

Agenda for this Presentation

- ▶ 1. How is SAGE different than the CRTs?
- ▶ 2. Sample SAGE Questions
- ▶ 3. SAGE Practice Tests and Results
- ▶ 4. Other parts to the SAGE System
- ▶ 5. Opting Out
- ▶ 6. Assurances & Parent Committee Feedback
- ▶ 7. Questions and Answers



SAGE is a computer adaptive test

▶ What is a computer adaptive test?

- ▶ Every time a student answers a question, his or her response helps determine the next question that the student must answer. The difficulty of the test will adjust to each student's skills, providing a better measure of what each student knows and can do.
- ▶ There is a continuum of questions, easy to hard, to determine what each student knows and can do. When students answer harder questions it gives them higher scores than answering easy questions
- ▶ SAGE is a Utah test, with the test items having been developed by Utah educators.



SAGE is a computer adaptive test

- ▶ **Every student has a similar testing experience**
 - ▶ **Individualized:** each student has easy through difficult questions
 - ▶ **The test will be more precise:** the test will become more accurate each year as student responses and test question data are analyzed
- ▶ **Every student will be assessed:**
 - ▶ in language arts, math and science
 - ▶ on all standards in their grade/course
 - ▶ at all levels of critical thinking
 - ▶ using the same number of questions



What does the term “more rigorous standards” mean?

Alpine teachers are teaching to these standards now...



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Students used to:

- Recall
- Recognize
- Identify

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What does the term “more rigorous standards” mean?

Students used to:

- Recall
- Recognize
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Now, in addition:

- Cite evidence
- Apply concepts
- Analyze
- Synthesize

Alpine teachers are teaching to these standards now...



Examples -- Old

$$12 \div 3 = ?$$

A. 36

B. 4

C. 3

D. 9

Examples -- SAGE

5



James has 12 star stickers. He wants to divide them equally into 4 groups.

- Drag the stars to the rectangles to divide the 12 stars equally.
- Drag numbers to each box to form an equation that models how you divided the stars.

The workspace contains a vertical list of numbers from 0 to 9 on the left. A blue star icon is positioned above the number 0. A 'Delete' button with a red 'x' icon is located at the top right of the workspace. The main area features four empty rectangular boxes arranged in a 2x2 grid. Below these boxes is a dashed-line equation template: $\square \div \square = \square$.

Examples -- SAGE

5



James has 12 star stickers. He wants to divide them equally into 4 groups.

- Drag the stars to the rectangles to divide the 12 stars equally.
- Drag numbers to each box to form an equation that models how you divided the stars.

The interface shows a vertical list of numbers from 0 to 9 on the left. A blue star icon is next to the number 0. A 'Delete' button is at the top right. The main area contains four rectangles, each containing three blue stars, arranged in a 2x2 grid. Below the rectangles is a division equation: $12 \div 4 = 3$. The numbers 12, 4, and 3 are in dashed boxes, and the symbols \div and $=$ are also in dashed boxes.

