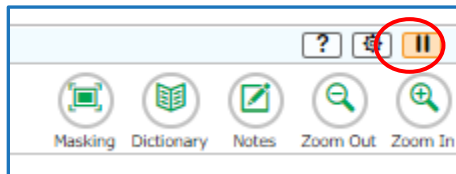
SAY: *“There are five minutes remaining in this test session. Now, please review any test items you answered because you will not be able to review them later. If you are not finished with this test, you will have a chance to answer the remaining items later.”*

Ending the Test Session

Students—End the Session and Sign Out

SAY: “The test session is now over. If you have not finished, click the ‘Pause’ button in the upper-right corner.”

Figure 110. Pause Button



SAY: “If you have completely finished the test, click ‘End Test’ and raise your hand when you see the Attention box.”

Figure 111. End Test Button

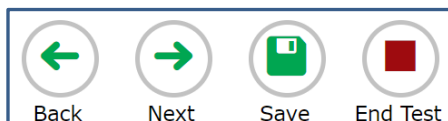
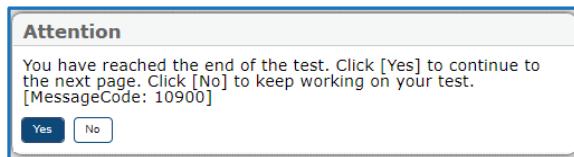
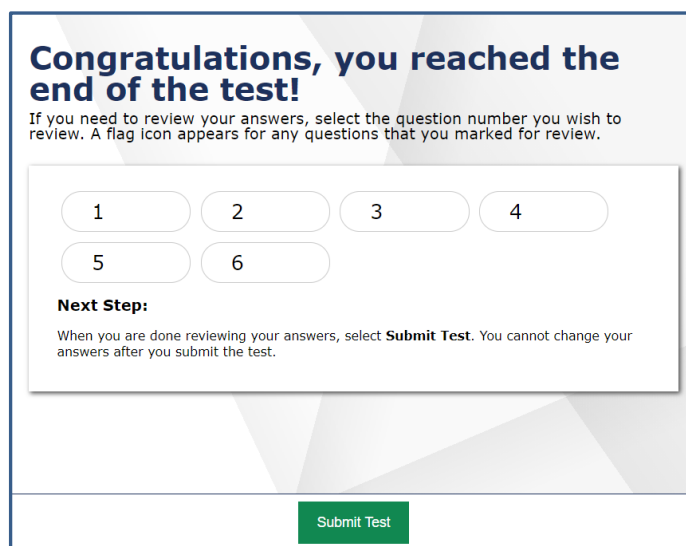


Figure 112. End of Test Attention Screen



SAY: “Please review your test one more time to make sure you are happy with your responses. You will not be able to return to the test after you have submitted your test.”

Figure 113. End of Test Review Screen



SAY: “Click Submit Test on the Review Items Screen to submit your test.”

SAY: “If you do not know how to submit your test, or cannot submit your test, please let me know now.”

The student can click **Logout** to exit the Secure Browser.

[Pause.]

SAY: “I will now collect your testing materials.”

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if provided (should have been collected already and placed in a secure location after the students began testing)

Test Administrator—Sign Out

SAY: “Click ‘Logout’ in the top right corner of the TDS system.”

Figure 114. Logout Button in TDS



Summative Writing Script

The writing assessment may be completed in multiple testing sessions within the testing times listed in the Testing Windows and Scheduling section of this manual. Testing sessions should be reasonable and must fit within local testing schedules.

SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. You should wait for your test to be approved. I will approve your test when I am finished giving instructions.”

Figure 115. Students’ Your Tests Page

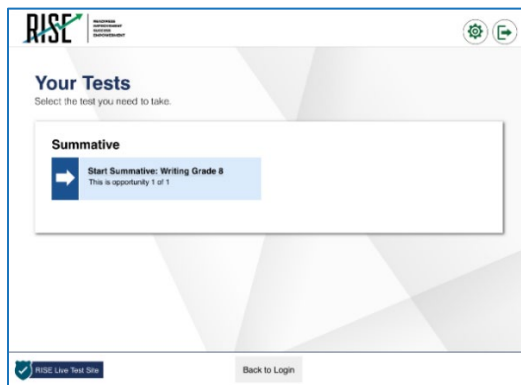


Figure 116. Waiting for Approval Page

The screenshot shows the 'Waiting for Approval' page. At the top, it says 'Waiting for Approval' and 'Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.' Below this is a table with the following information:

First Name Barnes330	Last Name Dorn#65230
Session ID LST456C203	Test Summative Writing Grade 8

At the bottom, there is a 'View Live Test Site' button and a link that says 'Click to cancel the request and return to the login page.'

SAY: “Next, you will be presented with an Audio/Video Checks screen. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the voice’ and raise your hand.”

Figure 117. Audio/Video Checks Screen

The screenshot shows the 'Audio/Video Checks' screen. It says 'Your test uses multi-media features. Please perform the following checks before continuing.' The first check is 'Text-to-Speech Sound Check' with instructions to 'Make sure text-to-speech is working.' and 'Press the speaker button. You should hear a voice speak the following sentence: “This text is being read aloud.”' Below this is the 'Sound Settings' section with a dropdown for 'Current Voice Pack' set to 'Microsoft David Desktop - English (United States)'. There are three sliders for 'Volume', 'Pitch', and 'Rate', all set to 10. At the bottom, there are three buttons: 'I heard the voice' (green), 'I did not hear the voice' (grey), and 'Skip TTS Check' (grey). At the very bottom are 'Continue' and 'Back' buttons.

SAY: “Once you complete the audio/video checks, the Instructions and Help page will appear. You can review this page to understand what test resources/tools are available and how to navigate through the test.”

Figure 118. Instructions and Help Page

The screenshot shows the 'Instructions and Help' page. It says 'You may select the question mark button to access this Help Guide at any time during your test.' Below this are three sections:

- Test Settings**: 'Use this button to review your test settings' with a 'View Test Settings' button.
- Additional Test Information**: 'Things to keep in mind before you start the test:'
 - If you need to use the restroom, please raise your hand.
 - No snacks during the test.
- Help Guide**: 'The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.' with a 'View Help Guide' button.

At the bottom are 'Begin Test Now' and 'Return to Login' buttons.

SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. 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 program.”

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.



Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

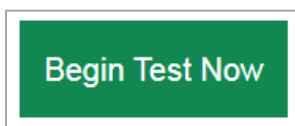
Note: If students are continuing a test that has been paused, they will need to go through the sign-in process again.

Follow local procedures to actively proctor the test session and document any testing anomalies that occur.

SAY: “You are going to respond to one writing prompt. You will see guidelines that suggest how much you should write and how long it should take you to respond. Most of you will finish in one hour. If you do not finish during this testing session, you will be able to continue later. Do not submit your test if you need more time at the end of this testing session.”

SAY: “I will now approve your test, allowing you to go through the Audio/Video checks and Help guide. Once you are done, select ‘Begin Test Now’.”

Figure 119. Begin Test Now Button



Five-Minute Alert Before the End of the Test Session

Follow appropriate local procedures to attract the students' attention and then read the following script.

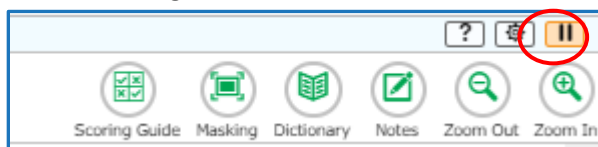
SAY: "There are five minutes remaining in this test session. Please prepare to pause or end your writing test. You will be able to return to your response later if you are not finished."

Ending the Test Session

Students—End the Session and Sign Out

SAY: "The test session is now over. If you have not finished, click the 'Pause' button in the upper-right corner."

Figure 120. Pause Button



SAY: "If you have completely finished the test, click 'End Test' and confirm by clicking 'Yes' on the Attention screen."

