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# Test Administration Manual

## User Guide and Scripts

2020-2021

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*Prepared by Cambium Assessment, Inc.*



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# Utah RISE Assessments

## Introduction

Teachers and test administrators (TAs) play a key role in ensuring that students have the directions they need to participate fully in a secure test administration process. This manual provides resources to assist them in establishing and managing a positive student experience in this new test administration environment. Details on the assessments, checklists for test days, instructions for navigating the platform, suggestions for active classroom monitoring, and required standardized testing scripts—these and more are included in the pages that follow.

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 information presented in this manual or about 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**
- **How Students Sign in to the Student Testing Site and Complete Tests**

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 function 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 in to 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 TA 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 approves them for testing.
5. Students complete and submit their tests.
6. The TA stops the test session and logs out.

This section describes the following tasks that TAs must perform to successfully administer 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 in to 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 in to 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.

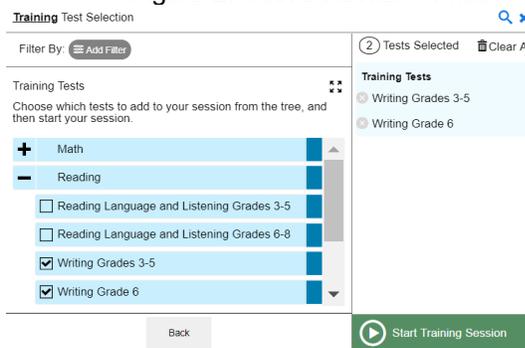
## How to Create a New Test Session

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.
  - **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

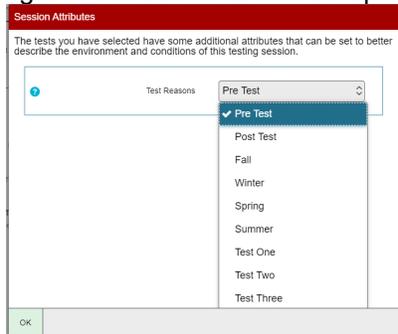


Please note, the **Training Test Selection** window color-codes tests and groups them into various categories. A test group may include one or more sub-groups. All test groups and sub-groups appear collapsed by default, and you may have to expand the test group to view individual tests. See Figure 2.

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

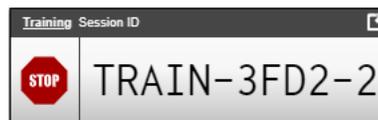
3. A pop-up window will appear prompting you to select a test reason for the session. It is now required for TAs to specify a test reason for each session. Select the appropriate test reason for your session from the drop-down menu (see Figure 3) and then click “OK” to proceed.

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 and practice tests.

- Click the icon in the upper righthand 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

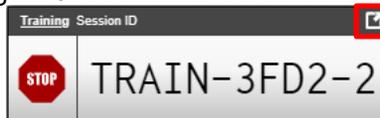
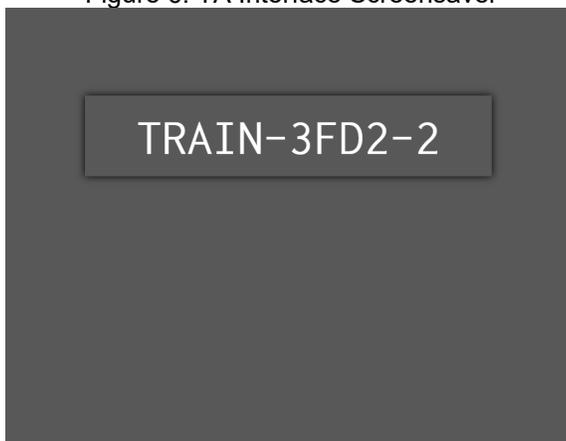


Figure 6. TA Interface Screensaver



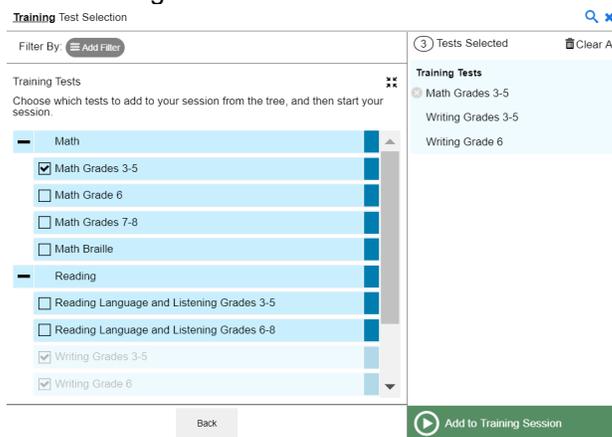
## How to Add Tests to an Active Test Session

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 and Practice site, this will say **Add to Training Session**).

Figure 7. Add to Session Button



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

Figure 8. Confirm Test Addition



## Approving Students for Testing

After students sign in to 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.

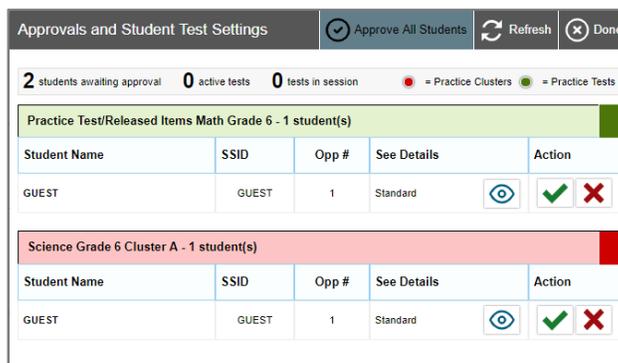
When students are awaiting approval, the **Approvals** button next to the Session ID becomes active and shows you how many students are awaiting approval (see Figure 9). The **Approvals** notification updates regularly, but you can also click  in the upper-right corner to update it manually.

Figure 9. Students Awaiting Approval

## How to Approve Students for Testing

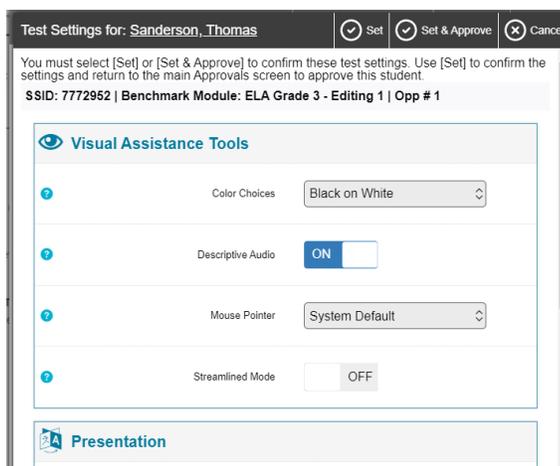
- Click **Approvals**. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by test (and test segment, if applicable). See Figure 10.
- To check a student's test settings and accommodations, click  for that student. The student's information appears in the Test Settings window (see Figure 11). This window groups test settings by their test.
  - If any settings are incorrect, update them as required. Students should not begin testing until their settings are correct.
    - Editable settings must be updated in this window, while non-editable settings must be updated in the Test Information Distribution Engine (TIDE).
  - Do one of the following:

Figure 10. Approvals and Student Test Settings Window



- 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**.

Figure 11. Test Settings Window for a Selected Student



- 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.

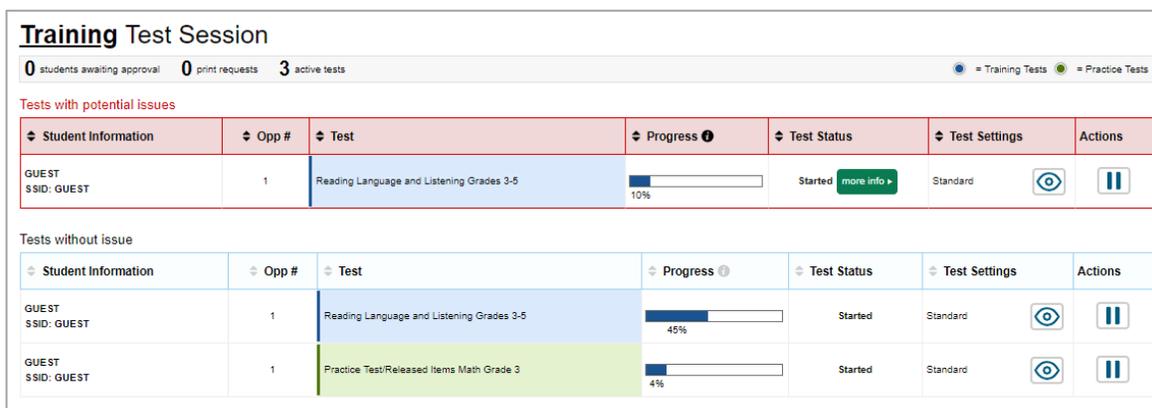
## How to Monitor Students’ Test Progress

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. 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 on the following page.

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



The screenshot shows a 'Training Test Session' interface. At the top, it displays '0 students awaiting approval', '0 print requests', and '3 active tests'. Below this are two tables. The first table, 'Tests with potential issues', has one row for a student named 'GUEST' with SSID 'GUEST', opportunity # 1, taking 'Reading Language and Listening Grades 3-5'. The progress bar is at 10%, and the status is 'Started' with a 'more info' button. The second table, 'Tests without issue', has two rows. The first row is for the same student taking 'Reading Language and Listening Grades 3-5' with 45% progress. The second row is for the same student taking 'Practice Test/Released Items Math Grade 3' with 4% progress. Both rows in the second table show a 'Started' status and a 'Standard' test setting.

Table 1 below 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	Indicates the student's test progress. It will display a progress bar to indicate how far the student has progressed in the test.  The progress bar indicates the percentage of questions the students have answered out of the total number of questions.
Test Status	Current status for each student in the session. For more information about the statuses in this column, see Table 2.  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.
Test Settings	This column displays one of the following: <ul style="list-style-type: none"> <li>• <b>Standard:</b> Default test settings are applied for this test opportunity.</li> <li>• <b>Custom:</b> One or more of the student's test settings or accommodations differ from the default settings.</li> </ul> To view the student's settings for the current test opportunity, click  .
Actions	Allows you to perform any available actions for an individual student's test.  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.  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."

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

Students with the Print-on-Request accommodation can request printouts of test passages and questions. 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

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	<input checked="" type="checkbox"/> <input type="checkbox"/>
Passage for Item 7	6/3/2015 8:04:17 PM	<input checked="" type="checkbox"/> <input type="checkbox"/>

- 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.

## 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.

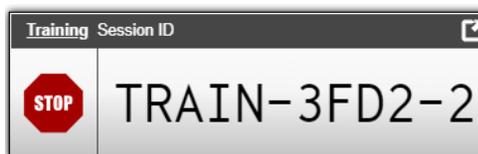
## How to Stop a Test Session

When students finish testing, or the current testing timeslot is over, 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



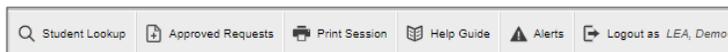
## How to Log Out of the Test Administration Site

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 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.

## How Students Sign in and Select Tests

When testing, students must sign in to 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 .

NOTE: Students are currently permitted to take specific Benchmark modules remotely without the Secure Browser; students are **not** permitted to take any Interim or Summative assessment in a remote setting. For a list of the Benchmark modules that are permitted to be accessed remotely, see the Benchmark Modules Directory on the RISE portal. For instructions on how to access these Benchmark modules remotely without the Secure Browser, see the [Quick Guide to Administer Benchmarks Remotely](#) on the RISE portal.

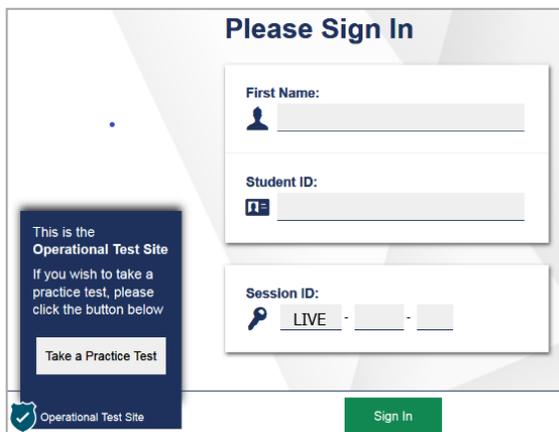
Students may also take training tests in the Student Training Site to familiarize themselves with the online testing process. Aside from the sign-in process, the Student Training Site has the same appearance and functionality as the Student Testing Site. For information on how students sign in to the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

Figure 17. Student Testing Site Student Sign-In Page



3. Students select **Sign In**. The *Is This You?* page appears.

## How to Verify Student 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 to 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.

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.

- 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 and Practice Tests)

2. 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 to Check Student 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.

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

Figure 21. Audio/Video Checks 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.

## How to Check Text-to-Speech Functionality

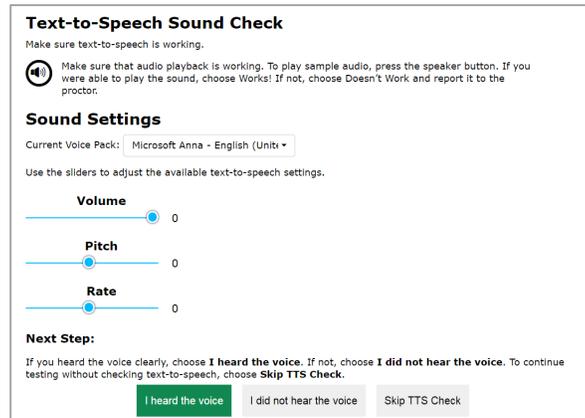
The **Text-to-Speech Sound Check** panel appears for all students (see Figure 22). Students can use TTS only within the Secure Browser, a supported Chrome or Firefox browser, or the Take a Test app.

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.

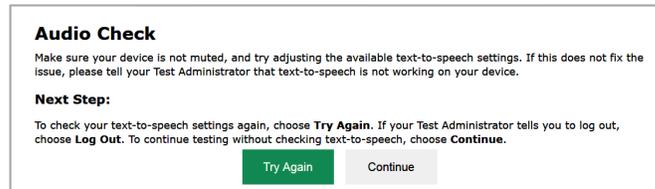
- If the voice is clearly audible, students select **I heard the voice**. A green check appears at the upper-right corner of the panel, and students can proceed to the next functionality check.
- If the voice is not clearly audible, students adjust the settings using the sliders and select  to listen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

Figure 22. Text-to-Speech Sound Check Panel



- 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



- 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**.

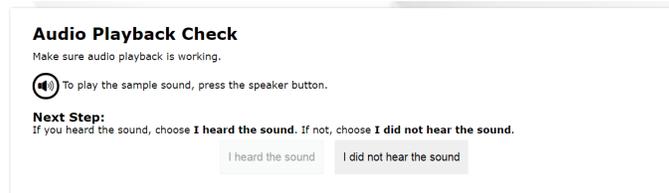
## How to Check Audio Playback Functionality

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.

Figure 24. Audio Playback Check Panel



- 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.
- 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.