Examples -- SAGE

9

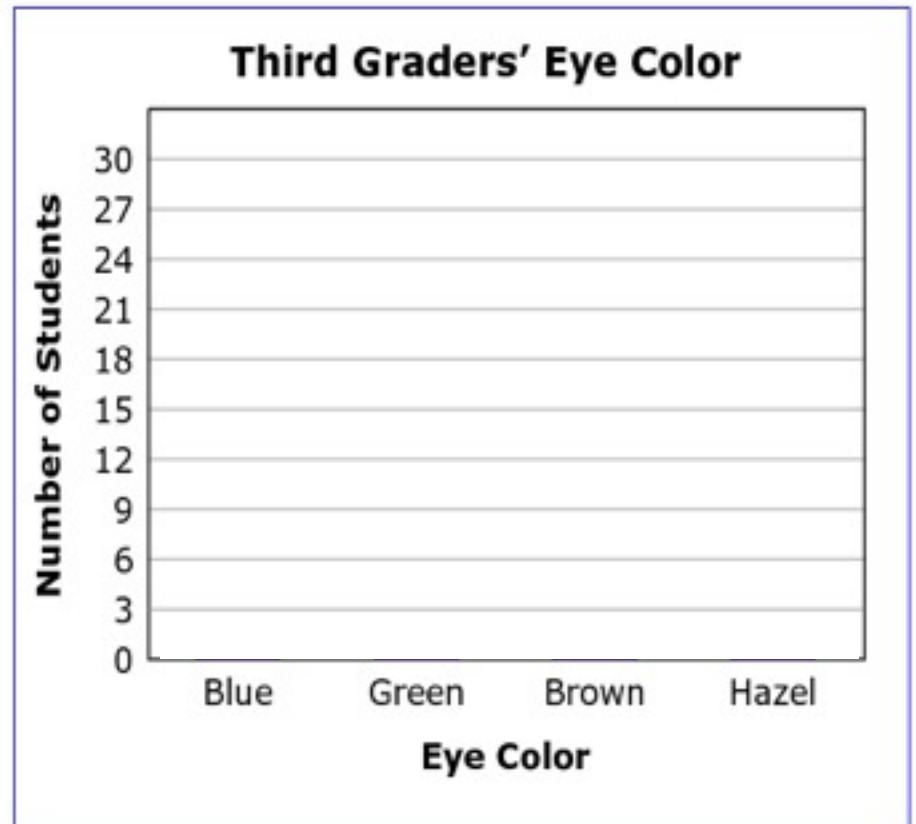


The table shows the eye color of third graders at Long Branch Elementary School.

Eye Color of Third Graders

Eye Color	Number of Students
Blue	3
Green	6
Brown	12
Hazel	9

Click above the labels in the bar graph to display the data from the table.



Examples -- SAGE

9

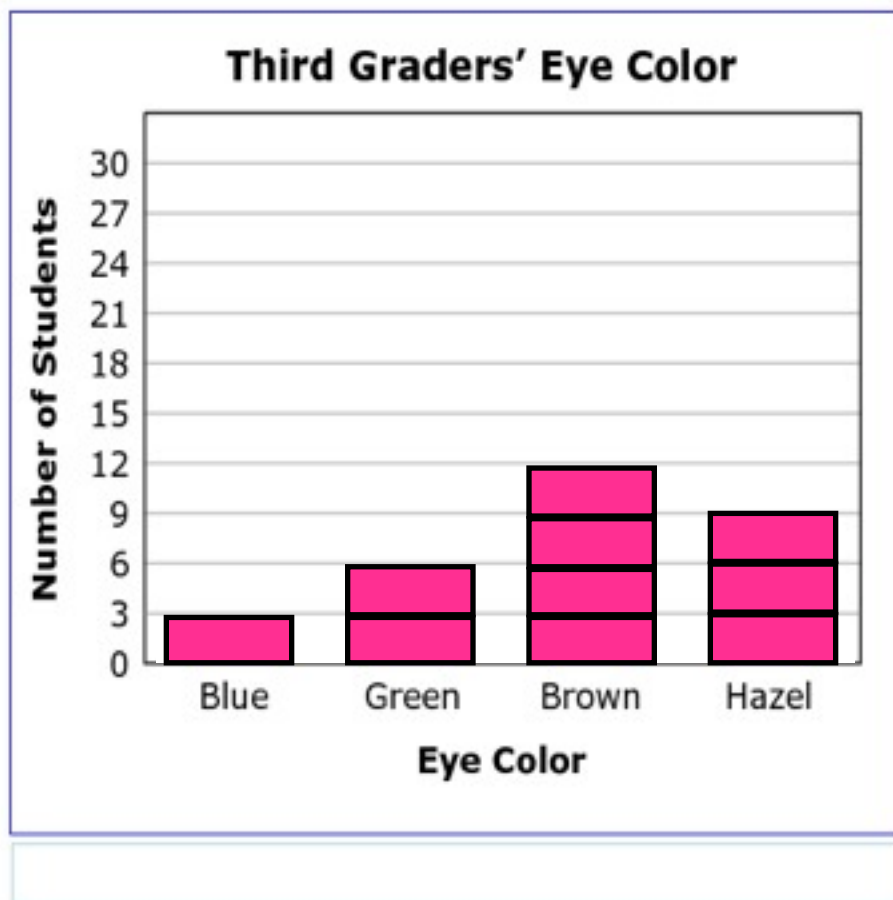


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Examples -- SAGE

2 Before the Internet, children in remote places sometimes had classes over the radio or used the mail to get lessons and return them. For example, in the past, children who lived in distant parts of Australia were taught using the radio. Every day at a certain time, they tuned in to a special radio station. All the children could hear their teacher at the same time, but they were hundreds of miles apart. They got their lessons in the mail, did their homework, and mailed it back to the teacher.