Figure 121. End Test Button

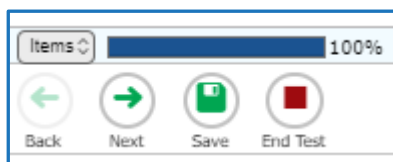
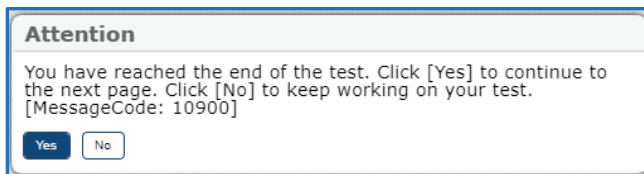
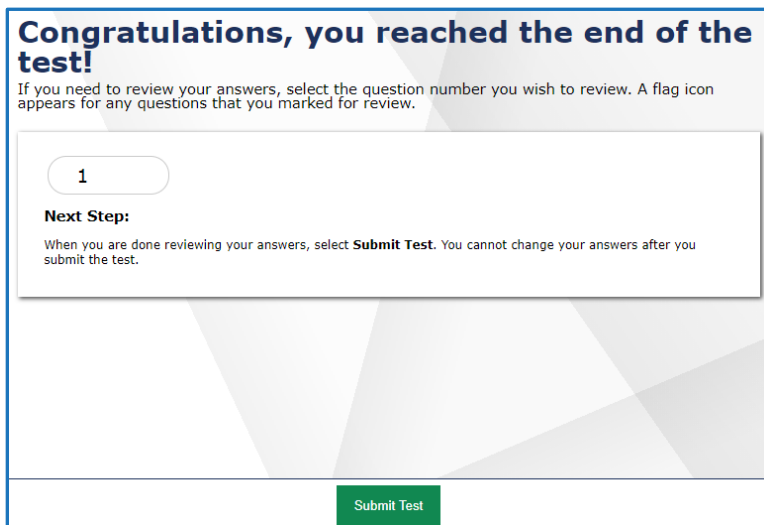


Figure 122. End of Test Attention Screen



SAY: "Click 'Submit Test' on the End Test screen to submit your test."

Figure 123. End of Test Review Screen



SAY: “If you do not know how to submit your test, or cannot submit your test, please let me know now.”

The student can click **Logout** to sign out of the Secure Browser.

[Pause.]

SAY: “I will now collect your testing materials.”

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

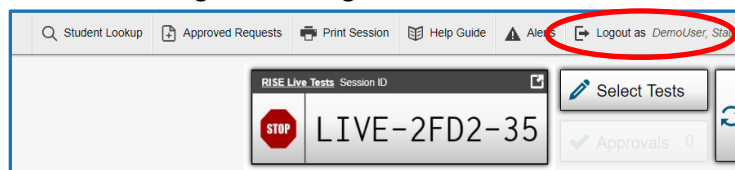
Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if provided (should have been collected already and placed in a secure location after the students began testing)

Test Administrator—Sign Out

SAY: “Click ‘Logout’ in the top right corner of the TDS system.”

Figure 124. Logout Button in TDS



Summative Mathematics Grade 6 Script

The mathematics grade 6 assessment contains two segments:

- Segment 1 is to be taken without a calculator.
- Segment 2 allows the use of an embedded onscreen calculator.
 - Note: TAs must approve students to advance to Segment 2 in the TA interface.

Students will not be able to return to the first segment after you direct them to start the second segment.

Please note that students should not select “Next” until the TA has been notified by the student that they are moving to second segment. The TA must approve the second segment for the student.

SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. You should wait for your test to be approved. I will approve your test when I am finished giving instructions. After I approve your test, you may be asked to complete several system checks.”

Figure 125. Students’ Your Tests Page

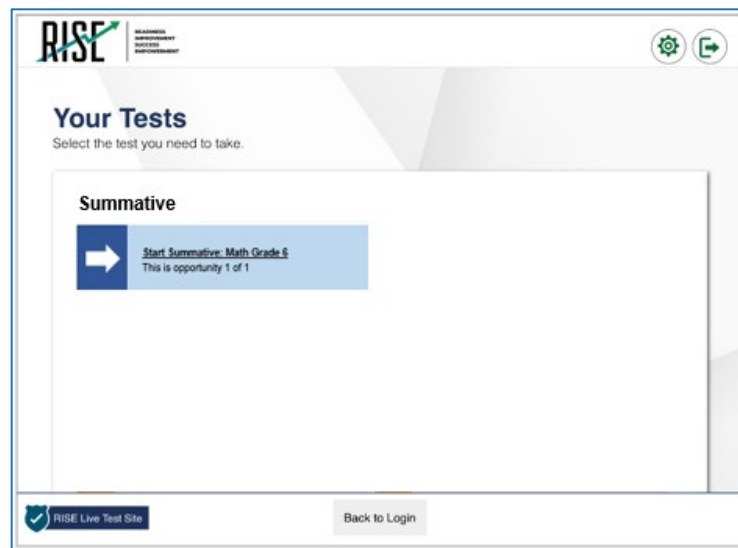


Figure 126. Waiting for Approval Page

Waiting for Approval	
Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.	
First Name GUEST	Last Name GUEST
Session ID TRAIN-2950-2	Test Math Grade 6

Say: “Once your test has been approved, you will be presented with a series of Audio/Video Checks screens. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the voice’ and raise your hand.”

Figure 127. Audio/Video Checks Screen

SAY: “Once you complete the audio/video checks, the Instructions and Help page will appear. You can review this page to understand what test resources/tools are available and how to navigate through the test.”

Figure 128. Instructions and Help Page

SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. Also, you will find tutorials available on each item showing how to work with each item type. 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 program.”

Figure 129. Help Guide Button



SAY: “You are now ready to take Segment 1 of the grade 6 mathematics test. This test is designed to measure your understanding of the Utah Core Standards for grade 6 mathematics.”

SAY: “You may return to the Help Guide at any time during the test by selecting the ‘Question Mark’ button. Also, you will find tutorials available on each item showing how to work with each item type. 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 program. If you do not finish during this testing session, you may be able to continue later. I will let you know when there are about five minutes left in the session.”

SAY: “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 the online calculator tool. When you respond to the last item in the first segment, you will see a review screen. Please review your responses **BEFORE** clicking the Next arrow to move to the next segment. Raise your hand before you continue to Segment 2. I must approve you to move on to Segment 2. You must answer all questions on each page before you can move to the next page. As you go through each segment, you can mark questions that you want to come back to review before you pause your test or move to Segment 2, but you will not be able to return to marked questions in the next testing session. Please make sure to review your test and check any questions marked for review at the end of today’s session. You will have a chance to review your answers to all questions in Segment 1 today before you move to Segment 2, even if you don’t mark them for review.”

Figure 130. End of Segment Review Screen

SAY: “Once you go to the second segment, you will be unable to return to the first segment and you will not be able to review your answered questions in Segment 1.”

Figure 131. End of Segment Attention Screen

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.

↑ Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

SAY: “When you are ready, select Begin Test Now.”

Five-Minute Alert Before the End of the Test Session

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

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

Ending the Test Session

Students—End the Session and Sign Out

SAY: “The test session is now over. If you have not finished, click the ‘Pause’ button in the upper-right corner.”

SAY: “If you have completely finished the test, click ‘End Test’ and confirm by clicking Yes on the Attention screen.”

Figure 132. End Test Button

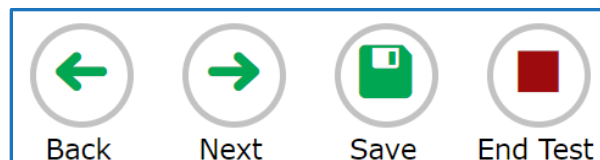
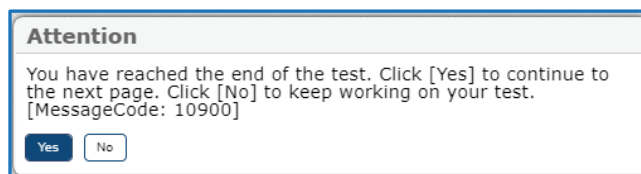
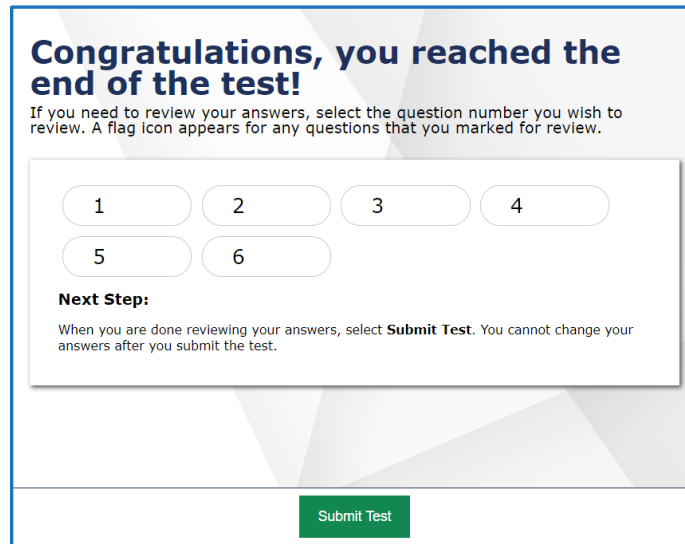


Figure 133. End of Test Attention Screen



SAY: “Click ‘Submit Test’ on the End Test Review Screen to submit your test. You will not be able to return to the test after you have submitted your test.”