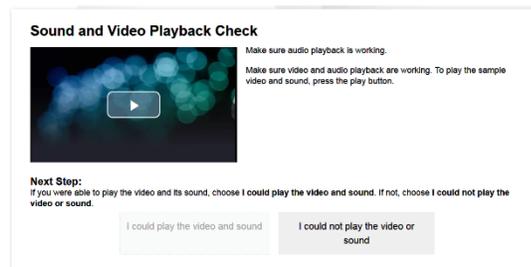
## How to Check Sound and Video Playback Functionality

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



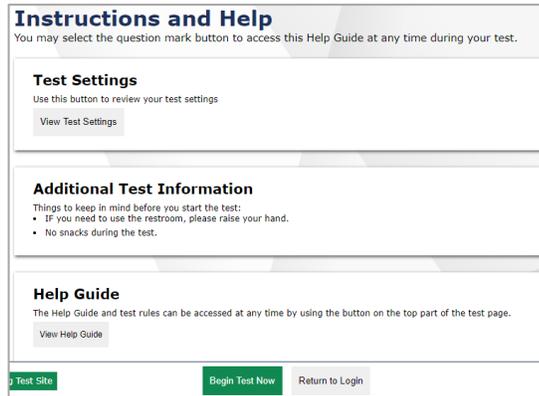
- If the video can be played and the sound is clearly audible, students select **I could play the video and sound**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.
- If students are not able to play the video or hear the sound, students 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 to View Instructions and Begin Testing

The *Instructions and Help* page (see Figure 26) is the last step of the sign-in process. Students may 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.

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:

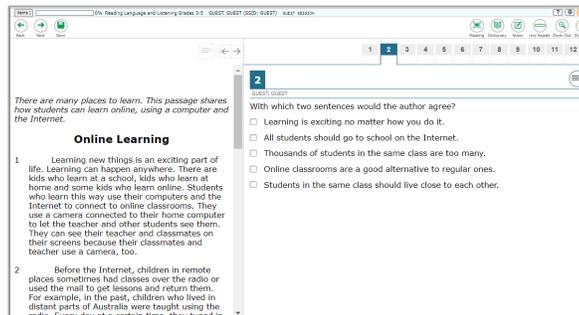
The *Global Menu* section displays the global navigation and tool buttons. It also includes the **Questions** menu, test information, help button, pause button, system settings button, and timer (if available).

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.

Figure 27. Test Layout



## 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).
- 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).

- 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.

Figure 28. Navigation Buttons

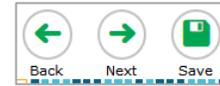
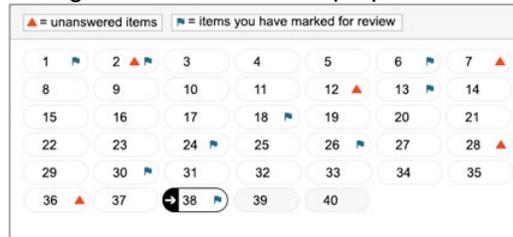


Figure 29. Questions Pop-up Window



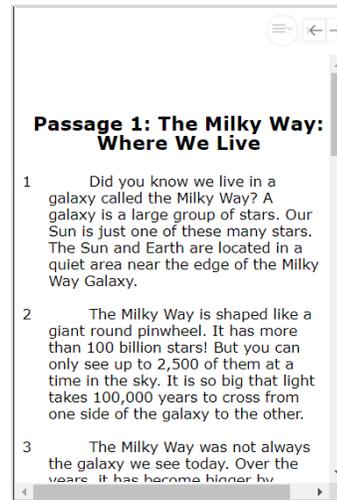
## How to View Stimuli

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 can use the Student Training Site to familiarize themselves with the question types that may appear on their operational tests.

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

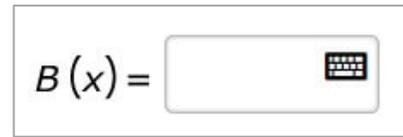
Test questions may require students to do any of the following tasks:

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).

## 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	Sets the size and color of the mouse pointer.
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	Sets the zoom level for all test content. Zoom levels of 5X or more require streamlined mode to be turned on.

## 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 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 <b>Calculator</b> in the global menu.
Dictionary	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select <b>Dictionary</b> in the global menu.
Help	To view the on-screen <b>Help Guide</b> 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 <b>Line Reader</b> 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"> <li>• Select <b>Masking</b> in the global menu.</li> <li>• Click and drag across the distracting area.</li> <li>• To close the Masking tool, select <b>Masking</b> again. To remove a masked area, select <b>X</b> in the upper-right corner of that area.</li> </ul>
Notes	To enter notes in an on-screen notepad, select <b>Notes</b> 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 <b>Print Page</b> in the global menu.
Print Item	For students with the Print-on-Request accommodation, to send a print request for an individual question, select <b>Print Item</b> 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 <b>Print Passage</b> in the global menu.
Scoring Guide	To view the on-screen scoring guide, select <b>Scoring Guide</b> 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 <b>Zoom In</b> . Multiple zoom levels are available. To undo zooming, select <b>Zoom Out</b> .

## How to Use the Masking Tool

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

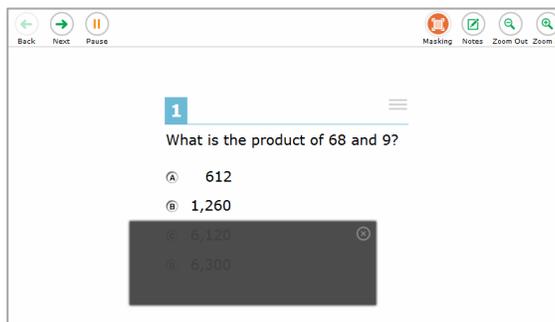
To mask an area of a test page:

- 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

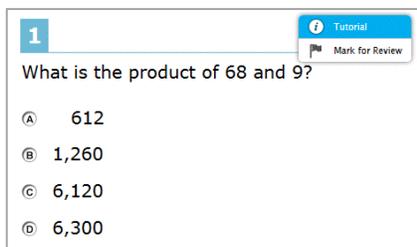
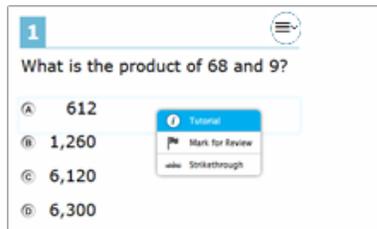


Figure 36. Context Menu for Answer Options



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

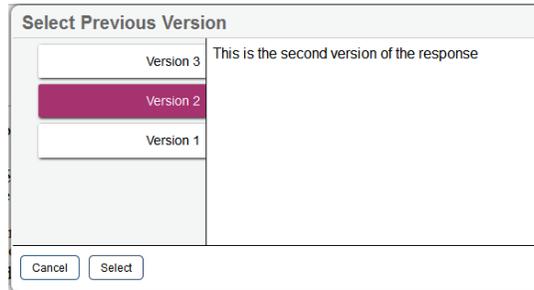
Tool Name	Instructions
American Sign Language	<p>For students with the American Sign Language accommodation (ASL), to watch videos that translate test content into American Sign Language (ASL).</p> <p><i>To view ASL videos:</i></p> <p>From the context menu, select <b>American Sign Language</b>.</p> <ul style="list-style-type: none"> <li>If only one ASL video is available, the video opens automatically.</li> </ul> <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)	<p>To open the glossary, click a word or phrase that has a border around it.</p>
Highlighter	<p>To highlight text, select the text on the screen and then select <b>Highlight Selection</b> 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 <b>Reset Highlighting</b> 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 <b>Mark for Review</b> 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 <b>Questions</b> pop-up window also displays a flag icon next to the question number.</p>
Select Previous Version	<p>To view and restore responses previously entered for a Text Response question, select the <b>Select Previous Version</b> option from the context menu. A list of saved responses appears. Select the appropriate response and click <b>Select</b>.</p>
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"> <li>Option A:             <ol style="list-style-type: none"> <li>To activate Strikethrough mode, open the context menu and select <b>Strikethrough</b>.</li> <li>Select each answer option you wish to strike out.</li> <li>To deactivate Strikethrough mode, press <b>Esc</b> or click outside the question’s response area.</li> </ol> </li> <li>Option B: Right-click an answer option and select <b>Strikethrough</b>.</li> </ul>
Text-to-Speech	<p>To listen to passages and questions, select a <b>Speak</b> 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	<p>To view a short video demonstrating how to respond to a particular question type, select <b>Tutorial</b> from the context menu.</p>

## 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.

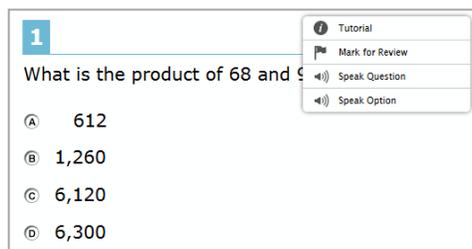
Figure 37. Select Previous Version Window



## How to Use the Text-to-Speech Tool

Students testing with TTS can 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. TTS is available only when using the Secure Browser or a supported Chrome or Firefox browser.

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**.

## 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.

## 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 39).

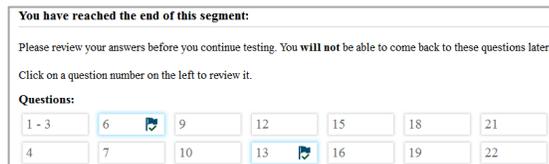
Please note that students cannot return to the segment after selecting **Next**. The TA will then need to approve the student to begin the second segment.

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 39. End Segment Page



## 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.

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 40). 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 41).
  - 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 42), 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 40. Global Menu with End Test Button



Figure 41. End Test Page

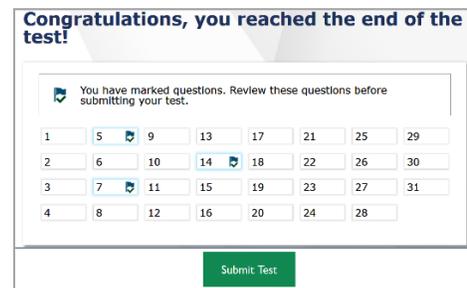
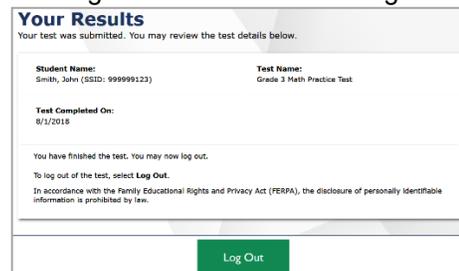


Figure 42. Your Results Page



## 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.**

To obtain detailed information about the official state policy for assessment accommodations, refer to the USBE Special Education website: <https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&tid=0>

For assistance with questions about special education accommodations, contact Tracy Gooley at [tracy.gooley@schools.utah.gov](mailto: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](http://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 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.*

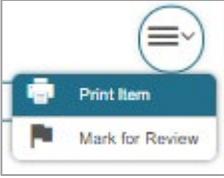
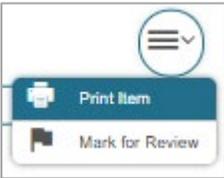
Students should access the Training Test to familiarize themselves with the online resources/tools available during testing. The Training Test is available at [UtahRISE.org](http://UtahRISE.org).

## Accommodations

Table 5 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 5. Testing Accommodations

Accommodation	Description
<p><b>American Sign Language/ASL</b></p> 	<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 <b>American Sign Language</b>.</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.</p> <p><a href="https://schools.utah.gov/specialeducation/resources/assessment">https://schools.utah.gov/specialeducation/resources/assessment</a></p>
<p><b>Assistive Technology</b></p>	<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><b>IMPORTANT:</b> Contact Tracy Gooley at <a href="mailto:tracy.gooley@schools.utah.gov">tracy.gooley@schools.utah.gov</a> if a student requires this accommodation. Only the USBE will be able to enable this accommodation for students.</p>
<p><b>Print-on-Request:</b></p> 	<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 he or she takes the test. Procedures for securely destroying these materials once testing has completed must be followed.</p> <p><b>IMPORTANT:</b> This accommodation must be enabled in TIDE prior to the student beginning testing in the test delivery system (TDS).</p>
<p><b>Print-on-Request: Braille</b></p> 	<p>The Print-on-Request option allows for on-site printing of the embossed braille form, including tactile graphics. The student’s responses should be transcribed as he or she takes the test.</p> <p><b>IMPORTANT:</b> This accommodation must be enabled in TIDE prior to the student beginning testing in the test delivery system (TDS).</p>
<p><b>Refreshable Braille</b></p>	<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 <a href="#">Accommodated Script</a> 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 <a href="http://UtahRISE.org">UtahRISE.org</a>.</p> <p><b>IMPORTANT:</b> This accommodation must be enabled in TIDE prior to the student beginning testing in the TDS.</p>

## 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 43). 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 43. Other Accommodations Window in TIDE

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 6<sup>th</sup> 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](mailto: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](mailto: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](http://UtahRISE.org).

# RISE Training Tests and Grades 4–8 Science Practice Clusters

## Purpose

The RISE Training Tests and grades 4–8 Science Practice Clusters are provided to familiarize students and teachers with the design, format, and procedures for answering the different types of items that will be included in the RISE assessments. They can be used to verify all accommodations, and resources are applied to individual students’ work correctly prior to taking the RISE Summative assessments. They can also be used to certify that local technology is configured properly and can successfully deliver RISE assessments via the Secure Browser or to review testing procedures prior to the remote administration of select RISE Benchmark modules.

The Training Tests and grades 4-8 Science Practice Clusters cover a grade span and mirror the online testing experience for Utah students taking the RISE assessments on CAI’s testing platform. The training tests are not predictive of how students will perform on the Benchmark modules, Interim, or Summative assessments.

The Training Tests and grades 4-8 Science Practice Clusters are available on the RISE Portal, located at [UtahRISE.org](http://UtahRISE.org).

Schools are encouraged to have students take the appropriate Training Test and grades 4-8 Science Practice Cluster prior to the administration of the RISE Benchmark modules, Interim, and 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 and Practice Clusters 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) meeting.

## Format

The Training Tests and grade 4-8 Science Practice Clusters are divided into separate grade bands and content areas as follows (see Table 6):

Table 6. Training Test and Grades 4-8 Science Practice Clusters

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

Each Training Test and grade 4-8 Science Practice Cluster 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. 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 and grades 4-8 Science Practice Clusters 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 Test and grade 4-8 Science Practice Clusters do not include an item for each of the aligned Utah Core Standards that will be measured by the RISE Benchmark modules, Interim, or Summative assessments. The Training Test **does not provide scores for students and should not be used to measure students' content knowledge.**

## RISE Benchmark Modules

NOTE: Students are currently permitted to take specific Benchmark modules remotely without 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.

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](http://UtahRISE.org).

A Benchmark Previewing System is available to all users 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. To access this system, users click on the Benchmark Previewing card on the [UtahRISE.org](http://UtahRISE.org) home page.

### Security

The RISE Benchmark modules are secure but not public assessments. Educators can review student responses but cannot copy, paste, photograph, place questions into presentations or other assessments, or share test items outside of the classroom instructional level.

Considerations for sharing Benchmark Module 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 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 11, 2020, and June 11, 2021. 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.

# 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.

For the 2020-2021 test administration, the Utah State Board of Education (USBE) is allowing below-grade Interim assessments in addition to the traditional at-grade Interim assessments. Students are automatically eligible for the Interims for the grade below their current courses in addition to the Interims for their current courses; for example, if a student is eligible for a Grade 8 Math Interim for 2020-2021, they will also automatically be eligible for the Grade 7 Math Interim this year.

## Testing Windows and Scheduling

Students may participate in one grade-level Interim assessment per subject area and one below-grade Interim assessment in the fall testing window and one grade-level Interim assessment per subject area and one below-grade Interim assessment in the winter testing window. For more information about state testing windows, please contact Kim Rathke, [kim.rathke@schools.utah.gov](mailto:kim.rathke@schools.utah.gov), or Jared Wright, [jared.wright@schools.utah.gov](mailto:jared.wright@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 7 outlines appropriate testing times for the RISE Interim assessments.