3 Today, students who live far away from their teacher have classes on the Internet. In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher. The students can live in one country, and the teacher can be located in a different country. Still, it's just like a classroom at your school. The teacher can teach the kids. The kids can ask questions. Everyone can see and hear everything that's being said as it happens.

2

What is the relationship between paragraphs 2 and 3 in the passage?

- (A) comparison
- (B) introduction
- (C) cause and effect
- (D) question and answer

Examples -- Old

Solve the system of equations:

$$3x + 4y = 12$$

$$5x - 8y = 18$$

A. $x=36, y=12$

B. $x=4, y=9$

C. $x=3, y=4$

D. $x=6, y=3$

Examples -- SAGE

8

The equation of a circle is shown.

$$(x - 3)^2 + (y - 2)^2 = 4$$

The circle is translated 2 units to the right and 4 units up and then is dilated by a factor of 3.

What is the equation of the new circle?

←→↶↷✖

1	2	3	x	y							
4	5	6	+	-	•	÷					
7	8	9	<	≤	=	≥	>				
0	.	-	$\frac{\square}{\square}$	\square^\square	\square_\square	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π	i
			sin	cos	tan	arcsin	arccos	arctan			

SAGE Training Tests

Located at www.sageportal.org

▶ Purpose

- ▶ The intention of the training test is to teach students how to use each of the different item types.

▶ Audience

- ▶ Students are experiencing these kinds of items in practice sessions throughout the year
- ▶ Parents can experience the test items

▶ Scoring

- ▶ The training test will not score student submissions.



SAGE Results Reality

- ▶ Reduced proficiency is a result of:
 - ▶ more rigorous standards
 - ▶ more rigorous assessments
 - ▶ raising the bar and establishing new baseline data
- ▶ We expect proficiency will drop, on average, about twenty percentage points as a new baseline is established
- ▶ Proficiency will increase over time as students, parents, and teachers work together to implement the standards and assessments and make instructional decisions based upon the student data.



SAGE is an assessment "SYSTEM"

- ▶ **Summative (starting Spring 2014)**
 - ▶ Spring adaptive assessments
 - ▶ **3rd-11th Grade in Language Arts**
 - ▶ **3rd Grade - Secondary Math 3 in Math**
 - ▶ **4th Grade - Physics/Chemistry in Science**
 - ▶ **3rd-11th Grade in Writing**
 - ▶ Used for state reporting and accountability reports
 - ▶ In Spring 2014 results come in the Fall (for this 1st year)
 - ▶ After Spring 2014 results are immediate



SAGE is an assessment "SYSTEM"

- ▶ **Interim Adaptive Tests (starting Fall 2014)**
 - ▶ Given in the fall
 - ▶ Will show fall to spring growth
 - ▶ Alpine will give the following interim tests:
 - ▶ **3rd grade math and language arts**
 - ▶ **4th grade science**
 - ▶ 7th grade math, language arts, and science
 - ▶ High school Secondary I, II, and III math
 - ▶ Schools have the option to give other fall tests



SAGE is an assessment "SYSTEM"

▶ Formative SAGE

- ▶ Teacher created assessments for classroom/grade/department use
- ▶ Teacher instructional resources (ex., sharing of teacher lesson plans)

▶ Example

- ▶ Mr. Smith just completed an 8th grade science unit on rocks and he wants to create an assessment to check for understanding with his students.
- ▶ He could use Formative SAGE to write questions, pick already written questions or borrow questions from other teachers. He would use Formative SAGE to administer the assessment.



Benefits of SAGE Testing

The SAGE Assessment Supports Student Learning:

- ▶ Emphasis on student learning
- ▶ Identifies student learning levels
- ▶ Gives information to teachers to improve student instruction
- ▶ Gives information to parents about a student's academic achievement and skills
- ▶ Establishes the student's baseline learning levels to determine student growth



Just like with the CRTs, All Students Are Expected to Participate in the SAGE Assessment

- ▶ Parents may choose to not have their students participate in testing. Students who opt out will be given a score of 1 (out of 4)
- ▶ Students who have opted out will still be counted toward the 95% participation requirement
- ▶ Students who are sick on the day of the test will be expected make up the test when they return
- ▶ All students enrolled in a public school are included in the aggregate data submitted to the state, whether they test or not
- ▶ Students not participating in SAGE, will not receive test results





AMERICAN INSTITUTES FOR RESEARCH®

TO: DR. MARTELL MENLOVE, UTAH STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
FROM: JON COHEN, EXECUTIVE VICE PRESIDENT AND DIRECTOR OF ASSESSMENT, AIR
DATE: 5/14/2013
CC: JOHN JESSE, ASSESSMENT DIRECTOR, UTAH STATE OFFICE OF EDUCATION

Dear Superintendent Menlove:

Thank you for passing on the concerns expressed by Dr. Gary Thompson and Mr. Edward Flint. American Institutes for Research (AIR) shares with them a strong concern for individual privacy.