Figure 134. End of Test Review Screen



Congratulations, you reached the end of the test!

If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

1 2 3 4
 5 6

Next Step:

When you are done reviewing your answers, select **Submit Test**. You cannot change your answers after you submit the test.

Submit Test

SAY: “If you do not know how to submit your test, or cannot submit your test, please let me know now.”

[Pause.]

SAY: “I will now collect your testing materials.”

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if provided (should have been collected already and placed in a secure location after the students began testing)

Test Administrator—Sign Out

SAY: “Click ‘Logout’ in the upper-right corner of the TDS system.”

Figure 135. Logout Button in TDS System



Spanish Adaptive Summative Student Instructions

The following directions provide the necessary detail for students to enter RISE to begin testing. These are required to be read to students before every testing session and are applicable for every test, no matter the content.

SAY: “Ahora van a iniciar la sesión de la prueba. Deben ver una pantalla de inicio de sesión en su dispositivo. Si no la ven, por favor levanten la mano ahora”. [Pause.] “En la pantalla de inicio de sesión, por favor escriban su nombre y los siete dígitos de su identificación de estudiante del estado (SSID) junto al número de identificación de la sesión (Session ID)”. [If sign-in tickets have not been provided, provide students with their first name and SSID as displayed in TIDE system.] “Luego hagan clic en el botón de ‘Iniciar sesión’”.

Troubleshooting tips: If a student is unable to sign in, they will be prompted to try again or contact the TA.

- Has the student entered his or her legal first name, not a nickname? Please note: some students have two first names. If two first names are listed e.g., John Henry, both names must be entered
- Has the student entered the correct SSID?
- Has the student entered the correct Session ID?
- Please note: The TA can look up the student’s information using the Student Lookup function on the TA site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about this feature.

Please note: The TA can look up the student’s information using the Student Lookup function on the TA site. TAs may assist students with signing in, if necessary. Please see the Appendix for more information about the Student Lookup Feature.

Student Lookup Function in TA Site

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.

SSID:

Search Results

First Name: demooo
 Last Name: testA
 SSID: 1111472
 Grade: 04
 Date of Birth: 10192000
 Gender: F
 School: DEMO SCHOOL 1
 District: USBE
 Name:

Test Sign-in for Students

NOTE: Please see the Appendix for information on Common Student Sign-in Errors.

Figure 136. Student Sign In Page

Pause while students sign in (see Figure 92).

SAY: “Por favor revisen la información en la pantalla, asegurándose de que la información en la pantalla esté correcta. Si cualquier parte de la información es incorrecta, por favor levanten su mano y yo les brindaré ayuda; de otra manera, seleccionen **Sí** para continuar”.

Figure 137. Is This You? Page

SAY: “Luego por favor hagan clic en la prueba de [insert course name] y verán una página de Esperando autorización. Voy a autorizar su prueba cuando termine de dar las instrucciones acerca de las revisiones del sistema que verán a continuación”.

Figure 138. Waiting for Approval Page

SAY: “Después de que yo haya autorizado su prueba, se les mostrará una serie de pantallas para verificar el audio y el video. Si la voz no es audible o clara, ajusten la configuración usando los controles deslizantes y hagan clic nuevamente en el ícono con el altavoz. Si todavía no pueden escuchar la voz con claridad, hagan clic en ‘No escuché el sonido’ y levanten su mano”.

Figure 139. Audio/Video Checks Screens

SAY: “Una vez que hayan realizado las verificaciones de audio y video, aparecerá la página de Instrucciones y ayuda. Pueden revisar esta página para comprender qué recursos/herramientas de la prueba están disponibles y cómo navegar por la prueba”.

Figure 140. Instructions and Help Page

SAY: “Pueden volver a la Guía de ayuda en cualquier momento durante la prueba seleccionando el botón de ‘signo de interrogación’. Si no saben cómo usar el sistema para escribir su respuesta, por favor levanten su mano y yo les brindaré ayuda. Por favor recuerden que yo únicamente les mostraré cómo usar el programa”.

Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.



Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

Spanish Adaptive Mathematics (grades 3, 4, 5, 7, 8), or Science Summative

Please note: If you are administering a Grade 6 mathematics assessment, please turn to page 181.

SAY: “Ahora están listos para tomar la prueba de [insert course name] de [insert grade level]. Esta prueba está diseñada para medir su comprensión de los Estándares básicos de Utah para [insert course name] de [insert grade level]. Pueden volver a la Guía de ayuda en cualquier momento durante la prueba seleccionando el botón de ‘signo de interrogación’. También, van a encontrar tutoriales disponibles en cada pregunta que muestran cómo trabajar en cada tipo de pregunta. Si se dan cuenta de que no saben cómo escribir sus respuestas, por favor levanten su mano. Si no terminan durante esta sesión de evaluación, podrían tener la oportunidad de continuar después. Yo les avisaré cuando queden aproximadamente cinco minutos para que finalice la sesión”.

For Math Tests:

SAY: “Ustedes deben contestar todas las preguntas en cada página antes de poder avanzar a la siguiente página. A medida que avancen en la prueba, pueden ir marcando las preguntas que han contestado y las que quieran volver a revisarlas antes de hacer una pausa o de enviar su prueba hoy. Incluso si no marcan las preguntas para revisión, tendrán oportunidad de revisar sus respuestas a todas las preguntas antes de que hagan una pausa o de que envíen su prueba hoy. Sin embargo, una vez que estén en la siguiente sesión de la prueba, ya no podrán regresar a las preguntas previamente marcadas, así que por favor, al término de la sesión de hoy, asegúrense de revisar su prueba y de verificar todas las preguntas que marcaron para revisión. Ya no podrán regresar a la prueba después de que la hayan enviado. Para revisar su prueba antes de enviarla, seleccionen el botón de ‘Finalizar prueba’, y en la pantalla de Finalizar prueba seleccionen las preguntas que quieran revisar. Pueden regresar a una pregunta haciendo clic en el número de pregunta. Una vez que hayan terminado de revisar y estén listos para enviar la prueba, por favor levanten su mano”.

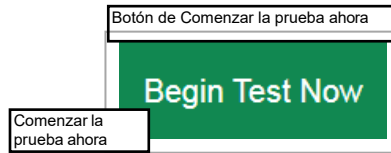
For Science Tests:

SAY: “Ustedes deben contestar todas las preguntas en cada página antes de poder avanzar a la siguiente página. A medida que avancen en la prueba, pueden ir marcando las preguntas que han contestado y las que quieran volver a revisar antes de hacer una pausa o de enviar su prueba hoy. Incluso si no marcan las preguntas para revisión, tendrán oportunidad de revisar sus respuestas a todas las preguntas antes de que hagan una pausa o de que envíen su prueba hoy. Si ya han comenzado un grupo de preguntas pero no contestaron todas las preguntas del grupo, en la siguiente sesión de evaluación, la prueba se reanudará en ese grupo de preguntas para que lo completen. Sin embargo, una vez que estén en la siguiente sesión de la prueba, ya no podrán regresar a las preguntas previamente marcadas, así que por favor, al término de la sesión de hoy, asegúrense de revisar su prueba y de verificar todas las preguntas que marcaron para revisión. Ya no podrán regresar a la prueba después de que la hayan enviado. Para revisar su prueba antes de enviarla, seleccionen el botón de

‘Finalizar prueba’, y en la pantalla de Finalizar prueba seleccionen las preguntas que quieran revisar. Pueden regresar a una pregunta haciendo clic en el número de pregunta. Una vez que hayan terminado de revisar y estén listos para enviar la prueba, por favor levanten su mano”.

Follow local procedures to actively proctor the test session and to document any testing anomalies that occur.

Figure 141. Begin Test Now Button



SAY: “Ahora voy a autorizar su prueba, permitiéndoles ir a la revisión del audio y video y la Guía de ayuda. “Cuando terminen eso, seleccionen Comenzar la prueba ahora”.