Table 7. 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 11, 2020, and December 22, 2020, and again between January 5, 2021, and March 5, 2021. The USBE does not recommend that schools administer both the Benchmark modules assessments and RISE Interim assessments. The RISE interim assessments cannot be administered in a remote setting.

## 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 but not public assessments. The Interim reading passages, writing prompts, and test items may be reviewed with students, discussed as a class, or reviewed during instructional conversations. Educators can review student responses but cannot copy, paste, photograph, place questions into presentations or other assessments, or share test items outside of the classroom instructional level. The RISE Interim assessments follow the 2020 spring RISE Interim blueprints for each assessed course.

Considerations for sharing Interim 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 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 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 Interim or Summative assessments can be administered in a remote setting. For a list of the Benchmark modules that are permitted to be accessed remotely without 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 Jared Wright, [jared.wright@schools.utah.gov](mailto:jared.wright@schools.utah.gov).

### Step 2: 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 3: Sign In to 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 4: Use the RISE 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 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 in to 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](http://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 sticky notes, white boards, or teacher-provided graphic organizers, 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), he or she 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).
- Phones, smart watches, or other internet-capable devices are NOT allowed during testing.

## Calculators—Science

Although mathematical calculation is inherent in science instruction, the Utah Core Standards for Science are not calculation heavy. Some students may feel more at ease during testing if a calculator is available. To respond to this student need, two options are available for calculator use on 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).
- Phones, smart watches, or other internet-capable devices are NOT allowed during testing.

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

While students sign in to the assessments through the Secure Browser, the steps below outline the process for test administrators (TAs) to sign in to TIDE.

TAs will help students sign in to 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.

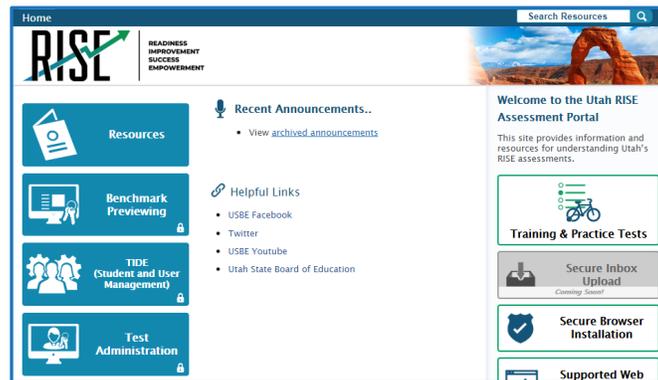
- TAs may provide sign-in information to students using test tickets generated from TIDE or may follow local procedures to help students sign in. For information on generating test tickets or locating student sign-in information in TIDE, refer to the *TIDE User Guide* located at [UtahRISE.org](http://UtahRISE.org).

**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 In to TDS system

- Navigate to the RISE Portal (see Figure 44) at [UtahRISE.org](http://UtahRISE.org).

Figure 44. RISE Portal Home Page



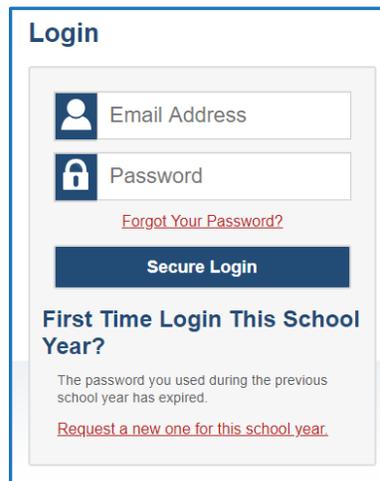
- Click on the **Test Administration** card (see Figure 45).

Figure 45. Test Administration Card



- You will be directed to the TDS sign-in screen (see Figure 46).

Figure 46. TDS Sign-in Screen



- Enter your username (email address) and password into the respective text fields.

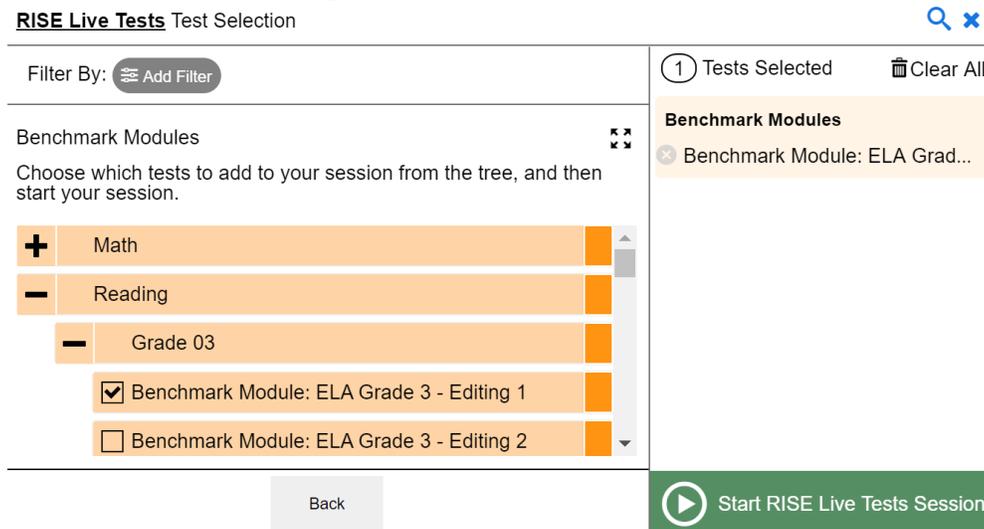
- Click **Secure Login**. The TA site will display with the list of possible tests to add to your session.

**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 47), 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 47. Test Selection Window



**Step 4: Locate Session ID**

- You will see the Session ID for the test(s) to be administered (see Figure 48).

Figure 48. 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 49).

Figure 49. Select Tests Button



**Step 5: Help Students Sign In to 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 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 and Interim Student Instructions

**SAY:** “You will now sign in to 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.”

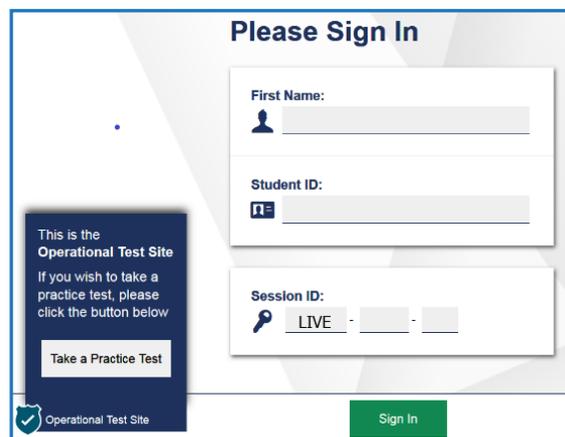
Troubleshooting tips: If a student is unable to sign in, he or she will be prompted to try again or contact the TA.

- 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.

## Test Sign-in for Students

Figure 50. Student Sign In Page



Pause while students sign in (see Figure 50).

**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 51. Is This You? Page

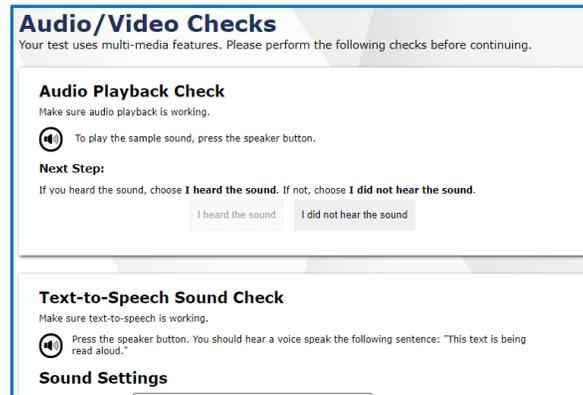
**SAY: “Then please click on the [insert course name] test and you will see a Waiting for Approval page. You should wait for your test to be approved. I will approve your test when I am finished giving instructions.”**

Figure 52. Students’ Your Tests Page

Figure 53. Waiting for Approval Page

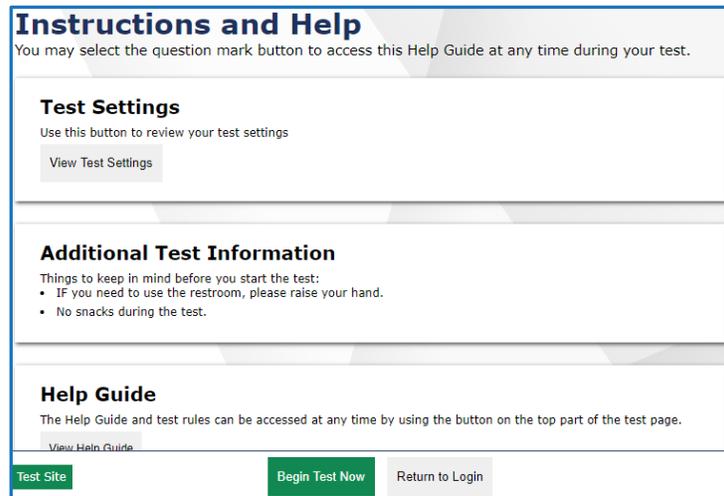
**SAY: “On the next screen, you may be presented with a series of Audio/Video Checks screens. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the sound’ and raise your hand.”**

Figure 54. Audio/Video Checks Screens



**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 55. 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 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 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 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 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 Benchmark Module or Interim 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 RISE Benchmark and Interim scripted testing instructions of the TAM is only optional for Benchmark Modules and Interim tests. Reading the testing scripts is recommended to familiarize teachers and students with RISE standardized testing procedures. The scripts for each Benchmark Module and Interim test are found below.

## 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 or ELA or Mathematics Interim Script

*Please note, there are no Science Interim tests.*

### Beginning of ELA, mathematics, or science testing session:

*SAY: “You are now ready to take the [insert Benchmark Module or Interim 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.”*

## 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.

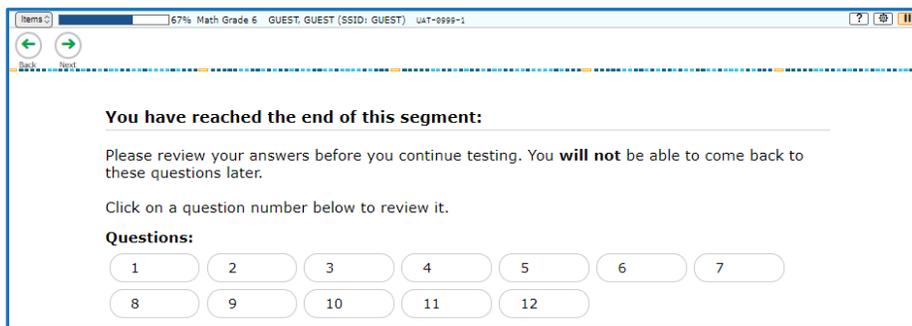
Please note that students should not select “Next” until the TA has been notified by the student that they are moving to second segment. The TA must approve the second segment for the student.

**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.”

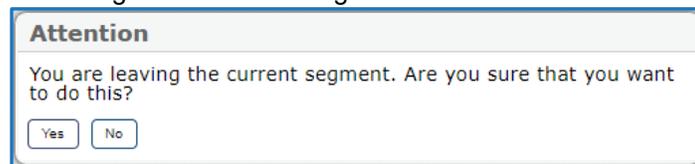
**SAY:** “This test is divided into two segments. For the first segment, you will not be allowed to use a calculator. For the second segment, you will be able to use the online calculator tool. When you respond to the last item in the first segment, you will see a review screen. Please review your responses **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 56. End of Segment Review Screen



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

Figure 57. 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 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 58).

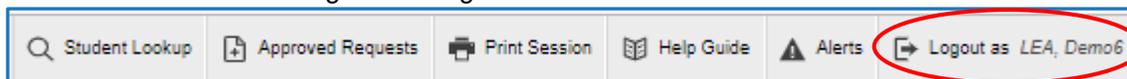
• Figure 58. Session ID Window



## Test Administrator—Sign Out

After ending the test session, click the Logout button in the upper-right corner of the TA site (see Figure 59).

Figure 59. Logout Button on TA Site Banner



## After Testing

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

## Administering the RISE Benchmark Modules Remotely

Administering 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 are included within the RISE platform with additional capabilities for proctors to monitor and assist remote students as they are completing benchmark modules. 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 RISE 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.

### Remote Administration of Benchmark Modules for Teachers

Can teachers administer benchmark modules to students even if students are not present in the classroom or in the school building?

- Yes, they can. Please note: only Form A or Form 1 or science benchmark modules can be administered remotely. No interim or summative assessments can be administered remotely.
- The RISE online testing system that teachers and test administrators in Utah have used to administer assessments in the classroom has been upgraded to allow teachers to administer benchmark modules 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 benchmark module. 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 in to 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 or a link to the session for students to join the session when it starts.
- Students use a conventional web browser like Chrome or Firefox to access RISE like they would access the system in school. The benchmark module is completed in the same way it would if everyone were together in the classroom.
- 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 from home during distance learning. Remote administration is not available for RISE interim or summative assessments.

#### How to Prepare for Remote Administration

To ensure teachers can administer a benchmark module to a student when that student is not in the school, 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, including the following:

- How to prepare the teacher’s computer to administer benchmark modules to students at home
- What technology teachers need to administer a benchmark module to students who are at home
- How to access the RISE test administration site from home
- How to schedule a RISE benchmark module session in advance
- How to join a benchmark module session that was scheduled in advance
- How to modify benchmark module sessions that were scheduled in advance but have not started yet
- How to communicate session information securely to students
- How to administer a benchmark module to students in a classroom and students at home at the same time

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 conventional web browser like Chrome or Firefox installed so they can access the testing website.	
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 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 or a link 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 at home, teachers should have the proper hardware and software and a strong internet connection. . 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.

## What Technology do Teachers Need?

The technology requirements to administer a benchmark module to students when they are at home 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 charts below 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.

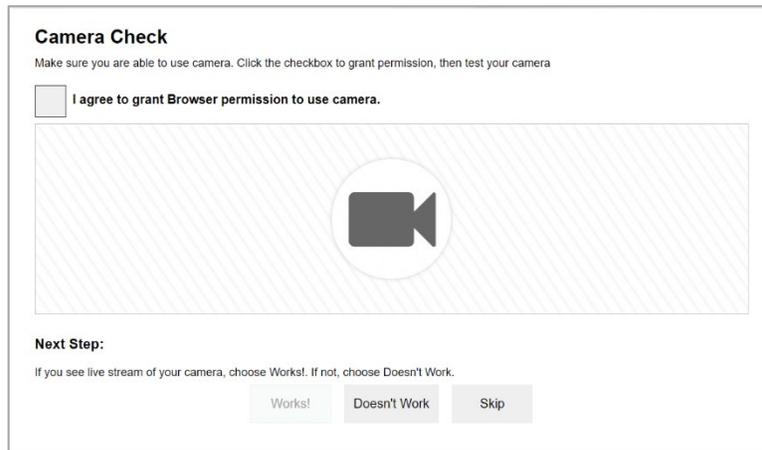
### Before Testing Day: Checking your Technology

To ensure the teacher’s webcam, microphone, and speaker meet the minimum requirements necessary for remote testing, run the diagnostic checker at <https://labs.airtest.org/diagnostictool/Pages/DiagnosticShell.aspx?c=ClearSight>

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

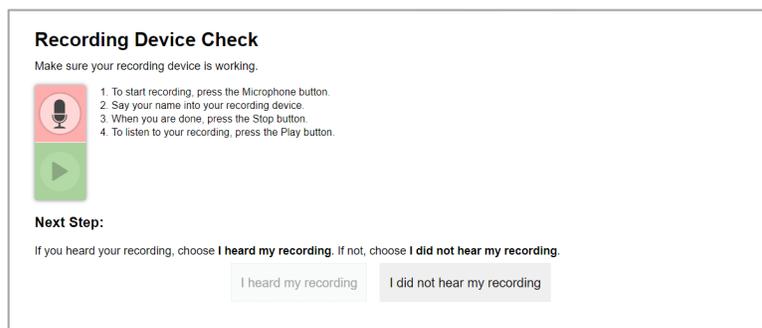
Teachers can ensure their webcam is working properly by following the steps below:

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.