As you know, AIR is under contract with the state of Utah to provide K-12 testing services. Under this contract, AIR is to work together with Utah educators to develop tests of the Utah Core Standards, and to administer those tests to students in the Utah school system.

Dr. Thompson and Mr. Flint express concern that the tests will seek to measure constructs beyond academic achievement, that research may be done using the Utah data, and that resulting data may be shared with the federal government. As you know, such activities are precluded in our contract. The contract does not ask us to gather personality, behavioral, or other non-academic data and, of course, we have no intention of attempting to gather such data. The tests, as well as all content developed for Utah, will be the property of the State of Utah. While AIR will gather and score the student responses to the tests, that student and response data will remain the property of the State of Utah.

Any research conducted using these data must be approved by the Utah State Office of Education. AIR is bound by contract and privacy laws to secure the data and prevent its release to anyone not authorized by the State of Utah to have the data. This prohibition on release of the data extends to the federal government.





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The Salt Lake Tribune

Utah parents say new end-of-year tests largely agenda free

Education • Even those who oppose Common Core find little objectionable.

BY KRISTEN MOULTON

THE SALT LAKE TRIBUNE

PUBLISHED: NOVEMBER 11, 2013 04:03PM

UPDATED: NOVEMBER 11, 2013 08:52AM

Parents of Utah schoolchildren who spent the past week reviewing questions for new end-of-year tests were generally surprised and happy to find little evidence they were aimed at pushing an agenda. “They were just relieved there was nothing sinister about the test questions,” said Rep. Dana Layton, R-Orem, one of three legislators who met with the 15-member Parent Review Committee and Utah Board of Education members Friday.

The five parents contacted by The Salt Lake Tribune agreed. “The test was not riddled with controversial or indoctrinating material,” parent Christine Ruiz, of West Haven, an opponent of the Common Core, wrote in an email. The Utah Legislature required committee members — two-thirds of whom were appointed by lawmakers — to examine allegations that the new tests based on the Common Core curriculum will be imbued with a social or political agenda. The 15 members spent eight hours a day, Monday through Thursday, and some of them worked Friday as well, poring over questions that could be asked in public school third through 11th grades (and posed to some 12th-graders) next spring on new computer adaptive tests. Each parent was able to get through an estimated 1,300 to 1,600 questions, and each of the nearly 10,000 questions in the pool was reviewed by at least two parents. Parents flagged only 3.7 percent as problematic, many of those because of misspellings, incorrect grammar or other issues, said Judy Park, deputy superintendent of Utah schools.

Ruiz said that while the “overwhelming majority” of questions were appropriate and well-written, she had issues with questions or instructions that were confusing as well as clunky software manipulatives or computer scoring errors. She estimates she flagged less than 1 percent as potentially controversial.

Kimberlie Kehrer, of Mapleton, said she had expected to see questions similar to those on psychological tests, since that’s an expertise of American Institute for Research (AIR), the contractor being paid \$39 million by Utah to develop the tests. “I did not see any such questions,” Kehrer said.

Amy Farnsworth, of Vernal, said she identified perhaps 10 out of 1,300 questions that might bother some Utah parents. “They weren’t so egregious that I automatically said, ‘This is a horrible question.’ I just wanted someone else to take a look.” Sen. Todd Weiler, R-Woods Cross, said he was happy to hear even parents who identified themselves as anti-Common Core express confidence that there was not much social engineering evident in the questions. One parent was offended by a question that seemed to imply that bringing a child into the world is a bad thing, he said. Others didn’t like that the Big Bang was not referred to as a theory, while evolution was. “The parents wanted them both phrased as theories,” he said.

19

Karen Conder, of Sandy, said parents could click to find the source of each question, whether it came from the contractor, another state or the Utah Office of Education. She was happy to see questions with Utah place

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