Five-Minute Alert Before the End of the Test Session

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

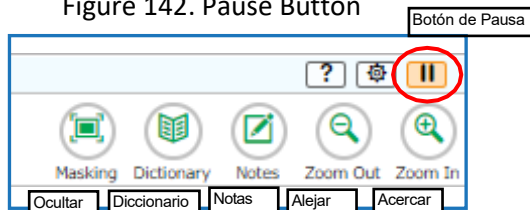
SAY: “Quedan cinco minutos en esta sesión de la prueba. Ahora, por favor revisen todas las preguntas que contestaron en la prueba porque no podrán revisarlas después. Si no han terminado esta prueba, después tendrán oportunidad para contestar las preguntas que les faltan”.

Ending the Test Session

Students—End the Session and Sign Out

SAY: “Ya se acabó la sesión de la prueba. Si no terminaron, hagan clic en el botón de ‘Pausa’ en la esquina superior derecha”.

Figure 142. Pause Button



SAY: “Si completaron toda la prueba, hagan clic en ‘Finalizar prueba’ y levanten su mano cuando vean el recuadro de Atención”.

Figure 143. End Test Button

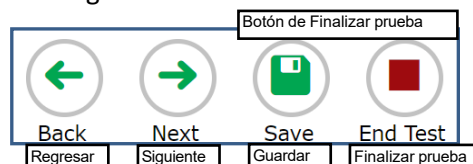
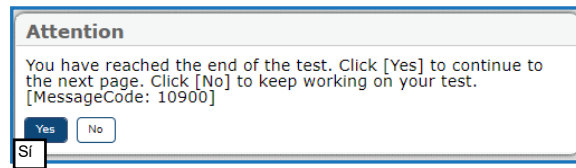
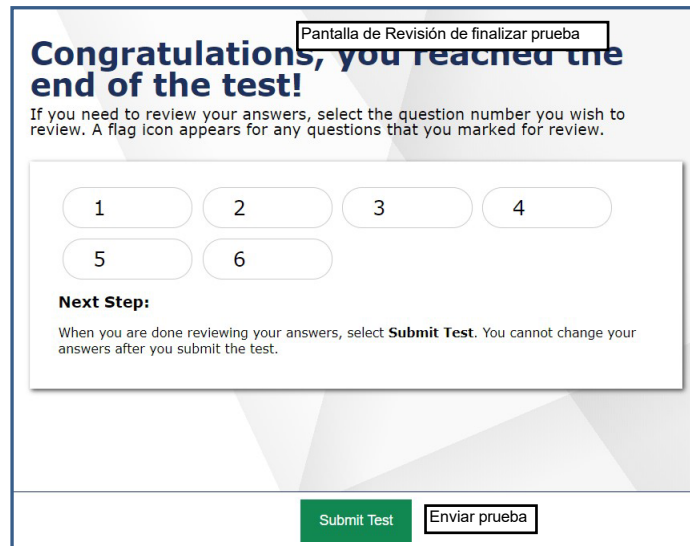


Figure 144. End of Test Attention Screen



SAY: “Por favor revisen su prueba una vez más para asegurar que están satisfechos con sus respuestas. Ya no podrán regresar a la prueba después de que hayan enviado su prueba”.

Figure 145. End of Test Review Screen



SAY: “Para enviar su prueba, hagan clic en Enviar prueba en la pantalla de Revisar Preguntas”.

SAY: “Si no saben cómo enviar su prueba, o si no pueden enviar su prueba, por favor levanten la mano ahora”.

The student can click **Logout** to exit the Secure Browser.

[Pause.]

SAY: “Ahora voy a recoger sus materiales de la prueba”.

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

Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if provided (should have been collected already and placed in a secure location after the students began testing)

Test Administrator—Sign Out

SAY: “Hagan clic en ‘Cerrar sesión’ en la esquina superior derecha del sistema TDS”.

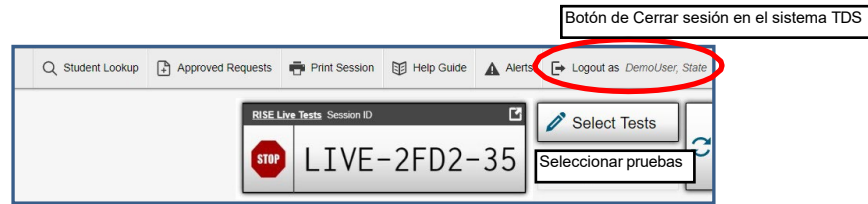


Figure 146. Logout Button in TDS

Spanish Adaptive Summative Mathematics Grade 6 Script

The mathematics grade 6 assessment contains two segments:

- Segment 1 is to be taken without a calculator.
- Segment 2 allows the use of an embedded onscreen calculator.
 - Note: TAs must approve students to advance to Segment 2 in the TA interface.

Students will not be able to return to the first segment after you direct them to start the second segment.

Please note that students should not select “Next” until the TA has been notified by the student that they are moving to second segment. The TA must approve the second segment for the student.

SAY: “Luego por favor hagan clic en la prueba de [insert course name] y verán una página de Esperando autorización. Deben esperar a que su prueba sea autorizada. Voy a autorizar su prueba cuando termine de dar las instrucciones. Después de que autorice su prueba, se les puede pedir que realicen varias verificaciones del sistema”.

Figure 147. Students’ Your Tests Page

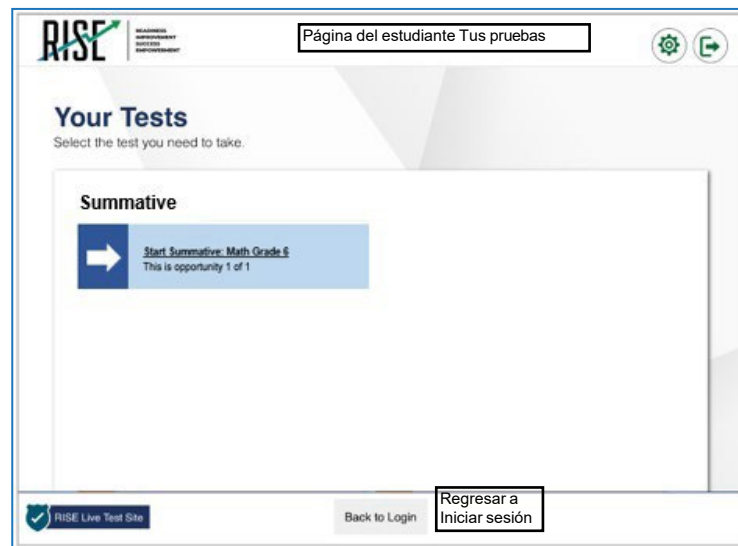


Figure 148. Waiting for Approval Page

Waiting for Approval Página de espera de aprobación

Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

First Name GUEST	Last Name GUEST
Session ID TRAIN-2950-2	Test Math Grade 6

Say: “Una vez que su prueba haya sido autorizada, se les mostrará una serie de pantallas para verificar el audio y el video. Si la voz no es audible o clara, ajusten la configuración usando los controles deslizantes y hagan clic nuevamente en el ícono con el altavoz. Si todavía no pueden escuchar la voz con claridad, hagan clic en ‘No escuché la voz’ y levanten su mano”.

Figure 149. Audio/Video Checks Screen

Audio/Video Checks Pantalla de Verificar audio/video
Your test uses multi-media features. Please perform the following checks before continuing.

Text-to-Speech Sound Check
Make sure text-to-speech is working.
Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings
Current Voice Pack: Microsoft David Desktop - English (United States)
Use the sliders to adjust the available text-to-speech settings.

Volume 10
Pitch 10
Rate 10

Next Step:
If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice **I did not hear the voice** **Skip TTS Check**

Escuché la voz **No escuché la voz** **Omitir revisión de TTS**

Continuar **Continue** **Back** **Regresar**

SAY: “Una vez que hayan realizado las verificaciones de audio y video, aparecerá la página de Instrucciones y ayuda. Pueden revisar esta página para comprender qué recursos/herramientas de la prueba están disponibles y cómo navegar por la prueba”.

Figure 150. Instructions and Help Page

Instructions and Help Página de Instrucciones y ayuda
You may select the question mark button to access this Help Guide at any time during your test.

Test Settings
Use this button to review your test settings
View Test Settings **Ver configuración de la prueba**

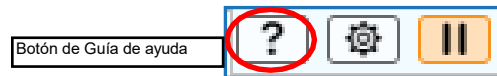
Additional Test Information
Things to keep in mind before you start the test:
• IF you need to use the restroom, please raise your hand.
• No snacks during the test.
Ver guía de ayuda

Help Guide
The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.
View Help Guide

Comenzar la prueba ahora **Begin Test Now** **Return to Login** **Regresar a Iniciar sesión**

SAY: “Pueden volver a la Guía de ayuda en cualquier momento durante la prueba seleccionando el botón de ‘signo de interrogación’. También, van a encontrar tutoriales disponibles en cada pregunta que muestran cómo trabajar en cada tipo de pregunta. Si no saben cómo usar el sistema para escribir su respuesta, por favor levanten su mano y yo les brindaré ayuda. Por favor recuerden que yo únicamente les mostraré cómo usar el programa”.