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.



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.



## How to Log in the Test Administration Site from Home

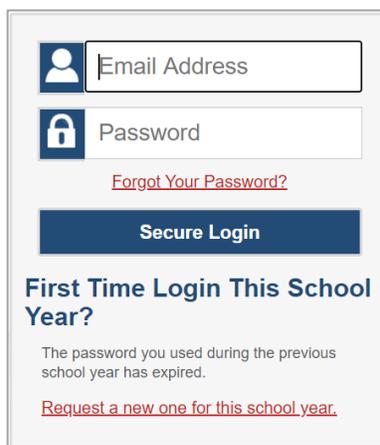
Teachers access the RISE test administration site from home the same way they would access it in a classroom. From the test administration site, teachers can start a benchmark module session immediately or schedule a benchmark module session to start in the future.

Teachers can access the test administration site from home by following the steps below:

1. Access the RISE portal at [www.utahrise.org](http://www.utahrise.org)
2. Select the Test Administration card.

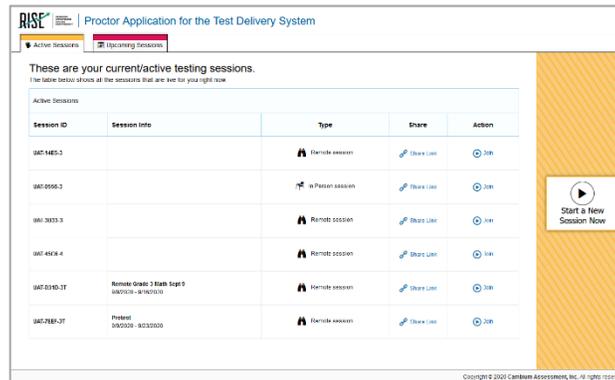


3. The *Test Administration* login page opens in a new window. Enter the same credentials you would use in school and select **Secure Login**. If you have forgotten your password, select **Forgot Your Password?** and follow the on-screen instructions to set a new password.



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 for 2020-2021 to allow teachers to create benchmark module sessions for students who are testing at home and to schedule benchmark module sessions for students at home 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 and link 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 at home via the computer screen

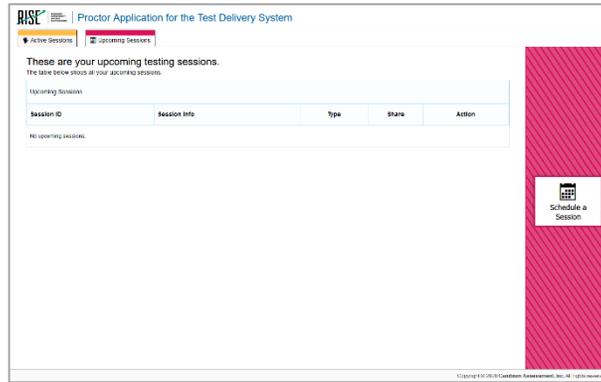


Students completing the benchmark module from home will use a conventional web browser like Chrome or Firefox, where they will click the link provided and will be taken to the RISE assessment website.

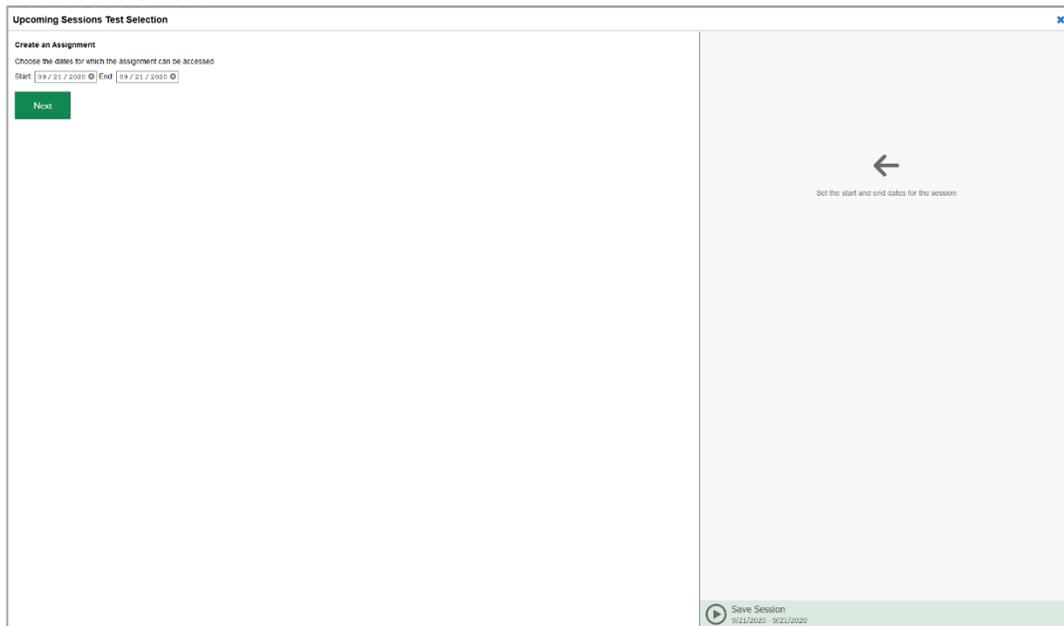
For information about communicating session information to students, see the section [How to Communicate Session Information Securely to Students](#).

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 from Home](#).
2. The *Test Administration* page appears. Select **Upcoming Sessions**.

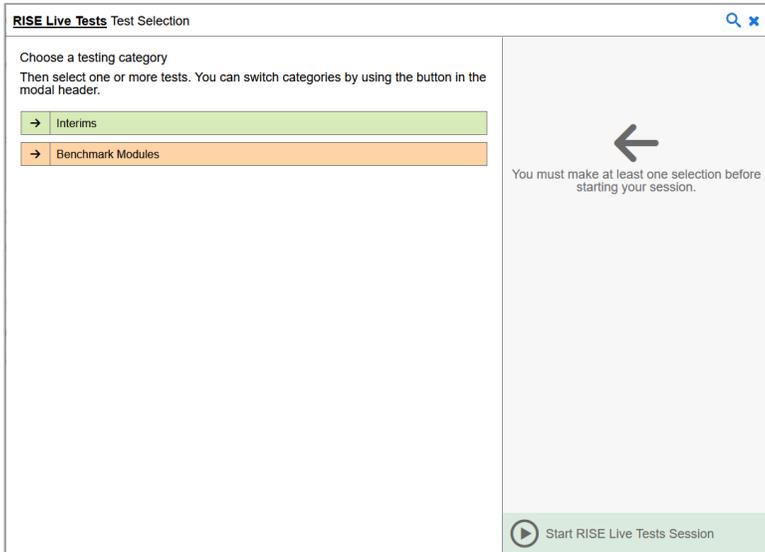


3. The *Upcoming Sessions* page appears. Select **Schedule a Session**.
4. The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next**.

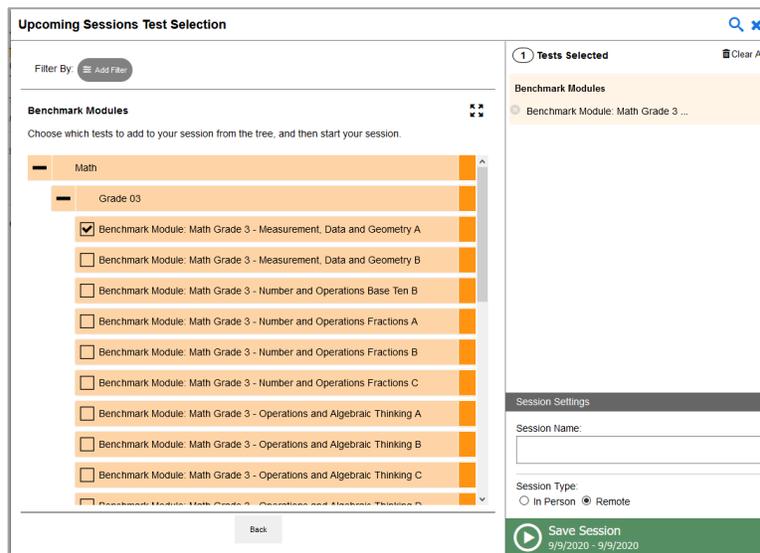


5. The *Test Selection* page appears. From the list of color-coded test categories, select the benchmark module that you wish to include. Please note: only Form A , Form 1, or the science benchmarks can be administered remotely. No interim or summative assessment can be administered remotely. To alleviate student confusion, assign one benchmark

module per session for students, unless completing make-up assessments.

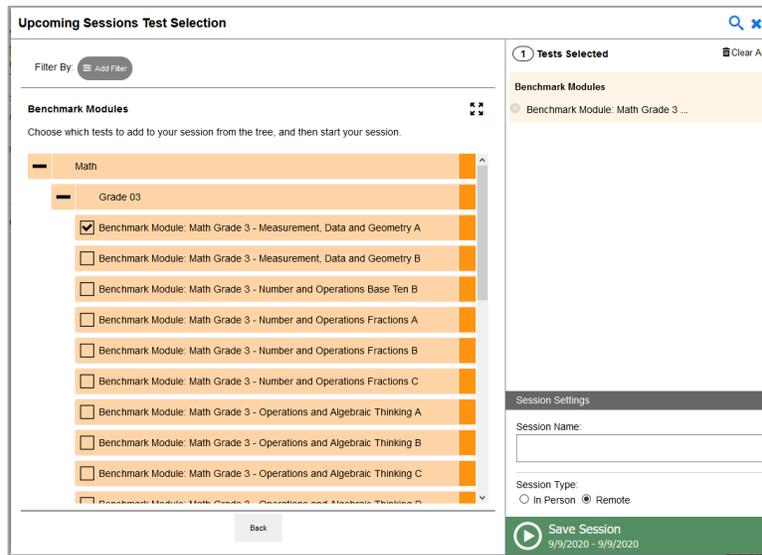


6. The benchmark modules appear. Select a benchmark module to add to the session by marking the checkbox(es) by the test(s). Expand a group of benchmark modules by selecting the **Plus Sign** icon (+) next to that group. Please note: only Form A , Form 1, or the science benchmarks can be administered remotely. No interim or summative assessment can be administered remotely. To alleviate student confusion, assign one benchmark module per session for students, unless completing make-up assessments.



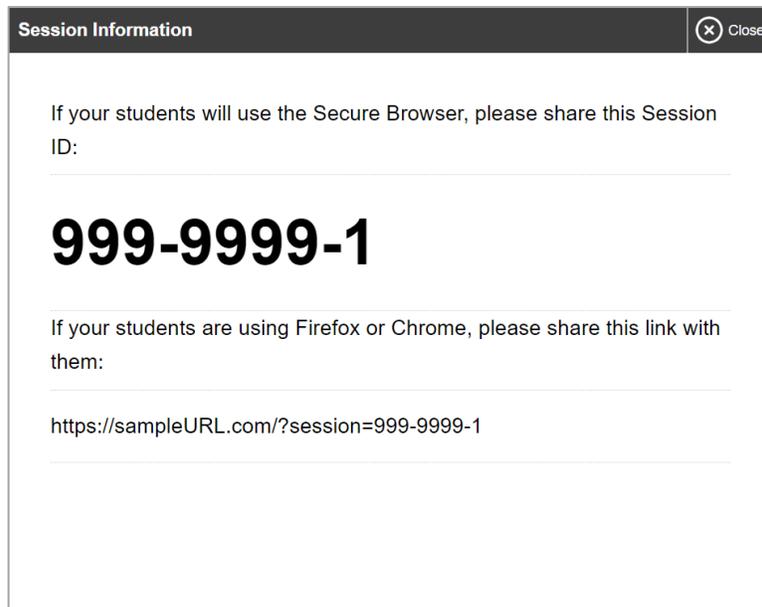
7. Once you have selected a benchmark module to add to the session, the *Session Settings* fields appear. Do the following:
  - a. In the *Session Name* field, enter a name for the session. It is recommended you make the name descriptive as to the benchmarks and timeframe being administered. As an example: 'Geometry Benchmark October 16'
  - 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 *Session Information* pop-up window appears. This pop-up window provides the session ID and link 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 and link for themselves and save it in a secure location in case they need it later.

After providing the session ID and link 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.

Session ID	Session Info	Type	Share	Action
UAT-CDAA9-3T	Geometry September 30 9/30/2020 - 9/30/2020	Remote session	Share Link	Edit Delete



- To retrieve the session ID and link to the session again, select the **Share Link** icon ().
- To edit an upcoming session before it begins, select the **Edit** icon ().
- To delete an upcoming session before it begins, select the **Delete** icon ().

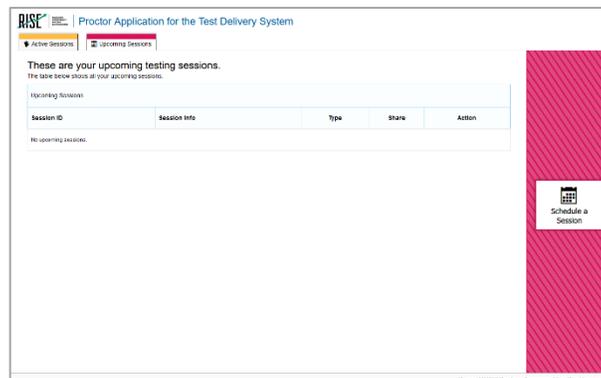
### How to Modify a Benchmark Module Session Scheduled in Advance but has Not Started Yet

Teachers can modify benchmark module 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 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 from Home](#).
- 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 links to the benchmark module session, session IDs, and student IDs to their students so students can complete 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 a classroom management system teachers and students are already using for instruction purposes. 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.

## Administering to Students in a Classroom and Students at Home at the Same Time

Teachers can administer benchmark module sessions to some students in the classroom and some students at home at the same time. If any students in a benchmark module session are completing the benchmark module from home, 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. 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.

## 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 at home, including the following:

- How to join a remote benchmark module session that was scheduled in advance
- How to start a benchmark module session immediately for students who are not in the classroom
- How to communicate with all students in a remote benchmark module session at once
- How to observe students while they complete their benchmark module off-site
- How to start a one-on-one video conference with one student at a time while the student is completing the benchmark module at home
- How to respond to a student requests for assistance
- How to respond if a test alert appears for a student
- How to end a remote benchmark module session

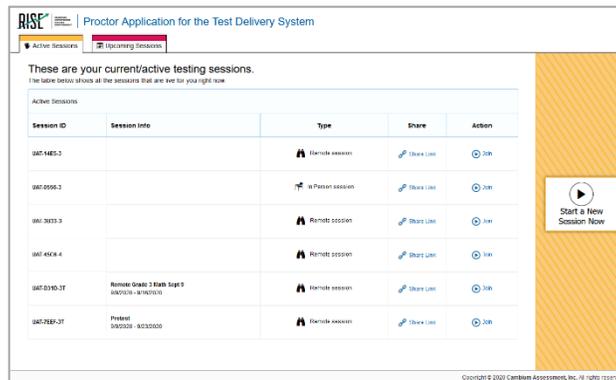
## How to Join a Remote Benchmark Module Session Scheduled in Advance

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.

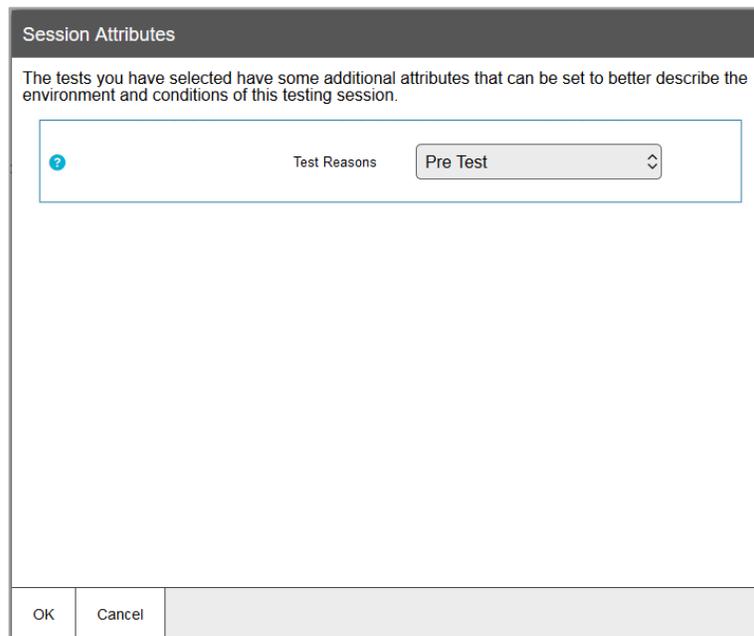
On the RISE *Test Administration* site, benchmark module sessions scheduled in advance move automatically from the *Upcoming Sessions* page to the *Active Sessions* page when the start date for the session arrives. Teachers can join the session from the *Active Sessions* page.

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 from Home](#).
2. The *Test Administration* site appears. Select **Join** for the benchmark module session you want to join.



3. 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.
4. The *Test Administration* site appears, displaying the *Session Attributes* pop-up window. From the *Test Reasons* drop-down list, select a test reason, and then select **OK**. Please note: a test reason is required for all RISE assessments.



5. 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.

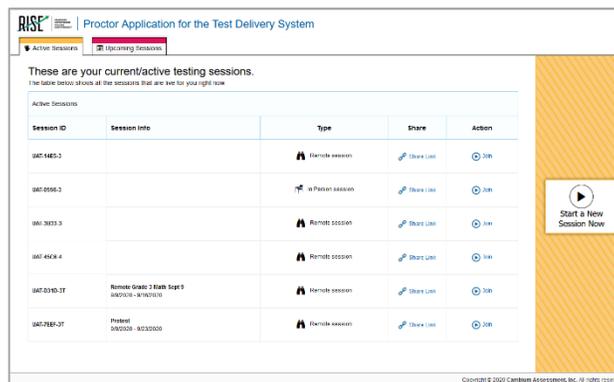
Once students have been approved to join the session, they can begin completing the benchmark module.

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

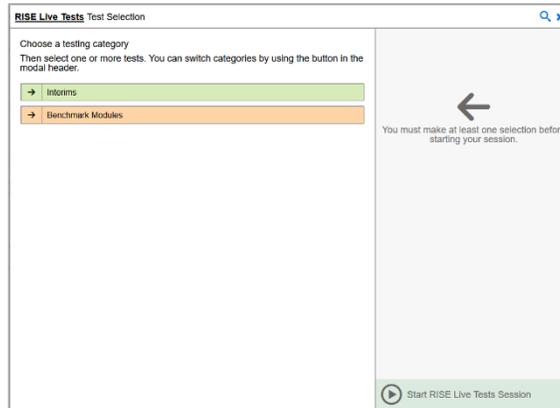
If teachers did not schedule a benchmark module session for students who are not in the classroom in advance, they can start a session for students who are not in the classroom immediately. When teachers log in, they see a dashboard with two pages: Active Sessions and Upcoming Sessions. To start a benchmark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

Teachers can start a benchmark module session immediately by following the steps below:

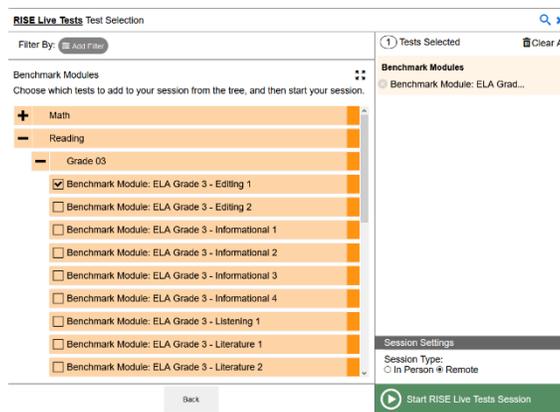
- Access the test administration site by following steps in the section [How to Log in the Test Administration Site from Home](#).
- The *Test Administration* site appears, displaying the *Active Sessions* page. Select **Start a New Session Now**.



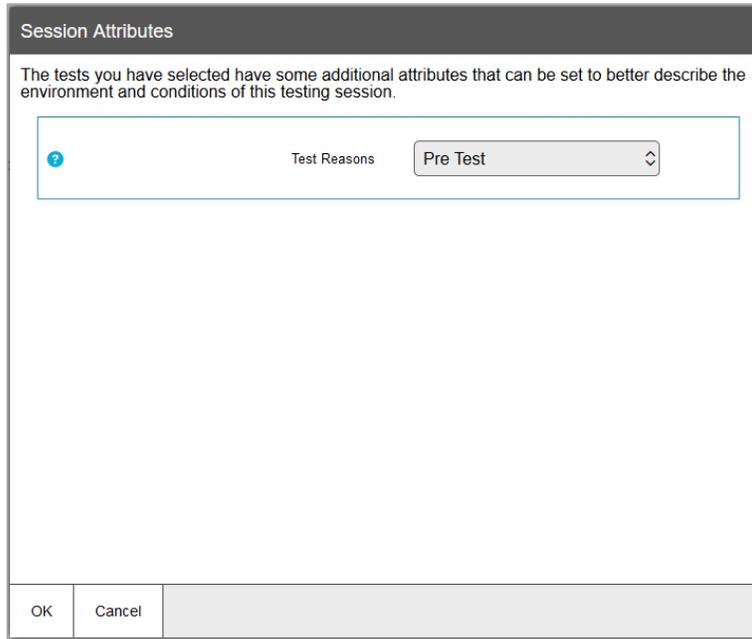
- The *Test Selection* page appears. Select the benchmark module you wish to administer. Please note: only Form A, Form 1, and science benchmark modules are available for remote administration. It is highly recommended that teachers and students use the RISE training tests to practice using the technology built into the RISE remote administration system.



4. The benchmark modules appear. Select the benchmark module (Form A, 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, displaying the *Session Attributes* pop-up window. From the *Test Reasons* drop-down list, select a test reason, and then select **OK**. A test reason is required for all RISE assessments.



8. 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

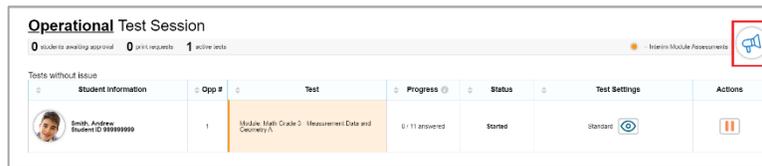
Once a remote benchmark module session has started and students have joined, teachers can communicate with all students at once through a broadcast feature within the RISE test administration site.

- 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.

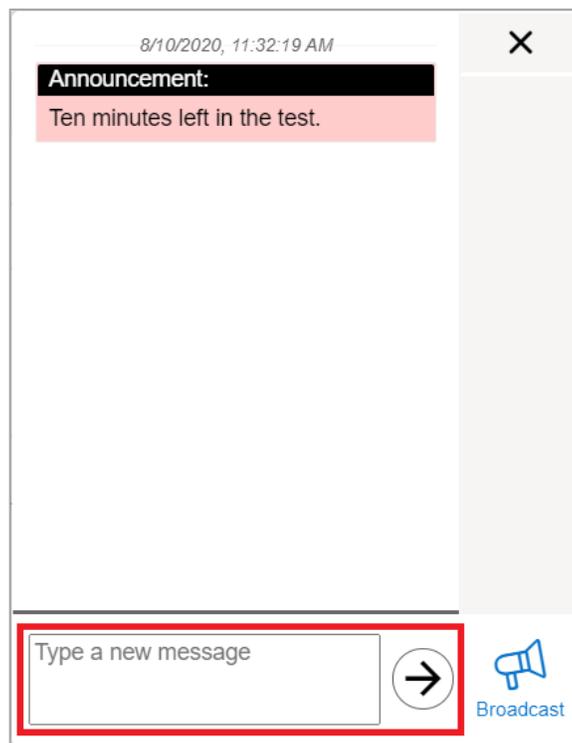
- Be sure to keep these messages brief. For example, teachers might tell students “Ten minutes left in the test.” It may be helpful to remind students that they do not need to individually reply to broadcast messages unless requested to do so.
- Students can respond to teachers through this communication 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:

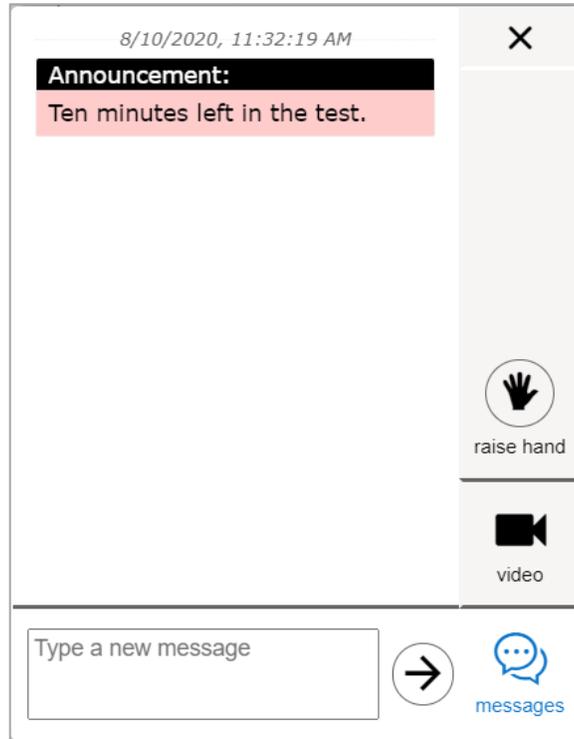
1. From the test administration site, select the **Megaphone** icon ()



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.



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.

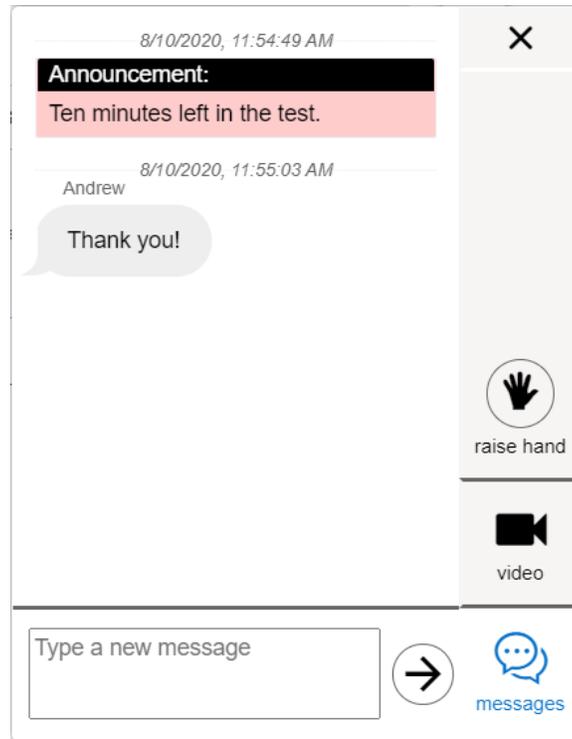
Operational Test Session

0 students awaiting approval 0 print requests 1 active tests Interim Modular Assessments 

Tests without issue

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
 <b>Steph, Andrew</b> Student ID: 000000000	1	Modular Math Grade 3 - 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 on the list of students on the RISE remote benchmark module administration site.

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.

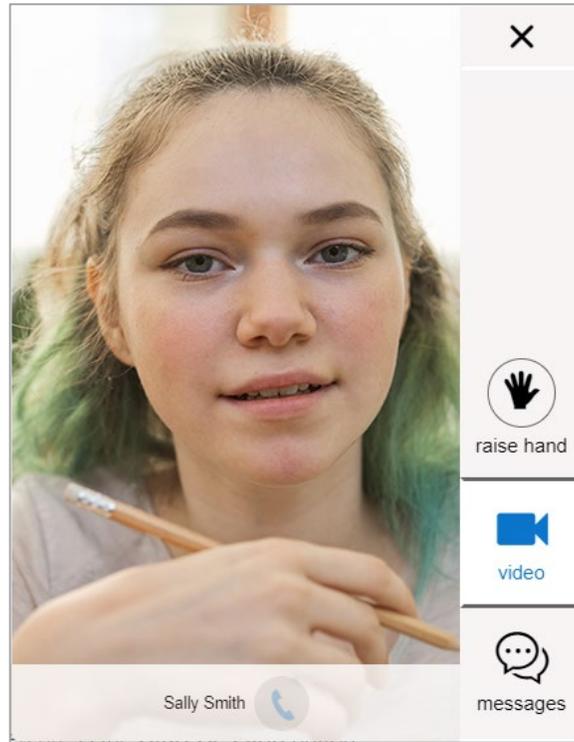
Operational Test Session

0 students awaiting approval 0 print requests 3 active tests \* return Module Assessments

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
 Smith, Andrew Student ID 99999999	1	Module: Math Grade 2 - Measurement Data and Geometry A	0 / 11 answered	Started	Standard 	
 Smith, Bucky Student ID 88888888	1	Module: Math Grade 3 - Measurement Data and Geometry 2	0 / 11 answered	Started	Standard 	
 Smith, Sally Student ID 77777777	1	Module: Math Grade 3 - Measurement Data and Geometry A	0 / 11 answered	Started	Standard 	

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 benchmark module administration site appears.

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

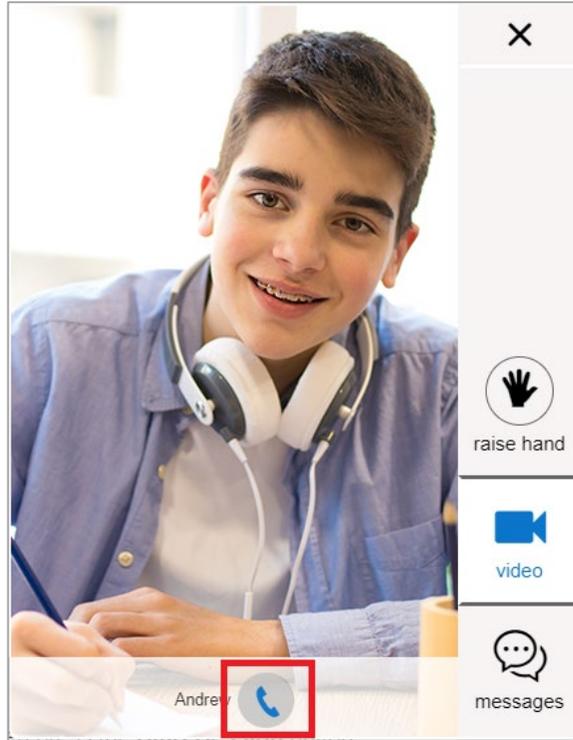
Teachers can start a one-on-one video conference with one student at a time through the RISE remote benchmark module administration site. During a video conference, teachers can see and hear the student and, if the teacher allows, the student can see and hear the teacher.