Figure 151. Help Guide Button

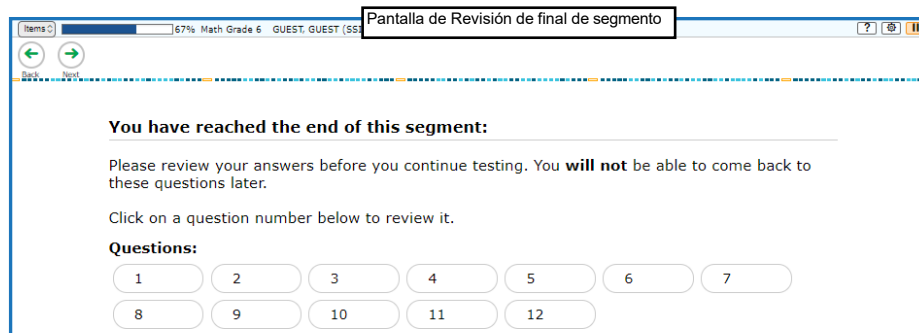


SAY: “Ahora están listos para tomar la Parte uno de la prueba de matemáticas de sexto grado. Esta prueba está diseñada para medir su comprensión de los Estándares básicos de Utah para matemáticas de sexto grado”.

SAY: “Pueden volver a la Guía de ayuda en cualquier momento durante la prueba seleccionando el botón de ‘signo de interrogación’. También, van a encontrar tutoriales disponibles en cada pregunta que muestran cómo trabajar en cada tipo de pregunta. Si no saben cómo usar el sistema para escribir su respuesta, por favor levanten su mano y yo les brindaré ayuda. Por favor recuerden que yo únicamente les mostraré cómo usar el programa. Si no terminan durante esta sesión de evaluación, podrían tener la oportunidad de continuar después. Yo les avisaré cuando queden aproximadamente cinco minutos para que finalice la sesión”.

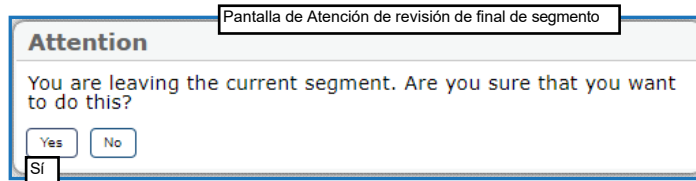
SAY: “Esta prueba está dividida en dos partes. Para la primera parte, no podrán usar calculadora. Para la segunda parte, podrán usar la herramienta de calculadora en línea. Cuando respondan la última pregunta de la primera parte, verán una pantalla de revisión. Por favor revisen sus respuestas ANTES de hacer clic en la flecha de Siguiente para avanzar a la siguiente parte. Levanten su mano antes de continuar a la Parte dos. Yo debo darles autorización para que avancen a la Parte dos. Ustedes deben contestar todas las preguntas en cada página antes de poder avanzar a la siguiente página. A medida que avancen en cada parte, pueden ir marcando las preguntas a las que quieren regresar para revisarlas antes de que hagan una pausa en su prueba o de que avancen a la Parte dos, pero una vez que estén en la siguiente sesión de evaluación, no podrán regresar a las preguntas marcadas. Por favor, al término de la sesión de hoy, asegúrense de revisar su prueba y de verificar todas las preguntas marcadas para revisión. Hoy, antes de avanzar a la Parte dos, tendrán oportunidad de revisar sus respuestas a todas las preguntas de la Parte uno, incluso si no las marcan para revisión”.

Figure 152. End of Segment Review Screen



SAY: “Una vez que pasen a la segunda parte, no podrán regresar a la primera parte y no podrán revisar sus preguntas contestadas de la Parte uno”.

Figure 153. End of Segment Attention Screen



Please note: If you have students using the Refreshable Braille or Screen Reader accommodations, there is additional scripting required. For the Accommodated Script, refer to the [Accommodated Test Script](#) section of this manual.

↑ Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

SAY: “Cuando estén listos, seleccionen Comenzar la prueba ahora”.

Five-Minute Alert Before the End of the Test Session

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

SAY: “Quedan cinco minutos en esta sesión de la prueba. Ahora, por favor revisen todas las preguntas que contestaron en la prueba, porque no podrán revisarlas después. Si no han terminado esta prueba, después tendrán oportunidad para contestar las preguntas que les faltan”.

Ending the Test Session

Students—End the Session and Sign Out

SAY: “Ya se acabó la sesión de la prueba. Si no terminaron, hagan clic en el botón de ‘Pausa’ en la esquina superior derecha”.

SAY: “Si completaron toda la prueba, hagan clic en ‘Finalizar prueba’ y confirmen haciendo clic en Sí en la pantalla de Atención”.

Figure 154. End Test Button

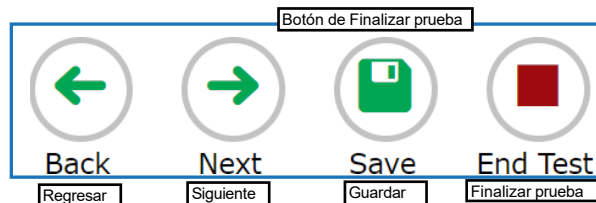
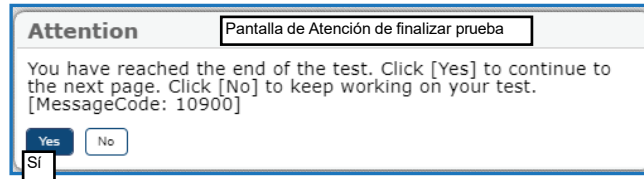


Figure 155. End of Test Attention Screen



Attention Pantalla de Atención de finalizar prueba

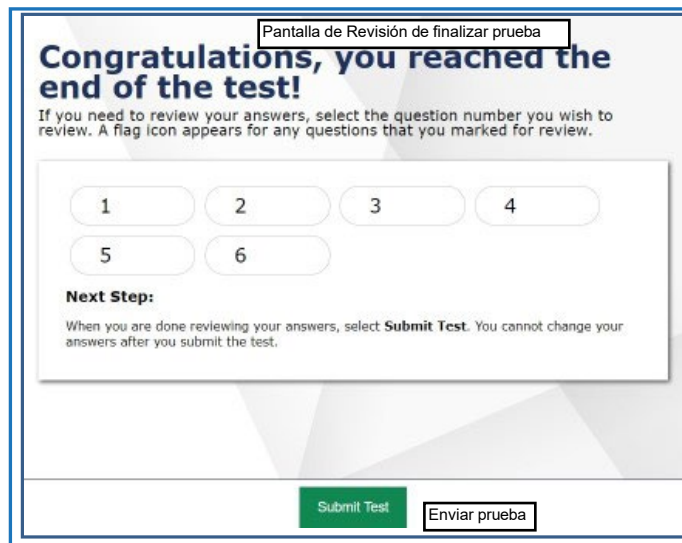
You have reached the end of the test. Click [Yes] to continue to the next page. Click [No] to keep working on your test.
[MessageCode: 10900]

Yes No

Si

SAY: “Para enviar su prueba, hagan clic en ‘Enviar prueba’ en la pantalla de revisión de Finalizar prueba. Ya no podrán regresar a la prueba después de que hayan enviado su prueba”.

Figure 156. End of Test Review Screen



Pantalla de Revisión de finalizar prueba

Congratulations, you reached the end of the test!

If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

1 2 3 4

5 6

Next Step:

When you are done reviewing your answers, select **Submit Test**. You cannot change your answers after you submit the test.

Submit Test Enviar prueba

SAY: “Si no saben cómo enviar su prueba, o si no pueden enviar su prueba, por favor levanten la mano ahora”.

[Pause.]

SAY: “Ahora voy a recoger sus materiales de la prueba”.