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.

Operational Test Session							
0 students awaiting approval		0 in 11 requests		1 active tests		Interim Module Assessments	
Tests without history							
Student Information	Opp #	Test	Progress	Status	Test Settings	Actions	
 Smith, Andrew Student ID: 999999999	1	Module Math: Grade 2: Measurement, Data and Geometry A	0 / 11 answered	Stops	Standard 		

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

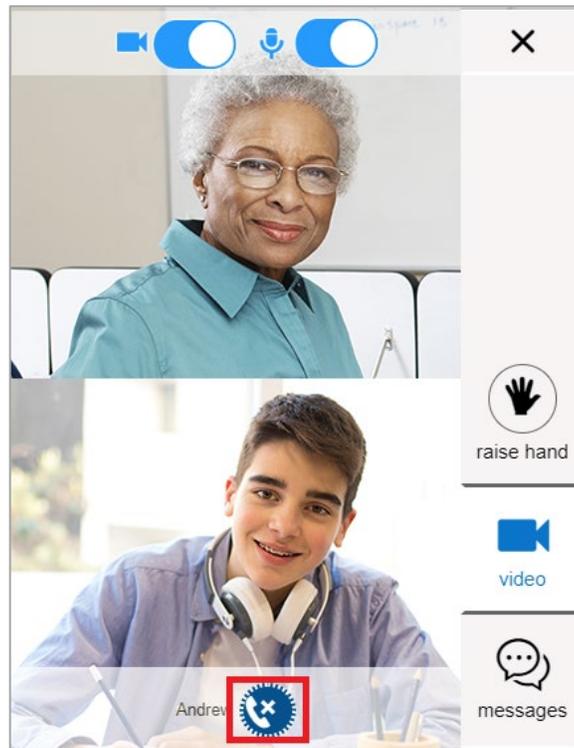


The call is placed. On your device, the *Video Conference* pop-up window displays a split-screen view of you and the student. On the student’s device, the *Video Conference* pop-up window displays automatically, displaying the same split-screen view of you and the student.

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.

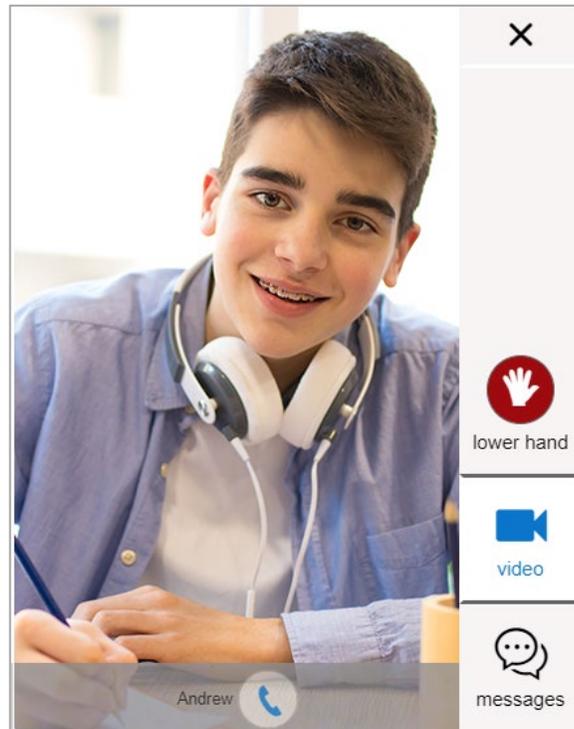
Students who need assistance will appear with a **Hand Raised** icon () next to their name on the list of students on the RISE remote benchmark module administration site.

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
 Smith, Andrew Student ID: W858888	1	Module: Math: Grade 3: Measurement Data and Geometry A	0 / 11 answered	Started	Standard	

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

- 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.
- 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 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	Actions
 Smith, Andrew Student ID: 999999999	1	Module, Math Grade 3 Measurement Data and Geometry A	0 / 11 answered	Inactive Test Alert We have not seen any activity on this student's testing device for a while. This could be due to the device going to sleep or the student experiencing some interruption.	

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 (, lower hand).
  - 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.

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



- 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**.

**Important!**

This will stop the testing session and pause tests for all students who are currently taking tests in the session. The students will also be logged out. Are you sure?  
[MessageCode: 10509]

OK 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 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.***

It is required that benchmark modules that will be proctored in a hybrid setting, with students in class as well as students who are remote simultaneously that one proctor monitors students who are testing remotely, while another assists those students in the classroom.

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

Provide any remote students with the link displayed in the test administration screen to navigate their supported web browser in a new window or browser tab. Remote students will view the same login interface appearance displayed within the RISE Secure Browser. The Session ID will be pre-populated from the generated sharable link in the proctor interface that remote students will utilize and is available in the proctor interface for students taking tests locally or for troubleshooting purposes.

***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, he or she 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.

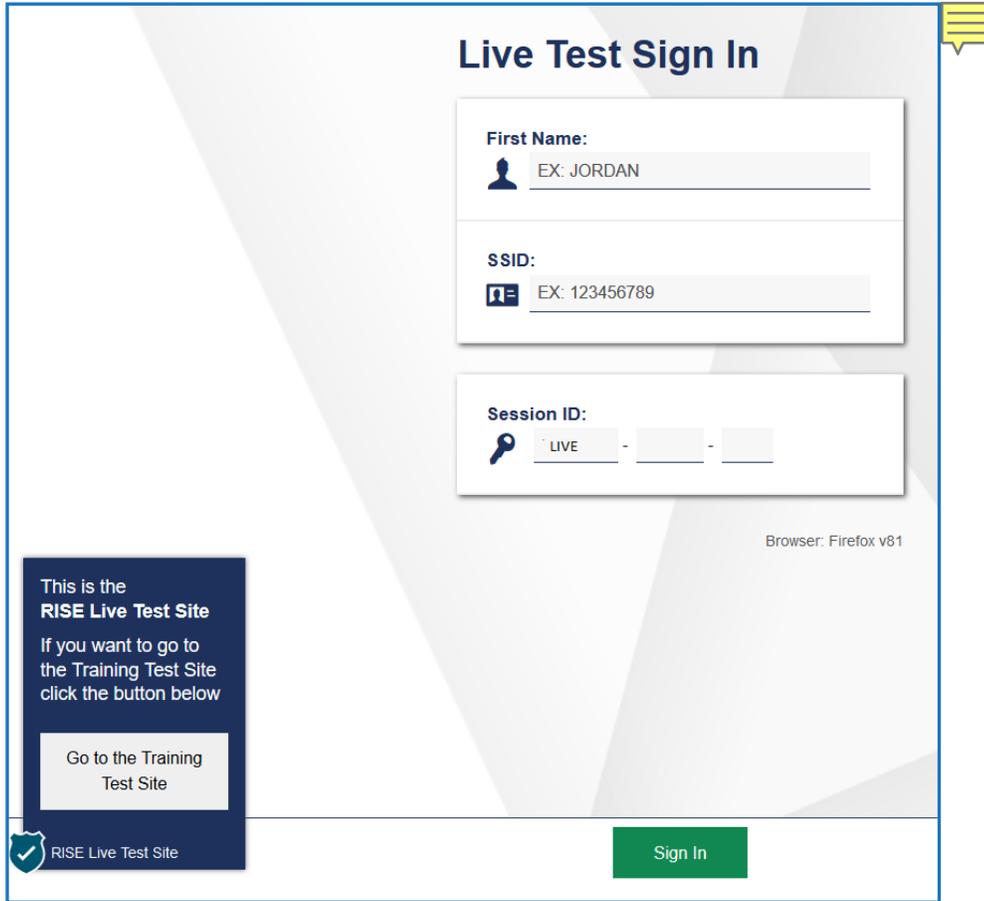


Figure 60. Student Sign In Page

Pause while students sign in (see Figure 50).

**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 61. Is This You? Page

**Is This You?**  
 Please review the following information.

<b>First Name</b> DemoFirstName	<b>Username:</b> 9999999
<b>Last Name</b> DemoLastName	<b>Grade</b> 5
<b>Date of Birth</b> July 15, 2007	<b>School:</b> 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 62. Students’ Your Tests Page

**RISE** | READINESS IMPROVEMENT SUCCESS EMPOWERMENT

**Your Tests**  
 Select the test you need to take.

**Benchmark Modules**

This is opportunity 1 of 99

RISE Live Test Site   

Figure 63. 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.

<b>First Name</b> GUEST	<b>Last Name</b> GUEST
<b>Session ID</b> UAT-0999-1	<b>Test</b> Math Grades 3-4

**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, we can still communicate with the text chat feature within RISE. 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 64. 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**.

I heard my recording
I did not hear my recording
Skip

### 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**.

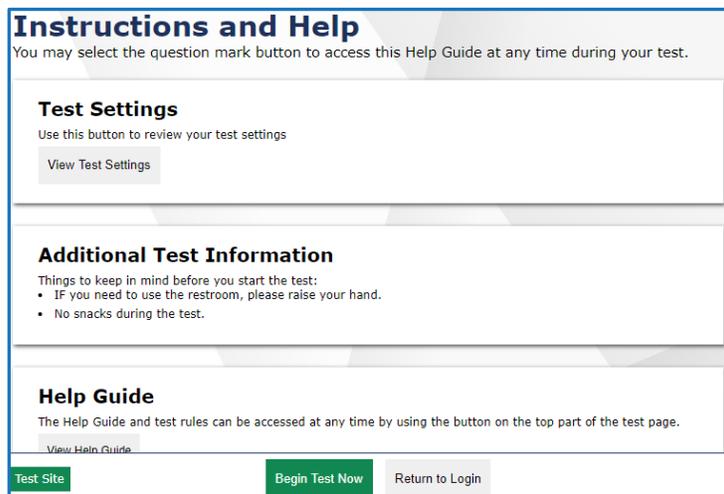
I heard the voice
I did not hear the voice
Skip TTS Check

Continue
Back

**SAY: "Please complete each check and let me know if you have any issues with the technology. If you can't 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 65. 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**

### **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 58). Please note: for remote administration, a new session ID will need to be provided to all students once the session has been stopped.

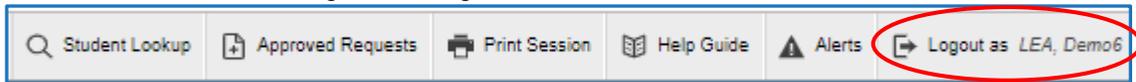
- Figure 66. Session ID Window



## 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 59).

Figure 67. 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](http://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 Melissa Preziosi, [Melissa.Preziosi@schools.utah.gov](mailto:Melissa.Preziosi@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](http://www.schools.utah.gov), or users can contact Kim Rathke, [kim.rathke@schools.utah.gov](mailto: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 8 outlines required testing times for each RISE Summative assessment.

## Expected Testing Times

Table 8. 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 2019–2020 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 Jared Wright, [jared.wright@schools.utah.gov](mailto:jared.wright@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 Jared Wright, [jared.wright@schools.utah.gov](mailto:jared.wright@schools.utah.gov).

### Step 2: 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 3: Use the RISE Training and Practice site to prepare for Summative Administrations

- Ensure that each student and TA has participated in the Training Tests.
  - 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 4: 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](http://UtahRISE.org).

### Step 5: 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.

### Step 6: Prepare Testing Materials

- Ensure that students have access to their seven-digit SSID, as this information is used to sign in to 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](http://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.

*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 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 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), he or she 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).
- Phones, smart watches, or other internet-capable devices are NOT allowed during testing.

## Calculators—Science

Although mathematical calculation is inherent in science instruction, the Utah Core Standards for Science are not calculation heavy. Some students may feel more at ease during testing if a calculator is available. To respond to this student need, two options are available for calculator use on 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).
- Phones, smart watches, or other internet-capable devices are NOT allowed during testing.

## Test Irregularities

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 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.

### Reset a Test

Resetting a test eliminates all responses for a student. When that student signs in to 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 in to 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 materials, 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](http://UtahRISE.org).

# During Testing

While students sign in to the assessments through the Secure Browser, the steps below outline the process for test administrators (TAs) to sign in to TIDE.

TAs will then help students sign in to 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

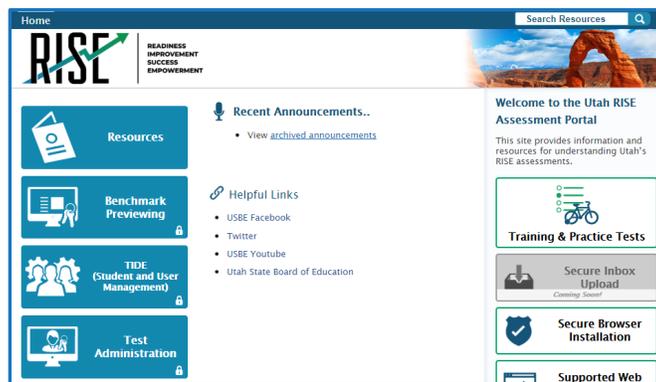
- Ensure that blank scratch/graph paper, headphones, and appropriate test materials are distributed. If you are using student test tickets, ensure that those are also distributed.
- Follow local procedures to ensure that the Secure Browser is available and launched on each device students will use for 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 In to TDS system

- Navigate to the RISE Portal (see Figure 60) at [UtahRISE.org](#).

Figure 68. RISE Portal Home Page



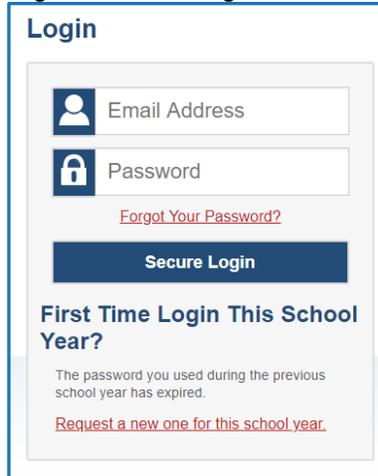
- Click on the **Test Administration** card (see Figure 61).

Figure 69. Test Administration Card



- You will be directed to the TDS sign-in screen (see Figure 62).

Figure 70. TDS Sign-in Screen



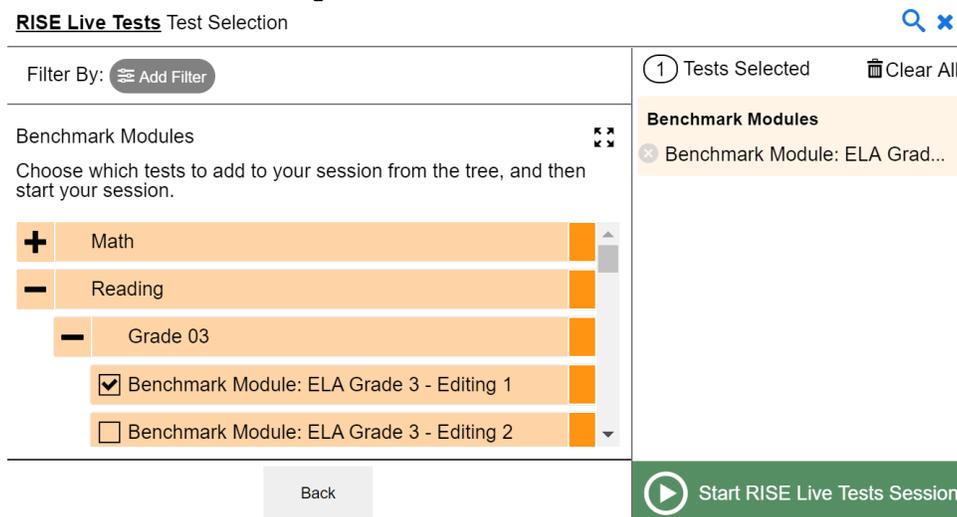
- Enter your username (email address) and password into the respective text fields.
- Click **Secure Login**. The TA site will display with the list of possible tests to add to your session.

**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 63), 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 71. Test Selection Window



**Step 4:** Locate Session ID

- You will see the Session ID for the test(s) to be administered (see Figure 64).

Figure 72. 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 65).

Figure 73. Select Tests Button



#### Step 5: Help Students Sign In to 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 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

**SAY:** *“You will now sign in to 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, he or she 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.

## Test Sign-in for Students

Figure 74. Student Sign In Page

Pause while students sign in (see Figure 66).

**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 75. 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 76. Waiting for Approval Page

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

*SAY: “On the next screen, you may 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 77. Audio/Video Checks Screens

*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 78. 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 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 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

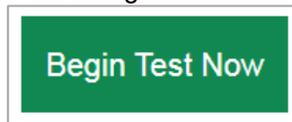
**SAY:** “You are now ready to take the [insert grade level, course name] test. This test is designed to measure your understanding of the Utah Core Standards for [insert grade level, course name]. You may return to the Help Guide at any time during the test by selecting the question mark button. If 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.”

**SAY:** “Before you begin testing, I will provide additional instructions.”

“You will not be able to return to the test once you have submitted it. Please make sure to review your test and complete any questions marked for review. 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 79. 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.

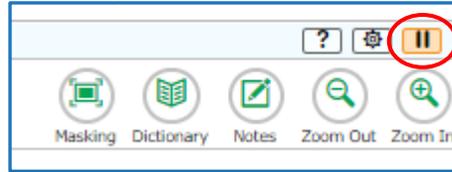
**SAY:** “There are five minutes remaining in this test session. Now, please review any test items you answered because you will not be able to review them later. If you are not finished with this test, you will have a chance to answer the remaining items later.”

## 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 80. Pause Button

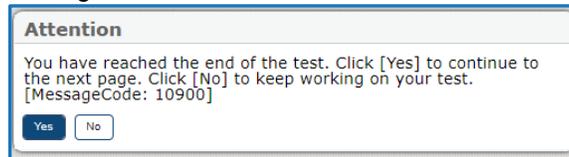


**SAY:** “If you have completely finished the test, click End Test and raise your hand when you see the Attention box.”

Figure 81. End Test Button

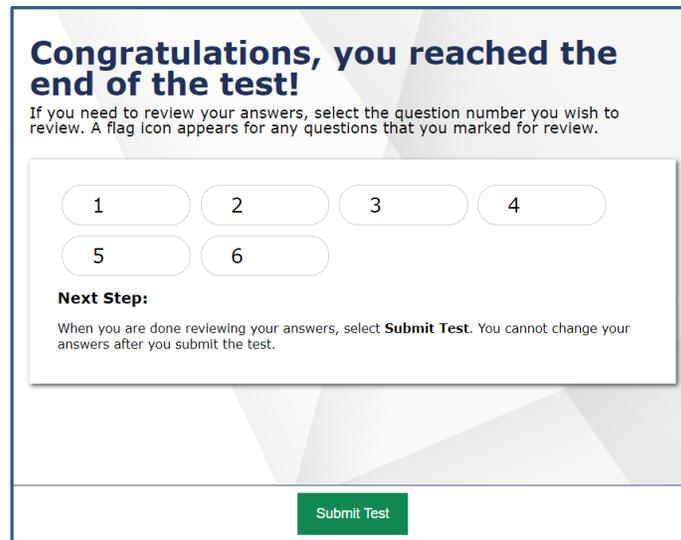


Figure 82. End of Test Attention Screen



**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 83. 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 84. 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.

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**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 85. Students’ Your Tests Page

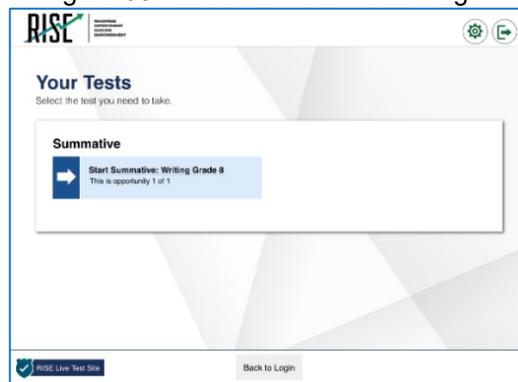
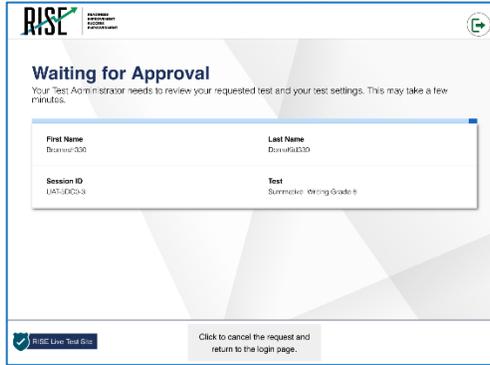
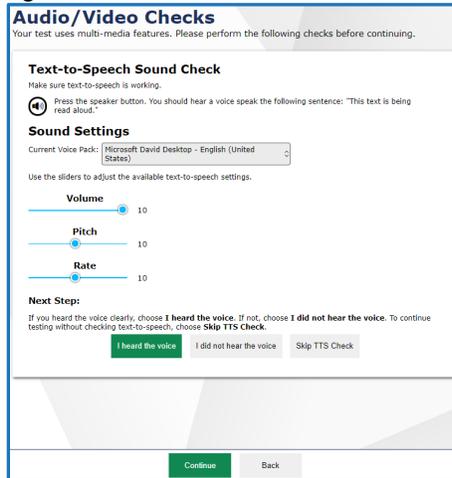


Figure 86. Waiting for Approval Page



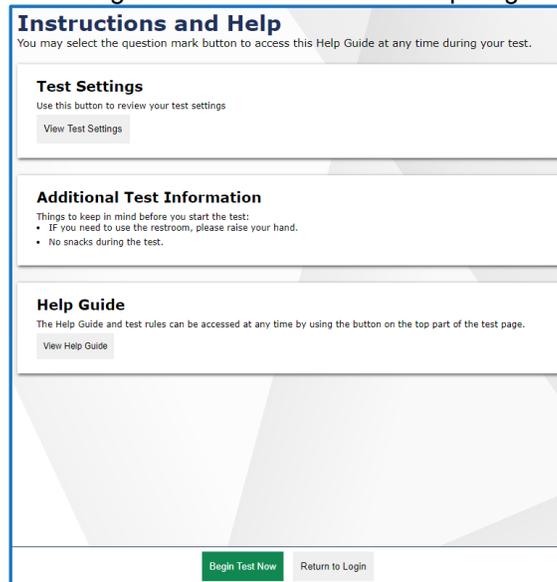
**SAY: “Next, you will be presented with an Audio/Video Checks screen. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the voice’ and raise your hand.”**

Figure 87. 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 88. 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 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 Script](#) section of this manual.

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Note: If students are continuing a test that has been paused, they will need to go through the sign-in process again.

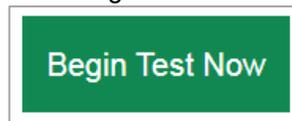
**SAY: “Before you begin testing, I will provide additional instructions.”**

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 89. 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.

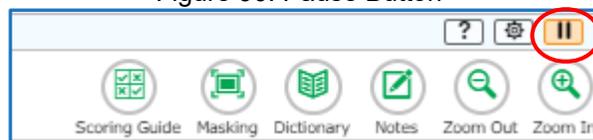
**SAY: “There are five minutes remaining in this test session. Please prepare to pause or end your writing test. You will be able to return to your response later if you are not finished.”**

## 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 90. Pause Button



**SAY: “If you have completely finished the test, click End Test and confirm by clicking Yes on the Attention screen.”**

Figure 91. End Test Button

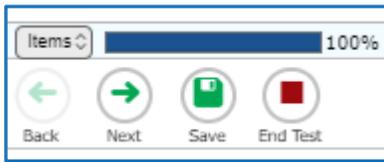
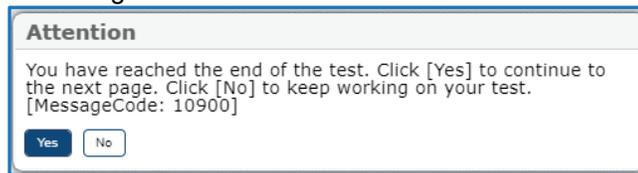
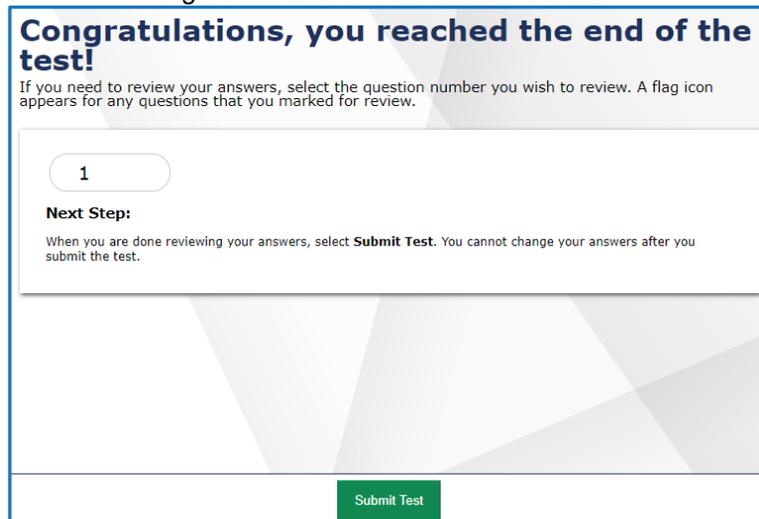


Figure 92. End of Test Attention Screen



**SAY: “Click Submit Test on the End Test screen to submit your test.”**

Figure 93. 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 94. Logout Button in TDS



## Summative Mathematics Grade 6 Script

**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 95. Students’ Your Tests Page

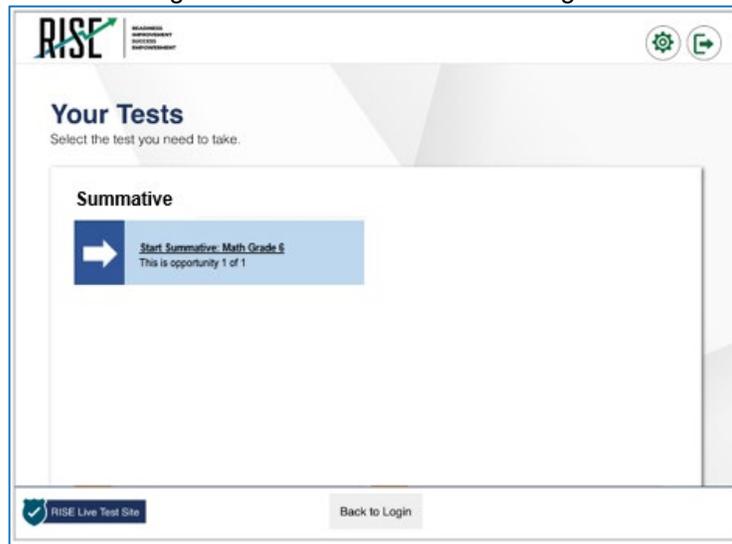
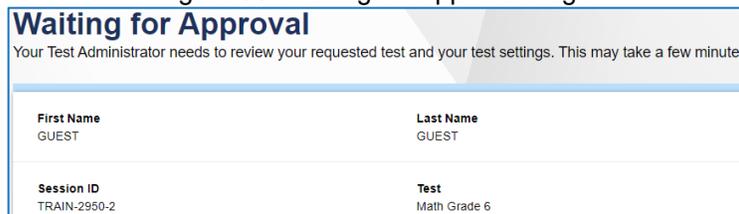
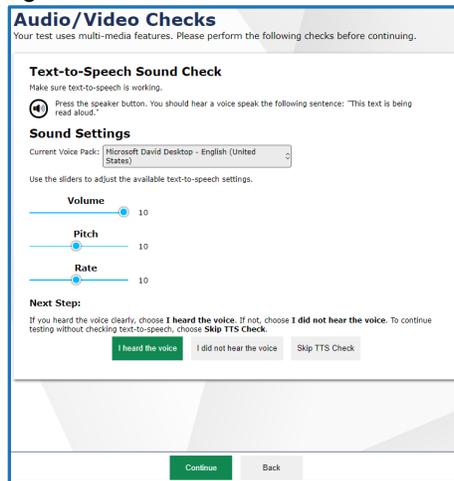


Figure 96. Waiting for Approval Page



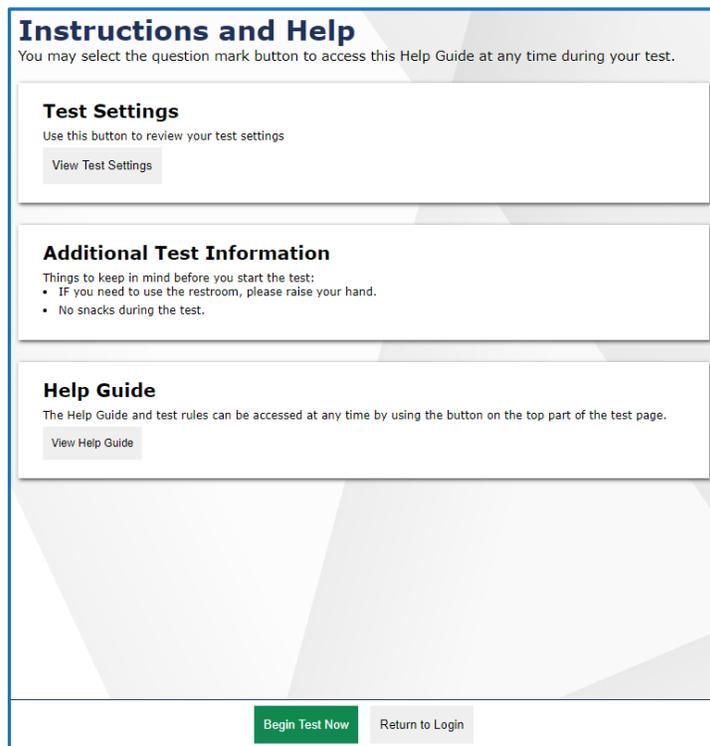
Say: “Next, you may be presented with a series of Audio/Video Checks screens. If the voice is not audible or clear, adjust the settings using the sliders and click the speaker icon again. If you still cannot hear the voice clearly, click ‘I did not hear the voice’ and raise your hand.”

Figure 97. 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 98. 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 99. Back, Next, Save and End Test Buttons



## RISE Summative Mathematics: Grade 6

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.

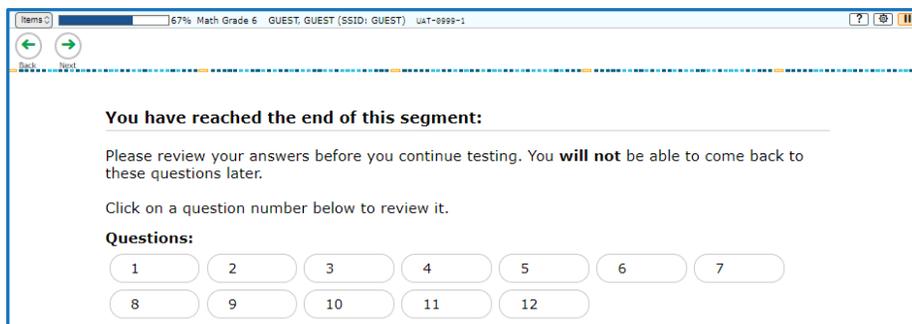
Please note that students should not select “Next” until the TA has been notified by the student that they are moving to second segment. The TA must approve the second segment for the student.