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

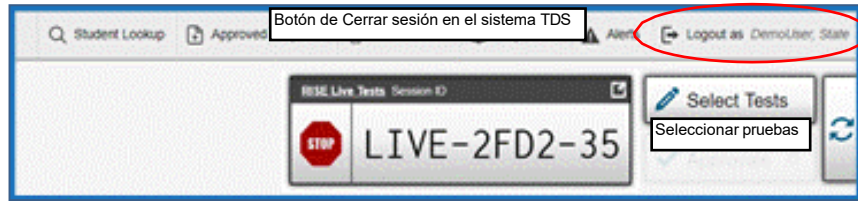
Ensure the following materials are secure:

- Scratch paper/graph paper written on by students
- Embossed items and passages (for students with braille accommodation)
- Print-on-Demand items and passages (for students with Large Print or paper-based accommodations)
- Student test tickets, if provided (should have been collected already and placed in a secure location after the students began testing)

Test Administrator—Sign Out

SAY: “Hagan clic ‘Cerrar sesión’ en la esquina superior derecha del sistema TDS”.

Figure 157. Logout Button in TDS System



Accommodated Test Script

If a student's test includes listening items, those students will be asked to perform an audio check before learning about the online testing resources/tools. In this event, please instruct students to check that their headphones are working.

SAY: "Check your audio. Press 'Play' below to hear a sound. Change your volume as needed."

If a student's test does not include an audio check, simply instruct those students to follow along while you read aloud the general instructions.

SAY: "The directions will help you learn about how to take your test."

SAY: "The Help Guide and Pause can be found in the upper-right corner of the screen during the test. Press the question mark link to see the Help Guide again at any point during your test. Press Pause to pause and sign out of your test without submitting it."

SAY: "The 'Items' button can be found in the upper-left corner of the screen during the test. Press this button to see your progress on the test and quickly move between questions. This is also where the 'End Test' button will appear for you to submit your test when you are finished."


SAY: "The right and left arrow buttons will be located in the upper-left corner of the screen during the test. Move between different questions on your test by using these buttons. The right arrow takes you forward. The left arrow takes you back."

SAY: "Some items on your test may be split into side-by-side areas. This is so you can easily go back and forth between the two sides while you answer questions. If you want to focus more on one side, you can move the dividing line left or right by using the arrow buttons in the top right corner of the item."

SAY: "There are also some resources/tools you may find helpful to use during the test. Zoom can be used to make words and pictures on the screen bigger or smaller. Press the 'zoom out' button to decrease the size of the words and pictures. Press the 'zoom in' button to increase the size of the words and pictures on the screen."

"You may select Mark for Review from the context menu to mark a question you want to return to at a later time. Anything you have marked for review can be seen from the Review screen."

Appendix

 Please note: To return to the page in this manual that you were on before clicking a link to this appendix, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.

A

Alert Messages

The Utah State Board of Education can send statewide alerts that appear as pop-up messages on the TA Site.

1. In the banner, click **Alerts** (see Figure 158). The **Alerts** window appears listing all the active alert messages (see Figure 159).
2. Click **Close** to close the window and return to the TA Site.

Figure 158. Alerts Button

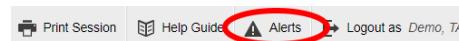
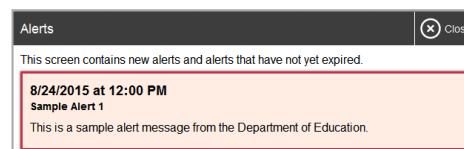


Figure 159. Record of Alerts



E

Expiration Rules for Test Opportunities

Opportunities refer to the number of times a student can take a test within a range of dates. Tests may have one opportunity or multiple opportunities. A student's test opportunity remains active until the student submits the test or until the opportunity expires. Once a test opportunity expires, the student cannot complete or review the test.

K

Keyboard Commands in the Student Testing Site

Students can use keyboard commands to navigate between test elements, features, and resources/tools. Some important things to note about keyboard commands are:

Keyboard commands require the use of the primary keyboard, so please do not use keys in a numeric keypad. Some keyboard commands (such as the commands for using the Line Reader) may not work when testing on iOS devices connected to an external keyboard.

Students will not be able to use external keyboards on tablet devices when attempting to type numbers into the TDS' on-screen calculator, or when responding to item types that require students to type numbers. Students will need to use the on-screen number keys.

When Permissive Mode is enabled for a test, keyboard commands are blocked and will not work.

Keyboard Commands for Sign-In Pages and In-Test Pop-ups

Table 10 lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 10. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Function	Keyboard Commands
Move to the next option	• Tab
Move to the previous option	• Shift + Tab
Select the active option	• Enter
Mark checkbox	• Space
Scroll through drop-down list options	• Arrow Keys
Close pop-up window	• Esc

Keyboard Commands for Test Navigation


Table 11 lists keyboard commands for navigating tests and responding to questions.

Table 11. Keyboard Commands for Test Navigation

Function	Keyboard Commands
Scroll up	• Up Arrow
Scroll down	• Down Arrow
Scroll to the right	• Right Arrow
Scroll to the left	• Left Arrow
Move to the next element	• Tab
Move to the previous element	• Shift + Tab
Select an answer option	• Space
Go to the next test page	• Ctrl + Right Arrow
Go to the previous test page	• Ctrl + Left Arrow
Open the global menu	• Ctrl + G
Open a context menu	• Ctrl + M

Keyboard Commands for Global and Context Menus

Students can use keyboard commands to access resources/tools in the global and context menus. For more information about resources/tools in these menus, see the [How Students Use Testing Resources/Tools](#) section of this manual.

 *Please note: To return to this page after following this link, use one of the following keyboard shortcuts: **Alt + Left Arrow** (for Windows Operating System [OS] on laptops or tablets when viewing the file in Adobe Reader) or **Command + Left Arrow** (for Mac OS X on laptops or tablets when viewing the file in Adobe Reader). Please note that these keyboard shortcuts do not apply to Chromebooks. If the keyboard shortcuts do not work or apply to your device, you can also scroll back to your previous location.*

Global Menu

1. To access the global menu resources/tools using keyboard commands, press **Ctrl + G**. The global menu list opens.
2. To move between options in the global menu, use the **Up** or **Down** arrow key.
3. To select an option, press **Enter**.
4. To close the global menu without selecting an option, press **Esc**.

Context Menus

1. To open the context menu for an element (question, answer options, or stimulus), navigate to the element using the **Tab** or **Shift + Tab** command.
2. Press **Ctrl + M**. The context menu for the selected element opens.
3. To move between options in the context menu, use the **Up** or **Down** arrow keys.
4. To select an option, press **Enter**.
5. To close the context menu without selecting an option, press **Esc**.

Keyboard Commands for Highlighting Selected Regions of Text

This section explains how to use keyboard commands to select a text excerpt (such as a word in a passage) and highlight it. These instructions only apply to students using the Secure Browser.

1. To select text and highlight it, navigate to the element containing the text you want to select.
2. Press **Ctrl + M** to open the context menu and navigate to **Enable Text Selection**.
3. Press **Enter**. A flashing cursor appears at the upper-left corner of the active element.
4. To move the cursor to the beginning of the text you want to select, use the arrow keys.
5. Press **Shift** and an arrow key to select your text. The text you select appears shaded.
6. Press **Ctrl + M** and select **Highlight Selection**.

Keyboard Commands for Grid Questions

Questions with the grid response area may have up to three main sections – an answer space, which is the grid area where students enter the response; an object bank, which is a panel containing objects you can move to the answer space; and a button row, which appears above the answer space and may include **Delete**, **Add Point**, **Add Arrow**, **Add Line**, **Add Circle**, **Add Dashed Line**, and **Connect Line** buttons. See Figure 160.

To move between the main sections, do the following:

- To move clockwise, press **Tab**. To move counterclockwise, press **Shift + Tab**.

To add an object to the answer space, do the following:

- a. With the object bank active, use the arrow keys to move between objects. The active object has a blue background.
- b. To add the active object to the answer space, press **Space**.

Figure 160. Grid Question

To use the action buttons, do the following:

- c. With the button row active, use the left and right arrow keys to move between the buttons. The active button is white.
- d. To select a button, press **Enter**, and then press **Space** to apply the point, arrow, or line to the answer space.

To move objects and graph elements in the answer space, do the following:

- e. With the answer space active, press **Enter** to move between the objects, and then press **Space**. The active object displays a blue border.
- f. Press an arrow key to move the object. To move the object in smaller increments, hold **Shift** while pressing an arrow key.

Keyboard Commands for Equation Questions

Equation questions allow students to use keyboard commands to open a menu listing the special characters they can insert into the response area.

1. To insert special characters in the response area, with the focus in the text field of the response area, press **Alt + 7**. The **Special Characters** window opens.
2. To move between options in the context menu, use the **Up** or **Down** arrow keys.
3. To add the selected option to the response area, press **Enter**.