**SAY:** “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 100. End of Segment Review Screen



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

Figure 101. 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 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

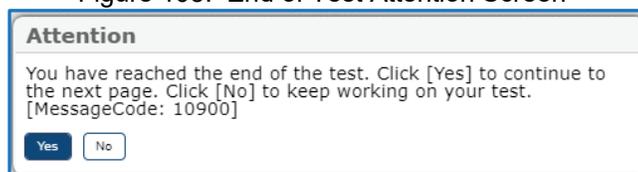
**SAY: “The test session is now over. If you have not finished, click the Pause button in the upper-right corner.”**

**SAY: “If you have completely finished the test, click End Test and confirm by clicking Yes on the Attention screen.”**

Figure 102. End Test Button

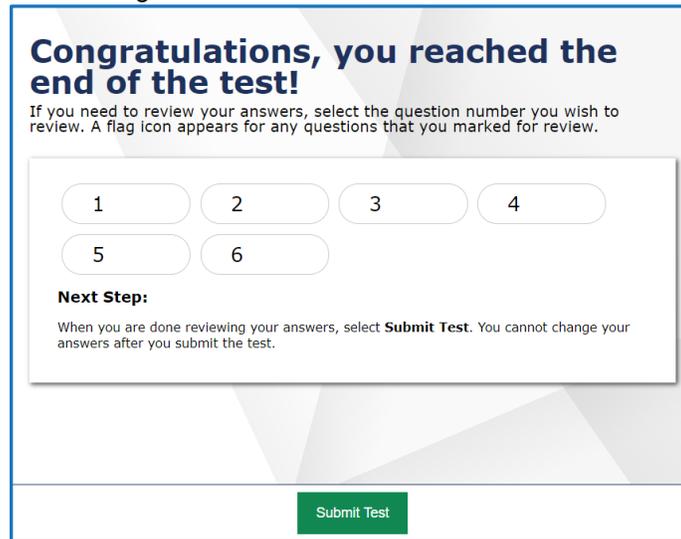


Figure 103. End of Test Attention Screen



**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 104. 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.”**

[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.

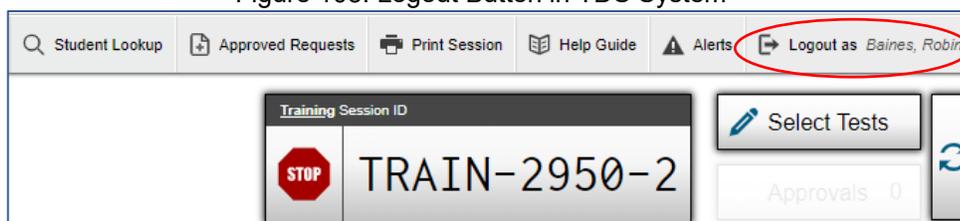
Ensure the following materials are secure:

- 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 105. Logout Button in TDS System



## Accommodated 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

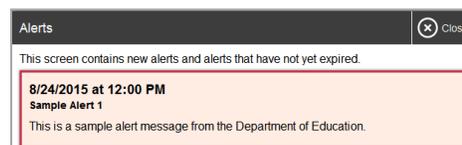
The Utah State Board of Education can send statewide alerts that appear as pop-up messages on the TA Site.

1. In the banner, click **Alerts** (see Figure 98). The **Alerts** window appears listing all the active alert messages (see Figure 99).
2. Click **Close** to close the window and return to the TA Site.

Figure 106. Alerts Button



Figure 107. 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.

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 9 lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 9. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Function	Keyboard Commands
Move to the next option	<ul style="list-style-type: none"> <li>• <b>Tab</b></li> </ul>
Move to the previous option	<ul style="list-style-type: none"> <li>• <b>Shift + Tab</b></li> </ul>
Select the active option	<ul style="list-style-type: none"> <li>• <b>Enter</b></li> </ul>
Mark checkbox	<ul style="list-style-type: none"> <li>• <b>Space</b></li> </ul>
Scroll through drop-down list options	<ul style="list-style-type: none"> <li>• <b>Arrow Keys</b></li> </ul>
Close pop-up window	<ul style="list-style-type: none"> <li>• <b>Esc</b></li> </ul>

#### Keyboard Commands for Test Navigation

Table 10 lists keyboard commands for navigating tests and responding to questions.

Table 10. Keyboard Commands for Test Navigation

Function	Keyboard Commands
Scroll up	<ul style="list-style-type: none"> <li>• <b>Up Arrow</b></li> </ul>
Scroll down	<ul style="list-style-type: none"> <li>• <b>Down Arrow</b></li> </ul>
Scroll to the right	<ul style="list-style-type: none"> <li>• <b>Right Arrow</b></li> </ul>
Scroll to the left	<ul style="list-style-type: none"> <li>• <b>Left Arrow</b></li> </ul>
Move to the next element	<ul style="list-style-type: none"> <li>• <b>Tab</b></li> </ul>
Move to the previous element	<ul style="list-style-type: none"> <li>• <b>Shift + Tab</b></li> </ul>
Select an answer option	<ul style="list-style-type: none"> <li>• <b>Space</b></li> </ul>
Go to the next test page	<ul style="list-style-type: none"> <li>• <b>Ctrl + Right Arrow</b></li> </ul>
Go to the previous test page	<ul style="list-style-type: none"> <li>• <b>Ctrl + Left Arrow</b></li> </ul>
Open the global menu	<ul style="list-style-type: none"> <li>• <b>Ctrl + G</b></li> </ul>
Open a context menu	<ul style="list-style-type: none"> <li>• <b>Ctrl + M</b></li> </ul>

## 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 100.

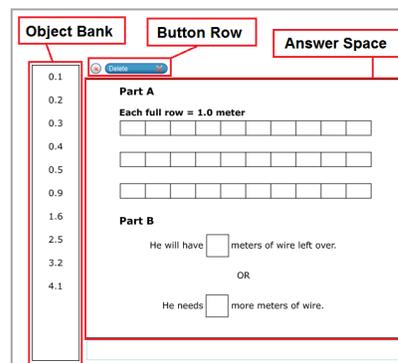
To move between the main sections, do the following:

- To move clockwise, press Tab. To move counter-clockwise, 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 108. 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 in to the TA Site after activating your account.

1. Navigate to the RISE Portal ([UtahRISE.org](http://UtahRISE.org)).
2. Select the appropriate TA Site:
  - a. To access the TA Interface, click **Test Administration** (see Figure 101).
  - b. To access the TA Training Site, click **Take the Training and Practice Tests**, then select **TA Training and Practice Site**. See Figure 102.
3. The **Login** page appears. Enter your email address and password.
4. Click **Secure Login**. The selected TA Site appears with login fields (see Figure 103).
  - 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 104) 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.

5. 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.

Figure 109. Card for TA Interface



Figure 110. Cards for TA Training Site



Figure 111. Login Page

Figure 112. Enter Code Page

## 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 you submit an 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.

### Training Test Site Student Sign-in Process

The Student Training Site allows students to take training and science practice cluster tests. Aside from the sign-in process, the Training and grade 4-8 Science Cluster Practice Test Site has the same appearance and functionality as the Student Testing Site.

Students can take training and grade 4-8 Science Cluster practice tests in proctored sessions created in the TA Training Site or in non-proctored/guest sessions. Students also have the option to sign in to the test sessions with their real identities to take tests specific to their grades or sign in as guests to take tests for any grade level.

1. To access the Student Training Site, do one of the following:
  - From the RISE Portal ([www.UtahRISE.org](http://www.UtahRISE.org)), select the **Take the Training Test** card (see Figure 105).
  - In the Secure Browser, select the **Take the Training Test** button.
  
2. 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 real credentials, students set the Guest User toggle to **Off** and then enter their first name and SSID.

Figure 113. Student Training Test Card



- 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 106.
- Students select **Sign In**.
  - If signed in with their real identities, 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 107).

3. On the **Your Tests** page, students do one of the following:
  - If signed in with their real identities, 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 in to a guest session, they must select the test settings they wish to use from the **Choose Settings** page (see Figure 108) 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 114. Student Training Site Login Page

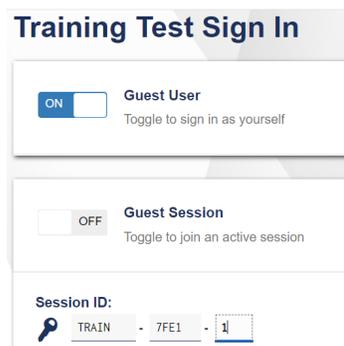


Figure 115. Your Tests Page

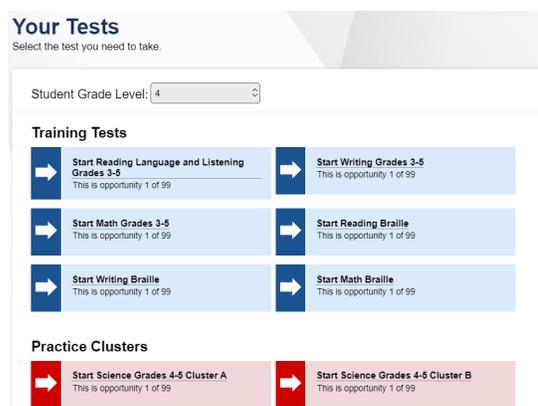
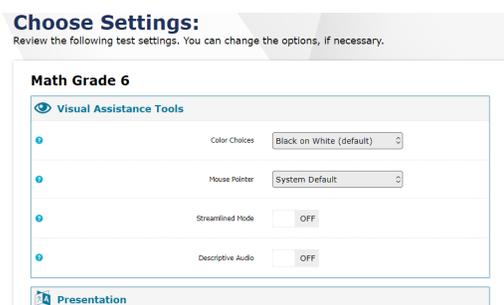


Figure 116. Choose Settings Page



## 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 109).
2. Select **Print** to print the list.

Figure 117. 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 11. This action logs the student out of the test. When the browser is opened again, the student logs back in to resume testing.

Table 11. Force-Quit Secure Browser Keyboard Commands

Operating System	Key Combination
Windows*	<ul style="list-style-type: none"> <li>• <b>Ctrl + Alt + Shift + F10</b></li> </ul>
Mac OS X*	<ul style="list-style-type: none"> <li>• <b>Ctrl + Alt + Shift + F10</b>. The <b>Ctrl</b> key may appear as <b>Control</b>, <b>Ctrl</b>, or <b>^</b></li> </ul>
Linux	<ul style="list-style-type: none"> <li>• <b>Ctrl + Alt + Shift + Esc</b></li> </ul>

\*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 in to your test session cannot remember their login information.

- 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 110.
- To perform an advanced search:
  - In the banner, select **Student Lookup**, and then select **Advanced Search** (see Figure 111).
  - Select the appropriate LEA and school from the drop-down lists.
  - Select the appropriate grade.

Figure 118. Student Lookup: Quick Search

- d. *Optional:* Enter a student’s exact first or last name. Partial names are not allowed.
- e. Click **Search**. Search results appear below the search fields.
- f. To view a student’s information, click  in the Details column.

Figure 119. Student Lookup: Advanced Search

Use the drop-down menus to select the LEA, School, and Grade for your search. A First or Last Name is required.

LEA/School:  Search  
 School:   
 Grade:   
 First Name:   
 Last Name:

Search Results

SSID	First Name	Last Name	Grade	Details

# T

## Essay Response Questions

For essay-response item types in the Student Testing Site, students can use a formatting toolbar (see Figure 109). This toolbar is available above the response field for text response questions (see Figure 112) 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 12 provides an overview of the formatting resources/tools available

Figure 120. Essay Response Question with Formatting Toolbar

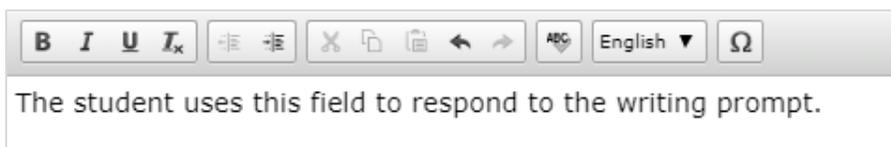


Table 12. Description of Formatting resources/tools

Tool	Description of Function
<b>B I U</b>	<ul style="list-style-type: none"> <li>Bold, italicize, or underline selected text.</li> </ul>
<i>I<sub>x</sub></i>	<ul style="list-style-type: none"> <li>Remove formatting that was applied to the selected text.</li> </ul>
☰	<ul style="list-style-type: none"> <li>Indent a line of selected text.</li> </ul>
☰	<ul style="list-style-type: none"> <li>Decrease indent of text.</li> </ul>
✂	<ul style="list-style-type: none"> <li>Cut selected text.</li> </ul>
📄	<ul style="list-style-type: none"> <li>Copy selected text.</li> </ul>
📄	<ul style="list-style-type: none"> <li>Paste copied or cut text.</li> </ul>
↶	<ul style="list-style-type: none"> <li>Undo the last edit to text or formatting in the response field.</li> </ul>
↷	<ul style="list-style-type: none"> <li>Redo the last undo action.</li> </ul>
ABC English ▾	<ul style="list-style-type: none"> <li>Use spell check to identify potentially misspelled words in the response field.</li> </ul>
Ω	<ul style="list-style-type: none"> <li>Add special characters in the response field.</li> </ul>
🔊	<ul style="list-style-type: none"> <li>Speak the text entered in the response field.</li> </ul>

## Spell Check Feature

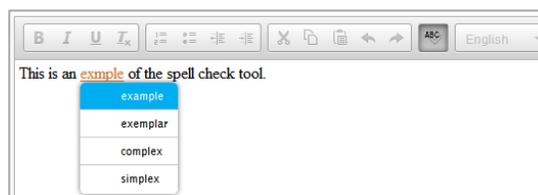
The spell check tool identifies words in the response field that may be misspelled.

1. Select a language for the spell check tool from the Spell Check drop-down list, if necessary (see Figure 113).
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 114).
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 121. Spell Check Drop-Down List



Figure 122. 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.

## Transfer a Test Session

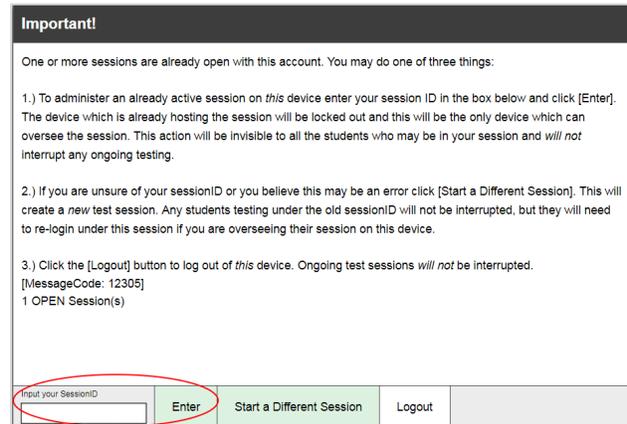
You can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when your computer malfunctions or if you accidentally close the browser while a session is in progress. Please note that to transfer 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 in to the TA Site on the new device or browser. A Session ID prompt appears (see Figure 115).
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 123. 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](mailto:RISEhelpdesk@cambiumassessment.com)

Online Chat: <https://utahrise.org/chat.stml>

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

### **Usernames 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.

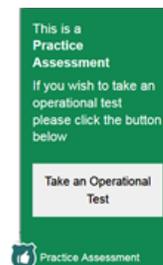
## Common Student Sign-in Errors

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 in to 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 116). 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 124. 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 in to 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.