L

Login Information for the TA Site

To be able to access the TA Site, your TIDE administrator must first create your account in TIDE. Once your account is created, you receive an account activation email. You can sign into the TA Site after activating your account.

1. Navigate to the RISE Portal (UtahRISE.org).
2. Select the appropriate TA Site:
 - a. To access the TA Interface, click **Test Administration** (see Figure 161).
 - b. To access the TA Training Site, click **Take the Training Tests**, then select **TA Training Site**. See Figure 162.
3. The **Login** page appears. Enter your email address and password.

Figure 161. Card for TA Interface

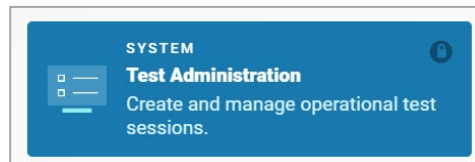
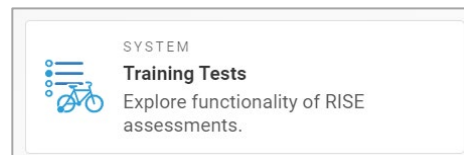


Figure 162. Cards for TA Training Site



Click **Secure Login**. The selected TA Site appears with login fields (see Figure 163).

- a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears (see Figure 164) and an email containing an authentication code is sent to your address.
 - In the *Enter Emailed Code* field, enter the emailed code.
 - Click **Submit** to view the TA Site.

Note: You must use the authentication code within 15 minutes of the email being sent. If the code has expired, click **Resend Code** to request a new code.

Figure 163. Login Page

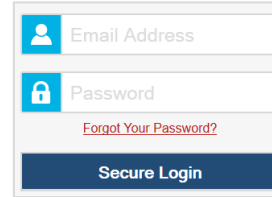
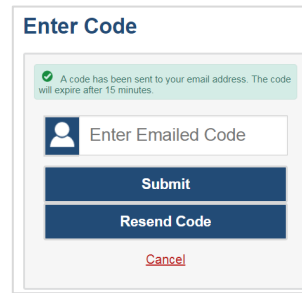


Figure 164. Enter Code Page



4. If you are associated with multiple institutions that have testing windows set, a pop-up message prompts you to select a testing institution. Select your institution from the drop-down list and click **Go**. To change the institution, you must log out and then log back in.

P

Pause and Test Timeout Rules

Pause Rules

TAs and students can pause a test in order to temporarily log the student out of the test session. Students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review. The only exceptions to this rule are if a student pauses the test before answering all of the questions on the current page, if this is a writing test, or if a school-level user submits a Grace Period Extension appeal in TIDE.

These pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 20 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

Print Session Information

You can print a snapshot of the TA Site as it currently appears if you wish to keep a hard-copy record of the Session ID or list of approved students. Please note that federal law prohibits the release of students' personally identifiable information. All printouts must be securely stored and then destroyed when no longer needed.

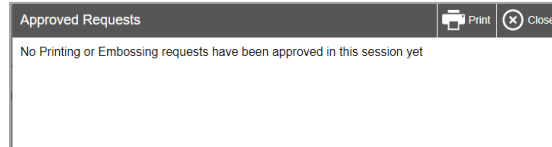
1. In the banner, click **Print Session**. The computer's print dialog window appears.
2. Click **OK**.

Print Approved Requests Information

You can view and print a list of every print request you approved for students during the current session.

1. In the banner, click **Approved Requests**. The **Print Requests** window appears listing all the approved print requests (see Figure 165).
2. Select **Print** to print the list.

Figure 165. Print Requests Window



S

Secure Browser

The Secure Browser ensures test security by prohibiting access to external applications and navigation away from the test. When the Secure Browser launches, it checks for other applications running on the device. If it detects a forbidden application, it displays a message listing the offending application and prevents the student from testing. This also occurs if a forbidden application launches while the student is already in a test.

In most cases, a detected forbidden application is a scheduled or background job, such as anti-virus scans or software updates. The best way to prevent forbidden applications from running during a test is to schedule such jobs outside of planned testing hours.

Some additional measures you can implement to ensure the test environment is secure are:

Close External User Applications

Before launching the Secure Browser, or prior to administering the online tests, close all non-required applications on testing devices, such as word processors and web browsers.

Avoid Testing with Dual Monitors

Students should not take online tests on computers connected to more than one monitor. Systems that use a dual monitor setup typically display an application on one screen while another application is accessible on the other screen.

Disable Screen Savers and Timeout Features

On all testing devices, be sure to disable any features that display a screen saver or log out users after a period of inactivity. If such features activate while a student is testing, the Secure Browser logs the student out of the test.

Using the Secure Browser with Accessibility Software

For students with special needs or administrators seeking to accommodate students using accessibility features, the Secure Browser provides the option for assessments to be taken in less restrictive environments. This feature is known as Permissive Mode.

Assistive Technology Mode (also called Permissive Mode) is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on Mac OS and Windows, students testing in Permissive

Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility resources/tools to seamlessly navigate between the browser and approved applications that suit their test-taking needs.

Please note that accessibility software must be certified for use with the Online Testing System and forbidden applications will still not be allowed to run. For information about supported operating systems, see the [Quick Guide for Setting Up Your Online Technology](#).

Assistive Technology Mode activates when the student is approved for testing. Students who have the Assistive Technology Mode setting enabled should not continue with the sign-in process until their accessibility software is correctly configured.

To use accessibility software with the Secure Browser:

1. Open the required accessibility software.
2. Open the Secure Browser. Begin the normal sign-in process up to the TA approval step.
3. When a student is approved for testing, the Secure Browser allows the operating system’s menu and task bar to appear.
 - **Windows:** On Windows, the Secure Browser resizes, and the taskbar remains visible inside the test in its usual position. Students can execute the keyboard shortcut ALT+TAB to switch between the Secure Browser and accessibility applications, such as JAWS and NVDA, that they are permitted to use in their test session. Please note that when using Windows 8 and above, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.
 - **Mac:** On Mac OS, the Secure Browser resizes, and students can view the dock in its usual position inside the test. If the dock is set to autohide, no resizing occurs, and the dock is only visible when the mouse is moved toward the bottom of the screen. Students can execute the keyboard shortcut CMD+TAB to switch between the Secure Browser and permitted accessibility applications.
4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the Secure Browser. The student cannot click within the Secure Browser until the accessibility software is configured.
 - **Windows:** To switch to the accessibility software application, click the application in the task bar.
 - **Mac:** To switch to the accessibility software application, click the application in the dock.
5. The student configures the accessibility software settings as needed.
6. After configuring the accessibility software settings, the student returns to the Secure Browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.
7. The student continues with the sign-in process.

As soon as Assistive Technology Mode is turned off, the Secure Browser reoccupies the whole screen so that the taskbar or dock is no longer visible, and the student’s ability to switch between any applications and the Secure Browser is suppressed.

Accessing the Secure Browser on Mobile Devices

Tablets and Chromebooks should be configured for testing before you provide them to students. For more information, see the *Configuration, Troubleshooting and Advanced Secure Browser Installation Guides* on the [RISE Portal](#) under [Technology Resources](#).

To configure iOS devices:

Tap the **SecureTestBrowser** Secure Browser icon.

To configure Chromebooks:

From the **Apps** link on the Chrome OS login screen, select **SecureTestBrowser** Secure Browser.

Closing the Student Testing Site on Tablets

After a test session ends, close the **SecureTestBrowser** application on student tablets.

To close the Student Testing Site on iOS devices:

1. Double tap the **Home** button. The multitasking bar appears.
2. Locate the **SecureTestBrowser** application preview and slide it upward.

To close the Student Testing Site on Chromebooks:

Click **Close Secure Browser** in the upper-right corner.

Force-Quitting the Secure Browser

In the rare event that the Secure Browser or test becomes unresponsive, you can force-quit the Secure Browser. Please note that the Secure Browser hides features such as the Windows task bar or Mac OS X dock. If the Secure Browser is not closed correctly, then the task bar or dock may not reappear correctly, requiring you to reboot the device. Avoid using a force-quit command if possible.

To force the Secure Browser to close, use the keyboard command for your operating system as shown in Table 12. This action logs the student out of the test. When the browser is opened again, the student logs back in to resume testing.

Table 12. Force-Quit Secure Browser Keyboard Commands

Operating System	Key Combination
Windows*	• Ctrl + Alt + Shift + F10
Mac OS X*	• Ctrl + Alt + Shift + F10 . The Ctrl key may appear as Control , Ctrl , or ^
Linux	• Ctrl + Alt + Shift + Esc

*If you are using an Apple keyboard, you may need to press **Ctrl + Shift + Option + F10**. If you are using a laptop or notebook, you may also need to press **Function** before pressing **F10**.

Force-quit commands do not exist for the Secure Browser for iOS and Chrome OS.

iOS: Double tap the Home button, then close the app as you would any other iOS app.

Chrome OS: To exit the Secure Browser from the sign-in screens, press **Ctrl + Shift + S**. You cannot force-quit once the test begins.

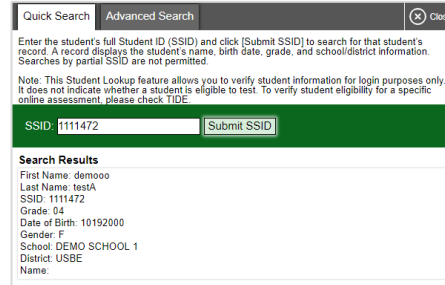
Student Lookup Feature

You can use the student lookup feature in the TA Site to perform a quick or advanced search for student information. This is useful if students signing into your test session cannot remember their login information.

1. To perform a quick search:

- In the banner, select **Student Lookup**.
- Enter a student's full SSID and click **Submit SSID**. Search results appear below the search field. See Figure 166.

Figure 166. Student Lookup: Quick 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.

SSID: 1111472 Submit SSID

Search Results

First Name: demo00
Last Name: testA
SSID: 1111472
Grade: 04
Date of Birth: 10192000
Gender: F
School: DEMO SCHOOL 1
District: USBE
Name:

2. To perform an advanced search:


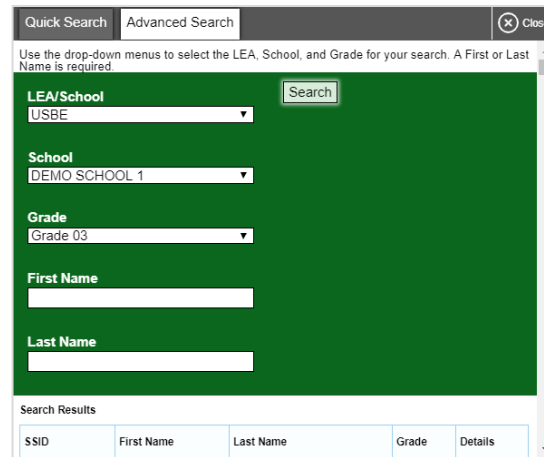
- In the banner, select **Student Lookup**, and then select **Advanced Search** (see Figure 167).
- Select the appropriate LEA and school from the drop-down lists.
- Select the appropriate grade.
- Optional:* Enter a student's exact first or last name. Partial names are not allowed.
- Click **Search**. Search results appear below the search fields.
- To view a student's information, click  in the Details column.

Figure 167. Student Lookup: Advanced Search



Quick Search Advanced Search Close

Use the drop-down menus to select the LEA, School, and Grade for your search. A First or Last Name is required.

LEA/School USB Search

School DEMO SCHOOL 1

Grade Grade 03

First Name

Last Name

Search Results

SSID	First Name	Last Name	Grade	Details

T

Transfer a Test Session

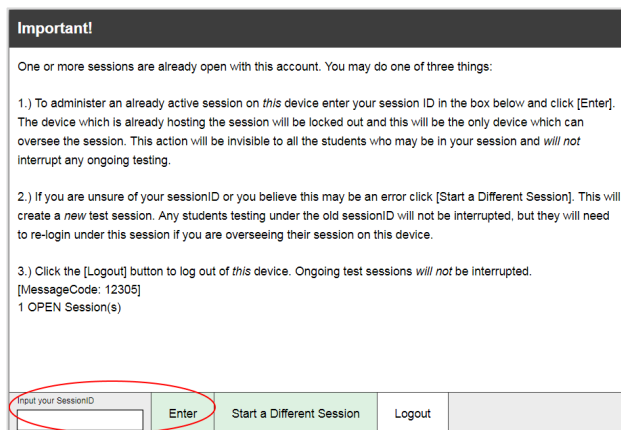
You can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when your computer malfunctions or if you accidentally close the browser while a session is in progress. Please note that to transfer a test session, you must enter the active Session ID.

Your session remains open until it times out. If you do not return to the active session within 20 minutes and there is no student activity during that time, the Online Testing System logs you out and pauses the students' tests.

The Online Testing System ensures that you can administer only a test session from one browser at a time. If you move a test session to a new device, you cannot simultaneously administer the session from the original browser or device.

1. While the session is still active on the original device or browser, sign into the TA Site on the new device or browser. A Session ID prompt appears (see Figure 168).
2. Enter the active Session ID in the text box and click **Enter**. The TA Site appears, allowing you to continue monitoring your students' progress. The test session on the previous computer or browser automatically closes.

Figure 168. Session ID Prompt



Please note that the Session ID prompt appears any time you access the TA Site during an active session. If you do not wish to return to the active session, you can click **Start a Different Session** to create a new session or **Logout** to close the active session and log out of the TA Site.

U

User Support and Troubleshooting Information

User Support

For information and assistance in using the Online Testing System, contact the RISE Helpdesk. The Helpdesk is open Monday–Friday 7:00 a.m. to 4:00 p.m. Mountain Standard Time (except holidays or as otherwise indicated on the RISE Portal).

RISE Assessment Program Helpdesk

Toll-Free Phone Support: 877-269-4966

Email Support: RISEhelpdesk@cambiumassessment.com

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

Test Administrator name

If the issue pertains to a student, provide the student's SSID and associated LEA or school. Do not provide the student's name.

If the issue pertains to a TIDE user, provide the user's full name and email address.

Any error messages and codes that appeared, if applicable.

Affected test ID and question number, if applicable.

Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).

Information about your network configuration, if known:

- Secure Browser installation (to individual devices or network)
- Wired or wireless internet network setup

Username and Password Issues

Your username for logging in to the TA Site is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page. To activate your account, you must set up your password within 15 minutes of the email being sent.

If your first temporary link expired:

In the activation email you received, click the second link provided and proceed to request a new temporary link.

If you forgot your password:

On the **Login** page, click **Forgot Your Password?** and then enter your email address in the *Email Address* field. You will receive an email with a new temporary link to reset your password.

If you did not receive an email containing a temporary link or authentication code:

Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your School or District Test Coordinator to make sure you are listed in TIDE.

Additional help:

If you are unable to sign in, contact the RISE Helpdesk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

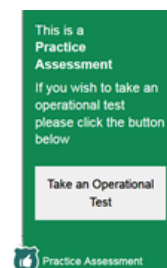
Common Student Sign-in Errors

The Online Testing System generates an error message if a student cannot sign in. The following are the most common student sign-in issues:

Session does not exist:

The student entered the Session ID incorrectly or signed into the wrong site. Verify that the student correctly entered the active Session ID. Also, verify that both you and the student are using the correct sites. For example, students signed in to the Student Training Site cannot access sessions created in the TA Interface. A message displayed in the bottom-left corner of the **Student Sign-In** page indicates which site the student is on (see Figure 159). If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.

Figure 169. Testing Type Message



Student information is not entered correctly:

Verify that the student correctly entered the SSID. If this does not resolve the error, use the Student Lookup tool to verify the student's information.

Session has expired:

The Session ID corresponds to a closed session. Ensure that the student enters the correct Session ID and verify that your session is open. For more information about test sessions, see the section Selecting Tests and Starting a Test Session.

Resolving Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing into tests using the Secure Browser.

You cannot log in with this browser:

This message occurs when the student is not using the correct Secure Browser. To resolve this issue, ensure the latest version of the Secure Browser is installed, and that the student launched the Secure Browser instead of a standard web browser. If the latest version of the Secure Browser is already running, then log the student out, restart the device, and try again.

Looking for an internet connection...:

This message appears when the Secure Browser cannot connect with the Online Testing System. This can occur if there is a network-related problem. Make sure that either the network cable is plugged in (for wired connections) or the Wi-Fi connection is live (for wireless connections). Also check if the Secure Browser must use specific proxy settings; if so, those settings must be specified as options when configuring the Secure Browser. If connection issues persist, contact a network technician.

Test Environment Is Not Secure:

This message can occur when the Secure Browser detects a forbidden application running on the device. If this message appears on an iPad, ensure that either Autonomous Single App Mode or Automatic Assessment Configuration is enabled.